

School Best Practices for Inclusive Education (BPIE) Assessment

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

SILVER LAKES MIDDLE SCHOOL

District Name: Broward

MSID Number: 2971

Date Meeting Held: 6/2/2025

Initial Information

School Principal: Terese Hauptert

School Type: Middle/Junior

FIN Trained Meeting Leader/Title: Terese Hauptert, ESE Liaison

Team Members Name/Title:

Terese Hauptert

Candace Goode

Delia Ford

Vennis Johnson

Sasana Montaque

Gheavonna Samuel

Yvette Payne

Nicola Bennett

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	Data are collected, analyzed and shared with all teachers regarding student achievement of SWD in general education and natural contexts
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	Once every three years, the school completes a School BPIE assessment and reports the results of all planned short- and long-term improvement efforts to the district.
3. The school has a key person who oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWD.	Fully	The key person is responsible for oversight and coordination of goals and action steps related to inclusive best practices.
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	The principal requests services and supports to follow SWD in the school.
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.	Partially Almost	School data does not 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.

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. *schools with Pre-K programs only	No Pre-K	
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.	Partially Almost	School administrators do not 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.
8. School administrators facilitate the use of resources, by school personnel, to implement best practices for inclusive education for all SWD.	Fully	School administrators obtain and allocate resources (e.g., personnel and materials) to implement effective inclusive practices.
9. School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications.	Fully	Administrators provide all school personnel with ongoing information and resources on person first language.
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.	Fully	School interview team members include job interview questions for instructional staff that assess knowledge and beliefs of inclusive educational practices
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.	Fully	All bus arrivals and departures occur at the same time and location for students with and without disabilities. There are designated bus monitors in each school who are responsible for overseeing bus procedures and identifying potential problems.

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	All SWD have access to all school facilities and non-academic activities. Athletic coaches include students with disabilities in the same activities as those without disabilities. Case managers monitor the participation of SWD in non-academic activities
13. All students, including SWD, are given equal consideration for recognition through honors, awards and other designations offered by the school.	Partially Beginning	All students, including SWD, are not given equal consideration for recognition through honors, awards and other designations offered by the school.
14. School administrators analyze data to identify professional learning (PL) and technical assistance (TA) needed for school personnel to implement effective inclusive practices.	Fully	Regular review of student learning data is documented in an effort to determine ongoing PL and TA needs.
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.	Partially Almost	Strategies for effective inclusion are provided and modeled in the classroom setting. PL is provided through existing school structures, such as PLCs, faculty book studies, collaborative team planning, lesson study, peer coaching and critical friends groups.
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	A key person at the school coordinates activities related to needs assessments and TA for individual staff and collaborative teams.

17. School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.	Fully	A key person at the school coordinates activities related to needs assessments and TA for individual staff and collaborative teams.
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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	A music teacher has several SWD in his classes. A special education teacher is available to observe students during class and discuss accommodations, modifications or other appropriate supports for students. The physical therapist provides consultation to the physical education (P.E.) coach related to adaptive equipment for students who need mobility supports.
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 SWD are aligned to the state standards. General and special education teachers can articulate what all students need to know, understand and be able to do in relation to the state standards. The instructional goals and learning targets of students with the most significant cognitive disability are based on access points.

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. The school's MTSS framework also addresses the needs of students with the most significant cognitive disabilities. An FBA process is used to identify triggers and replacement behaviors for any student who needs additional 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	General education teachers collaborate with special education teachers, and other related services personnel, to use a variety of data collection tools and processes to continuously assess progress of SWD in general education classrooms and natural contexts
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	Special education teachers use formative assessment to identify student needs, adjust instruction, revise behavior plans and identify opportunities for learning in general education and natural contexts. Teachers of students in self-contained and resource settings use formative assessment data to increase time SWD receive instruction in general education classes, such as observational data to identify effective behavior supports for learning in the general education classroom.

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.	Fully	School guidance counselor(s) are involved in identifying and coordinating schoolwide programs (e.g., anti-bullying, peer supports)
24. There is a school-wide approach for planning and implementing Universal Design for Learning (UDL) across all instructional and non- instructional school contexts.	Partially Almost	There is not a school-wide approach for planning and implementing Universal Design for Learning (UDL) across all instructional and non- instructional school contexts.
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.	Fully	Administrators and teachers can articulate different ways to deliver special education services in general education settings. When providing in-class supports, teachers select and use various approaches, such as station teaching, parallel teaching and alternative teaching, based on the needs of the students and the intended outcome(s) of instruction and assessment.
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.	Fully	The roles and responsibilities of paraprofessionals are clearly outlined and communicated by administrators and teachers. The principal ensures dedicated time for paraprofessionals to consult with teachers and be involved in student IEP meetings.

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	A secondary school special education teacher is an active member of the ELA and MATH departments. Special and general education teachers meet regularly to share information on curriculum and individual student support needs.
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.
29. Family members of SWD are contributing members of school decision-making groups.	Fully	Family members of SWD participate in school decision-making based upon annual measurable outcome data for students with and without disabilities.
30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.	Fully	Information and strategies are provided on topics such as helping with homework, test preparation, understanding LRE and inclusion, developing meaningful IEP goals and postsecondary school opportunities.
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	Structures are in place for educators and families to share ongoing information about access and progress of SWD.

32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.	Fully	The school administrator provides a report to all school personnel as part of pre-school activities and throughout the year.
33. The school uses a person-centered planning process for SWD.	Fully	There is an established protocol for facilitating a smooth transition for SWD from grade to grade and school to school. There is an established protocol for facilitating a smooth transition for SWD from grade to grade and school to school.
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).	Fully	Supports are 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. Schools identify and share individual needs of SWD, through the inclusive scheduling process, as they transition from grade to grade.

School BPIE Assessment Priority Indicators

SILVER LAKES 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 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.
- Indicator 13. All students, including SWD, are given equal consideration for recognition through honors, awards and other designations offered by the school.
- Indicator 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.