

SBPIE Assessment

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

EVERGLADES HIGH SCHOOL

District Name: Broward

MSID Number: 3731

Date Meeting Held: 1/10/2025

Initial Information

School Principal: SEAN CURRAN

School Type: Senior High

FIN Trained Meeting Leader/Title: Yehlin Colon, Special Education Team Leader

Team Members Name/Title:

Yehlin Colon - ESE Specialist

Shadrack Henry - Assistant Principal

Maureen Eves - ESE Support Facilitator

Misty Mays - ESE Support Facilitator

Carmen Albanese - ESE Support Facilitator

Jade Beauvoir - ESE Support Facilitator

Monica Guzman - ESE Teacher

Marsha Eichel - ESE Teacher

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	Support Facilitators regularly collaborate with general education teachers to review student data and to ensure accommodations and support strategies align. Support facilitators keep organized data to determine student progress and to guide IEP development. SVE teachers have common planning periods to facilitate the opportunity to align their instructional scope and learning strategies. PLC groups meet regularly to review data and collaborate on targeted learning goals.
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	An ESE representative attends SIP meetings regularly to ensure that needs of students are incorporated into planning and improvement efforts. The school completes the BPIE every three years to evaluate and improve upon inclusiveness at our school. The SIP is available to all stakeholders for transparency and community engagement. An ESE survey is conducted each year to gather feedback on school practices to further guide improvements in meeting the needs of ESE students.

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 participates in district meetings to stay informed about current practices and initiatives that impact students with special needs and meets regularly with school administration to discuss ongoing concerns and develop strategies to continue to enhance support for SWD. The ESE Specialist is clearly defined on the school website and in the staff handbook and is responsible for coordinating department staff attendance to various department and PLC meetings.
4. School administrators follow district guidelines for all SWD to have the same school choice options as their peers without disabilities.	Fully	Over the past three years, our ESE program has continued to expand, with a total of 7 SVE classrooms, including the addition of Project Search and an after-school YMCA Step program. Staff conducts school tours regularly for interested parents. We have a well-established matriculation process that ensures a smooth transition to high school from feeder middle schools and the principal effectively coordinates available support services to ensure the educational needs of SWDs in our student population are being met.

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 students participate in elective courses within the general education classroom. Students with disabilities who are not enrolled in the SVE program are scheduled alongside their peers and receive educational supports. Support facilitators provide regular consultative, collaborative, individualized and direct services as needed for each student on their caseload. Students have access to a resource room where they can additionally meet with their support facilitators during their study hall period. After school tutoring programs are available to all students regardless of exceptionality.
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.	No Pre-K	

7. School administrators expect all school personnel to share responsibility for all students and consider all SWD as general education students first.	Fully	Administrators and ESE staff work together on creating schedules for students with disabilities to ensure students with IEPs have equal opportunities to engage in a wide range of curriculum and extracurricular options. Additionally, administrators ensure that classrooms are balanced with master scheduling to ensure all teachers support students with and without disabilities. School personnel foster a collaborative and supportive environment for students and work together to develop inclusive strategies and practices. Annual staff development is facilitated to ensure all educators are equipped with the knowledge and skills to support students with IEPs and provide appropriate accommodations in lesson plans.
8. School administrators inform staff of resources to apply best practices for teaching students with disabilities in general education classrooms and natural contexts.	Fully	School administrators and ESE department staff facilitate an annual staff development training regarding IEPs and accommodations with various refresher courses held throughout the year. Resources are provided for all staff that includes best practices for inclusivity within the classroom and lesson plans are reviewed for considerations for students with IEPs. Administrators facilitate additional supplemental materials available to teachers and work together with department staff to allocate resources and personnel within the classroom.

9. School administrators expect all staff to use person first language in all written and verbal communications.	Partially Almost	Person first language is consistently used and modeled by all administrators and support staff. Additionally, teachers are given guidelines on person first language during annual development and refresher development opportunities throughout the year.
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	Administration implements interviewing techniques related to equity for all students and uses scenario-based guided questions to learn about an interviewer's response to best practices for inclusive education. For instructional staff, interviewing questions may include questions regarding scenarios related to differentiating instruction and responding to parent concerns regarding students with disabilities. Non-instructional staff members are also interviewed with these techniques in mind, and are regularly evaluated on their ability to work within a diverse population of students.
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	Administration and the ESE Specialist oversee transportation requests, ensuring that transportation is tailored to meet the individual needs of students, prioritizing the safety of SWD. The administration closely monitors bus activity in both the morning and afternoon. All students arrive and depart the campus at the same times, with bus arrivals and departures generally remaining consistent.

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	SWDs have equal opportunities to participate in all school-sponsored activities, regardless of their disability. The Best Buddies program is active on campus, promoting interaction between SWDs and non-SWDs as they engage in extracurricular activities together. Our school has added a Peers as Partners class to promote mentorship and socialization opportunities for SWDs to interact with same-age peers. SWDs are encouraged to join clubs and club sponsors collaborate with ESE department staff regarding best supports for SWDs in their clubs. SWDs are encouraged to apply for roles such as homecoming court and are actively involved in these activities. Additionally, all families are given information about school-sponsored events and opportunities.
13. The school ensures all SWD are given equal consideration for honors, awards and other designations offered by schools.	Fully	SWDs are invited to and actively participate in all award activities at the school. Special consideration is given to SWDs enrolled in AP and Cambridge courses, ensuring that accommodations are provided in all classroom settings.

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	The leadership team regularly monitors and analyzes data and works collaboratively with administration to design professional development that meets the individual needs of students. Staff actively promotes inclusion through classroom instruction. Quarterly professional development programs are held to address the specific needs of ESE students. Technical assistance is available in a timely manner should teachers or students need assistance. Administrators communicate with IEP teams on specific supports needed.
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.	Fully	PLC groups engage in ongoing discussions about inclusive practices in the classroom. Best teaching and learning strategies are shared among staff during high school professional development sessions. Monthly professional development is provided for newly hired staff members. Information related to ESE and best practices is posted on SharePoint for staff to reference as needed. Administration hosts a Canvas course dedicated to providing resources and information for teachers at our school. Administrators provide support for new teachers along with their TIER mentors.

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	Teachers and students have dedicated access to technical assistance within the classroom and through requests from our IT department. Technical assistance is facilitated at PLC and PD opportunities. School leaders collaborate with teams on using technology for supports in the classroom. Technical guides are developed for use with various systems within the school and shared so that they are accessible for all teachers.
17. School administrators ensure collaborative planning time is included in staff schedules.	Fully	The master scheduler has implemented a common planning for departments to ensure that teachers are sharing strategies and aligning the scope and sequence between classes. On a monthly basis PLC groups meet and discuss common assessments used in guiding instruction to assist in educating all the student population including SWD. Administrators regularly provide structure and schedules for PLC groups.

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.	Fully	All teachers (academic, elective, CTE, etc.) are provided with regular communication from the support staff, regarding the progress of SWDs. Development of instruction is taken from the data that has been collected and monitored for the targeted population. Support facilitators and other service providers collaborate with teachers regarding SWDs. Support facilitators assist teachers in developing learning strategies for SWDs as needed. If there are any adaptive technology and mobility services needed, the related service providers facilitate assistance in those areas.
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	Students are provided accommodations according to the IEP to ensure maximized learning of all SWD. All IEP goals are aligned to the FLDOE standards for both general education standards and access points standards.

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 team consisting of administration, the school psychologist, social worker, ESE support staff and classroom teachers meet biweekly and students in need of behavior interventions and behavior plans have an FBA/PBIP developed and implemented with regular progress monitoring. Multi-tiered supports are implemented to support the needs of all the student population including SWD.
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	Support facilitators utilize formative assessments and a variety of data sources to regularly and systematically gather, analyze, and evaluate student performance, ensuring data-driven goal setting for Students with Disabilities (SWDs). As part of a continuous improvement process, SWDs are also integrated into the Multi-Tiered System of Supports (MTSS) framework to assess and address their evolving needs. To enhance student success, support facilitators engage in ongoing collaboration with general education teachers, providing targeted instructional strategies and classroom support tailored to the unique learning requirements of SWDs.

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	Special education teachers utilize formative assessments to guide instruction, ensuring that students' progress toward their IEP goals. Instruction is deliberately designed to address each student's unique needs and is seamlessly integrated across both SWD and general education settings. A blended approach is employed to support students in self-contained programs, providing opportunities for inclusion in general education classes when beneficial to their academic and social development. This collaborative model fosters an inclusive learning environment that maximizes student growth and success.
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.	Fully	Students are encouraged to take responsibility of their educational progress, social-emotional development, and community involvement through ongoing conversations with school counselors, administrators, and support staff. A strong emphasis is placed on inclusivity and resilience, fostering acceptance, diversity, and anti-bullying initiatives that are embedded throughout the school day in alignment with the School-Wide Behavior Plan. Additionally, Life Skills and Wellness provides a structured approach to support at-risk students, leveraging social engagement, resilience strategies to help them stay on track and achieve their graduation goals.

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	Teachers integrate instructional technology in the classroom to support individualized student learning, utilizing platforms such as Savvas, HMH, Newsela, Canvas, and Performance Matters. In SVE classes, a range of instructional technologies and assistive devices are employed to enhance communication and instructional delivery. School facilities and classrooms are adapted to accommodate mobility devices, ensuring accessibility for all students. Additionally, instructional technology is incorporated into students' IEPs as needed, providing tailored tools and resources to meet their unique learning needs.
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	Support facilitation incorporates a range of instructional delivery methods personalized to meet the diverse needs of students. These methods include consultation, where support facilitators provide guidance to general education teachers; collaboration, ensuring a cohesive approach to student learning; push-in services, where facilitators work within the general education classroom to support students; and pull-out models, offering targeted instruction in a separate setting. This flexible approach allows for individualized support, fostering academic success and inclusion for students with disabilities.

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	The ESE Specialist regularly meets with paraprofessionals to review guidelines, expectations, procedures, and policies related to working with students with disabilities (SWDs). Classroom teachers monitor student progress, ensuring that paraprofessionals have the necessary support. Ongoing training is provided to help paraprofessionals meet the individual needs of the students they are assigned to. Monthly meetings are held throughout the school year to address the various roles and responsibilities of paraprofessionals, with the goal of providing high-quality support to students. The ESE Specialist regularly meets with paraprofessionals to review guidelines, expectations, procedures, and policies related to working with students with disabilities (SWDs). Classroom teachers monitor student progress, ensuring that paraprofessionals have the necessary support. Ongoing training is provided to help paraprofessionals meet the individual needs of the students they are assigned to. Monthly meetings are held throughout the school year to address the various roles and responsibilities of paraprofessionals, with the goal of providing high-quality support to students.
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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.	Fully	Support facilitators collaborate regularly with general education teachers to provide instruction to students with disabilities (SWDs) in the general education setting. The needs of students are communicated through ongoing dialogue between general education teachers and support facilitators. Professional development is offered to general education teachers to enhance their understanding of how to read and properly implement student IEPs. Support facilitators offer continuous support to teachers throughout the school day and ensure general education representation at IEP meetings
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.	Fully	Support facilitators utilize study hall periods to collaborate with both students and teachers, providing additional support and guidance as needed. General education teachers in the same subject have common planning to collaborate on effective instruction and assessment. Support facilitators assist teachers with providing appropriate accommodation and supports based on individual student needs. Department staff share responsibilities and administrators provide ongoing support for their departments and grade level.

29. The school ensures that family members of SWD are contributing members of school decision-making groups.	Partially Almost	Our School Advisory Council (SAC) includes at least one ESE student and a parent member. All parents are encouraged to participate in the annual stakeholders survey. Our school encourages the support of families for all students including SWDs.
30. The school uses needs assessments and student data to provide learning opportunities and resources to families of SWD.	Partially Almost	We use customer satisfaction data to assess areas for improvement. We host several family events throughout the year. All teachers have full electronic access to IEPs and receive training on how to meet goals and accommodate the learning needs of students. The school newsletter is available to families in both English and Spanish, and includes a calendar of parent involvement events. We have a weekly informational newsletter with a calendar of events as well as a monthly newsletter that goes out to our community.

31. The school ensures all school personnel invite families to provide valuable input in planning and problem-solving.	Fully	SVE teachers maintain frequent communication with team and families through email and the "Remind" app. School-wide updates are shared via Parent Link calls, the school website, and the Facebook page. SVE students use student planners as a communication tool between parents and staff. School counselors, teachers, administrators and support facilitators regularly communicate with parents via phone, email and parent conferences. Parents are regularly encouraged to share important information about supports their children may need in the educational setting.
32. The school provides regular reports on the progress of implementing best practices for SWD with families, school district staff, and community members.	Fully	All SAC, SAF, and PTSA data are kept up to date online. The school's grade is easily accessible to everyone. Regular meetings are held with parents of all students, including those with disabilities, to provide progress updates. Events are hosted after school for parents throughout the year for each grade level. The school hosts district principals' meetings throughout the year for the region. Administrators regularly communicate important information to staff, students and the community.

33. The school uses a person-centered planning process for SWD.	Fully	We have a smooth matriculation process in welcoming incoming Freshman. Our school hosts curriculum nights and school events at the feeder middle school. A partnership has been established with Vocational Rehabilitation to support transitions to postsecondary options. Additionally, our school participates in Project SEARCH with Memorial Hospital and is continuing to explore opportunities to expand the program through partnerships with the City of Miramar, FL.
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	We host school tours for incoming freshman, and more individualized tours for families with SWDs to ensure a smooth transition to high school. The ESE Specialist and support facilitators attend matriculation meetings for incoming freshman to ensure that supports are in place for each student as they enter high school. Specific needs are shared with teachers as soon as they are available to the department. Our school hosts orientations at our feeder middle schools and at our school to provide a smooth transition.

School BPIE Assessment Priority Indicators

EVERGLADES 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 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.
- Indicator 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.
- Indicator 30. The school uses needs assessments and student data to provide learning opportunities and resources to families of SWD.