| Domain 1: Leadership and Decision-Making | |
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| **School BPIE Assessment Priority Indicator** | **SIP Alignment** |
| 1. The school analyzes data to identify current practices and remove barriers to providing educational services for all SWD (SWD) in general education and natural contexts in every school. | SIP Monitoring section<br>Part I: School Information<br>Part II: Needs Assessment/Data Review<br>Part III: Planning for Improvement |
| **SIP Area Focus—**<br>Every Student Succeeds Act (ESSA) Subgroup: SWD | |
| **Sample Goal for BPIE Assessment Priority Indicator—**<br>By May 2027, ABC School will analyze disaggregated student data quarterly to identify current practices and remove at least two barriers to providing educational services for all SWD in general education and natural contexts.<br><br>Progress will be monitored through documented action plans, stakeholder feedback, and increased SWD participation in general education settings, from 71% (100 SWD) to 76% (150 SWD). | |
| **Additional Suggested Resources Aligned to the Goal—**<br>Individuals with Disabilities Education Act (IDEA)-Funded State Projects: Access Project, FIN, Florida Diagnostic and Learning Resources System (FDLRS), Florida Positive Behavioral Interventions and Supports Project: A Multi-Tiered System of Supports (FLPBIS), Florida Instructional Support System (FISS), Assistive Technology Learning Connections (ATLC), The Multiagency Network for Students with Emotional or Behavioral Disabilities (SEDNET), and Resource Materials and Technology Center for the Deaf/Hard of Hearing (RMTC-DHH). | |
| 2. The school sets and monitors goals to implement and improve best practices for educating SWD in general education classrooms and natural settings using the School BPIE Assessment results. | Part III: Planning for Improvement<br>Part V: Title 1 Requirements (if applicable)<br>Part VII: Budget to Support Areas of Focus |
| **SIP Area Focus—**<br>Instructional Practice: Benchmarks-aligned instruction | |
| **Sample Goal for BPIE Assessment Priority Indicator—**<br>By May 2027, the school leadership team will use the data to develop and monitor at least two long-term goals to determine the implementation and impact of high-quality instruction. Initial goals will be set by September 30, 2025, with progress reviews conducted quarterly (i.e., October and January) and final outcomes reported by May 15, 2026. | |
| **Additional Suggested Resources Aligned to the Goal—**<br>IDEA-Funded State Projects: Access Project, FIN, FDLRS, Project 10: Transition Education Network (Project 10), The Multiagency Network for Students with Emotional/Behavioral Disabilities (SEDNET), FLPBIS, Florida Instructional Support System (FISS), Assistive Technology Learning Connections (ATLC), Center for Autism and Related Disorders (CARD), Prekindergarten Exceptional Student Education: Technical Assistance and Training Systems (PESE), RMTC-DHH, and Florida Instructional Materials Center for the Visually Impaired (FIMC-VI). | |

| Domain 1: Leadership and Decision-Making | |
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| **School BPIE Assessment Priority Indicator** | **SIP Alignment** |
| 3. The school has a key person who oversees, coordinates and monitors the implementation of best practices for educating all SWD in general education and natural contexts. | Part I: School Information<br>Part III: Planning for Improvement<br>Part VII: Budget to Support Areas of Focus |
| **SIP Area Focus—**<br>Instructional Practice: Benchmark-aligned Instruction | |
| **Sample Goal for BPIE Assessment Priority Indicator—**<br>By August 15, 2026, the school administration will designate a staff member to oversee, coordinate and monitor best practices for educating SWD.<br><br>By September 15, 2026, the designated staff member will use data (i.e., quantitative and qualitative) to develop and begin implementing a plan of action that addresses key focus areas and includes monthly progress monitoring reports, staff feedback surveys, and trends based on strategies and practices to support SWD. | |
| **Additional Suggested Resources Aligned to the Goal—**<br>IDEA-Funded State Projects: Access Project, FIN, Florida Instructional Support System (FISS) and Assistive Technology Learning Connections (ATLC). | |
| 4. School administrators follow district guidelines for all SWD to have the same school choice options as their peers without disabilities. | Part I: School Information<br>Part II: Need Assessment/Data Review<br>Part III: Planning for Improvement<br>Part VII: Budget to Support Areas of Focus |
| **SIP Area Focus—**<br>ESSA Subgroup | |
| **Sample Goal for BPIE Assessment Priority Indicator—**<br>By September 15, 2026, school administrators will begin collaborative efforts with district personnel, families and community partners to identify barriers, revise placement procedures and provide training to staff on best practices enrollment for SWD as evidenced by quarterly (i.e., October and January) and final outcomes reported by May 15, 2026. | |
| **Additional Suggested Resources Aligned to the Goal—**<br>IDEA-Funded State Projects: FIN. | |
| 5. School data reflect that SWD, regardless of their exceptionality, receive their education and related services in age- and grade-appropriate general education classes, to the maximum extent appropriate. | Part I: School Information<br>Part II: Need Assessment/Data Review<br>Part III: Planning for Improvement<br>Part VII: Budget to Support Areas of Focus |
| **SIP Area Focus—**<br>Benchmark-aligned Instruction | |
| **Sample Goal for BPIE Assessment Priority Indicator—**<br>By May 2027, the school will increase the percentage of SWD (SWD), regardless of type or severity of disability, who receive their education and related services in age- and grade-appropriate, heterogeneous general education classrooms for at least 80% of the school day, from the current baseline of _____ to _____, as measured by placement data in individual education plans (IEPs) and classroom schedules. | |
| **Additional Suggested Resources Aligned to the Goal—**<br>IDEA-Funded State Projects: Access Project, FIN and Project 10. | |

| Domain 1: Leadership and Decision-Making | |
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| **School BPIE Assessment Priority Indicator** | **SIP Alignment** |
| 6. Data shows that the majority of SWD, ages 3–5, receive special education and related services in the regular early childhood (preschool) classes with peers without disabilities.<br>Note: Schools with early childhood (preschool) programs only. | Part I: School Information<br>Part II: Need Assessment/Data Review<br>Part III: Planning for Improvement<br>Part VII: Budget to Support Areas of Focus |
| **SIP Area Focus—**<br>Instructional Practice: Benchmark-aligned Instruction | |
| **Sample Goal for BPIE Assessment Priority Indicator—**<br>By June 2027, the school will ensure that _____% of SWD ages 3–5 receive their special education and related services in regular early childhood (prekindergarten [Pre-K]) classrooms alongside peers without disabilities, as measured by placement data in IEPs and classroom rosters. | |
| **Additional Suggested Resources Aligned to the Goal—**<br>IDEA-Funded State Projects: PESE. | |
| 7. School administrators expect all school personnel to share responsibility for all students and consider all SWD as general education students first. | Part I: School Information<br>Part III: Planning for Improvement<br>Part VII: Budget to Support Areas of Focus |
| **SIP Area Focus—**<br>Instructional Practice: Collaborative Planning | |
| **Sample Goal for BPIE Assessment Priority Indicator—**<br>By December 2026, school administrators will implement a system of ongoing communication, such as staff meetings, newsletters and professional learning sessions, that clearly communicates the expectation that all school personnel share responsibility for all students, and that all SWD are considered general education students first, resulting in 100% of staff acknowledging this expectation in an annual school climate survey. | |
| **Additional Suggested Resources Aligned to the Goal—**<br>IDEA-Funded State Projects: Access Project, FIN, FDLRS, FISS, PESE, ATLC and Project 10. | |

| Domain 1: Leadership and Decision-Making | |
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| **School BPIE Assessment Priority Indicator** | **SIP Alignment** |
| 8. School administrators inform staff of resources to apply best practices for teaching SWD in general education classrooms and natural contexts. | Part I: School Information<br>Part III: Planning for Improvement<br>Part V: Title I Requirements (if applicable)<br>Part VII: Budget to Support Areas of Focus |
| **SIP Area Focus—**<br>Instructional Practice: Collaborative Planning | |
| **Sample Goal for BPIE Assessment Priority Indicator—**<br>By May 2027, school administrators will ensure that 100% of instructional staff have access to and utilize at least two evidence-based resources or supports (e.g., Universal Design for Learning strategies, assistive technology, and embedded professional learning or technical assistance) and collaborative teaching models (e.g., Support Facilitation and Co-Teaching) to implement best practices for educating all SWD in general education and natural contexts.<br><br>Progress will be monitored by resource usage logs, staff feedback surveys, classroom observations and student outcome data. | |
| **Additional Suggested Resources Aligned to the Goal—**<br>IDEA-Funded State Projects: Access Project, FIN, FDLRS, FISS, PESE, ATLC and Project 10. | |
| 9. School administrators expect all staff to use person-first language in all written and verbal communications. | Part I: School Information<br>Part III: Planning for Improvement<br>Part V: Title I Requirements (if applicable)<br>Part IV: Positive Learning Environment |
| **SIP Area Focus—**<br>Instructional Practice: Other | |
| **Sample Goal for BPIE Assessment Priority Indicator—**<br>By March 2027, school administrators will establish and communicate clear expectations for the use of person-first language in all written and verbal communications by school personnel, resulting in 100% of staff demonstrating understanding and application of person-first language in internal documents, emails, classroom interactions, communication audits and feedback surveys. | |
| **Additional Suggested Resources Aligned to the Goal—**<br>IDEA-Funded State Projects: Access Project and FIN. | |
| 10. School administrators use job interview questions that assess applicants' knowledge and respect for differences in student learners and best practices for SWD, as applicable to the position. | |
| **SIP Area Focus—**<br>Instructional Practice: Teacher Retention and Recruitment | |
| **Sample Goal for BPIE Assessment Priority Indicator—**<br>By April 2027, school administrators will revise and implement job interview protocols to include at least three specific questions that appraise an applicant's knowledge of, respect for, and appreciation of learner differentiation, as well as best practices for educating SWD in general education and natural contexts, with 100% of interview panels trained to evaluate responses using a standardized rubric. | |
| **Additional Suggested Resources Aligned to the Goal—**<br>IDEA-Funded State Projects: FIN. | |

| Domain 1: Leadership and Decision-Making | |
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| **School BPIE Assessment Priority Indicator** | **SIP Alignment** |
| 11. School administrators communicate with district departments to ensure that all SWD arrive and leave school at the same time and place as other students, unless their IEP indicates a shortened school day. | Part I: School Information<br>Part III: Planning for Improvement<br>Part IV: Positive Learning Environment<br>Part VII: Budget to Support Areas of Focus |
| **SIP Area Focus—**<br>Instructional Practice: Positive Learning Environment and Student Attendance | |
| **Sample Goal for BPIE Assessment Priority Indicator—**<br>By June 2027, school administrators will collaborate with transportation services and IEP teams to ensure that 100% of SWD are transported to and from school and community-based activities with peers without disabilities attending the same school, except for those whose IEPs specify a shortened school day, as verified through transportation logs, IEP reviews and parent feedback. | |
| **Additional Suggested Resources Aligned to the Goal—**<br>IDEA-Funded State Projects: FIN. | |
| 12. The school ensures SWD have the same opportunities as other students to participate in all school-sponsored activities, like electives, sports, dances, clubs, field trips, plays, community service and graduation events. | Part III: Planning for Improvement<br>Part V: Title I Requirements (if applicable)<br>Part VII: Budget to Support Areas of Focus |
| **SIP Area Focus—**<br>Instructional Practice: Other | |
| **Sample Goal for BPIE Assessment Priority Indicator—**<br>By May 2027, school administrators will implement policies and procedures that ensure 100% of SWD have the same opportunities as students without disabilities to participate in all school-sponsored, non-academic, age-appropriate activities including electives, sports, dances, clubs, field trips, school plays, community service and graduation activities as measured by activity participation records, IEP documentation and student/parent feedback. | |
| **Additional Suggested Resources Aligned to the Goal—**<br>IDEA-Funded State Projects: Access Project, FIN, RMTC-DHH and FIMC-VI. | |

| Domain 1: Leadership and Decision-Making | |
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| **School BPIE Assessment Priority Indicator** | **SIP Alignment** |
| 13. The school ensures all SWD are given equal consideration for honors, awards and other designations offered by schools. | Part I: School Information<br>Part III: Planning for Improvement<br>Part IV: Positive Learning Environment<br>Part VII: Budget to Support Areas of Focus |
| **SIP Area Focus—**<br>Instructional Practice: Other | |
| **Sample Goal for BPIE Assessment Priority Indicator—**<br>By May 2027, school administrators will review and revise all school-sponsored honors, awards and recognition criteria to ensure they are accessible to all students, including SWD, and will implement procedures to ensure 100% of eligible students, regardless of disability status, are given equal consideration for participation, as measured by award nomination records, staff training logs and student/parent feedback. | |
| **Additional Suggested Resources Aligned to the Goal—**<br>IDEA-Funded State Projects: Access Project, FIN, RMTC-DHH and FIMC-VI. | |
| 14. School administrators identify professional learning (PL) and technical assistance (TA) needed to implement best practices for educating SWD in general education and natural contexts. | Part I: School Information<br>Part II: Need Assessment/Data Review<br>Part III: Planning for Improvement<br>Part VII: Budget to Support Areas of Focus |
| **SIP Area Focus—**<br>Instructional Practice: Professional Learning | |
| **Sample Goal for BPIE Assessment Priority Indicator—**<br>By February 2027, school administrators will analyze student performance, educational placements and staff feedback data to identify specific areas where PL and TA are needed to support school personnel in implementing best practices. Based on the results, school administrators will develop and deliver at least three specific PL/TA sessions, as measured by training attendance records, post-session evaluations, classroom observations and follow-up implementation surveys. | |
| **Additional Suggested Resources Aligned to the Goal—**<br>IDEA-Funded State Projects: FIN, FDLRS, Access Project, RMTC-DHH, FISS and ATLC. | |
| 15. The school provides opportunities for ongoing job-embedded PL for all school-based personnel, as appropriate for their job role, on best practices for educating all SWD in general education and natural contexts. | Part I: School Information<br>Part III: Planning for Improvement<br>Part V: Title I Requirements (if applicable)<br>Part VII: Budget to Support Areas of Focus |
| **SIP Area Focus—**<br>Instructional Practice: Professional Learning | |
| **Sample Goal for BPIE Assessment Priority Indicator—**<br>By May 2027, school leaders will provide job-embedded PL tailored to each staff member's role (e.g., general educators, special educators, paraprofessionals and related services providers) on best practices for educating SWD in general education and natural contexts, resulting in 100% of school-based personnel participating in at least two role-specific learning sessions, as measured by PL attendance records, implementation feedback and follow-up observations. | |
| **Additional Suggested Resources Aligned to the Goal—**<br>IDEA-Funded State Projects: FIN, FDLRS, Access Project, RMTC-DHH, FISS and ATLC. | |

| Domain 1: Leadership and Decision-Making | |
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| **School BPIE Assessment Priority Indicator** | **SIP Alignment** |
| 16. The school provides opportunities for ongoing job-embedded TA for all school-based personnel, as appropriate for their job role, on best practices for educating all SWD in general education and natural contexts. | Part I: School Information<br>Part III: Planning for Improvement<br>Part VII: Budget to Support Areas of Focus |
| **SIP Area Focus—**<br>Instructional Practice: Instructional Coaching | |
| **Sample Goal for BPIE Assessment Priority Indicator—**<br>By May 2027, school leaders will coordinate and deliver job-embedded TA tailored to the responsibilities of all school-based personnel (e.g., teachers, paraprofessionals, specialists, administrators) to support the implementation of best practices for educating SWD in general education and natural contexts, resulting in 100% of staff receiving at least one role-specific TA session, as measured by TA delivery logs, staff feedback, classroom observations, and implementation follow-up. | |
| **Additional Suggested Resources Aligned to the Goal—**<br>IDEA-Funded State Projects: FIN, Access Project, RMTC-DHH, FISS and ATLC. | |
| 17. School administrators ensure collaborative planning time is included in staff schedules. | Part I: School Information<br>Part III: Planning for Improvement<br>Part V: Title I Requirements (if applicable)<br>Part VII: Budget to Support Areas of Focus |
| **SIP Area Focus—**<br>Instructional Practice: Collaborative Planning | |
| **Sample Goal for BPIE Assessment Priority Indicator—**<br>By March 2027, school administrators will ensure that 100% of general and special education staff have scheduled and documented collaborative planning time reflected in their weekly schedules, and that this time is used productively to develop effective instructional plans, as evidenced by planning logs, instructional artifacts (e.g., lesson plans and co-teaching strategies), administrator observations, and student outcome data. | |
| **Additional Suggested Resources Aligned to the Goal—**<br>IDEA-Funded State Projects: FIN, FISS and ATLC. | |

| Domain 2: Instruction and Student Achievement | |
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| **School BPIE Assessment Priority Indicator** | **School Improvement Plan (SIP) Alignment** |
| 18. The school provides opportunities for special, elective and career technical education (CTE) teachers to regularly meet with special education teachers and related services providers to support the learning of all SWD. | Part III. B: Planning for Improvement – Areas of Focus (Collaborative planning and Professional Learning) |
| **SIP Area Focus—**<br>Instructional Practice: Collaborative Planning | |
| **Sample Goal for BPIE Assessment Priority Indicator—**<br>By August 2026, ABC School will implement a structured schedule ensuring that 100% of specials, electives and CTE teachers meet at least quarterly with special education teachers and/or related service providers to discuss and plan support for SWD.<br><br>Progress will be monitored through consultation logs, planning agendas, observation checklists or teacher feedback surveys. The percentage of specials, electives and CTE teachers who report regularly implementing at least two strategies learned from these collaborative planning sessions will increase from __% to __% as measured by end-of-year surveys and classroom observation data. | |
| **Additional Suggested Resources Aligned to the Goal—**<br>BSI: Collaborative Planning Resources<br>IDEA-Funded State Projects: Access Project, FIN (Collaborative Planning Resources and Scheduling Resources), FISS and ATLC. | |
| 19. General and special education teachers use the academic achievement standards as the foundation for instruction of all SWDs, including those with the most significant cognitive disabilities. | Part III. B: Planning for Improvement – Areas of Focus (Benchmark-Aligned instruction; Area of Focus specific to SWD) |
| **SIP Area Focus—**<br>Instructional Practice: Benchmark-aligned Instruction | |
| **Sample Goal for BPIE Assessment Priority Indicator—**<br>By May 2027, all general and special education teachers will collaboratively align their instructional plans with grade-level state standards for SWD, including those with the most significant cognitive disabilities, to support access to the general education curriculum as measured by lesson plans and/or classroom observations. | |
| **Additional Suggested Resources Aligned to the Goal—**<br>IDEA-Funded State Projects: Access Project, FDLRS, FIN (Collaborative Teacher Partnerships Macro-Planning), FISS and ATLC.<br>FDOE: B1G-M Resources (Math)<br>BEST ELA benchmarks<br>Literacy Instruction Practice Profiles | |

| Domain 2: Instruction and Student Achievement | |
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| **School BPIE Assessment Priority Indicator** | **School Improvement Plan (SIP) Alignment** |
| 20. School staff consistently implement a multi-tiered system of supports (MTSS) and problem-solving process to ensure all students, with and without disabilities, make progress in the general education curriculum across all grades and settings. | Part I. B: School Information – School Leadership Team (to identify MTSS lead)<br>Part II: Needs Assessment/Data Review (analyze schoolwide and subgroup performance)<br>Part III. B: Planning for Improvement (Area of Focus – Professional Learning) |
| **SIP Area Focus—**<br>Instructional Practice: Intervention (or PL) | |
| **Sample Goal for BPIE Assessment Priority Indicator—**<br>By September 2026, ABC School will fully implement a schoolwide MTSS and problem-solving process across all grades and settings to address academic and behavioral needs for all students, including SWD.<br>Progress will be monitored through quarterly MTSS team meeting logs, documentation of PL provided to staff or review of intervention plans. The percentage of grade-level and subject-area teams that consistently implement at least two evidence-based interventions identified through the MTSS and problem-solving process will increase from ___% to ____% as measured by MTSS documentation reviews and classroom observation data. | |
| **Additional Suggested Resources Aligned to the Goal—**<br>IDEA-Funded State Projects: FIN (FACT Folio-Volume 5), FISS and ATLC. | |
| 21. The school uses an intentional approach to gather, analyze and evaluate data to determine the effectiveness of instructional and behavioral interventions for all SWD. | Part II. D: Needs Assessment/Data Review – Accountability Components by Subgroups<br>Part III. B: Planning for Improvement – Areas of Focus (specifically the monitoring sections) |
| **SIP Area Focus—**<br>Instructional Practice: Collaborative Planning | |
| **Sample Goal for BPIE Assessment Priority Indicator—**<br>By May 2027, 100% of instructional and related services personnel collaboratively and consistently use formative assessment processes to gather, analyze and evaluate data on instruction and behavior interventions for all students, including SWD, in general education and natural contexts.<br>Progress will be monitored through quarterly reviews of formative assessment documentation, collaborative data team meeting notes, and adjustments made to instructional or behavioral supports. Instructional decisions based on formative assessment data will result in an increase in the percentage of SWD meeting grade-level benchmarks in English language arts (ELA) and math from __% to ___% as measured by FAST assessments. | |
| **Additional Suggested Resources Aligned to the Goal—**<br>FDOE: FAST Resources, Just Read, Florida! and BSIS.<br>IDEA-Funded State Projects: Access Project, FIN (Collaborative Planning Resources), FISS, ATLC and RMTC-DHH. | |

| Domain 2: Instruction and Student Achievement | |
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| **School BPIE Assessment Priority Indicator** | **School Improvement Plan (SIP) Alignment** |
| 22. The school ensures teachers of SWD who spend less than 80% of their day in general education classes use formative assessment data to find effective teaching and behavior strategies to support SWD progress toward meeting their IEP goals. | Part III. B: Planning for Improvement (areas of focus)—action steps and monitoring sections |
| **SIP Area Focus—**<br>Instructional Practice: Intervention | |
| **Sample Goal for BPIE Assessment Priority Indicator—**<br>By May 2027, all teachers of SWD who spend less than 80% of their day in general education classes consistently use formative assessment data to identify and implement at least two effective instructional or behavioral interventions that can be applied in general education or natural contexts.<br><br>Progress will be monitored through quarterly reviews of formative assessment records, IEP progress monitoring data or observation checklists. The percentage of these teachers demonstrating consistent use of such strategies will increase from ___% to ___% as measured by documentation reviews and observation data. | |
| **Additional Suggested Resources Aligned to the Goal—**<br>FDOE: FAST Resources, Just Read, Florida!, BSIS.<br>IDEA-Funded State Projects: Access Project, FIN (Collaborative Planning Resources) and RMTC-DHH. | |
| 23. There is a schoolwide approach to facilitate positive, interdependent relationships among all students with and without disabilities across all general education and natural contexts. | Part IV: Positive Environment |
| **SIP Area Focus—**<br>Positive Learning Environment: Positive Behavior and Intervention Systems (PBIS) | |
| **Sample Goal for BPIE Assessment Priority Indicator—**<br>By December 2026, ABC School will implement and sustain at least a schoolwide program or initiative designed to promote positive peer relationships and social responsibility, and including students with and without disabilities across general education and natural contexts.<br><br>Progress will be monitored through staff and student climate surveys or observation checklists. The percentage of students (with and without disabilities) reporting positive peer interactions will increase from ___% to ____% as measured by annual school climate survey data. | |
| **Additional Suggested Resources Aligned to the Goal—**<br>IDEA-Funded State Projects: FIN (Collaborative Planning Resources, Peers as Partners in Learning), FLPBIS and RMTC-DHH. | |

| Domain 2: Instruction and Student Achievement | |
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| **School BPIE Assessment Priority Indicator** | **School Improvement Plan (SIP) Alignment** |
| 24. There is a schoolwide approach for planning and implementing instruction to ensure that all students have opportunities to engage with learning in general education classrooms and natural contexts. | Part III. B: Planning for Improvement (Areas of Focus)—action steps |
| **SIP Area Focus—**<br>Instructional Practice: Differentiation (or Student Engagement) | |
| **Sample Goal for BPIE Assessment Priority Indicator—**<br>By August 2026, ABC School will implement a schoolwide approach to Universal Design for Learning (UDL) ensuring that all teachers incorporate multiple means of representation, engagement and expression in lesson plans and schoolwide activities.<br><br>Progress will be monitored through quarterly lesson plan reviews, classroom observations and schoolwide functions. The percentage of teachers consistently implementing at least three UDL strategies in both instructional and noninstructional settings will increase from __% to __% as measured by observation data. | |
| **Additional Suggested Resources Aligned to the Goal—**<br>BEESS Professional Learning Alternatives Portal: Independent Courses at Professional Learning Alternatives - BEESS Portal; and<br>IDEA-Funded State Projects: Access Project, FDLRS, FISS, ATLC and RMTC-DHH. | |
| 25. The school has a variety of service delivery models in place, across all grade levels, to provide instruction and related services to SWD in their least restrictive environment (LRE) to the maximum extent appropriate. | Part III. B: Planning for Improvement |
| **SIP Area Focus—**<br>Instructional Practice: Intervention | |
| **Sample Goal for BPIE Assessment Priority Indicator—**<br>By August of the 2026-2027 school year, the school will implement a variety of service delivery models (e.g., co-teaching, support facilitation and consultation) across all grade levels, for SWD across a continuum of alternative placements as per the IEP, master schedule and/or collaborative teaching best practices. | |
| **Additional Suggested Resources Aligned to the Goal—**<br>(possibly identify other IDEA-funded state projects aligned with the goal)<br><br>BEESS Professional Learning Alternatives Portal: Independent Courses at Professional Learning Alternatives - BEESS Portal<br>IDEA-Funded State Projects: Access Project, FIN (Best Practices Cards), FISS and RMTC-DHH. | |

| Domain 2: Instruction and Student Achievement | |
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| **School BPIE Assessment Priority Indicator** | **School Improvement Plan (SIP) Alignment** |
| 26. The school ensures all paraprofessionals have received PL that includes clear descriptions of their work responsibilities and strategies for providing support to SWD in their LRE. | Part III. B: Planning for Improvement (Areas of Focus) – PL |
| **SIP Area Focus—**<br>Instructional Practice: Professional Learning | |
| **Sample Goal for BPIE Assessment Priority Indicator—**<br>By September 2026, 100% of paraprofessionals will participate in specific PL on their defined roles, responsibilities and evidence-based strategies for supporting SWD under the direct supervision of teachers in general education classrooms and natural contexts, as measured by training participation records and paraprofessional observation data. | |
| **Additional Suggested Resources Aligned to the Goal—**<br>BEESS Professional Learning Alternatives Portal: Independent Courses at Professional Learning Alternatives - BEESS Portal; and<br>IDEA-Funded State Projects: Access Project, FIN (Best Practices Cards), FDLRS and FISS. | |

| Domain 3: Communication and Collaboration | |
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| **School BPIE Assessment Priority Indicator** | **School Improvement Plan (SIP) Alignment** |
| 27. The school ensures that all special education staff are recognized as essential, collaborative members of the general education team. | Part I.B: Stakeholder Involvement and SIP Monitoring (describe the collaborative membership/structures with ESE teachers listed as regular members)<br>Part III.A: Data Analysis/Reflection (identify gaps in collaborative membership/practice and trends over time)<br>Part III.B: Area of Focus (instructional practice specifically relating to collaborative planning or ESSA subgroup specifically SWD) |
| **SIP Area Focus—**<br>Instructional Practice: Collaborative Planning | |
| **Sample Goal for BPIE Assessment Priority Indicator—**<br>By June 2027, ABC School will ensure that 100% of special education teachers are actively participating as collaborative members of general education curriculum teams by engaging in biweekly structured co-planning sessions with general education teachers, participating in at least three PL sessions with connected follow-up focused on the best practices for SWD in the LRE.<br><br>Progress will be monitored quarterly through participation logs, feedback surveys and team meeting documentation. | |
| **Additional Suggested Resources Aligned to the Goal—**<br>IDEA-Funded State Projects: Access Project, FIN (Best Practices Cards), FDLRS, FISS, ATLC and RMTC-DHH. | |
| 28. General and special education teachers use regularly scheduled collaborative planning time to clarify their roles and responsibilities while planning effective instruction and assessment for all students. | Part I.B: SIP Monitoring (how leadership checks ESE/HR collaboration & role clarity)<br>Part III.B: Area of Focus (Instructional Practice specifically related to professional Learning Communities or Collaborative Planning) |
| **SIP Area Focus—**<br>Instructional Practice: Professional Learning Communities (or Collaborative Planning) | |
| **Sample Goal for BPIE Assessment Priority Indicator—**<br>By May 2027, 100% of general and special education teachers at ABC School will engage in at least two documented collaborative planning sessions per month to clarify roles and responsibilities for developing co-planned instruction and assessment for all students.<br><br>Progress will be monitored using collaborative planning logs and quarterly administrative check-ins to ensure alignment with instructional goals and team collaboration. | |
| **Additional Suggested Resources Aligned to the Goal—**<br>IDEA-Funded State Projects: Access Project, FIN (Best Practices Cards), FISS, ATLC and RMTC-DHH. | |

| Domain 3: Communication and Collaboration | |
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| **School BPIE Assessment Priority Indicator** | **School Improvement Plan (SIP) Alignment** |
| 29. The school ensures that family members of SWD are contributing members of school decision-making groups. | Part I.B: Stakeholder Involvement and SIP Development (Define Student Advisory Panel (SAC)/parent reps, recruitment for SWD families)<br>Part V (Title I, if applicable): Schoolwide Plan (SWP) and Parent and Family Engagement Plan (PFEP) alignment (how PFEP and SIP are disseminated; building positive relationships; public webpage)<br>Part III.B: Area of Focus (positive learning environment specifically relating to other; ESSA specifically relating to SWD) |
| **SIP Area Focus—**<br>Positive Environment: Other (Family Engagement) or ESSA (SWD) | |
| **Sample Goal for BPIE Assessment Priority Indicator—**<br>By June 2027, ABC School will actively engage families of SWD by ensuring that at least 75% of families participate in school decision-making groups such as committees, advisory councils or planning teams. The school will host quarterly events to inform families of opportunities for involvement, provide accessible meeting formats (e.g., virtual options and translated materials) and collect feedback through surveys to assess family engagement and satisfaction.<br>Progress will be monitored through participation records and survey results to ensure family voices are shaping policies, programs and practices that support all students. | |
| **Additional Suggested Resources Aligned to the Goal—**<br>IDEA-Funded State Projects: Access Project, The Center for Autism and Related Disabilities (CARD), FIN (Best Practices Cards), FDLRS, FISS and Project 10. | |
| 30. The school uses needs assessments and student data to provide learning opportunities and resources to families of SWD. | Part II: Needs Assessment/Data Review (summarize family survey data results and SWD-disaggregated climate surveys data)<br>Part V (Title I, if applicable): PFEP dissemination and access plan (languages, formats)<br>Part III.B: Area of Focus (positive learning environment specifically relating to other; ESSA specifically relating to SWD) |
| **SIP Area Focus—**<br>Positive Environment: Other (Family Engagement) or ESSA (SWD) | |
| **Sample Goal for BPIE Assessment Priority Indicator—**<br>By June 2027, ABC School will provide at least four identified learning opportunities and distribute quarterly resource materials to families of SWD, informed by annual needs assessments and student performance data (state and district assessments), to strengthen family engagement and support student success.<br>Progress will be monitored by attendance records from family workshops, distribution logs of resource materials, and feedback collected through annual family surveys aligned with needs assessment findings and student performance data. | |
| **Additional Suggested Resources aligned to the goal—**<br>IDEA-Funded State Projects: Access Project, FIN (Best Practices Cards), FDLRS, FISS, ATLC and Project 10. | |

| Domain 3: Communication and Collaboration | |
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| **School BPIE Assessment Priority Indicator** | **School Improvement Plan (SIP) Alignment** |
| 31. The school ensures all school personnel invite families to provide valuable input in planning and problem-solving. | Part I.B: Stakeholder Involvement (two-way communication structures and family input in positive behavior interventions and supports (PBIS)/functional behavior assessment (FBA)/IEP planning)<br>Part IV: Positive Environment: Other (define two-way communication practices, homeschool tools)<br>Part III.B: Area of Focus (positive learning environment specifically relating to other (family engagement); ESSA specifically relating to SWD) |
| **SIP Area Focus—**<br>Other (Family Engagement) or ESSA: SWD | |
| **Sample Goal for BPIE Assessment Priority Indicator—**<br>By June 2027, ABC School will ensure that 100% of personnel consider families of SWD as valued partners by documenting family input in at least 90% of planning and problem-solving meetings, as verified through meeting notes, staff self-assessments and family feedback surveys. Progress will be monitored by gathering feedback from families through short surveys after meetings, quarterly staff self-assessments on family engagement practice and reviewing all data collected to guide improvements. | |
| **Additional Suggested Resources aligned to the goal—**<br>IDEA-Funded State Projects: Access Project, CARD, FIN (Best Practices Cards), FISS, ATLC, Project 10, Multiagency Network for Students with Emotional or Behavioral Disabilities (or SEDNET) and RMTC-DHH. | |
| 32. The school provides regular reports on the progress of implementing best practices for SWD with families, school district staff and community members. | Part I.B: SIP Monitoring (cadence for reporting to stakeholders)<br>Part V: Dissemination plan and public posting (webpage) (if Title I SWP/PFEP leveraged)<br>Part III.B: Area of Focus (positive learning environment specifically relating to other (family engagement); ESSA specifically relating to SWD) |
| **SIP Area Focus—**<br>Positive Environment: Other (Family Engagement) or ESSA (SWD) | |
| **Sample Goal for BPIE Assessment Priority Indicator—**<br>By June 2027, ABC School will annually disseminate a comprehensive report on progress toward implementing best practices for SWD to families, district personnel and community members, with at least 90% of reports including data-driven insights, documented areas of growth and identified opportunities for improvement. Progress will be monitored by distribution records and stakeholder feedback surveys. | |
| **Additional Suggested Resources Aligned to the Goal—**<br>IDEA-Funded State Projects: Access Project, FIN (Best Practices Cards), FISS, ATLC and Project 10. | |

| Domain 3: Communication and Collaboration | |
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| **School BPIE Assessment Priority Indicator** | **School Improvement Plan (SIP) Alignment** |
| 33. The school uses a student-centered planning process for SWD. | Part I.B: Stakeholder Involvement (roles of students/families/agencies roles in person-centered planning<br>Part III.B: Area of Focus (ESSA specifically relating to SWD) |
| **SIP Area Focus—**<br>ESSA: SWD | |
| **Sample Goal for BPIE Assessment Priority Indicator—**<br>By June 2026, ABC School will implement a person-centered planning process for SWD (SWD), ensuring that each student's strengths, preferences, and goals guide educational decisions.<br><br>Progress will be measured by documented student and family participation in planning meetings and annual reviews of individual educational and transition plans. | |
| **Additional Suggested Resources Aligned to the Goal—**<br>IDEA-Funded State Projects: Access Project, FIN (Best Practices Cards), FDLRS, FISS, Project 10 and RMTC-DHH. | |
| 34. School leaders use a team decision-making process to ensure all SWD progress from grade to grade, school to school and district to district, maintaining the LRE. | Part IV: Positive Environment (structures for orientation, behavior/transition supports)<br>Part III.B: Area of Focus (instructional practice specifically relating to collaborative planning or ESSA subgroup specifically SWD) |
| **SIP Area Focus—**<br>Instructional Practice: Collaborative planning, ESSA (SWD) | |
| **Sample Goal for BPIE Assessment Priority Indicator—**<br>By June 2027, ABC School will implement a team based decision-making process for 100% of SWD transitioning between grades, schools or districts, ensuring placement in the LRE appropriate to each student's needs.<br><br>Progress will be measured by documented transition plans, spring vertical meetings, meeting records with family and staff input, and annual documentation of LRE placements. | |
| **Additional Suggested Resources Aligned to the Goal—**<br>IDEA-Funded State Projects: Access Project, Florida Instructional Materials Center for the Visually Impaired (FIMC-VI), FIN (Best Practices Cards), FISS, Multiagency Network for Students with Emotional or Behavioral Disabilities (SEDNET) and RMTC-DHH. | |