

Broward County Public Schools

# Olsen Middle School



## 2019-20 Schoolwide Improvement Plan

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# Olsen Middle School

330 SE 11TH TER, Dania Beach, FL 33004

[ no web address on file ]

## Demographics

**Principal: Janet Giancarli**

Start Date for this Principal: 1/10/2010

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students*
<b>School Grades History</b>	2018-19: C (43%) 2017-18: C (50%) 2016-17: C (50%) 2015-16: C (45%) 2014-15: C (44%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### School Board Approval

This plan is pending approval by the Broward County School Board.

### SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

### Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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## Olsen Middle School

330 SE 11TH TER, Dania Beach, FL 33004

[ no web address on file ]

### School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	84%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	82%

### School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	C	C	C

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### Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

#### **Provide the school's mission statement.**

Olsen Middle School's iCan Magnet mission is to provide students with the opportunity to participate in project based and blended learning to develop college and workplace technology skills and engage in mentoring by a network of advisers from business, industries and post-secondary institutions.

#### **Provide the school's vision statement.**

Excellence for every student, every day!

### School Leadership Team

#### **Membership**

Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Harris, Valerie	Principal	Provides a common vision for the use of data-based decision-making; shapes a vision of academic success for all students; creates a climate hospitable to education; cultivates leadership in others; manages people; reviews data and action plans; improves school leadership. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan; Utilize collaborative leadership style and quality processes to establish and monitor the school's mission and goals that are aligned with the District's mission and goals through active participation of stakeholders' involvement in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SAF).
Hassad, Indranie	Instructional Coach	The Literacy Instructional Coach is responsible for four main areas: a) observing instructional delivery and providing feedback to enhance and support the development of each teacher's content area b) supporting teachers in the design of units and lessons for the development of their year-long curriculum, c) analyzing data in order to modify curriculum and forms of assessment to meet students' needs, and d) working with the academic staff (grade level chairs, assistant principals, principals) in the school to support sharing of best practices.
Alford, Jason	Assistant Principal	<p>Primary responsibilities: supervision, discipline, and monitoring of students; implements and enforces school board policies, administrative rules and regulations.</p> <p>SIP responsibilities</p> <ol style="list-style-type: none"> <li>1. Assist in developing long and short- term plans and goals within the School Improvement Plan, aligned with the strategic plan of the district.</li> <li>2. Assist with facilitating and coordinating the development of the School's Improvement Plan.</li> <li>3. Assist in communicating overall School Improvement Plan requirements to all staff so they can describe how the goals and plans relate to their work.</li> <li>4. Assist in allocating resources consistent with the implementation of the School Improvement Plans.*</li> <li>5. Utilize a systematic process for collecting input from stakeholders and incorporate customer requirements in development of School Improvement Plan.</li> </ol>
McKie, Kenyatta	Assistant Principal	<p>Serve as instructional leader and administrator for Science and electives.</p> <p>Serve as 7th grade assistant principal.</p> <p>Monitor for the effective implementation of Science action plans and improvement efforts.</p> <p>Monitor for the effective implementation of school wide practices</p>
Norris, Clair	Assistant Principal	Serve as instructional leader and administrator for ELA/ and Social Studies.



Name	Title	Job Duties and Responsibilities
		<p>Serve as 6th grade assistant principal.</p> <p>Monitor for the effective implementation of ELA and Social Studies action plans and improvement efforts.</p> <p>Monitor for the effective implementation of school-wide practices</p>
Andrews, Angelia	School Counselor	<p>Focused on the overall delivery of the total program through school counseling core curriculum, individual student planning and responsive services:</p> <p>Counsel students on personal, academic and vocational problems and notify parents as deemed necessary.</p> <p>Establish small group counseling sessions.</p> <p>Identify community and school system resources, and when advisable, refer student situations to the proper agencies</p>
McKenzie, Andre	Instructional Coach	<p>Serve as instructional leader for math.</p> <p>Carry out math action plan items and improvement efforts.</p> <p>Model best practices for math.</p>
McKenzie, Wanda	Instructional Coach	<p>Serve as instructional leader for science.</p> <p>Carry out science action plan items and improvement efforts.</p> <p>Model best practices for Science.</p>

## Early Warning Systems

### Current Year

**The number of students by grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	241	203	209	0	0	0	0	653
Attendance below 90 percent	0	0	0	0	0	0	44	57	58	0	0	0	0	159
One or more suspensions	0	0	0	0	0	0	1	1	3	0	0	0	0	5
Course failure in ELA or Math	0	0	0	0	0	0	0	26	34	0	0	0	0	60
Level 1 on statewide assessment	0	0	0	0	0	0	94	77	104	0	0	0	0	275

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	13	26	37	0	0	0	0	76

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	1	1	1	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	1	0	0	0	0	0	0	1

**FTE units allocated to school (total number of teacher units)**

39

**Date this data was collected or last updated**

Tuesday 9/10/2019

**Prior Year - As Reported****The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

**The number of students with two or more early warning indicators:**

Indicator	Grade Level	Total
Students with two or more indicators		

**Prior Year - Updated****The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	44	39	70	0	0	0	0	153
One or more suspensions	0	0	0	0	0	0	58	72	81	0	0	0	0	211
Course failure in ELA or Math	0	0	0	0	0	0	9	50	59	0	0	0	0	118
Level 1 on statewide assessment	0	0	0	0	0	0	82	111	140	0	0	0	0	333

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	52	82	101	0	0	0	0	235

**Part II: Needs Assessment/Analysis****School Data**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	35%	57%	54%	41%	56%	52%
ELA Learning Gains	44%	57%	54%	53%	57%	54%
ELA Lowest 25th Percentile	35%	48%	47%	45%	47%	44%
Math Achievement	41%	60%	58%	47%	59%	56%
Math Learning Gains	45%	58%	57%	48%	59%	57%
Math Lowest 25th Percentile	47%	49%	51%	40%	49%	50%
Science Achievement	34%	49%	51%	46%	50%	50%
Social Studies Achievement	47%	71%	72%	59%	73%	70%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	241 (0)	203 (0)	209 (0)	653 (0)
Attendance below 90 percent	44 ( )	57 ( )	58 ( )	159 (0)
One or more suspensions	1 (0)	1 (0)	3 (0)	5 (0)
Course failure in ELA or Math	0 (0)	26 (0)	34 (0)	60 (0)
Level 1 on statewide assessment	94 (0)	77 (0)	104 (0)	275 (0)

### Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	33%	57%	-24%	54%	-21%
	2018	23%	54%	-31%	52%	-29%
Same Grade Comparison		10%				
Cohort Comparison						
07	2019	30%	55%	-25%	52%	-22%
	2018	33%	54%	-21%	51%	-18%
Same Grade Comparison		-3%				
Cohort Comparison		7%				
08	2019	30%	59%	-29%	56%	-26%
	2018	41%	60%	-19%	58%	-17%
Same Grade Comparison		-11%				
Cohort Comparison		-3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	46%	58%	-12%	55%	-9%
	2018	44%	55%	-11%	52%	-8%
Same Grade Comparison		2%				
Cohort Comparison						
07	2019	24%	53%	-29%	54%	-30%
	2018	37%	54%	-17%	54%	-17%
Same Grade Comparison		-13%				
Cohort Comparison		-20%				
08	2019	24%	45%	-21%	46%	-22%
	2018	32%	47%	-15%	45%	-13%
Same Grade Comparison		-8%				
Cohort Comparison		-13%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	30%	43%	-13%	48%	-18%
	2018	46%	45%	1%	50%	-4%
Same Grade Comparison		-16%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018	0%	62%	-62%	65%	-65%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	41%	71%	-30%	71%	-30%
2018	52%	70%	-18%	71%	-19%
Compare		-11%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	70%	61%	9%	61%	9%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	93%	63%	30%	62%	31%
Compare		-23%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	56%	44%	57%	43%
2018	0%	51%	-51%	56%	-56%
Compare		100%			

## Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	28	46	37	29	44	40	25	30			
ELL	25	44	40	40	45	48	30	47	48		
BLK	27	40	32	30	40	47	20	46	50		
HSP	36	48	33	48	50	49	38	48	51		
MUL	22	7		38	36						
WHT	53	51	47	55	49	39	54	43	72		
FRL	31	43	35	39	44	46	30	44	55		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	17	35	37	31	36	26	4	34			
ELL	18	49	59	40	53	40	42	41			
BLK	32	45	41	40	44	28	48	41	77		
HSP	35	45	45	49	57	49	48	59	65		
MUL	50	50		41	75						
WHT	50	49	50	64	65	36	71	70	88		
FRL	34	43	43	45	52	35	49	53	71		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	15	41	38	18	44	48	17	4			
ELL	25	50	38	36	42	29	21	22			
ASN	60	55			100						
BLK	29	42	33	35	42	33	30	57	68		
HSP	41	56	56	46	47	48	39	52	68		
MUL	33	53		38	38						
WHT	65	69	44	72	60	38	76	83	71		
FRL	37	51	45	43	46	37	40	57	66		

**ESSA Data**

This data has been updated for the 2018-19 school year as of 7/16/2019.

<b>ESSA Federal Index</b>	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	59
Total Points Earned for the Federal Index	444
Total Components for the Federal Index	10
Percent Tested	97%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
<b>English Language Learners</b>	
Federal Index - English Language Learners	43
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
<b>Native American Students</b>	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	47
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	26
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	52
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	42
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

The component that showed the lowest performance was science achievement at 34% proficiency. A lack of rigorous standards-based instruction in the classroom led to the decline in science achievement. A need for increased standards-based lessons aligned to the complexity of the standard, professional development on cognitive complexity, test-item specifications, monitoring for learning and student-centered activities was required to demonstrate proficiency and ensure accurate progress monitoring. Increased focus on standards-based remediation and reteaching of non-proficient students within the instructional cycle.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

The greatest decline was demonstrated in Science achievement. In 2018 we had 51% proficiency and in 2019 we had a 34% proficiency; difference of - 17%. Alignment of lesson activities to the cognitive complexity of the standards and increased monitoring for learning. Students showed a lower performance on the FSA ELA which indicates a focus on literacy within the content area.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

Civics had the greatest gap when compared to the state average. Olsen's achievement was 47% compared to the state's achievement which was 72%, a difference of -25%. The factors that contributed to this gap were a need for completion of the standards during the school year with enough time to spiral back and provide remediation and review, a need for increased exposure to the question stems and practice questions from the Civics EOC, and a need for common planning to ensure alignment between teachers.

**Which data component showed the most improvement? What new actions did your school take in this area?**

Math lowest 25th percentile showed the most improvement. Even though Math achievement declined by 7%, from 48% in 2018 to 41% in 2019, math lowest 25th percentile showed an increase of 10%. The lowest 25th percentile of students were exposed to more hours in learning through a double block of math on a daily basis.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

One potential area of concern is the achievement of the Black/African-American and English Language Learner sub-groups in all subject areas.

**Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.**

1. Science Proficiency
2. ELA Proficiency
3. Civics Proficiency
4. Math Proficiency
5. Lowest 25% percentile in ELA

## Part III: Planning for Improvement

**Areas of Focus:**



#1	
<b>Title</b>	ELA / Literacy
<b>Rationale</b>	Our current level of performance is 35% proficiency; 44% learning gains; 35% lowest 25 learning gains as evidenced 2018-2019 FSA ELA scores. We expect our performance level to be 50% proficient by June 2020
<b>State the measurable outcome the school plans to achieve</b>	The percent of all students achieving ELA proficiency will increase from 35% to 50%, as measured by 2020 FSA.
<b>Person responsible for monitoring outcome</b>	Valerie Harris (valerie.harris@browardschools.com)
<b>Evidence-based Strategy</b>	Teachers will use standards-based instructional strategies (including Marzano's high yield strategies) to ensure they are teaching to the demand / rigor of the standard.
<b>Rationale for Evidence-based Strategy</b>	The rationale for selecting these strategies is to immerse students in standards-based learning using grade level text to allow students to reach proficiency.
<b>Action Step</b>	
<b>Description</b>	Our action steps begin with teachers receiving high-quality professional development throughout the year. To facilitate this, we have adapted our master schedule to accommodate “collaborate common planning” during the school day for by content and grade level. During this time teachers work with the literacy coach, content area assistant principal, and district instructional facilitator to gain a deeper understanding of the required rigor of the ELA standards, learn how to plan and execute standards-based lessons, and how to implement Marzano’s high yield strategies.
	Furthermore, teachers will monitor students progress through student portfolios, CFAs, and PBL activities that required students to work with rich, complex text and involves engaging and meaningful tasks.
	Additionally, pull-out groups have been created to support our lowest 25% of ELA students where students will receive meaningful small group instruction outside the classroom literacy classroom where leadership team members will use high quality, text rich materials to move student achievement.
	Finally, leadership team members will conduct regular data chats with teachers, monitor teacher practice and provide feedback for teacher growth through regular classroom observation, “common collaborative planning”, and PLCs.
<b>Person Responsible</b>	Clair Norris (clair.norris@browardschools.com)

#2	
<b>Title</b>	Black / African American Student Achievement
<b>Rationale</b>	Black / African American students had 27 % proficiency and 40% learning gains in ELA on the 2019 FSA.
<b>State the measurable outcome the school plans to achieve</b>	By June of 2020, Black / African American Students will score at or above 41% FPPI.
<b>Person responsible for monitoring outcome</b>	Clair Norris (clair.norris@browardschools.com)
<b>Evidence-based Strategy</b>	Teachers will incorporate scaffolding throughout their classroom instruction.
<b>Rationale for Evidence-based Strategy</b>	Scaffolding has a 0.82 effect size (per John Hattie) which equates to two years worth of growth of student achievement.
<b>Action Step</b>	
<b>Description</b>	Our action plans begin with teachers identifying black / African American students whom dropped in proficiency in ELA, did not make a learning gain, and / or part of the lowest 30% of student achievement. These students are then prioritized for small group, teacher led station interactions that focus on using targeted interventions and scaffolding strategies to ensure students are making progress towards their learning goals.
	Through our “collaborative common planning sessions and PLCs, teachers will be trained in appropriate scaffolding strategies to use with their targeted students. Additionally, teachers will work with the literacy coach, assistant principal over their content area, as well as district instructional coaches to design and implement lessons that will assist in closing the achievement gap.
	Furthermore, leadership team members will conduct weekly pull-outs with the targeted students during their elective time using grade appropriate, complex textual resources to further support students.
	Finally, teachers will monitor students' progress through student portfolios, CFAs, and PBL activities that required students to work with rich, complex text and involves engaging and meaningful tasks. The results of this monitoring process will be shared at weekly leadership meetings via the literacy coach and through departmental PLCs.
<b>Person Responsible</b>	Indranie Hassad (indranie.hassad@browardschools.com)

#3	
<b>Title</b>	Students with Disabilities
<b>Rationale</b>	Students with disabilities students had 28 % proficiency and 46% learning gains in ELA on the 2019 FSA.
<b>State the measurable outcome the school plans to achieve</b>	By June of 2020, SWD will score at or above 41% FPPI.
<b>Person responsible for monitoring outcome</b>	Kenyatta McKie (kenyatta.mckie@browardschools.com)
<b>Evidence-based Strategy</b>	Teachers will incorporate scaffolding throughout their classroom instruction.
<b>Rationale for Evidence-based Strategy</b>	Scaffolding has a 0.82 effect size (per John Hattie) which equates to two years worth of growth of student achievement.
<b>Action Step</b>	
<b>Description</b>	Our action plans begin with teachers identifying Students with Disabilities whom dropped in proficiency in ELA, did not make a learning gain, and / or part of the lowest 30% of student achievement. These students are then prioritized for small group, teacher led station interactions that focus on using targeted interventions and scaffolding strategies to ensure students are making progress towards their learning goals.
	Through our “collaborative common planning sessions and PLCs, teachers will be trained in appropriate scaffolding strategies to use with their targeted students. Additionally, teachers will work with the literacy coach, assistant principal over their content area, as well as district instructional coaches to design and implement lessons that will assist in closing the achievement gap. Additionally, the ESE department will provide further resources and training for teachers during staff development time.
	Furthermore, the ESE specialist and ESE support team will conduct weekly pull-outs with the targeted students during their elective time using grade appropriate, complex textual resources to further support students.
	Finally, teachers will monitor students’ progress through student portfolios, CFAs, and PBL activities that required students to work with rich, complex text and involves engaging and meaningful tasks. The results of this monitoring process will be shared at weekly leadership meetings via the ESE specialist and through departmental PLCs.
<b>Person Responsible</b>	Kenyatta McKie (kenyatta.mckie@browardschools.com)

#4	
<b>Title</b>	Multi-Racial Students
<b>Rationale</b>	Multi-Racial students had 22 % proficiency and 7% learning gains in ELA on the 2019 FSA.
<b>State the measurable outcome the school plans to achieve</b>	By June of 2020, multi-racial students will score at or above 41% FPPI.
<b>Person responsible for monitoring outcome</b>	Jason Alford (jason.alford@browardschools.com)
<b>Evidence-based Strategy</b>	Teachers will incorporate scaffolding throughout their classroom instruction.
<b>Rationale for Evidence-based Strategy</b>	Scaffolding has a 0.82 effect size (per John Hattie) which equates to two years worth of growth of student achievement.
<b>Action Step</b>	
<b>Description</b>	Our action plans begin with teachers identifying multi-racial students whom dropped in proficiency in ELA, did not make a learning gain, and / or part of the lowest 30% of student achievement. These students are then prioritized for small group, teacher led station interactions that focus on using targeted interventions and scaffolding strategies to ensure students are making progress towards their learning goals
	. Through our “collaborative common planning sessions and PLCs, teachers will be trained in appropriate scaffolding strategies to use with their targeted students. Additionally, teachers will work with the literacy coach, assistant principal over their content area, as well as district instructional coaches to design and implement lessons that will assist in closing the achievement gap.
	Furthermore, leadership team members will conduct weekly pull-outs with the targeted students during their elective time using grade appropriate, complex textual resources to further support students.
	Finally, teachers will monitor students’ progress through student portfolios, CFAs, and PBL activities that required students to work with rich, complex text and involves engaging and meaningful tasks. The results of this monitoring process will be shared at weekly leadership meetings via the literacy coach and through departmental PLCs.
<b>Person Responsible</b>	Indranie Hassad (indranie.hassad@browardschools.com)

#### Additional Schoolwide Improvement Priorities (optional)

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

## Part IV: Title I Requirements

### Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

**Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.**

The Olsen Middle School staff works diligently to invite parent participation in a variety of activities at the school such as SAF, SAC, ESE Parent breakfasts, Open House, Welcome Home Day, Fall family Festival, Mother & Daughter Tea and Curriculum night events. Our school's mission and vision are shared with parents through the School Advisory Council meetings and at various family events. Parents are kept up to date about their child's progress through ongoing communication between the parent and teacher including phone calls, emails, written notices, and conferences. Additionally, parents learn important information regarding expectations and standards for student learning through our family events, parent links, quarterly newsletter, social media and school's web site.

### PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.**

Our school administrators are available to assist students throughout the school day as they are on campus outside the classrooms during class change and in the cafeteria during both lunches. Our students know they can speak to an administrator if they need help with something at school. The administrators serve as mentors to many of our students and are an integral part of our School Based Team.

Additionally, the School Counselors avail themselves to students throughout the school day and the school partners with Angels Watching Over Me (AWOM), a mentoring program for girls and other agencies to provide emotional support to all of our students.

Olsen Middle school has open lines of communication among faculty and staff, parents, and school counselors. This allows us to identify and service any student who need emotional support. The school psychologist and school social worker are also available to provide support when the need arises.

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.**

In order to ease the transition from elementary to middle school for incoming students, the Guidance department organizes elementary students to attend an orientation session in December, prior to Welcome Home Day in June. Students have the opportunity to tour the campus and meet the teachers. During Welcome Home Day which is held during the first Saturday of June, parents and students have the opportunity to listen to presentations by the 6th grade teachers, tour the campus, and meet representatives from the different clubs.

For our 8th graders moving on to high school, we invite representatives from the different high schools to visit our campus and provide information about their school and the choice of curriculum opportunities

being offered.

We also provide our students with opportunities to visit the high schools if and when they receive an invitation to visit.

**Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.**

In order to meet the needs of all students and maximize desired student outcomes, Olsen Middle utilizes federal, state and local funds to employ additional resource personnel, purchase curriculum, and train teachers in best practices.

A Literacy Coach provide professional development, co-teach, and pull small groups for reading and writing intervention. She attends district trainings on a quarterly basis to keep abreast of current best practices and disseminate the information to the leadership team/faculty. The literacy coach, along with paraprofessionals, support teachers in differentiating instruction in the classroom.

Additionally, administrators and the literacy coach attend conferences/training on literacy and share information with leadership team and faculty.

In order to accelerate growth in reading, comprehensive and supplemental intervention programs as well as educational technology that is aligned to the Florida Standards are purchased. The Assistant Principal over English Language Arts, the reading coach and teachers plan collaboratively and create instructional focus calendars to align the instruction to the Florida Standards.

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**

Olsen Middle School advances college and career readiness through partnerships established with Nova Southeastern University Guy Harvey Oceanographic Center and Florida International University Aquatic Center. Through the iCAN Magnet Academy, Olsen Middle School partners with Broward College who is assisting with creating the Education Magnet Curriculum so that it is aligned with their education program and also partnering with South Broward High School, resulting in benefits from all their community partners including HEICO (Science Olympiad), Margaritaville Hotel (Culinary Arts).

## Part V: Budget

**The approved budget does not reflect any amendments submitted for this project.**

1	III.A.	Areas of Focus: ELA / Literacy				\$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	7200	790-Miscellaneous Expenses	0471 - Olsen Middle School	Title, I Part A	653.0	\$10,000.00
			Notes: Funds will be used to purchase digital & print resources that include high quality text, standards-based activities, online platforms for remediation, & novels. These materials will be used in small-group pull-out sessions & ELO opportunities designed to target specific areas of weakness as identified through CFAs. Additionally, funds will be used to cover training supplies and materials, as well as TDAs for teachers participating in training activities during the school day. Finally, funds will be used to create reward opportunities for students such as dances, game truck day, and field day.			
2	III.A.	Areas of Focus: Black / African American Student Achievement				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20

	7200	790-Miscellaneous Expenses	0471 - Olsen Middle School	Title, I Part A	653.0	\$5,000.00
			Notes: Funds will be used to purchase digital & print resources that include high quality text, standards-based activities, online platforms for remediation, & novels. Additionally, funds will be used to cover training supplies and materials, as well as TDAs for teachers participating in training activities during the school day. Additionally, funds will cover registration costs for local conferences, events, and / or trainings that address student equity and closing the achievement gap for black / African American students. Finally, funds will be used to create reward opportunities for students such as dances, game truck day, and field day.			
<b>3</b>	<b>III.A.</b>	<b>Areas of Focus: Students with Disabilities</b>				<b>\$3,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	7200	790-Miscellaneous Expenses	0471 - Olsen Middle School	Title, I Part A	653.0	\$3,000.00
			Notes: Funds will be used to purchase digital & print resources that include high quality text, standards-based activities, online platforms for remediation, & novels. These materials will be used in small-group pull-out sessions & ELO opportunities designed to target specific areas of weakness as identified through CFAs. These sessions will be led by ESE support facilitators. Additionally, funds will be used to cover training supplies and materials, as well as TDAs for teachers participating in training activities during the school day. Training funds may also be used to send teachers and facilitators to local conferences and events that focus on closing the achievement gap for students with disabilities. Finally, funds will be used to create reward opportunities for students such as dances, game truck day, and field day.			
<b>4</b>	<b>III.A.</b>	<b>Areas of Focus: Multi-Racial Students</b>				<b>\$2,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	7200	790-Miscellaneous Expenses	0471 - Olsen Middle School	Title, I Part A	653.0	\$2,000.00
			Notes: Funds will be used to purchase digital & print resources that include high quality text, standards-based activities, online platforms for remediation, & novels. These materials will be used in small-group pull-out sessions & ELO opportunities designed to target specific areas of weakness as identified through CFAs. Additionally, funds will be used to cover training supplies and materials, as well as TDAs for teachers participating in training activities during the school day. Additionally, funds will cover registration costs for local conferences, events, and / or trainings that address student equity and closing the achievement gap for multi-racial students. Finally, funds will be used to create reward opportunities for students such as dances, game truck day, and field day			
<b>Total:</b>						<b>\$20,000.00</b>