



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
Indicator 14 Administrators analyze data to identify staff professional development and technical assistance needs related to inclusion.	Administrators conduct data checks weekly across school teams (support facilitation, special programs, speech/language) to ensure professional development and instructional practices are differentiated, as per their assessed needs.	Collaborative Problem Solving Team (RtI) meetings are scheduled weekly to have in depth discussions on specific students and their academic progress. Surveys developed by coaches and administrators gather information to professional development and PLC subject areas.

<p>Indicator 15</p> <p>Administrators facilitate job-embedded professional development on inclusive practices for all school personnel.</p>	<p>The micro tech ensures that the technical needs of all faculty and staff are being met. Our SLP provides individualized training and support for students with AT/communication needs to assist with effective communication. These processes are monitored by the ESE Specialist.</p>	<p>Evidence demonstrated through email records, schedules (Outlook calendar), meeting agendas.</p>
<p>Indicator 18</p> <p>Specials, electives, and technical education teachers have regular opportunities to consult with special education teachers.</p>	<p>Support staff will solicit feedback from our specials teachers to determine effectiveness of instructional accommodations or modifications. When students from special programs attend specials, the ESP will accompany the class to ensure consistent implementation of accommodations.</p>	<p>Evidence demonstrated through lesson plans, zone schedules, email records and meeting agendas.</p>
<p>Indicator 27</p> <p>All special education teachers are collaborative members of a general education curriculum team.</p>	<p>Special education teachers (special programs and support facilitation) are part of regularly scheduled faculty meetings where the instructional staff collaborates on procedures and practices.</p>	<p>Evidence demonstrated through email records, schedules (Outlook calendar), meeting agendas.</p>