



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

To be implemented in SY 2026/2027

School: Whiddon Rogers Education Center	BPIE Contact Person: Patrice Wilson
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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
<u>20</u>	CPS team members will collaborate for problem-solving and agree on the most appropriate intervention for students based on their behavior and/or academic gaps. CPS team members will meet bi-weekly to review students in the Response-to-Intervention queue in FOCUS. Outcome of each discussed student will be documented into FOCUS post meeting and ongoing.	• Biweekly MTSS meetings • Teachers and support staff will participate in professional development for continuous improvement in the process
<u>25</u>	Train instructional teams on multiple co-teaching frameworks (such as station teaching or parallel teaching). Related service providers and general education teachers will co-plan to embed services within	• Use targeted administrative walkthroughs to observe and document the fidelity of

	instruction.	various inclusive service delivery models being implemented in natural contexts. • Regularly analyze formative assessments (e.g., FAST, i-Ready) and IEP goal progress to measure the academic and behavioral growth of SWDs within these diverse, inclusive models.
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		implementation of support plans at home • Emails from teacher (s) of SWD and/or ESE support facilitator to update on communication with families to ensure support plans are consistent from school to home and community
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If you have questions about completing this document, please contact: Dr. Avrilios Moumoutjis ESE Supervisor Avrilios.moumoutjis@browardschools.com