



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

To be implemented in SY 2026/2027

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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>20</u>	PD and TA activities are provided with the goal of matching tiered supports with the instructional support needs of individual SWDs in general education classrooms and natural contexts.	Members of the MTSS team are assigned to provide support specific to a grade level. The MTSS Team meet every other week to review interventions and progress monitor students who may require additional supports. Students who are identified as needing additional behavioral support would be recommended for an FBA to address concerns.

<u>21</u>	All teachers use formative assessment data to adjust instruction, revise behavior plans and determine individual student responses to interventions in general education and natural contexts.	Administrators facilitate the development of professional learning communities. Faculty meetings, department meetings and grade level meetings are completed to review instructional strategies, training opportunities and planning for interventions. ESE Specialist shares resources, professional development opportunities, and online training information for students with Autism and other health related medical disabilities.
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If you have questions about completing this document, please contact: Dr. Avriliou Moumoutjis ESE Supervisor Avriliou.moumoutjis@browardschools.com