



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 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
8. Administrators communicate expectations for all school personnel to share responsibility for all of the students in	<u>Administrators clearly and consistently articulate the following expectations for all school personnel during faculty meetings, collaborative meetings and PLCs. Teams meet bi-weekly for collaborative meetings which includes general education teachers, special education teachers, counselors, social worker, behavior specialist, support staff and/or administration. Notes with action plan items as well as the contacts are shared with administration bi-weekly. General and special education teachers are expected to share</u>	<u>Progress will be monitored through collaborative meetings and planning sessions and through observations.</u>

their building and consider all SWDs as general education students first.	<u>instructional and behavioral support responsibilities for SWDs in each classroom and other school settings. SWDs are not the sole responsibility of special education personnel during academic and nonacademic school activities.</u>	

If you have questions about completing this document, please contact: