SBPIE Assessment

as required by section 1003.57, Florida Statutes (F.S.).

OLSEN MIDDLE SCHOOL

District Name: Broward

MSID Number: 0471

Date Meeting Held: 9/5/2025

Initial Information

School Principal: JANET GIANCARLI

School Type: Middle/Junior

FIN Trained Meeting Leader/Title: Amy Mujica, ESE Liaison

Team Members Name/Title:
Ms. Giancarli--Principal
Ms. Cummings--Administrator
Ms. Mujica--ESE Specialist
Mr. Smart--Math coach
Ms. Harris--Magnet Coordinator

Domain I: Leadership and Decision Making		
Indicator	**Implementation Status**	**Data Sources/Supporting Evidence**
1. The school analyzes data to identify current practices and remove barriers to providing educational services for all SWD in general education and natural contexts in every school.	Partially Almost	RTI meetings -tracking discipline, academics, attendance, and tardies.
2. The school sets and monitors goals to implement and improve best practices for educating students with disabilities in general education classrooms and natural settings using the School BPIE Assessment results.	Partially Almost	Progress monitoring of students and teachers Quarterly reporting student progress to parents
3. The school has a key person who oversees, coordinates and monitors the implementation of best practices for educating all students with disabilities in general education and natural contexts.	Partially Almost	PLC and faculty trainings by ESE department-District and State mandated training for certifications Implementation of accommodations
4. School administrators follow district guidelines for all SWD to have the same school choice options as their peers without disabilities.	Partially Almost	Roles are clearly defined via ESE Specialist, Support facilitators, teacher assistants. Facilitators are assigned specific students to monitor and provide direct instruction and set goals.
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.	Partially Almost	A continuum of support services are provided maximizing time with non-disabled peers.

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. ***Schools with early childhood (preschool) programs only.**	Partially Almost	Curriculum and materials are designed to maximize individual independence.
7. School administrators expect all school personnel to share responsibility for all students and consider all SWD as general education students first.	Partially Almost	Master schedule
8. School administrators inform staff of resources to apply best practices for teaching students with disabilities in general education classrooms and natural contexts.	Partially Almost	PLC training topics Leadership agendas Parent conferences Parent orientation and curriculum night
9. School administrators expect all staff to use person first language in all written and verbal communications.	Partially Almost	Written correspondence in native languages Translators present at school events
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.	Partially Almost	Interview questions require an in depth knowledge of inclusive education of all people and backgrounds to provide an school culture of respect and equality
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.	Partially Almost	Administration and ESE Specialist coordinate with the district to ensure transportation needs are provided.
12. The school ensures SWD have the same opportunities as other students to participate in all schoolsponsored activities, like electives, sports, dances, clubs, field trips, plays, community service, and graduation events.	Fully	Students are fully integrated into all activates, sports, fieldtrips, and clubs.

13. The school ensures all SWD are given equal consideration for honors, awards and other designations offered by schools.	Fully	Honor roll assembly roster Kids of character monthly recognition school newspaper and publications
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.	Partially Almost	PLCs designed to meet professional development by area and areas of need
15. The school provides opportunities for ongoing job-embedded professional learning (PL) for all school-based personnel, as appropriate for their job role, on best practices for educating all students with disabilities in general education and natural contexts.	Partially Almost	PLC agendas Leadership team agendas
16. The school provides opportunities for ongoing job-embedded technical assistance (TA) is provided for all school-based personnel, as appropriate for their job role, on best practices for educating all students with disabilities in general education and natural contexts.	Partially Almost	Monthly training conducted by ESE department
17. School administrators ensure collaborative planning time is included in staff schedules.	Partially Almost	Professional Study days Staff department meetings

Domain II: Instruction and Student Achievement		
Indicator	**Implementation Status**	**Data Sources/Supporting Evidence**
18. The school provides opportunities for special, elective, and career technical education (CTE) teachers to regularly meet with special education teachers and related service providers to support the learning of all SWD.	Partially Almost	support facilitators push in to classroom to provide support and consultations
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 disability.	Partially Almost	District curriculum calendars and benchmark testing align with Florida standards
20. School staff consistently implement an 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.	Partially Almost	Roles and responsibilities are clearly defined. Student progress is monitored, evaluated and adjusted quarterly.
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.	Partially Almost	Informal and formal testing Implementation of individual accommodations student and teacher progress is monitored and evaluated to address student learning needs.
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 their IEP goals.	Partially Almost	IEP meeting notices RTI agendas
23. There is a school-wide approach to facilitate positive, interdependent relationships among all students with and without disabilities across all general education and natural contexts.	Partially Almost	Kids of character Afterschool clubs mentoring innovative programs

24. There is a school-wide approach for planning and implementing instruction to ensure that all students have opportunities to engage with learning in general education classrooms and natural contexts.	Partially Almost	Classroom observations SVE classrooms
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 to the maximum extent appropriate.	Partially Almost	Master schedule
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 least restrictive environment.	Partially Beginning	District provides learning opportunities Planning days

Domain III: Communication and Collaboration		
Indicator	**Implementation Status**	**Data Sources/Supporting Evidence**
27. The school ensures that all special education staff are recognized as essential, collaborative members of the general education team.	Partially Almost	PLCs include areas of concentration Support facilitators teach core classes
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.	Partially Almost	PLCs Department meetings
29. The school ensures that family members of SWD are contributing members of school decision-making groups.	Partially Almost	Parents participate in all aspects of the school curriculum nights Fall festival SAC and SIP meetings award nights and curriculum fairs
30. The school uses needs assessments and student data to provide learning opportunities and resources to families of SWD.	Partially Almost	Academic success center Surveys
31. The school ensures all school personnel invite families to provide valuable input in planning and problem-solving.	Partially Almost	Daily parent links are maintain communication Newsletters SAC, SAF, PTSA meetings Surveys
32. The school provides regular reports on the progress of implementing best practices for SWD with families, school district staff, and community members.	Partially Almost	School Improvement plan State of the School address to stakeholders (Beginning and Mid-year status)

33. The school uses a person-centered planning process for SWD.	Partially Almost	Matriculation and coordination between elementary/high schools t coordinate services and plans for specific needs of each SWD Ongoing parent conferences with teachers and support teams to ensure smooth student transitions.
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 least restrictive environment.	Partially Almost	Spring orientation for matriculation opportunities Beginning and end of year orientations

School BPIE Assessment Priority Indicators

OLSEN MIDDLE SCHOOL has chosen the following indicators as areas of focus for this School BPIE cycle and will develop short- and long-term improvement efforts to address these areas.

- Indicator 16. The school provides opportunities for ongoing job-embedded technical assistance (TA) is provided for all school-based personnel, as appropriate for their job role, on best practices for educating all students with disabilities in general education and natural contexts.
- Indicator 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 disability.