

School Best Practices for Inclusive Education (BPIE) Assessment

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

PARKWAY MIDDLE SCHOOL

District Name: Broward

MSID Number: 0701

Date Meeting Held: 6/11/2025

Initial Information

School Principal: Lakeisha Williams

School Type: Middle/Junior

FIN Trained Meeting Leader/Title: Lakisha Williams, ESE Liaison

Team Members Name/Title:

Lakisha Williams

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.	Partially Almost	*Data from the state* *Of our 150 ESE students with general education peers throughout their day. The 21 students in SVE self-contained program are mainstreamed for lunch and electives daily. We have 2 classrooms of self-contained students that are mainstreamed into some general education classes and being instructed on Access Points, for which general education teachers receive training from the ESE department.
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	*Meeting Schedules *We have effectively implemented and applied MTSS practices.
3. The school has a key person who oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWD.	Fully	*ESE Specialist – Lakisha Williams *An ESE-certified teacher serving as an ESE Specialist dedicates 100% of the workday to managing the Exceptional Student Education program and supporting the academic, behavioral, and social needs of the student population.

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	Roster of SWD student, Emails from administration
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.	Fully	Student schedules
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	Not Yet	Not Applicable
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.	Fully	*Survey, emails professional development *School leadership facilitates full implementation of inclusive practices among all stakeholders.
8. School administrators facilitate the use of resources, by school personnel, to implement best practices for inclusive education for all SWD.	Partially Almost	*Meeting schedule * Meeting notes * Professional development
9. School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications.	Fully	Staff Handbook
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	*Interview Questions-Administrators' interview techniques utilize questions pertaining to diversity and inclusive teaching 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	Transportation synopsis
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	Organizational/ After School Activity Rosters
13. All students, including SWD, are given equal consideration for recognition through honors, awards and other designations offered by the school.	Fully	Honor Roll recipient list, Award recipients' list
14. School administrators analyze data to identify professional learning (PL) and technical assistance (TA) needed for school personnel to implement effective inclusive practices.	Fully	PD Schedule, PD agenda
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	*Master schedule with planning times for grade levels *PD sign-in sheet
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	PLC schedule, PLC agenda, PLC sign-in sheet
17. School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.	Fully	*PLC Notes, PLC schedule *Common PLC times are provided in order to use adequate time for planning effectively.

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	Support facilitator notes from meeting/ collaboration with elective teachers, SVE teacher notes from collaboration with elective teachers
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	*Lesson plans, progress monitoring data *IEP goals and objectives for all SWDs are aligned to the general education standards or 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	MTSS meeting schedule, MTSS agenda, data chats
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	MTSS meeting schedule, classroom data
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	*Classroom data *Formative assessments

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.	Partially Almost	*Assemblies and Peer Counseling Support Roster *Implementation of Social-Emotional Learning (SEL) Practices
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	Lesson plans, DHH support schedule
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	*Support Facilitator Schedules (Consultation & Collaboration Services) *Lesson Plans *Math Support for Lowest-Performing Students *Behavior Technician (SSSM)
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	*Professional Development Schedules *Emails from ESE Specialist to ESPs *PD Sign-In Sheets *PD Agendas

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	PLC logs/ rosters
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	PLCs- schedule, lesson plans
29. Family members of SWD are contributing members of school decision-making groups.	Partially Beginning	*SAC Committee Members * SAC sign in sheet *PTA
30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.	Partially Almost	*List of resources given to parents *Parent surveys
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	*Parent/Teacher Conference Logs and Phone Logs *IEP Annuals and Interims *Progress Reports *FOCUS
32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.	Fully	*Parent and Student Surveys *BPIE Priority Indicators *School Improvement Plan (SIP) – Distributed to the school community through multiple communication channels
33. The school uses a person-centered planning process for SWD.	Fully	IEP goals, matriculation meetings

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	Matriculation meetings
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School BPIE Assessment Priority Indicators

PARKWAY 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 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.
- Indicator 8. School administrators facilitate the use of resources, by school personnel, to implement best practices for inclusive education for all SWD.
- Indicator 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.
- 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.
- Indicator 29. Family members of SWD are contributing members of school decision-making groups.