



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 15. School leaders provide job-embedded professional development for all school-based personnel, as appropriate for their job role, on best practices for inclusive	<ul style="list-style-type: none"> • Professional development seminars and trainings held in-house during school days; substitute teachers provide coverage to allow staff to attend • Additionally, staff are allowed to attend trainings off-campus and subs are also provided 	<ul style="list-style-type: none"> • Sign-in/attendance sheets, LAB surveys, TDAs • Baseline data—student performance from the previous year; data obtained quarterly determines effectiveness

education for all SWD		
Indicator 16. School leaders facilitate job-embedded, technical assistance for all school-based personnel, as appropriate for their job role, on best practices for inclusive education for all SWD.	<ul style="list-style-type: none"> On-going and multiple FOCUS trainings given in various formats (practice, step-by-step written guides, handbooks, in-person and virtual) 	<ul style="list-style-type: none"> Sign-in/attendance sheets, LAB surveys, TDAs Baseline data—student performance from the previous year; data obtained quarterly determines effectiveness Informed Teacher involvement with individual educational planning, intervention meetings
Indicator 18. Special, electives and career technical education (CTE) teachers have regularly scheduled opportunities to consult with special education teachers and related service providers to implement strategies that support the learning of all SWD in their classes.	<ul style="list-style-type: none"> Specials teachers collaborate in PLCs with special education and general education teachers Related service providers (occupational therapist, physical therapist, behavioral therapist, and counselor) as well as special education teachers assist with accommodations and strategies in specials area 	<ul style="list-style-type: none"> Planning meeting/PLC Sign-in/attendance sheets, LAB surveys, TDAs Baseline data—student performance from the previous year; data obtained quarterly determines effectiveness Lesson plans reflect accommodations and strategies used
Indicator 22. Teachers of SWD who spend less than 80% of their day in general education classes use formative assessment data to identify effective instructional and behavioral interventions that, when implemented in general education and	<ul style="list-style-type: none"> Special Program (Intensive PreK) teacher given district support (program specialist visits, on-going live trainings, professional development seminars) Special Program (Intensive PreK) teacher sits in on Child Study and Outcome meetings and presents assessment data on students Special Program (Intensive PreK) teacher regularly collects data on interventions/goals progress 	<ul style="list-style-type: none"> Sign-in/attendance sheets, LAB surveys, TDAs Baseline data—student performance from the previous year; data obtained quarterly determines effectiveness Informed Teacher involvement with individual educational planning, intervention meetings

<p>natural contexts, allow SWD to make progress toward meeting IEP and learning goals.</p>		
<p>Indicator 28. General and special education teachers use regularly scheduled collaborative planning time to clarify their roles and responsibilities while planning effective instruction and assessment for all students.</p>	<ul style="list-style-type: none"> • Special education teachers attend weekly planning sessions with general education teachers [subject area planning] 	<ul style="list-style-type: none"> • Sign-in/attendance sheets, LAB surveys, TDAs, schedules • Baseline data—student performance from the previous year; data obtained quarterly determines effectiveness

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