



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

To be implemented in SY 2025/2026

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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
22 _Teachers of SWDs who spend less than 80% of their day in general education classes use formative assessment data to identify effective instructional and	<p>Special education teachers, SLPs, and general education teachers will collaborate to develop and use formative assessment to identify student needs, and adjust instruction, revise behavior plans, and identify opportunities for learning in general education and natural contexts.</p> <p>Teachers of students in self-contained classrooms, the ESE Support Facilitator, and SLPs will collaborate to develop and</p>	Ongoing Progress Monitoring Data, IEP Progress Reports, documentation showing adjustments in student schedule, instruction or behavior plans.

<p>behavioral interventions that, when implemented in general education and natural contexts, allow SWDs to make progress toward meeting IEP and learning goals.</p>	<p>use formative assessment data to increase the time SWDs receive instruction in general education classes, such as observational data to identify effective behavior supports for learning in the general education classroom.</p> <p>Teachers of students in self-contained classrooms, the ESE Support Facilitator, and SLPs will collaborate to develop and use formative assessment data to increase time SWDs receive instruction in natural contexts, such as lunchroom, media center and science.</p>	
<p>#24 - There is a school wide approach for planning and implementing Universal Design for Learning.</p>	<p>General Education Teachers and the ESE team will collaborate on how to differentiate instruction to allow multiple means of representation, expression and engagement.</p> <p>General Education Teachers and the ESE team will collaborate on how to develop lessons are presented in visual and oral formats.</p> <p>General Education Teachers and the ESE team will collaborate on how to provide appropriate response time is given for SWDs to participate.</p> <p>General Education Teachers and the ESE team will collaborate on how to use Instructional technology to match to the needs of individual students and determine if it is effective for instruction in all classrooms.</p> <p>General Education Teachers and the ESE team will collaborate on how teachers and support personnel can use assistive technology for students who need it, including low-tech strategies and high-tech communication systems and software, such as visual schedules that includes items with Velcro for ease of manipulation on the schedule board, wide classroom aisles to accommodate students with limited mobility, table heights adjusted to accommodate a</p>	<p>In house PD, classroom observations, review of lesson plans to ensure they reflect use of technology/DI and the principles of UDL.</p>

	<p>wheelchair, a stander or students of short stature, choice boards or software programs for visual schedules and assignments, pencil grips, and specialized computer software, digital text, iPads™ or FM systems to ensure meaningful participation in instructional activities.</p> <p>General Education Teachers and the ESE team will collaborate on how to allow students to respond orally on assessments.</p> <p>General Education Teachers and the ESE team will collaborate on how teachers can tier assignments/assessments.</p> <p>General Education Teachers and the ESE team will collaborate on how teachers can involve students with disabilities by regularly using instructional strategies that support more complex thinking rather than watering down the curriculum</p>	
<p>#33 - School uses a person-centered planning process for SWDs.</p>	<p>Administration, the ESE team, and General Education teachers will collaborate to ensure that there is an established protocol for facilitating a smooth transition for SWDs from grade to grade and school to school.</p> <p>Administration, the ESE team, and General Education teachers will collaborate to ensure SWDs have opportunities to learn and practice skills associated with self-determination.</p>	<p>IEP Meetings/IEP Goals Meet and Greet Agendas ESE Consultation Check In</p>

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