



## 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
15	School leaders provide job embedded professional development for all school-based personnel, as appropriate for their job role, on best practices for inclusive education for all SWD.	Bi-weekly TEAMS training on professional development will be implemented throughout the school year on best practices for inclusive education for all SWD. Method of progress monitoring include i.e. attendance tracking via TEAMS and email correspondence related to the topics presented soliciting feedback.

<b>18</b>	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.	Bi-weekly TEAMS training on professional development will be implemented throughout the school year on best practices for inclusive education for all SWD. Method of progress monitoring include i.e. attendance tracking via TEAMS and email correspondence related to the topics presented soliciting feedback
<b>19</b>	General and special education teachers use state standards as the foundation for instruction of all SWD, including those with the most significant cognitive disabilities.	Monthly in-person trainings on professional development will be implemented throughout the school year on best practices for implementing standard based instruction for SWD. Method of progress monitoring include Lesson plans, walk through, PLCs, data analysis meetings.

***If you have questions about completing this document, please contact: [Bari.Aronson@browardschools.com](mailto:Bari.Aronson@browardschools.com)***