SBPIE Assessment

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

WILTON MANORS ELEMENTARY SCHOOL

District Name: Broward

MSID Number: 0191

Date Meeting Held: 12/5/2025

Initial Information

School Principal: TAURI ELIGON

School Type: Elementary

FIN Trained Meeting Leader/Title: Heather Most, Assistant Principal

Team Members Name/Title:
Mrs. Most - AP
Gina Pineda - Literacy coach
Pamela Colbert - MTSS Coordinator/Math Coach

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	MTSS team gathers data and analyzes it to determine steps toward continuous improvement.
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	Every three years, the school completes a BPIE assessment and reports the results of all short term and long-term improvement efforts to the district. Stakeholders are represented and involved in a collaborative system of decision making to implement and improve inclusive practices across the school community.
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	The school has an ESE Specialist and ESE support facilitators who work to ensure all students and staff are included in the implementation of best practices for inclusion.
4. School administrators follow district guidelines for all SWD to have the same school choice options as their peers without disabilities.	Fully	The school has a student population that reflects the full range of students, including students with the most significant cognitive disabilities. The principal and ESE Specialist met with executive director and other ESE supervisors/directors for ESE to discuss immediate needs of the school.

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	We are a site for students with autism. Our goal is to mainstream students to the maximum extent possible but having ALL SWDs being a general education classroom 80% of the day would violate their IEPs. All teachers ensure that every student feels welcome and achieves to his or her potential in general education classes and other natural contexts.
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	Wilton Manors only has the Head Start program.
7. School administrators expect all school personnel to share responsibility for all students and consider all SWD as general education students first.	Partially Beginning	General and special education teachers are expected to share instructional and behavioral support responsibilities for SWD in each classroom and other school settings. This is an area for growth with the general education teachers taking responsibility for SWDs.
8. School administrators inform staff of resources to apply best practices for teaching students with disabilities in general education classrooms and natural contexts.	Fully	School administrators allow time for instructional planning across the grade level as well as scheduled vertical planning between grade levels. ESPs are used with SWDs in both the general education classroom and the ASD special program classroom. All ESE monies are spent on ESE students and teachers are provided resources requested.
9. School administrators expect all staff to use person first language in all written and verbal communications.	Partially Beginning	Administrators provide school personnel with ongoing information and resources on person first language.

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 include a discussion regarding SWDs since we are school with 7 special program classes for students with autism.
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	Students with and without disabilities attend field trips. Transportation and field trip liaisons always ensure that appropriate bus equipment is provided for field trips for SWDs.
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	All SWD have access to all school facilities and non-academic activities. SWD are eligible for and encouraged to run for student government. SWDs would never be excluded but there are occasions when there is no interest from the SWDs to participate in activities.
13. The school ensures all SWD are given equal consideration for honors, awards and other designations offered by schools.	Fully	All students are included in honor roll and our learner profile/attribute awards.
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	Regularly scheduled data chats are conducted with academic coaches. Professional development is created for all teachers/staff; which includes past as well as new trainings that may be needed or desired. Teachers meet weekly with magnet coordinator for PYP as well as with coaches.

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.	Partially Beginning	PLCs, weekly coaching for math and reading, and weekly PYP meetings are in place. Support is needed in curricular accommodations and modifications in general education classes and noninstructional activities.
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 Beginning	Development of professional learning communities; AAC and other instructional technologies; district personnel is called to assist teachers in special program classes with curriculum, behavior and classroom management.
17. School administrators ensure collaborative planning time is included in staff schedules.	Fully	Administrators provide structures for release time for planning. All teams meet 3 times a week with either the Magnet Coordinator, Literacy Coach and Math Coach and their team to discuss curriculum and activities. All teachers of SWDs have a common planning time with their grade appropriate general education team.

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.	Partially Beginning	The ESE teachers are available to provide feedback and support but there is no common planning time for specials teachers and ESE teachers. Specials teachers have been given suggestions however, they do not implement them in to practice.
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.	Partially Beginning	Goals are based on state standards but are often years below appropriate grade level. The instructional goals and learning targets of students with the most significant cognitive disability are based on access points. Where appropriate teachers modify learning goals and instruction for students with the most significant cognitive disability using the same, or similar, age-appropriate materials as those used by students without disabilities.
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	Not all students with disabilities are looked at through MTSS (ie..speech). School personnel use a problem-solving process to identify appropriate instructional and behavioral interventions. Members of the school MTSS team are assigned to provide support to specific grade-level. An FBA process is used to identify triggers and replacement behaviors for any student who needs additional behavioral support.

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.	Partially Almost	All teachers use formative assessment data to adjust instruction, revise behavior plans and determine individual student responses to interventions in general education and natural contexts. Not all 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, this is an area for growth.
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	All SWDs are given the same assessments as their nondisabled peers to the fullest extent possible. Goals are created and adjusted based on the ongoing data collected. 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. Wilton Manors strives to mainstream all students to the fullest extent possible.
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	Wilton Manors is an IB school that has school-wide learner attribute/profile program in place, similar to a character education program and follows the Passport to Peace program. There is also a peer/best buddy type program (Star Pals).

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	Teachers plan instruction to allow multiple means of representation, and engagement, this is integral part of the IB magnet program. however, not all teachers are trained in IB due to be new to the school. Teachers and support personnel use assistive technology for students who need it, including low-tech strategies and high-tech communication systems and software, such as: Pencil grips, Choice boards or software programs for visual schedules and assignments; Table heights adjusted to accommodate a wheelchair, and A visual schedule that includes items with Velcro for ease of manipulation on the schedule board.
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.	Partially Almost	Related services are provided as much as possible in the classroom. ESE support facilitators provide academic support in the classroom when feasible.
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.	Partially Beginning	Paraprofessionals have complete access and support to resources at the school level and are welcome to take any trainings that the district provides. However, trainings offered by the district conflict with trainings at school. There is no ASD coach this school year to assist with training and providing guidance.

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	Special education teachers are assigned to a grade level but not all of them meet with their grade level team as often as others and most teachers have multiple grades and Special education teachers are not pulled from regularly scheduled classroom schedules to attend other meetings (e.g., IEP or parent conferences).
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	All grade level teachers have a common planning time (gen ed and ESE) and meet 3 times a week.
29. The school ensures that family members of SWD are contributing members of school decision-making groups.	Fully	Family members of SWD are active members of groups such as the PTA and SAC.
30. The school uses needs assessments and student data to provide learning opportunities and resources to families of SWD.	Fully	Title I information and resources are shared out to families. We have no ASD Coach so there are no trainings being held. ESE teachers are reaching out to their ASD families based on individual situations when needed and will enlist the ESE Specialist if needed.

31. The school ensures all school personnel invite families to provide valuable input in planning and problem-solving.	Partially Beginning	Teachers maintain ongoing communication through class dojo. Weekly home messages go out to all families. The home/school connection is strong with families of SWDs through the student's ESE teacher and Leadership team. Families receive support and resources, such as point systems/checklists to implement behavior support [an at home as well as information from guidance for family counseling or other related outreach services. Daily home notes are used for all special program students and those SWDs who may need it.
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	The school administrator provides a report to other school administrators during district meetings. School will review progress made toward priority goals.
33. The school uses a person-centered planning process for SWD.	Fully	The Magnet Coordinator holds magnet open house and provides tours to prospective families. Matriculation meetings are held for students to discuss upcoming services to secondary. Administration and support staff discuss best placement for SWDs.

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	ESE Specialist ensures that there is a seamless pass between sending and receiving parties. Matriculation meetings are held to discuss future placement of ASD students moving from special program to SVE or VE and general education SWDs continuing with support facilitation, Learning Strategies class, or VE class placement.

School BPIE Assessment Priority Indicators

WILTON MANORS 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 7. School administrators expect all school personnel to share responsibility for all students and consider all SWD as general education students first.
- Indicator 9. School administrators expect all staff to use person first language in all written and verbal communications.
- Indicator 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.
- 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 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.