

SBPIE 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
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.	Fully	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.
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	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.
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	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.
4. School administrators follow district guidelines for all SWD to have the same school choice options as their peers without disabilities.	Fully	Data Chats Leadership Agendas Informal Data documenting meetings/help for families requesting reassignment assistance.
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	Class Rosters ESE Teacher Schedules/Rosters SLP Schedules/Rosters ESE Special program Class Rosters

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.	Fully	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.
7. School administrators expect all school personnel to share responsibility for all students and consider all SWD as general education students first.	Partially Almost	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.
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 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
9. School administrators expect all staff to use person first language in all written and verbal communications.	Fully	Person first language training Spotlighting and awareness of diversity and highlighting the contributions and success of our students with disabilities.

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	Interview Questions Interview Team Interviews
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	Administrators review all operational schedules to ensure 100% inclusion and equity for all students.
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	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.
13. The school ensures all SWD are given equal consideration for honors, awards and other designations offered by schools.	Fully	Awards Assemblies; Honor Roll Roster; Kids of Character Program; 5th Grade Graduation Ceremony
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.	Fully	PLC Minutes & Professional Development Meetings
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	PD Minutes from PLC Meetings and Staff Development; Push-In Model and Collaborative Scheduling; Professional Development; Standards-Based Trainings with Interventions and Differentiation
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	Instructional Coaches and administration coordinate activities related to needs assessments and TA for individual staff and collaborative teams; PD Minutes; PLC Agendas

17. School administrators ensure collaborative planning time is included in staff schedules.	Fully	Master Schedule reflects inclusive practices and push-in/collaborative teaching model.
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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	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 the academic achievement standards as the foundation for instruction of all SWDs, including those with the most significant cognitive disability.	Fully	Review of IEP Goals by Admin, ESE Specialist and Leadership Team.
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 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. 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	Data Chats, progress monitoring database reflect the utilization of data collection tools and monitoring of data for our SWD.
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	ASD Special Program Team utilizes formative assessment data to increase inclusive practices within general education classes. Team Minutes.
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	Panther Paw Prosocial Peer Buddy Club; Character Education Training; Special Olympic Collaboration; Peer Mentoring

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 Almost	Observation data demonstrates differentiation and UDL integration. Lesson plans reflect differentiation and accommodation strategies for all students.
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 Almost	Inclusive scheduling and monitoring of classroom feedback data.
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 Almost	Paraprofessional professional development logs and PLC meetings with SWDs Schedules reflect the training and development of in-service.

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	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. The school ensures that 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. The school uses needs assessments and student data to provide learning opportunities and resources to families of SWD.	Fully	Family Nights and school-wide learning events are inclusive of all students and differentiated needs.
31. The school ensures all school personnel invite families to provide valuable 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. The school provides regular reports on the progress of implementing best practices for SWD with families, school district staff, and community members.	Partially Almost	Annual summary of BPIE priority indicators are shared at SAC and leadership meetings.

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

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 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 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.
- Indicator 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.
- Indicator 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.
- Indicator 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.