



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

To be implemented in SY 2023/2024

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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
<u>19</u>	<p>For all SWDs, including those who are taking alternate assessment, educators will develop learning goals and assess progress toward meeting those goals based on the Florida B.E.S.T Standards and the assessment F.A.S.T.</p> <ul style="list-style-type: none"> • General education teachers will monitor progress of students with disabilities within their setting and utilize accommodations. • SWDs will participate in small group instruction in the general education classroom. 	<u>From a Partially B to Partially A</u>

	<ul style="list-style-type: none"> Data on use of accommodations will be communicated during IEP reviews. 	
<u>20</u>	<p>An MTSS and problem-solving process is consistently used by school personnel to ensure progress in the general education curriculum, across all grades and settings, for all students with and without disabilities.</p> <ul style="list-style-type: none"> All students receiving a level 1 on FAST during the 22-23 will be discussed at CPS team meetings to determine if interventions are successful and whether students need an evaluation for disabilities. 	<u>From a Partially B to a FULLY</u>
<u>27</u>	<p>All special education teachers are full, collaborative members of a general education curriculum team. Special education teachers will participate in team planning with grade level teams when planning core instruction and grade level activities.</p>	<u>From a Partially A to a Fully</u>

If you have questions about completing this document, please contact: Bari.Aronson@browardschools.com