



Best Practices for Inclusive Education (BPIE) Assessment/Plan

School: Charles W. Flanagan High School

Principal: Paula Peters

Person completing this plan: Emily Driggers, Kristine Knapp, Jennifer DiVeronica, and Robert Johnson

Purpose of the BPIE: The Best Practices for Inclusive Education (BPIE) is a structured assessment process designed to help schools identify priority needs, develop short-term and long-term improvement strategies and organize resources to support the implementation of inclusive practices school wide. This complies with Florida Statue 1003.57(1)(f) which mandates that every school and school district complete the process every three years.

Completing this Plan: Review your school's **current school BPIE**. Refer to the selected **Prioritized Indicators** at the end of the assessment document. Your leadership team determines which of the indicators will be the focus of improvement efforts **this school year**. Copy those selected prioritized school BPIE indicator(s) in the text box below.

1: Which prioritized school BPIE indicator(s) will the school focus on for this year?

- 16. Administrators facilitate job-embedded, technical assistance on inclusive practices for all school personnel.
- 18. Specials, electives, and technical education teachers have regular opportunities to consult with special education teachers.
- 26. All paraprofessionals receive professional development on ways to support SWDs in gen. ed.
- 27. All special education teachers are collaborative members of a gen. ed. curriculum team.
- 28. General and special education teachers regularly plan instruction together.

2. What short-term/long-term improvement efforts (activities) are planned to address the selected prioritized school BPIE indicator(s) for this year?

- (16) Continue PLCs, train staff on all devices for ESE students, increase push-in and collaborative teaching opportunities
- (18) Allow time for co-planning on early dismissal days or during a common planning period, data analysis
- (26) Allow paraprofessionals to attend trainings offered by the district and include them on IEP meetings, ensure that they are part of the RtI team to help team identify individualized support for SWDs
- (27) Include special education teachers in department meetings/PLCs
- (28) Schedule common planning periods and also plan time for PSD/early release days

3. How will you monitor progress toward the implementation of the selected prioritized school BPIE indicator(s) this year?

Progress will be monitored through teacher surveys, PLC documents, and master schedule revisions (if necessary, to allow for co-planning).

If you have questions about completing this document, please contact your Florida Inclusion Network facilitators:

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