



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

To be implemented in SY 2024/2025

School: Boulevard Heights Elementary School	BPIE Contact Person: Toccara Foster
Principal: Katherine Familia	Direct Phone Number: 754-323-4950

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
<u>1.</u>	School analyzed data to identify barriers and initiate improvement steps that increase the number of special needs students into our general education program/classes.	<u>Students IEP's goals and data are reviewed 4 times annually, the IEP team discussions take place and based on data, students are supported to increase the possible opportunities of providing gen. ed. minutes Documented in IEP through progress monitoring of goals.</u>

<p><u>27</u></p>	<p><u>All special education teachers are collaborative members of a gen. ed. curriculum teams.</u></p>	<p><u>All teachers attend grade level trainings together, as evidenced by sign-in rosters. Progress monitoring takes place as signed rosters are reviewed for attendance and addressed accordingly. The committee involved reviews annually to discuss changes to improve our process for the following year.</u></p>
<p><u>28</u></p>	<p><u>General and special education teachers regularly plan instruction together to share best practices, discuss data and review standard gaps as it pertains to ESE students.</u></p>	<p><u>Special Program teachers attend gen. ed. grade level PLC's as well as Special Program meetings, as evidenced by sign-in rosters or Teams. Progress monitoring takes place as signed rosters or digital records are reviewed for attendance and addressed accordingly. The ESE Specialist discusses with administration and reviews annually to propose changes to improve our process for the following year.</u></p>
<p><u>30</u></p>	<p><u>Learning opportunities and resources are provided to families of SWD.</u></p>	<p><u>Special Program teachers attend gen. ed. grade level PLC's as well as Special Program meetings, as evidenced by sign-in rosters or Teams. Progress monitoring takes place as signed rosters or digital records are reviewed for attendance and addressed accordingly. The ESE Specialist discusses with administration and reviews annually to propose changes to improve our process for the following year.</u></p>

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