



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

### To be implemented in SY 2025/2026

School: Miramar High	BPIE Contact Person: Melissa Tate
Principal: Winfred Porter Jr	Direct Phone Number: 754 323 1365

**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>18</u>	Working collaboratively, ESE teachers and support services personnel from electives or CTE teachers will provide instructional strategies, accommodations, or modifications.	Teacher schedules, teachers' lesson plans, agendas, and notes from collaborative teaching sessions
<u>22</u>	Teachers of students in self-contained classrooms use formative assessment data to increase the time SWDs receive instruction in general education classes, such	Sample assessments, MTSS meeting minutes, PLC Agenda, classroom data, documentation showing adjustments in instruction or behavior plans

	as observational data to identify effective behavior supports for learning in the general - education classes, such as observational data to identify effective behavior supports for learning in the general education classroom.	
--	--	--

***If you have questions about completing this document, please contact: Dr. Avrilios Moumoutjis ESE Supervisor [Avrilios.moumoutjis@browardschools.com](mailto:Avrilios.moumoutjis@browardschools.com)***