

SBPIE Assessment

as required by section 1003.57, Florida Statutes (F.S.).

HALLANDALE HIGH SCHOOL

District Name: Broward

MSID Number: 0403

Date Meeting Held: 5/29/2025

Initial Information

School Principal: Valerie Jean

School Type: Senior High

FIN Trained Meeting Leader/Title: support@fcim.org Support, FIN Facilitator

Team Members Name/Title:

Valerie Saunders-Jean-ESE Specialist/FIN Facilitator

William Gillespie-Assistant Principal

Barbara Harris- Reading Coach

Brandon Forbes-Language Arts Department Head

Carolene Lyew-Kinlocke-Teacher

Wayne Kinlocke- Teacher

Patrice Wilson-ESE Support Facilitator

Domain I: Leadership and Decision Making

Indicator	Implementation Status	Data Sources/Supporting Evidence
1. The school analyzes data to identify current practices and remove barriers to providing educational services for all SWD in general education and natural contexts in every school.	Fully	Data chats are conducted between students and teachers. Data analysis is completed using information from the State, District and school assessments, progress on IEP goals are discussed. Classroom walk throughs are done by administration. Collection and analysis of student achievement and discipline data is ongoing with Support Facilitators and Administrators. Students with an identified disability and an IEP for academics who exhibits behavior concerns are referred to the Response to Interventions (RtI) committee.
2. The school sets and monitors goals to implement and improve best practices for educating students with disabilities in general education classrooms and natural settings using the School BPIE Assessment results.	Fully	SWD students are included in general education classes; tutorial support is provided thru LEAP High Program, support facilitation via pull-outs/push-ins Collection and analysis of student achievement and discipline data is an on-going process with support Facilitators and Administrators. ESSER support Staff provides pull-out tutorials in reading and math for students identified in the lower quartiles.

3. The school has a key person who oversees, coordinates and monitors the implementation of best practices for educating all students with disabilities in general education and natural contexts.	Fully	The ESE Specialist and Department Head for ESE are identified on documents as the staff members that coordinates and monitors the implementation of best practices for inclusive education for all SWD students.
4. School administrators follow district guidelines for all SWD to have the same school choice options as their peers without disabilities.	Fully	The school looks at the Feeder School Detail Report to identify all students in the school's boundary. The school invites students to attend a Magnet Showcase and registration. The school ESE Specialist attends all 8th grade ESE matriculating students' IEP meetings and provides information to parents detailing available resources before and after graduation. The school also has an orientation/ matriculation date for all incoming 8th grade students. The Master Schedule reflects the inclusion of SWD students.
5. School data reflect that SWD, regardless of their exceptionality, receive their education and related services in age- and grade appropriate general education classes, to the maximum extent appropriate.	Fully	All SWD students are provided with the least restrictive environment according to their IEP. The teachers follow the accommodations listed on the student's IEP. Our SWD students are assigned to classes by the guidance counselors using graduation requirements. Our SWD students are provided with push-in/ pull-out services by the support facilitator. All SWD students are invited to attend LEAP High tutoring program.

6. Data shows that the majority of SWD, ages 3–5, receive special education and related services in the regular early childhood (preschool) classes with peers without disabilities. *Schools with early childhood (preschool) programs only.	Not Yet	N/A
7. School administrators expect all school personnel to share responsibility for all students and consider all SWD as general education students first.	Fully	During leadership and faculty meetings the administrators articulate to the staff the need for all teachers to have ownership in the instructional/behavioral support of all students. Strategies are discussed during PLC meetings to help teachers with inclusive practices. During preplanning week, trainings are facilitated by ESE specialist. All teachers are addressed by their name rather than by the classes that they teach.
8. School administrators inform staff of resources to apply best practices for teaching students with disabilities in general education classrooms and natural contexts.	Fully	The administrators monitor all school resources. Materials and strategies are provided for differentiated instruction. All students are provided with access to online text books and has access to computers while at school. Assistive technologies, support is provided for the students that have a need. Time for planning is allocated daily each week.
9. School administrators expect all staff to use person first language in all written and verbal communications.	Fully	Translators are available for conferences, letters are available in various languages. Students are referred to by name when communicating rather than their disability.

10. School administrators use job interview questions that assess applicants' knowledge and respect for differences in student learners and best practices for SWD, as applicable to the position.	Fully	Interview questions are developed based on the position available.
11. School administrators communicate with district departments to ensure that all SWD arrive and leave school at the same time and place as other students, unless their IEP indicates a shortened school day.	Fully	Bus monitors are outside during arrival and departure of all buses. All buses are due to arrive and depart at approximately the same time daily. SWD students are included on the buses with other non SWD students to the maximum extent possible. SWD and general education students attend fieldtrips and other school sponsored events together.
12. The school ensures SWD have the same opportunities as other students to participate in all schoolsponsored activities, like electives, sports, dances, clubs, field trips, plays, community service, and graduation events.	Fully	All SWD students are provided with opportunities to participate in clubs, field trips, sports, graduation and all school events. SWD students are included in pep rallies, clubs, lunch and common areas with students without disabilities. All student and their families are receive the same information about school sponsored, nonacademic events regardless of their disability.
13. The school ensures all SWD are given equal consideration for honors, awards and other designations offered by schools.	Fully	SWDs may earn honor cords, academic awards, attendance awards, scholarships All SWDs are recognized/ honored in award ceremonies at the same time as students without disabilities.

14. School administrators identify professional learning (PL) and technical assistance (TA) needed to implement best practices for educating SWD in general education and natural contexts.	Fully	Administrators do class walk throughs and observations. Administrators meet with the ESE Specialist, support facilitators, speech therapist to assess the needs of the students based on IEPs. Regular meetings are held to review student data and needs. Professional development calendars, minutes, sign in sheets and meetings. Training is differentiated for teachers to meet their individual needs. During PLC teachers analyze student data to determine the need for professional development.
15. The school provides opportunities for ongoing job-embedded professional learning (PL) for all school-based personnel, as appropriate for their job role, on best practices for educating all students with disabilities in general education and natural contexts.	Partially Almost	ESE Specialist facilitates trainings. Collaborative team planning/PLCs are held weekly. Each teacher has access to the student's IEP/accommodations. Every teacher is required to have a data folder on SWD as well as students without disabilities.
16. The school provides opportunities for ongoing job-embedded technical assistance (TA) is provided for all school-based personnel, as appropriate for their job role, on best practices for educating all students with disabilities in general education and natural contexts.	Partially Almost	School leaders provide on-going professional development to the staff. The ESE Specialist facilitates the provision of behavior support through the area office as needed. Teacher leaders provide on-going follow-up coaching and feedback to teachers. Support Facilitators collaborate with students and teachers to address the needs of SWD.

17. School administrators ensure collaborative planning time is included in staff schedules.	Fully	The school's master schedule reflects common planning time for collaborative teaching teams. Teachers meet weekly during common planning to plan lessons, create common assessments, discuss subject area concerns, analyze student data and share best practices. Agendas and logs from collaborative planning sessions are available for administrators to review.
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Domain II: Instruction and Student Achievement

Indicator	Implementation Status	Data Sources/Supporting Evidence
18. The school provides opportunities for special, elective, and career technical education (CTE) teachers to regularly meet with special education teachers and related service providers to support the learning of all SWD.	Partially Almost	The support facilitators as well as the ESE Specialist for SWD are available to meet with teachers that have electives. The speech therapist also consults with the teachers of SWD to provide assistance as appropriate. ESE teachers provide instructional strategies to electives/CTACE teachers
19. General and special education teachers use the academic achievement standards as the foundation for instruction of all SWDs, including those with the most significant cognitive disability.	Fully	Teachers use learning goals and strategies to work with the SWDS. The learning goals and strategies are modified to meet the needs of the students with significant cognitive disabilities working on access points. This is evident in the teacher's lesson plans, during walk-throughs and data folders for the students.
20. School staff consistently implement an MTSS and problem-solving process to ensure all students, with and without disabilities, make progress in the general education curriculum across all grades and settings.	Fully	The RTI team meets regularly to identify all students with and without disabilities that require intervention for school success. The teachers document and bring data regarding the level of success of the intervention put in place. Parents are invited to attend meetings regarding their child to discuss pertinent information about the needs of the student.

21. The school uses an intentional approach to gather, analyze, and evaluate data to determine the effectiveness of instructional and behavioral interventions for all SWD.	Fully	The general education, special education teachers and other related service personnel collaborate to discuss the progress of the SWDs in the general education classrooms. Data- driven instruction is used to support the needs of the SWD students. The SWD students have the same access to the same multi-tiered interventions as those without disabilities. All teachers use formative assessment data to adjust instruction, revise behavior plans and determine individual student responses to interventions in general education and natural contexts.
22. The school ensures teachers of SWD who spend less than 80% of their day in general education classes use formative assessment data to find effective teaching and behavior strategies to support SWD progress toward their IEP goals.	Fully	The special education teachers of students in self-contained classrooms use assessments, observation and data folders on each student. This data helps to determine progress toward their goals and placement for instructions. Special education teachers use formative assessment such as DAR, CMAT to identify student needs, adjust instruction, revise behavior plans and identify opportunities for learning in general education and natural contexts.
23. There is a school-wide approach to facilitate positive, interdependent relationships among all students with and without disabilities across all general education and natural contexts.	Partially Almost	Students are referred to the school Social Worker for access to counseling; Anti-bullying/domestic violence week Women Of Tomorrow, Just Us Sisters (JUS) Diversity Club 5000 Role Models Mentoring Tomorrows Leaders(MTL) Kids of Character Simple Educational Assistant Technology (SEAT), Positive Behavior Incentive Program.

24. There is a school-wide approach for planning and implementing instruction to ensure that all students have opportunities to engage with learning in general education classrooms and natural contexts.	Fully	The teacher differentiate instructions for the students. Some of the students use visual schedules, hand over hand, physical and visual prompting. Ipad with communication soft ware, Tech Talk, Step by Step Communicator, Go Talk and Big Mac are some of the technology used in the classrooms for communication
25. The school has a variety of service delivery models in place, across all grade levels, to provide instruction and related services to SWD in their least restrictive environment to the maximum extent appropriate.	Fully	The administrators are able to articulate different ways to deliver special education services in the general education classroom through observations, walk throughs and teacher data chats. The master schedule reflects the service models in the school support facilitation, consultation and SLP services.
26. The school ensures all paraprofessionals have received PL that includes clear descriptions of their work responsibilities and strategies for providing support to SWD in their least restrictive environment.	Fully	Administration, ESE Specialist and teachers monitor the activities of the para professionals to evaluate the effectiveness of support provided to SWDS. The para professionals are encouraged to go to workshops and trainings. Administration and ESE Specialist review job responsibilities with the para professionals. The para professionals can clearly state the learning and behavioral support needed for the SWDs they serve

Domain III: Communication and Collaboration

Indicator	Implementation Status	Data Sources/Supporting Evidence
27. The school ensures that all special education staff are recognized as essential, collaborative members of the general education team.	Partially Almost	Support facilitators are active members of a department in the school. The special education teachers collaborate with the general education teachers to share instructional strategies. Support Facilitators push in to classrooms to support the general education teachers
28. General and special education teachers use regularly scheduled collaborative planning time to clarify their roles and responsibilities while planning effective instruction and assessment for all students.	Partially Almost	General Education and Special Education teachers meet to discuss the needs of students with disabilities. During IEP meetings accommodations and related services are discussed and agreed on for students with disabilities.
29. The school ensures that family members of SWD are contributing members of school decision-making groups.	Fully	Parents are invited to join the PTA. They are invited to attend and play an active role on the School Advisory Council. Parents are on the SAC, PTA, SAF.
30. The school uses needs assessments and student data to provide learning opportunities and resources to families of SWD.	Partially Almost	Information about resources, learning opportunities and activities are available to all families of SWDs. During conferences and IEP meetings, parents are provided with information on different topics such as helping with homework, test prep, inclusion and IEP goals. Parents provide feedback via Microsoft forms.

31. The school ensures all school personnel invite families to provide valuable input in planning and problem-solving.	Fully	Parents are considered when planning and problem solving. The school Administration, ESE Specialist, social worker, guidance department and other staff work with parents and other family members of SWDs to obtain any information that will be beneficial in planning for the student.
32. The school provides regular reports on the progress of implementing best practices for SWD with families, school district staff, and community members.	Fully	The administrators provide parents with information from the SIP. The administrator over the SIP provide all school staff with the appropriate information from the SIP.
33. The school uses a person-centered planning process for SWD.	Fully	The ESE Specialist schedules meetings with parents to discuss options for students transitioning from school to school as well as career placement and other alternatives. Students with disabilities learn and practice skills for self determination. Outside agency are invited to come in to meet with students and parents regarding transitioning to post secondary education and career placement.

34. School leaders use a team decision-making process to ensure all SWD progress from grade to grade, school to school, and district to district, maintaining the least restrictive environment.	Fully	The guidance department and ESE Specialist assures all necessary documents are sent and received from the school. The school coordinates an orientation for students moving from middle school to high school. This includes a tour of the building and school procedures. The self contained students visit the classroom and do a meet and greet. Administrators proactively ensure that supports follow all SWDs as they transition from grade to grade, school to school and district to district.
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School BPIE Assessment Priority Indicators

HALLANDALE HIGH SCHOOL has chosen the following indicators as areas of focus for this School BPIE cycle and will develop short- and long-term improvement efforts to address these areas.

- Indicator 23. There is a school-wide approach to facilitate positive, interdependent relationships among all students with and without disabilities across all general education and natural contexts.
- Indicator 27. The school ensures that all special education staff are recognized as essential, collaborative members of the general education team.