

SBPIE Assessment

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

DEERFIELD BEACH HIGH SCHOOL

District Name: Broward

MSID Number: 1711

Date Meeting Held: 10/1/2025

Initial Information

School Principal: JON MARLOW

School Type: Senior High

FIN Trained Meeting Leader/Title: Lindsey Riha, Special Education Team Leader

Team Members Name/Title:

Lindsey Riha- ESE Support Team Leader

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.	Partially Almost	School leaders look at student data and services to determine the appropriate placement. SWD are placed in classes that meet their educational needs in order to be successful in their learning environment.
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.	Partially Almost	The school develops overall goals for the school focused on improvement in multiple areas. The is a goal being developed to specifically address inclusive educational practices.
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 school has an LEA point person/ESE Specialist that oversees, coordinates, and monitors the implementation of best practices for inclusive education for all SWDs.
4. School administrators follow district guidelines for all SWD to have the same school choice options as their peers without disabilities.	Fully	Administrators, School Counselors, and the ESE team collaborate to ensure SWDs have the same educational opportunities and educational services.
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.	Partially Almost	Each SWD has an individual education plan which is directed towards their individual needs. Not every student receives instruction at least 80% of the day.

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	We are a high school. Do not service students ages 3-5
7. School administrators expect all school personnel to share responsibility for all students and consider all SWD as general education students first.	Fully	Administration and ESE specialist meet on a consistent basis to ensure all teachers know the expectations and share the responsibility of all the students on campus.
8. School administrators inform staff of resources to apply best practices for teaching students with disabilities in general education classrooms and natural contexts.	Partially Almost	Whole group professional development occurs at the beginning of the year to discuss inclusion practices. Additionally, the ESE department meets monthly to discuss students and best practices.
9. School administrators expect all staff to use person first language in all written and verbal communications.	Fully	School administrators incorporate the SWD department first amongst all groups within the school.
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.	Partially Almost	Administrators ensure that when interviews are conducted, they utilize questions that address the needs and implementation of inclusive practices for students with disabilities.
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	The current school setting implements two PASS classes that incorporates daily career based instruction with gaining access to the. We also do a yearly field trip with all of our inclusion classes. All SWD are included in a multitude of field trips.

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	SWD students are included in all recognitions, awards and other designations that take place at the school.
13. The school ensures all SWD are given equal consideration for honors, awards and other designations offered by schools.	Fully	SWD students are included in all recognitions, awards and other designations that take place at the school.
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.	Partially Almost	School administration meets with the designated departments to analyze data and develop appropriate PD for school personnel.
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	Administration has designated collaborative teams to assist in identifying the needs of the staff to include effective inclusion practices.
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	Administration has designated collaborative teams to assist in identifying the needs of the staff to include effective inclusion practices.
17. School administrators ensure collaborative planning time is included in staff schedules.	Partially Almost	The current professional development series utilized by the SWD department enables teachers to share best practices and foster collaboration for the success of all of their students

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	ESE Support staff fosters open communication with all instructional staff, however, there is no regularly scheduled time.
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.	Partially Almost	The SWD department uses the Florida Standards for students. However, access point curriculum is utilized for students with significant cognitive disabilities.
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.	Partially Beginning	The MTSS team meets on a weekly basis to ensure they are monitoring the progress of students who are identified with needing additional support. We continue to work on Tier 1 instruction and making the MTSS referrals for students in need of support.
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.	Partially Beginning	Numerous tools and processes are used to analyze and evaluate data related to effective behavior and interventions: -teacher checklists. -FSA/FSAA data . -ACT/SAT scores. -EOC scores. -FBA/PBIP interventions. -CPST/RTI Processes. -DAR/TOMA

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.	Partially Almost	General education teachers are to include SWD students in all formal and informal assessments. General education teachers should identify SWD students and disaggregate their data for student achievement gains throughout school year.
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 Beginning	The missions of Deerfield Beach High School is to provide our students the best education in a safe and positive environment, conducive to their social, emotional, and academic growth.
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.	Partially Beginning	A school-wide approach is essential in UDL The school is currently working on multiple means of engagement.
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.	Partially Beginning	The school currently has professional development to increase engagement strategies and help teachers utilize differentiated instruction in their classrooms.
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.	Partially Beginning	ESE staff encourages staff to attend trainings. Additionally, they meet on a regular basis to ensure job descriptions are outlined and followed.

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 Beginning	SWD teachers collaborate with all general education teachers via consultation and collaboration models.
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	Monthly meetings throughout school year assist with SWD teachers implementing and sharing best practices center around differentiated instructional practices.
29. The school ensures that family members of SWD are contributing members of school decision-making groups.	Partially Almost	Parents are notified and high encourage to become active members of the decision making team.
30. The school uses needs assessments and student data to provide learning opportunities and resources to families of SWD.	Partially Almost	Parents are notified by letters home, parent links, emails, social media post, and our school website. Also, teachers make calls home, when necessary.
31. The school ensures all school personnel invite families to provide valuable input in planning and problem-solving.	Partially Almost	Parents are included in yearly decisions for their students via all communication sources. School ensures parents always informed no matter what the possible circumstance or barrier that may exist.
32. The school provides regular reports on the progress of implementing best practices for SWD with families, school district staff, and community members.	Partially Beginning	Parents are notified via monthly School Advisory Council meetings of inclusive practices throughout the school year.

33. The school uses a person-centered planning process for SWD.	Partially Almost	The administration schedules and implements procedures first with the SWD students before any group within the school environment. The SWD students are scheduled into the master schedule first to ensure success and academic gains throughout the school year.
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.	Partially Beginning	Support facilitators and SVE teachers meet quarterly to discuss student progress and updates with all stakeholders, including parents

School BPIE Assessment Priority Indicators

DEERFIELD BEACH 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 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.