

SBPIE Assessment

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

LLOYD ESTATES ELEMENTARY SCHL

District Name: Broward

MSID Number: 1091

Date Meeting Held: 5/1/2026

Initial Information

School Principal: SHAWN ALLEN

School Type: Elementary

FIN Trained Meeting Leader/Title: Carolyn Reidy, ESE Liaison

Team Members Name/Title:

- Shawn Allen, Principal
- Yolanda Smith, Assistant Principal
- Lillian Gomez, Primary Literacy Coach
- Sonakaye Hanson, Intermediate Literacy Coach
- Randy Sutton, Math Coach
- Cristina Miuccio, School Counselor
- Carolyn Reidy, ESE Specialist
- Antoinette Amerson, ESE Support Facilitator
- Cathy Sotus, Speech Language Pathologist
- Cindy Stein, First Grade Team Leader
- Erik Holley, Second Grade Team Leader
- Janay Coleman, Third Grade Team Leader
- Rasheeda Williams, Fourth Grade Team Leader
- Leo Campbell, Fifth Grade Team Leader

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	Data from state, district, and school assessments Classroom walk-throughs IEP progress reports MTSS meeting minutes
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.	Fully	Roster and schedule of Leadership Team meetings School Improvement Plan goals related to short- and long-term improvement efforts data reports
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	LEA agreement Staff Roster indicating job roles Inclusion Specialist job responsibility and log of activities
4. School administrators follow district guidelines for all SWD to have the same school choice options as their peers without disabilities.	Fully	SAC meeting minutes Reassignment requests Active student listing report Feeder school report Documentation of Private school services requests and completion of services
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	LRE data report Student schedules Class rosters ESE support facilitator schedule SLP schedule

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	PreK enrollment rosters Lesson plans Class schedules indicating time SWD are in general education settings with same-age peers Staff schedules (SLP, PreK teachers, ESE Support Facilitator, Specials teachers) Team meeting agendas Early childhood curriculum
7. School administrators expect all school personnel to share responsibility for all students and consider all SWD as general education students first.	Fully	Staff meetings Faculty/Staff handbook PLC agendas/minutes Staff surveys Data chats MTSS meeting minutes Staff schedules
8. School administrators inform staff of resources to apply best practices for teaching students with disabilities in general education classrooms and natural contexts.	Fully	Staff schedules reflecting push-in support, common planning Achievement data for all SWD Classroom walk-throughs Assistive technologies, supports, services Book room with accessible instructional materials, text sets with differentiated reading levels
9. School administrators expect all staff to use person first language in all written and verbal communications.	Partially Almost	School Improvement Plan Staff Handbook Staff Roster School website SAC meeting minutes Written and electronic communication

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 used that are specific to available positions Questions related to effective best practices for specific positions
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	Bus schedules and rosters Field trip documentation Transportation Safety Checks Bus concern requests Bus arrival and departure log Emails between school and transportation liaison
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	Student schedules Classroom walk-throughs School activities schedules School rosters for clubs, Extended learning opportunities, Special events Fieldtrip permission slips
13. The school ensures all SWD are given equal consideration for honors, awards and other designations offered by schools.	Fully	Honor Roll assembly Character Education recognition Kiwanis Kids of Character awards Just Do It, I Did Awards Ceremony Bulletin board highlighting honorees of skill achievement
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	Parent and Staff needs assessment Classroom walk-throughs SAC meeting minutes Professional Development plans PLC surveys

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.	Fully	Staff schedules indicating common planning time Master schedule School's professional development plan Sign-in sheets/agendas from PDs Coaching logs
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	Needs Assessments Data Schedule of Technical Assistance activities Coaching logs PLC documentation MTSS meeting minutes District Level support schedules
17. School administrators ensure collaborative planning time is included in staff schedules.	Fully	Staff schedules reflecting coaching support Master schedule indicating common planning time Monthly PD days designated for teams Lesson plans reflecting evidence of collaboration Minutes and agendas from Grade level meetings, Team Leader meetings Data chats

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.	Fully	Staff schedules Itinerant teachers' schedules Assistive Technology requests ESE teacher's schedule reflecting collaborative planning time
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	Curriculum maps Classroom walk-through data Lesson plans Ongoing progress monitoring data MTSS meeting minutes
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.	Fully	MTSS schedule with corresponding MTSS meeting minutes MTSS District Support Facilitator schedule FBA/PBIP documents for individual students School Counselor schedule ESE Support Facilitator schedule ELA/Math Coaches' schedules Schoolwide Positive Behavior Intervention Plan Discipline records
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	Progress monitoring assessments/data binder MTSS meeting minutes Flexible groupings documented in lesson plans Rosters for Extended learning opportunities

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.	Fully	Progress monitoring assessments, data collection on IEP goals MTSS meeting minutes Push-in schedule of support
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	Character Education Programs Safe Promise Club roster Community service projects Guidance Plan SEL lessons Schoolwide Discipline
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	Classroom walk-throughs Lesson plans indicating differentiated instruction and flexible groupings Assistive Technologies Classroom observations reflecting Universal Design for Learning
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.	Fully	Staff schedules reflecting push-in support from ESE staff, coaches, school counselor, district staff Master schedule Classroom walk-throughs
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.	Fully	Learning Across Broward (LAB) inservice records Staff Handbook Paraprofessional Evaluations Job descriptions Paraprofessional schedules

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	Sign-in sheets for grade-level team meetings, PLC meetings, PD trainings Meeting Agendas and minutes
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	Master schedule Teacher lesson plans Classroom walk-throughs Coaching logs
29. The school ensures that family members of SWD are contributing members of school decision-making groups.	Fully	SAC meeting minutes, sign-in sheets IEP meeting participants signatures Parent input forms Annual Parent surveys Volunteer school events
30. The school uses needs assessments and student data to provide learning opportunities and resources to families of SWD.	Fully	School Improvement Plan Parent link School website Curriculum Council meetings Title I family engagement nights Flyers advertising family learning opportunities
31. The school ensures all school personnel invite families to provide valuable input in planning and problem-solving.	Partially Almost	Parent communication logs Conferences/interim notes Parent Input forms for IEP/504 meetings MTSS meeting notes

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 report of BPIE priority indicators and resulting improvement efforts and outcomes School Improvement Plan outcomes
33. The school uses a person-centered planning process for SWD.	Fully	Matriculation meetings for PK and 5th grade students Policies and procedures for transition Collaboration between ESE providers and general education teachers Student interviews
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.	Fully	Matriculation meetings for PK and 5th grade students Policies and procedures for transition Kindergarten round-up activities Collaboration between general education and ESE providers Vertical planning Middle school orientation to 5th grade students School tours

School BPIE Assessment Priority Indicators

LLOYD ESTATES ELEMENTARY SCHL 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 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.
- 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 31. The school ensures all school personnel invite families to provide valuable input in planning and problem-solving.