

School Best Practices for Inclusive Education (BPIE) Assessment

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

MARGATE ELEMENTARY SCHOOL

District Name: Broward

MSID Number: 1161

Date Meeting Held: 6/9/2025

Initial Information

School Principal: Daniel Bass

School Type: Elementary

FIN Trained Meeting Leader/Title: Daniel Bass, Special Education Team Leader

Team Members Name/Title:

Daniel Bass, ESE Specialist

Patti Moore, Intervention Coordinator

Shannon Mills, Math Coach

Hayley Geraine, Literacy Coach

Thomas Schroeder, Principal

Donna Rucker, Assistant Principal

Christina Bloomfield, Assistant Principal

Susan Bales, General Education Teacher

Julie Carlisle, ESE Teacher/Support Facilitator

Beth Miller, ASD Coach

Lindsey Rodriguz, ASD/ESE Special Program Class Teacher

Jennifer TenEyck, Parent of General Education Student

Shane Taylor, Parent of ESE Student

Domain I: Leadership and Decision Making

Indicator	Implementation Status	Data Sources/Supporting Evidence
<p>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.</p>	Fully	<p>Leadership team holds monthly data chats with ESE teacher, general education teachers, Support Facilitators, Intervention Teachers, and students. School continues to increase SWD receiving support services in general education (inclusive) classrooms.</p>
<p>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.</p> <p>*It is recommended that the team table and return to this indicator after the entire BPIE assessment has been completed.</p>	Partially Almost	<p>Inclusive scheduling fully implemented with support facilitators implementing over 80% of instruction in general education classrooms. Monthly check-ins are scheduled with administration review co-teaching implementation.</p>
<p>3. The school has a key person who oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWD.</p>	Fully	<p>ESE Specialist and ESE Oversight committee review all IEPs to ensure that key practices are being implemented. Leadership team and support staff continually document how inclusive practices are being implemented at Margate.</p>
<p>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.</p>	Fully	<p>Data Chats Leadership Agendas Informal Data documenting meetings/help for families requesting reassignment assistance.</p>

<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>Class Rosters ESE Teacher Schedules/Rosters SLP Schedules/Rosters ESE Special program Class Rosters</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>Fully</p>	<p>ESE Specialist, leadership team, and administration review IEPs to ensure compliance. Data chats for each student occurs to ensure that all students are receiving appropriate and effective services.</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>Partially Almost</p>	<p>Administrators clearly and consistently articulate the following expectations for all school personnel during faculty meetings, School Advisory Committee meetings, PLCs, staff newsletters. General and special education teachers share instructional and behavioral support responsibilities for SWDs in each classroom and other school settings.</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>School administrators obtain and allocate resources (e.g., personnel and materials) to implement effective inclusive practices. School administrators provide and monitor the use of resources across all school teams, such as: Supplemental materials for core subject areas related to all academic standards; Text sets with differentiated reading levels; Accessible instructional materials, (e.g., textbook set for homework and textbooks with alternate formats: audio/electronic, braille, large print); Collaborative Planning Time; Inclusive Scheduling</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>Person first language training Spotlighting and awareness of diversity and highlighting the contributions and success of our students with disabilities.</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>Interview Questions Interview Team Interviews</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>Administrators review all operational schedules to ensure 100% inclusion and equity for all students.</p>
<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.</p>	<p>Fully</p>	<p>Administrators review all operational schedules to ensure 100% inclusion and equity for all students. School Clubs are inclusive along with all field trips and activities.</p>
<p>13. All students, including SWD, are given equal consideration for recognition through honors, awards and other designations offered by the school.</p>	<p>Fully</p>	<p>Awards Assemblies; Honor Roll Roster; Kids of Character Program; 5th Grade Graduation Ceremony</p>
<p>14. School administrators analyze data to identify professional learning (PL) and technical assistance (TA) needed for school personnel to implement effective inclusive practices.</p>	<p>Fully</p>	<p>PLC Minutes & Professional Development Meetings</p>
<p>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.</p>	<p>Partially Almost</p>	<p>PD Minutes from PLC Meetings and Staff Development; Push-In Model and Collaborative Scheduling; Professional Development; Standards-Based Trainings with Interventions and Differentiation</p>

<p>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.</p>	<p>Partially Almost</p>	<p>Instructional Coaches and administration coordinate activities related to needs assessments and TA for individual staff and collaborative teams; PD Minutes; PLC Agendas</p>
<p>17. School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.</p>	<p>Fully</p>	<p>Master Schedule reflects inclusive practices and push-in/collaborative teaching model.</p>

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.	Partially Almost	PLC minutes and agendas in which special areas teachers attend various PLCs including with support facilitators for assistance with UDL.
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	Review of IEP Goals by Admin, ESE Specialist and Leadership Team.
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.	Partially Almost	RTI Agendas and minutes reflect that our school utilizes a problem-solving process to identify effective interventions. PBIS work is reflected in MTSS Behavioral support.
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	Data Chats, progress monitoring database reflect the utilization of data collection tools and monitoring of data for our SWD.
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.	Partially Almost	ASD Special Program Team utilizes formative assessment data to increase inclusive practices within general education classes. Team Minutes.

<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>Panther Paw Prosocial Peer Buddy Club; Character Education Training; Special Olympic Collaboration; Peer Mentoring</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>Partially Almost</p>	<p>Observation data demonstrates differentiation and UDL integration. Lesson plans reflect differentiation and accommodation strategies for all students.</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>Partially Almost</p>	<p>Inclusive scheduling and monitoring of classroom feedback data.</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>Paraprofessional professional development logs and PLC meetings with SWDs Schedules reflect the training and development of in-service.</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	PLC meeting agenda; Support Facilitators attend grade level PLC and team meetings to share suggestions and interventions.
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	Collaborative planning with support facilitators and general education teachers for inclusive classrooms, as well as joint IEP planning and meeting participation, reflect sharing of ideas and strategies.
29. Family members of SWD are contributing members of school decision-making groups.	Fully	Family members of SWD are active members and participants in PTA and SAC.
30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.	Fully	Family Nights and school-wide learning events are inclusive of all students and differentiated needs.
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	Communication systems are utilized in a variety of manners and methods to ensure that all stakeholders are properly informed, as well as actively invited to provide input (via documented parent input, and or live/virtual participation).
32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.	Partially Almost	Annual summary of BPIE priority indicators are shared at SAC and leadership meetings.

<p>33. The school uses a person-centered planning process for SWD.</p>	<p>Partially Almost</p>	<p>Articulation and matriculation meetings occurred through an established process to ensure that students transition from grade-to-grade with success.</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>Partially Almost</p>	<p>Articulation and matriculation meetings occurred through an established process to ensure that students transition well between placements, grades, and schools.</p>

School BPIE Assessment Priority Indicators

MARGATE ELEMENTARY 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 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.
- Indicator 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.
- Indicator 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.
- Indicator 24. There is a school-wide approach for planning and implementing Universal Design for Learning (UDL) across all instructional and non- instructional school contexts.
- Indicator 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).