

# **School Best Practices for Inclusive Education (BPIE) Assessment**

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

**DEERFIELD BEACH MIDDLE SCHOOL**

**District Name: Broward**

**MSID Number: 0911**

**Date Meeting Held: 9/24/2025**

# Initial Information

**School Principal:** Michele Matias

**School Type:** Middle/Junior

**FIN Trained Meeting Leader/Title:** Michele Matias, Assistant Principal

**Team Members Name/Title:**

Michele Matias

Carlton Jackson

Juanita Kearse-Creech

Erika Bennett

Shantae Lamy

## Domain I: Leadership and Decision Making

Indicator	Implementation Status	Data Sources/Supporting Evidence
1. The school leadership team analyzes data to identify barriers and initiate improvement steps that increase the number of students with low- and high-incidence disabilities, across all grades, in general education and natural contexts.	Fully	Reviewing iready data and pathways and grade lessons Push-in/pullouts/ Saturday camps Common formative assessments Progress monitoring 1,2, and 3
2. The school has developed, and regularly monitors progress for, goals related to short- and long-term improvement efforts to implement and improve inclusive educational practices, as measured by the School BPIE Assessment.  *It is recommended that the team table and return to this indicator after the entire BPIE assessment has been completed.	Fully	Common formative assessments  Performance matters
3. The school has a key person who oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWD.	Fully	Parent links school website PLCs Newsletters Professional developments schoolwide Schoolwide initiatives with key learning strategies
4. School administrators advocate for all SWD to have the same school choice options as students without disabilities to ensure all SWD receive educational services in their neighborhood school or school of choice.	Fully	Master schedule Whole school IB Support facilitators Behavior technician Parent engagement meetings Focus accommodations performance matters/ HMH

<p>5. School data reflect that all SWD, regardless of the type or severity of disability, receive their education and related services in age- and grade-appropriate, heterogeneous, general education contexts 80% or more of the day.</p>	<p>Fully</p>	<p>Master schedule Before/aftercare tutoring Support facilitators SLP small groups</p>
<p>6. School data reflect that all SWD, ages 3–5, receive special education and related services in the regular early childhood (Pre-K) classes with peers without disabilities.</p> <p>*schools with Pre-K programs only</p>	<p>No Pre-K</p>	
<p>7. School administrators communicate expectations for all school personnel to share responsibility for all of the students in their building and consider all SWD as general education students first.</p>	<p>Fully</p>	<p>PLCs professional development</p>
<p>8. School administrators facilitate the use of resources, by school personnel, to implement best practices for inclusive education for all SWD.</p>	<p>Fully</p>	<p>Professional development key learning strategies used within all classrooms.</p>
<p>9. School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications.</p>	<p>Fully</p>	<p>Newsletters Parent links flyers</p>
<p>10. School administrators use job interview questions to appraise an applicant's knowledge of, respect for and appreciation of differences in student learners and best practices for inclusive education, as applicable to the position.</p>	<p>Fully</p>	<p>Specific interview questions geared towards targeted population</p>
<p>11. School administrators advocate for all SWD to be transported to and from school and community-based activities with students without disabilities attending the same school, except for those who have an IEP indicating a shortened school day.</p>	<p>Fully</p>	<p>Specialized transportation/ using transportation requests in the IEP. Field trips get buses needed to fit the needs of SWD students</p>

12. All SWD have the same opportunities as students without disabilities to participate in all school-sponsored, non-academic, age-appropriate activities, including electives, sports, dances, clubs, field trips, school plays, community service activities and graduation activities.	Fully	SWD students are involved in athletic activities. SWD students are invited to all activities.
13. All students, including SWD, are given equal consideration for recognition through honors, awards and other designations offered by the school.	Fully	students are invited to participate if they meet the qualifications. review of performance data
14. School administrators analyze data to identify professional learning (PL) and technical assistance (TA) needed for school personnel to implement effective inclusive practices.	Fully	agendas/ sign in sheets from professional developments follow up activities technical assistance activities
15. School leaders provide job- embedded professional learning for all school-based personnel, as appropriate for their job role, on best practices for inclusive education for all SWD.	Fully	Classroom management strategies Professional learning communities Collaborative planning
16. School leaders facilitate job- embedded, technical assistance for all school-based personnel, as appropriate for their job role, on best practices for inclusive education for all SWD.	Fully	PLCs collaborative problem solving professional development on and of campus
17. School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.	Partially Almost	Administrators allow for grade level instructors to collaborative planning, and once a month they plan use lesson planning strategies and cross curriculum to fulfil IB attributes.

## Domain II: Instruction and Student Achievement

Indicator	Implementation Status	Data Sources/Supporting Evidence
18. Special, electives and career technical education (CTE) teachers have regularly scheduled opportunities to consult with special education teachers and related service providers to implement strategies that support the learning of all SWD in their classes.	Fully	Master schedule teacher lesson plans, collaborative teaching sessions
19. General and special education teachers use state standards as the foundation for instruction of all SWD, including those with the most significant cognitive disabilities.	Fully	lesson plans scope and sequence along with pacing guides that reflect key benchmarks for learning.
20. An MTSS and problem-solving process is consistently used by school personnel to ensure progress in the general education curriculum, across all grades and settings, for all students with and without disabilities.	Fully	Meet weekly, calendar dates are set at the beginning of the year. agendas/ sign in sheets performance matters data/ Focus behavior data/ iready data/ CFA data Follow up meetings
21. All instructional and related services personnel use formative assessment processes and tools to gather, analyze and evaluate data about effective instruction and behavior interventions for all students with and without disabilities in general education and natural contexts.	Fully	Performance Assessments Summative assessments FBA data Focus behavioral data
22. Teachers of SWD who spend less than 80% of their day in general education classes use formative assessment data to identify effective instructional and behavioral interventions that, when implemented in general education and natural contexts, allow SWD to make progress toward meeting IEP and learning goals.	Fully	Access points data IEP goal data Unique learning systems FBA data

<p>23. There is a school-wide approach to facilitate positive, interdependent relationships and social responsibility among all students with and without disabilities across all general education and natural contexts.</p>	<p>Fully</p>	<p>Positive behavioral intervention system Students who exhibit IB characteristics receive a blue ticket for a weekly incentive prize</p>
<p>24. There is a school-wide approach for planning and implementing Universal Design for Learning (UDL) across all instructional and non- instructional school contexts.</p>	<p>Fully</p>	<p>Thinking maps/ graphic organizers RACE Cornell Notes Learning stations/ small teacher led/ technology Reciprocal Teaching Think Pair Share CHAMPS/ behavior management Lesson Plans</p>
<p>25. There are a variety of service delivery models in place, across all grade levels, to provide instruction and related services to SWD in general education classes and natural contexts.</p>	<p>Fully</p>	<p>graphic organizers across curriculum Master schedule Learning stations/ small teacher led/ technology Reciprocal Teaching small groups Classroom walkthroughs Student schedules</p>
<p>26. All paraprofessionals have received PL that includes clear descriptions of their work responsibilities and strategies for providing support to SWD in general education classrooms and natural contexts.</p>	<p>Partially Almost</p>	<p>Weekly meetings Professional development district professional development</p>

### Domain III: Communication and Collaboration

Indicator	Implementation Status	Data Sources/Supporting Evidence
27. All special education teachers are full, collaborative members of a general education curriculum team.	Fully	Master schedule Professional development PLCs
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	Master Schedule lesson plans walk throughs
29. Family members of SWD are contributing members of school decision-making groups.	Partially Almost	School Advisory Council IEPs Family engagement/ parent universities agendas/ sign in sheets
30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.	Fully	parent engagement nights IEPs newsletters parent links agendas/ sign in sheets School Advisory Council
31. When communicating with families of SWD, all personnel consider family members as a resource and obtain their input in planning and problem solving.	Fully	Parents are invited to IEP meets, parent conferences, and MTSS meetings agendas/ sign in sheets.
32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.	Fully	School Advisory Council Title 1 resources Parent Family Engagement Plan Title 1 Open House

<p>33. The school uses a person-centered planning process for SWD.</p>	<p>Fully</p>	<p>Parents are invited to IEPs parent links newsletters sign in sheets</p>
<p>34. School uses a team decision-making process to ensure SWD transition from grade to grade, school to school and district to district to ensure placement in the Least Restrictive Environment (LRE).</p>	<p>Fully</p>	<p>IEPs/matriculation meetings in the spring. Parent engagement sign in sheets/agenda</p>

# School BPIE Assessment Priority Indicators

DEERFIELD BEACH MIDDLE 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 26. All paraprofessionals have received PL that includes clear descriptions of their work responsibilities and strategies for providing support to SWD in general education classrooms and natural contexts.
- Indicator 29. Family members of SWD are contributing members of school decision-making groups.