



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

To be implemented in SY 2024/2025

School: New Renaissance Middle School	BPIE Contact Person: Dr. Melanie Eugene (ESE Specialist) Erika Rebman (Inclusion Champion)
Principal: Earnest Toliver	Direct Phone Number: 754-323-3500

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
	<ul style="list-style-type: none">• 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.• Teachers of students in self-contained classrooms use formative assessment data to increase time SWDs receive instruction in general education classes, such as observational data to identify effective behavior supports	Diagnostic and PM Assessments, MTSS meeting minutes, classroom data, documentation showing adjustments in instruction or behavior plans.

	<p>for learning in the general education classes, such as observational data to identify effective behavior supports for learning in the general education classroom.</p> <ul style="list-style-type: none"> Teachers of students in self-contained classrooms use formative assessment data to increase time SWDs receive instruction in natural contexts, such as lunchroom, media center and school store. 	
	<ul style="list-style-type: none"> Data are gathered from families via surveys, interviews, focus groups, suggestion box, etc. Learning opportunities and resources are identified and provided to families based on family surveys or interviews, school climate surveys, IEP goals and student data. Information and strategies are provided on topics such as helping with homework, test preparation, understanding LRE and inclusion, developing meaningful IEP goals and postsecondary school opportunities. Schedule of ongoing learning opportunities is provided to all families via newsletter, website, emails, etc. Family learning opportunities include content and activities that are translated for families whose first language is not English. 	<ul style="list-style-type: none"> Provide Extended Learning Opportunity (ELO) to SWD students and monitor via ELO attendance data. Parent Night events will include information on SWD and monitor parent participation with sign in sheets. Review survey data to monitor progress

If you have questions about completing this document, please contact: Dr. Avriliou Moumoutjis ESE Supervisor Avriliou.moumoutjis@browardschools.com