



## 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 Statute 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 2. The school has developed, and regularly monitors progress for, goals related to short- and long-term improvement efforts to implement and improve inclusive educational practices, as measured by the BPIE.	<ol style="list-style-type: none"> <li>1. Increased Rtl monitoring in classrooms to ensure multi-tiered interventions are taking place within the classrooms daily.</li> <li>2. Team/Grade level review of current IEP and PLPs to determine proper placements for all academic and behavioral needs of each individual child.</li> <li>3. Ongoing professional development for all teachers and staff to ensure SWD's are being provided the necessary instructional support to be successful in all academic areas.</li> </ol>	<ol style="list-style-type: none"> <li>1. Weekly Rtl team meetings to progress monitor implementation of interventions and student growth.</li> <li>2. Quarterly check-in meetings to review IEPs and placement for each student to ensure successful academic growth in the least restrictive environment.</li> <li>3. Daily classroom visits to ensure SWDs are receiving high quality instruction that meets their individual needs.</li> <li>4. Targeted and planned PDs-agendas and follow-up activities.</li> </ol>
Indicator 17. Administrators ensure collaborative planning time is reflected in general and special educator schedules and instructional plans.	<ol style="list-style-type: none"> <li>1. Ongoing professional development in instructional support and/or researched based intervention programs to assist students within the general education setting.</li> <li>2. Further PLC support to gen ed curriculum to assist paraprofessionals in understanding the general education curriculum to better support the needs of SWDs inside the general education classroom</li> </ol>	<ol style="list-style-type: none"> <li>1. Data review of courses taken/offered and progress monitoring of implementation of interventions and strategies within the classroom during scheduled data chats and classroom visits.</li> <li>2. Paraprofessional schedule review to ensure time within various PLCs by paraprofessionals is occurring.</li> <li>3. PLC agendas and minutes turned into administration for progress motoring of participation.</li> </ol>

***If you have questions about completing this document, please contact: Dr. Avrilios Moumoutjis ESE Supervisor***

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