School Best Practices for Inclusive Education (BPIE) Assessment

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

WINSTON PARK ELEMENTARY SCHOOL

District Name: Broward

MSID Number: 3091

Date Meeting Held: 6/4/2025

Initial Information

School Principal: CAROLYN EGGELLETION

School Type: Elementary

FIN Trained Meeting Leader/Title: CAROLYN EGGELLETION, School Principal

Team Members Name/Title:
Carolyn Eggelletion, Principal
Mark Andriesse, Assistant Principal
Andrew Baumann, ESE Specialist
Gail Cimbal, SLP, ESE Team Leader
Michelle Jenkins, ESE Support Facilitator
Jacqueline Rimler-Wasserman, ESE Support Facilitator
Erika Satin, Teacher Representative
Gianna Piediscalzi- School Counselor
Cayman Wheeler- School Psychologist

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	Used iReady assessments to target specific needs of ESE students to boost proficiency to 46 percent.
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.	Partially Almost	Inclusive Practices need to be shared with the community.
3. The school has a key person who oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWD.	Fully	Our ESE specialist - Andrew Baumann
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 school is equipped to provide educational services to all students in all capacities of the educational needs for our students population. Mark Andriesse- Assistant Principal and MTSS Coordinator
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	Our ESE department along with our classroom teachers provide the necessary services to met the needs of all our students. Students receive the services necessary to met the needs of their IEP. ALl students are in the LRE and age appropriate setting.

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 | Fully | Our inclusive Pre-K program meets the needs of our 3-5 aged students. They met regularly with the ESE coordinator to ensure proper curriculum requirements are met. |
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	Teachers are constantly being trained on how to change instructional strategies in order to keep up with changing behaviors to ensure student success. Trainings for the upcoming school year include a study on how to include neuro-divergent students and strategies to include the educationally.
8. School administrators facilitate the use of resources, by school personnel, to implement best practices for inclusive education for all SWD.	Partially Almost	Winston Park has a resource room filled with materials for teachers to supplement their curriculum needs. The reading and math coaches are present to ensure teachers are equipped with what is necessary to educate all students and met all needs. Material is always available to supplement student needs. Scheduling is around reading blocks and use of supplemental material is imperative to meeting their needs. Our school scores show that our swd needs are being met.
9. School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications.	Partially Almost	All school newsletters and communication can be found in 4 languages (English, Portuguese, Spanish, and Haitian-Creole). Other languages are available upon request. Computers translate in requested language to ensure all resources are available in 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.	Partially Almost	Interviews are conducted with various members of the staff with questions to learn about the inclusive practices used by the possible interviewing school employee.
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.	Partially Almost	All transportation needs are requested and met by our ESE specialist and our IMT coordinator.
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.	Partially Almost	Every student with or with out disabilities are includes in all schedules and social gatherings.
13. All students, including SWD, are given equal consideration for recognition through honors, awards and other designations offered by the school.	Fully	All students are included and guidelines are given to all employees and students.
14. School administrators analyze data to identify professional learning (PL) and technical assistance (TA) needed for school personnel to implement effective inclusive practices.	Fully	All our school PLC's are guided from analyzed data. We sign into meetings and follow up activities are collected. Collaboration between teams occur monthly to ensure that all professional needs are met.
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.	Fully	Best practices for inclusive educational needs are shared during collaborative planning time. Discussion during team meetings allow for teachers to share best practices.
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.	Partially Almost	The school collaborates during weekly. and monthly meetings. Data is analyzed monthly so that student needs are met.

17. School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.	Fully	Teams met weekly for collaborative planning time. All lesson plans and agendas are discussed so that the team is on the same page academically.

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	All special area teachers are informed and regularly check in with general education teachers to include all student needs.
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	All teachers on campus know and use state standards to educate all students at Winston Park. Learning targets are posted and students are made aware of what they are learning. Data is monitored, walk-throughs are conducted and curriculum maps are followed.
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 was conducted on a monthly basis. Students were pulled into intervention rooms K-2/3-5. The interventionists were trained via monthly meeting conducted by the MTSS department and data was collected and entered into FOCUS MTSS data warehouse. RTI students were given support and necessary strategies. Our school wide PBIS plan was followed and ESE meetings/staffings were conducted.
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	Data driven instruction is a priority. MTSS minutes were entered

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.	Partially Almost	All IEP's are followed and assessments are collected for all students needs to be met.
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	Character education is celebrated monthly. Anti-bullying, DARE and other programs are used to teach students responsibility and character education.
24. There is a school-wide approach for planning and implementing Universal Design for Learning (UDL) across all instructional and non- instructional school contexts.	Fully	Classroom observations and walk throughs are done, as well as team lesson planning to include UDL principles.
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	Master schedule, student IEPs, student scheduling of push in and pull out, interviews and admin feedback are all taken into account when we support student services.
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.	Partially Almost	All paraprofessionals are made aware of their responsibilities and expectations. Schedules are updated as needed.

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	All ESE teachers are included in team meetings and rotate weekly sharing what strategies and skills are being worked on.
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	ESE and General education teacher collaborate for lesson planning and master schedules for push in/pull out availability.
29. Family members of SWD are contributing members of school decision-making groups.	Fully	Annual meetings for IEP decisions are held and discussions about best practices for our SWD students are taken.
30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.	Fully	Our school holds curriculum information nights for parent to learn about best practices and what is available to help their child with their educational journey.
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	Meeting notes are taken prior to meetings for SWD and are discussed so that an understanding is met to meet the needs of all students.
32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.	Fully	During our annual Open House inclusive practices are discussed and shared with our families.

33. The school uses a person-centered planning process for SWD.	Fully	The ESE coordinator is responsible for gathering IEP goals and ensuring parents know their rights.
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	All invested parties are included when making decisions for all students academic and well being.

School BPIE Assessment Priority Indicators

WINSTON PARK ELEMENTARY 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 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.

- 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.