

# **School Best Practices for Inclusive Education (BPIE) Assessment**

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

**LYONS CREEK MIDDLE SCHOOL**

**District Name: Broward**

**MSID Number: 3101**

**Date Meeting Held: 4/29/2025**

# Initial Information

**School Principal:** Leena Itty

**School Type:** Middle/Junior

**FIN Trained Meeting Leader/Title:** Shaena Wan Lockhart, ESE Liaison

**Team Members Name/Title:**

Leena Itty-LCMS Principal

Jillian Montague-Parent of LCMS Gifted Student

Monique Wilton-LCMS ESE Teacher

Courtney Johnson-Teacher/Media Specialist/Parent of LCMS ESE Student

Dory Vega Rodriguez-LCMS Assistant Principal

Deborah Eberhart-LCMS ESE Self-Contained Teacher

Dena Ofri-ESE Teacher Assistant

Sondra Lehman-BCPS District School Psychologist

Rebecca Korda-LCMS School Counselor

Richard Newell-LCMS Assistant Principal

Shonta Howard-BCPS District School Social Worker

## 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>LCMS organizes schedules to support students with their results. There are three classes, one for each grade level. Meetings are held to evaluate IEPs and data, with input from both teachers and parents. Services are reviewed quarterly, and administrative walkthroughs are conducted.</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>The support facilitator develops and monitors student goals. Classroom teachers also track progress using IEP at a glance. Information is available on the LCMS website. All parents are invited to monthly school advisory meetings. LCMS participates in the district parent survey. Plans are reviewed frequently and updated as needed.</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>Shaena Wan Lockhart, the head of the ESE Department, has been identified as the key person. She oversees the maintenance of logs and the coordination of meetings for professional development learning communities, which are led by Samantha Edwards.</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>	<p>Fully</p>	<p>LCMS is equipped to provide services to all students, including elective choices, regardless of disabilities. Administrators have contacted the district to secure the Varying Exceptionalities class at LCMS for the 2025-26 school year, due to the use of school choice to attend other schools. "Varying exceptionalities" refers to a range of different disabilities and special needs that students may have. This can include learning disabilities, physical disabilities, emotional and behavioral disorders, and other conditions that require specialized support and services. Students with varying exceptionalities will be taught in inclusive classrooms alongside their peers, with additional support provided to meet their individual needs. This approach aims to foster a sense of belonging and ensure that all students have access to the same educational opportunities. The principal at LCMS has requested that services and supports follow students with disabilities within the school.</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>ESE staff, as part of the IEP process, ensure that students in the general education setting spend 80% or more of their school day with their nondisabled peers, which constitutes the Least Restrictive Environment (LRE), as indicated by data. The exception is the Students with Varying Exceptionalities (SVE) class, where students spend less than 40% of their day with nondisabled peers.</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>Clear and consistent expectations are communicated. The district has conducted training that included inclusion practices. The nurse assigned to LCMS conducts an annual review of medical processes. School personnel refer to special education teachers by their names rather than by the exceptionalities of the students on their caseload.</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>LCMS acquires, allocates, provides, and monitors access to necessary devices, including but not limited to projectors with text-to-speech capabilities, headphones, software, and laptops.</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 communicate through weekly parent-links and newsletters on the website. They consistently use person-first language, ensuring students are referred to by their names rather than labels.</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>During interviews, questions are asked that address a variety of learning needs and effective inclusive practices.</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>LCMS includes students with disabilities (SWD) in field trip mandates, such as Junior Achievement. Documentation of emails includes transportation requests for any bus issues.</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 SWD at LCMS have access to all school facilities and non-academic activities such as clubs, sports, dances, field trips, social gatherings, surveys and classes.</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 SWD at LCMS, including those who are working on a modified curriculum, are included in honors and awards programs such as DO THE RIGHT THING, quarterly assemblies, honor roll, and certificates.</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>School administrators at LCMS analyze data to identify professional learning (PL) and technical assistance (TA) needed by needs assessment, discussions, observations and survey.</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>Professional Learning opportunities are provided through existing school structures, such as weekly PLCs, collaborative team planning by department, lesson study, peer coaching (Peggy Penn) and critical friends' groups. ESE support such as Curricular accommodations and modifications in general education classes and non-instructional activities Embedding IEP goals into the general education instructional activities and natural contexts  Specially designed instruction  Access points for math, language arts, science and social studies  Universal design for learning (UDL)  Differentiated instruction (DI)  Classroom management strategies  Data collection and analysis  Accessible instructional materials  Assistive technology  Communication supports (AAC)  Visual supports  PBIS  Alignment of modified curriculum to general education standards  Formative assessment  Collaborative planning and teaching models  Inclusive scheduling  Peer supports  School-family communication/collaboration</p>
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<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>In-class coaching on collaborative teaching models;  Development of professional learning communities;  Classroom demonstration of instructional strategies;  Team problem solving; (MTSS weekly by grade level)  Inclusive scheduling; (PBIS)  Planning and implementing behavior supports;  Planning and implementing visual supports;  AAC (as required by student) and other instructional technologies; (FM transmitter, hearing aids, noise cancelling headphones)  Planning and application of curricular accommodations/modifications; and  Planning instruction based on UDL and DI.</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>School administrators ensure that collaborative planning time is set by subject. Master schedule is set to add this time; grade level, dept. mtgs, PLC, monthly PD and other times as deemed necessary by team.</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 Beginning	For some students, teachers, and teams, implementation was partial. Efforts were made by the ESE grade level team through emails and meetings.
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.	Partially Beginning	IEP goals and objectives for all SVE students are aligned to the state standards. General and special education teachers working with the general student population need to continue improving follow-through on instructional and support strategies.
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 Beginning	A schoolwide plan is in place to provide ongoing professional development and technical assistance to staff for effective implementation of the MTSS framework.
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.	Partially Beginning	Improvement is needed in this area. While some teachers utilize formative assessment data to adjust instruction, revise behavior plans, and evaluate individual student responses to interventions, this practice is not yet consistent across general education and natural settings.

<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>Partially Almost</p>	<p>Teachers in our self-contained and resource settings use formative assessment data to increase the time students with disabilities spend receiving instruction in natural contexts, such as the lunchroom, elective class, and school store.</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>Partially Almost</p>	<p>Formal, academic and social peer support  Social and community inclusion  Anti-bullying  Conflict mediation  Student problem solving  Character education  Self-determination and self-advocacy  Community service projects  Global cultural and disability awareness</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 Beginning</p>	<p>This is an area of focus for the upcoming school year is enhancing staff capacity through targeted training. Professional development sessions have already been scheduled to support this initiative.</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>Related services are delivered, when appropriate, within general education settings and other natural environments.</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>We are actively promoting collaboration between teachers and paraprofessionals to discuss and develop strategies for providing individualized support to students with disabilities in general education classrooms and natural settings. Successful strategies have included using visual supports and schedules and providing in-the-moment coaching to reinforce positive behaviors and engagement.</p>
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### 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 Beginning	We are working to ensure that special and general education teachers meet regularly to share curriculum information and collaborate on addressing 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.	Partially Beginning	Teacher feedback is used to help determine appropriate accommodations and supports—such as behavioral strategies, visual aids, and communication tools—for individual students. However, we currently do not receive input from all teachers, highlighting a need for more consistent collaboration.
29. Family members of SWD are contributing members of school decision-making groups.	Fully	Family members of students with disabilities actively participate in school communities through involvement in groups such as the Parent-Teacher Association (PTA) and various school sub-committees.
30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.	Fully	Both the district and LCMS provide families with information and strategies on a variety of topics, including supporting 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>Structures are in place to support ongoing communication between educators and families regarding students with disabilities, focusing on their access to instruction and progress toward goals. These structures include parent-teacher conferences, IEP meetings, quarterly progress reports, and scheduled check-ins via phone or email.</p>
<p>32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.</p>	<p>Partially Almost</p>	<p>Progress toward implementing inclusive practices is reported annually to families, district personnel, and community members through School Advisory Council (SAC) meetings and Individualized Education Program (IEP) meetings.</p>
<p>33. The school uses a person-centered planning process for SWD.</p>	<p>Fully</p>	<p>The school collaborates with community agencies to support person-centered planning for students with disabilities, ensuring that services and supports are aligned with each student's individual goals and needs.</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>Each spring, the school organizes an orientation for students transitioning from elementary to middle school or from middle to high school. The orientation includes a guided tour of the building, a review of key information from the student handbook, and an introduction to school procedures to help students feel prepared and confident in their new environment.</p>

# School BPIE Assessment Priority Indicators

LYONS CREEK 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 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 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.