



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
<u>16</u>	1. A key person at the school coordinates activities related to needs assessments and TA for individual staff and collaborative teams. 2. School leaders facilitate the provision of technical assistance for individual staff and collaborative teams as determined through PD and needs assessments, a. In-class coaching on collaborative teaching models. b. Development of professional learning communities. c. Planning and implementing behavior support. d. Planning and application of curricular accommodation/modifications	1. Monitoring of professional learning communities to determine the needs of teachers and modify the effectiveness of the instruction through FAST Progress Monitoring Tests and Common Formative Assessment.

	e. Planning instruction based on UDL and DI. 3. Teacher leader(s) are identified to provide ongoing follow up coaching and feedback to teachers and teams.	
<u>24</u>	1. Teachers differentiate instruction to allow multiple means of representation, expression, and engagement. 2. Lessons are presented in visual and oral formats. 3. The student responds using eye gaze, choices cards and/or gestures. 4. Appropriate response time is given for SWDs to participate. 5. Instructional technology, matched to the needs of individual students, is effectively used for instruction in all classrooms. 6. Teachers and support personnel use assistive technology for students who need it, including low-tech strategies and high-tech communication systems and software, such as: strategies that support more complex thinking rather than watering down the curriculum.	1. Nova Middle School will continue to focus on the integration of technology for content creation to support student learning, with an emphasis on using technology to set goals, plan, monitor progress, evaluate outcomes, and reflect upon learning activities. 2. School based IEP and MTSS Teams will work to assess, implement and monitor how innovative technology best supports instructional strategies and student academic progress.

If you have questions about completing this document, please contact: Dr. Avriliou Moumoutjis ESE Supervisor Avriliou.moumoutjis@browardschools.com