

School Best Practices for Inclusive Education (BPIE) Assessment

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

RAMBLEWOOD MIDDLE SCHOOL

District Name: Broward

MSID Number: 2711

Date Meeting Held: 10/1/2025

Initial Information

School Principal: ANDREW KIRK

School Type: Middle/Junior

FIN Trained Meeting Leader/Title: Kendra Meyer, ESE Liaison

Team Members Name/Title:

Kendra Meyer

Alice Tatoute

Lesa Thompson

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	Data are collected, analyzed and shared with all teachers regarding student achievement of SWDs in general education and natural contexts. Data chats are conducted with students to create strong accountability and high expectations.
<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>	Fully	All stakeholder groups are represented and involved in a collaborative system of decision making to implement and improve inclusive practices across the school, as noted in the SIP. Family input on inclusive practices is gathered in a variety of ways (surveys, interviews etc.).
<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	There are clearly identified roles and responsibilities for the key person (e.g. ongoing communication, data analysis and progress monitoring of BPIE goals).
<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	The school has a diverse student population that reflects the full range of students who live in the neighborhood school zone, including those with significant disabilities. The school is equipped to provide educational services to all students.

<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>Partially Almost</p>	<p>Ramblewood has a very small population of students with significant cognitive disabilities who are taught in a self-contained classroom for the majority of the day. and they are given the opportunity to have breakfast, lunch attend electives, school related activities during and after school, try out for sports and participate in before and afterschool care as needed.</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>General and special education teachers are expected to share instructional and behavioral support responsibilities for SWDs in each classroom and other school settings. Administrators survey staff to determine beliefs and attitudes about inclusive practices.</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.</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>Administrators provide strategies to eliminate the use of disability-related labels in all written, electronic and verbal communication (e.g. referring to students by name rather than any label).</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>School interview team members, assess applicant responses to ensure a willingness to implement inclusive educational practices such as collaborative planning and teaching, differentiating instruction etc.</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>All bus arrivals and departures occur at the same time and location for students with and without disabilities.</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>SWDs and their parents are informed about all extracurricular opportunities and encouraged to take part in them.</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>All SWDs, including those who are working on a modified curriculum, are included in honors and awards programs.</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>Administrators analyze student performance data, staff and family needs assessments/surveys. Administrators analyze data from classroom observations.</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>Fully</p>	<p>Administrators identify collaborative teams, including general and special education staff, to participate in a PD related to effective inclusive practices. PD is provided through existing school structures, such as PLCs, faculty book studies, collaborative team planning, lesson study, peer coaching and critical friend groups. Strategies for effective inclusion are provided and modeled in the classroom setting.</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>Fully</p>	<p>A key person at the school coordinates activities related to needs assessments and TA for individual and collaborative teams.</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>Administrators ensure that teacher duty assignments are distributed across all staff, allowing time for collaborative teachers to plan.</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.	Fully	Our elective teachers have access to SWDs IEPs and are involved with teaching and monitoring our SWDs taking into consideration the necessary accommodations, modifications and/or other appropriate supports for these students.
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	IEP goals and objectives for all SWDs are aligned to the general education standards. General and special education students need to know, understand and be able to do in relation to the Florida standards.
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	School personnel use a problem-solving process to identify appropriate instructional and behavioral interventions. There is a schoolwide plan to provide school personnel with ongoing PD TA on the implementation of MTSS framework. Members of the school MTSS team are assigned to provide support to specific grade-level or subject area teams.

<p>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.</p>	<p>Fully</p>	<p>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. The school has designated personnel with expertise in gathering and analyzing student data who provide ongoing support in the use of formative assessment processes.</p>
<p>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.</p>	<p>Fully</p>	<p>Teachers collaborate with teachers, use formative assessments and work samples to determine progress towards their individual IEP goals.</p>
<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>The school has one or more schoolwide programs in place that address the following: Formal, academic and social peer support social and community inclusion, antibullying, conflict mediation, student problem solving, character education, self-determination and self-advocacy and community service projects, global cultural and diversity awareness. Teachers include teambuilding and class building structures to create and support positive interactions among students with and without disabilities. School guidance counselor(s) are involved in identifying and coordinating schoolwide programs for anti0bullying, peer supports etc.</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>Teachers differentiate instruction to allow multiple means of representation, expression and engagement. Lesson are presented in visual and oral formats.</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>SWDs needs are met in a variety of ways including 2 fulltime SVE classes, direct pullout, push in, collaboration, and consultation.</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>Paraprofessionals will take courses to improve their skills to work with SWDs.</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	Special education teachers collaborate with general education teachers to share and implement instructional decisions made by then team.
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	Teachers determine appropriate accommodations and other supports (e.g. behavior, visual and communication) for individual students. Teachers have consensus on grading procedures, especially when accommodations are provided for individual students.
29. Family members of SWD are contributing members of school decision-making groups.	Fully	School administrators actively recruit family members of SWDs to participate in school decision-making groups, including the school advisory council. Family members of SWDs are active members of groups such as the PTO and school committees
30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.	Partially Beginning	Data will be gathered from families via surveys, interviews, focus groups, suggestion box, etc. Learning opportunities and resources will be identified and provided to families based on family surveys or interviews, school climate surveys, IEP goals and student data.

<p>31. When communicating with families of SWD, all personnel consider family members as a resource and obtain their input in planning and problem solving.</p>	<p>Fully</p>	<p>Teachers maintain ongoing communication with families to ensure support plans are consistent from school to home and community.</p>
<p>32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.</p>	<p>Fully</p>	<p>The school administrator provides a report to all school personnel as part of pre-school activities and throughout the year.</p>
<p>33. The school uses a person-centered planning process for SWD.</p>	<p>Fully</p>	<p>There is an established protocol for facilitating a smooth transition for SWDs from grade to grade and school to school.</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>Supports are put in place and are passed seamlessly between sending and receiving parties. Vertical planning between teachers from school to school includes sharing information and effective instructional or behavioral supports for individual students</p>

School BPIE Assessment Priority Indicators

RAMBLEWOOD 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 30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.