



## School Best Practices for Inclusive Education (BPIE) Annual Update for School Improvement Plan

To be implemented in SY 2024/2025

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**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**.

### Directions to Complete the School BPIE Annual Update for School Improvement Plan

1. Upload the current School BPIE Assessment conducted by your school team (the BPIE assessment is conducted EVERY THREE YEARS).
2. Download the BPIE Annual Update for School Improvement Plan Template.
3. Complete the contact information for your school.
4. Refer to the School BPIE Assessment to view the Prioritized Indicators selected at the end of the document.
5. **Determine which of those prioritized indicators the school will focus on for the current school year.**
6. Complete the table: the indicator #, activities/efforts planned and method to monitor progress towards improvement.
7. If needed, please refer to the Examples of Evidence of Practice for a selected indicator (in the School BPIE Assessment document) to assist you in completing planned activities.

# Selected Prioritized Indicator	Planned Activities for Improvement in the Prioritized Indicator	Method of progress monitoring improvement in the selected Prioritized School BPIE Indicator
#18: Elective teachers have regularly scheduled opportunities to consult with special education teachers and service providers to implement strategies that support	<ul style="list-style-type: none"><li>- Strategic scheduling of SWD in specific elective classes to maximize teacher instruction and student potential &amp; growth.</li><li>- Quarterly PLC meetings scheduled for elective, special education teachers, and service providers to collaborate, share resources, and best practices to support the learning of all SWD.</li><li>- Cross-Curricular PD Workshops provided to all staff to review specific strategies for SWD.</li></ul>	<ul style="list-style-type: none"><li>- Admin walkthroughs and observations of elective classes to monitor implementation and progress.</li><li>- Provide ongoing feedback though data chats, PLCs, &amp; monthly meetings to evaluate effectiveness.</li></ul>

the learning of all SWD in their classes.		
#29: Family members of SWD are contributing members of school decision-making groups.	<ul style="list-style-type: none"> <li>- Recruit and retain stakeholders and family members of SWD within our various parent groups including SAC, SAF, PTSO, FERM, &amp; Parent Boosters.</li> <li>- Disseminate quarterly feedback surveys out to all family members of SWD &amp; stakeholders to gain input &amp; feedback.</li> </ul>	<ul style="list-style-type: none"> <li>- Monitor attendance of family members of SWD at various parent group meetings.</li> <li>- Review and share feedback survey results with all stakeholders.</li> </ul>

*If you have questions about completing this document, please contact: Dr. Avriliou Moumoutjis ESE Supervisor [Avriliou.moumoutjis@browardschools.com](mailto:Avriliou.moumoutjis@browardschools.com)*