

School Best Practices for Inclusive Education (BPIE) Assessment

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

CRYSTAL LAKE MIDDLE SCHOOL

District Name: Broward

MSID Number: 1871

Date Meeting Held: 6/4/2025

Initial Information

School Principal: Samantha Shortridge

School Type: Middle/Junior

FIN Trained Meeting Leader/Title: SAMANTHA SHORTRIDGE, Special Education Team Leader

Team Members Name/Title:

Valerie Harris - Principal

Roderick Daniel - Assistant Principal

Samantha Shortridge - ESE Specialist

Vontrice Derico - ESE Support Facilitator

Sophia Thompson - General Education Teacher

Ashley Paez - Parent

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>Data chats are conducted with students. During weekly PLP meetings, staff discusses the students' data and identify strategies needed to be implemented to enhance academic performance. The leadership team frequently reviews data and shares new information with their respective teams as it relates to the way forward.</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>	Fully	<p>Tri-annually, a BPIE assessment is completed which reports the results of all short/long term improvement efforts to the district.</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>The ESE Specialist works alongside an assigned administrator as the key persons in various school documents specifically related to students with disabilities.</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>Weekly parent link as well as live online/in-person parent discussions, sees administration highlighting inclusivity. SWD are enrolled in the Magnet programs offered as well as participate in high school courses while in middle school as their nondisabled peers.</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>Partially Beginning</p>	<p>For the 24-25 school year 15 students were housed in SVE classrooms for the majority of the school day. However, they had one class with their nondisabled peers per day.</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>Administration ensures that it is abundantly clear that all students are general education students first during leadership team meetings, PLP meetings and general staff meetings. Emphasis is placed on the fact that General education and special education teachers (support facilitators) collaborate weekly as it relates to instructional and behavioral support to enhance academic performance.</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>The principal obtains and allocate resources to implement effective inclusive practices to enhance overall academic performance. In addition to online resources such as i-Ready, after school tutoring is provided for all students free of cost. Varsity tutoring, also free of cost, was also accessible to all students where they were able to receive on-demand academic assistant. Lap-tops to access this service was provided to students with disabilities, upon request.</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>Inclusive practices are highlighted during staff training with emphasis on acknowledging the student as a person who happens to have a disability. The principal constantly identifies the fact that emphasis should be placed on what the individual can do as against what he/she cannot do.</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>Emphasis is placed on the fact the Crystal Lake has a very diverse population including both ESE and ELLs as well as students who fall into both categories. The interview protocol includes questions related to inclusivity.</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>Partially Almost</p>	<p>For the 24-25 school year, only 8 students with disabilities rode a bus to and from school that did not include students without a disability. During field trips, such as grade level end of year trips, both disabled and nondisabled students rode the same bus. All students are encouraged to have their parents register them to ride the school bus to ensure safe transportation to and from school.</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>All SWDs have are included in non-academic activities. For the 24-25 school year 4 students in the SVE setting participated in the 8th grade dance. SWDs participated in all offered trips including EOY grade level trips.</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. (quarterly honor roll awards ceremony, i-Ready grow and glow party)</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>Partially Almost</p>	<p>Administrators analyze student performance data and staff needs assessments/ surveys. Collaboration with the ESE Specialist leads to needed PD offerings being shared with staff via email as it relates to inclusivity best practices.</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>School leaders provide a published schedule of PL opportunities, made available throughout the school year, for all school personnel via email.</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 Beginning</p>	<p>While a schedule is provided of PDs which will be beneficial for inclusivity and staff encouraged to participate, school leaders do not yet 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>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>The school's master schedule reflects collaborative planning time for collaborative teaching teams. There is a schedule and record of PLCs related to the review of student work and instructional planning.</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	ESE Specialist solicits feedback from electives (P.E.) teachers to determine the effectiveness of instructional accommodations or modifications.
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 most SWDs are aligned with the general education 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 as evidenced in their classrooms via board setup which highlights the target and 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.	Partially Almost	Members of the school MTSS team are assigned to provide support to specific grade-level or subject-area teams. School rules are translated into specific applications for classrooms, hallways and other school areas as part of a schoolwide PBIS plan.

<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 SWD have access to the same multi-tiered interventions as those without disabilities (i-Ready, Read 180). Instructional personnel consider SWD as general education students first and use data-driven decision making to identify supports needed for SWD to make progress in general education and natural contexts. 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, such as: PLP Checklist.</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>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, such as: DAR, Brigance Diagnostic Assessment, IEPs, Lesson Plans, Student Observation.</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>Crystal Lake is a Unified school. Unity day is celebrated annually with emphasis on promoting inclusion and eradicating any form of bullying.</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 plan instruction to allow multiple means of representation, and engagement. Lessons are presented in visual and oral formats. The text to speech feature is activated where possible/allowed and students provided with earphones.</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>Administrators and teachers can articulate different ways to deliver special education services in general education settings. IEPs provide service delivery location.</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>Fully</p>	<p>The behavior tech receives ongoing training. All TAs take the seizure training yearly. They also attend various PDs directly related to TAs provided by the district throughout the year.</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.	Partially Almost	Our support facilitator is an active member of the Math team. Every member of the ESE team is assigned to a grade level 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.	Partially Almost	When planning, teachers consider the application of specially designed instruction, UDL and DI as part of every lesson. Members of the ESE team attend weekly PLCs.
29. Family members of SWD are contributing members of school decision-making groups.	Partially Almost	School administrators actively recruit family members of SWD to participate in school decision-making groups, including the School Advisory Council.
30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.	Fully	Learning opportunities and resources are identified and provided to families based on family surveys or interviews, school climate surveys, IEP goals and student data. Schedule of ongoing learning opportunities is provided to all families via newsletter, website, emails, etc. Information and strategies are provided on topics such as helping with homework and test preparation.

<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>At the beginning of the school year teachers send a letter home during the first week of school that gives a broad outline of what the students will learn, homework and grading procedures, ideas for how parents can support good study skills and homework habits, etc. Structures are in place for educators and families to share ongoing information about access and progress of SWD. Teachers obtain family input on creating a student profile for a student with significant behavioral support needs (e.g., interventions that have worked at home or in other settings).</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>At the end of the school year, the school provides a report to the district that includes progress toward implementing and improving inclusive practices.</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 SWD from grade to grade and school to school. SWD have opportunities to learn and practice skills associated with self-determination. The school involves adult and community agencies and postsecondary education institutions in person-centered planning.</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 in place and are passed seamlessly between sending and receiving parties. Administrators proactively ensure that supports follow all SWD as they transition from grade to grade, school to school and district to district. Schools identify and share individual needs of SWD, through the inclusive scheduling process, as they transition from grade to grade.</p>
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School BPIE Assessment Priority Indicators

CRYSTAL LAKE 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 14. School administrators analyze data to identify professional learning (PL) and technical assistance (TA) needed for school personnel to implement effective inclusive practices.
- 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.