Olsen Middle School

2022-23 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: 9/28/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (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*
School Grades History	2021-22: C (44%) 2018-19: C (43%) 2017-18: C (50%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	[LaShawn Russ-Porterfield](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

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.

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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330 SE 11TH TER, Dania Beach, FL 33004

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	87%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Olsen Middle School iCan Magnet Academy's 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 from a network of advisers from business, industries, and post-secondary institutions.

Provide the school's vision statement.

Olsen Middle School iCAN Magnet Academy commits itself to the vision of providing "Excellence for every student, every day!"

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position 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).
McKie, Kenyatta	Assistant Principal	Instructional Leader of Literacy (ELA, Reading), Science and Magnet Electives. Responsible for the academic and behavioral growth and development of 6th graders Ensure that teachers are armed with the instructional tools and strategies to support diverse learners. Monitor for the effective implementation of instructional shifts in ELA, Reading, Science, and Magnet Monitor and support the implementation of grant deliverables for the iCAN Magnet programs Monitor and support the implementation of grant deliverables for the JFG (Jobs for FL Graduates) program grant Monitor for the effective implementation of school wide practices such as PBL, BEST, standards-based instruction, monitor student learning, and growth. Operational leader responsible for carrying out the needs and expectations outlined by the Principal in support of the school's mission and vision.
Constantine, Chad	Assistant Principal	Serve as leader and administrator for Math and Social Studies Serves as 8th grade assistant principal. Monitor for the effective implementation action plans and improvement efforts. Monitor for the effective implementation of school-wide practices

Demographic Information

Principal start date
Wednesday 9/28/2022, Janet Giancarli

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

4

Total number of teacher positions allocated to the school

42

Total number of students enrolled at the school

636

Identify the number of instructional staff who left the school during the 2021-22 school year.

7

Identify the number of instructional staff who joined the school during the 2022-23 school year.

9

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	268	256	251	0	0	0	0	775
Attendance below 90 percent	0	0	0	0	0	0	109	80	99	0	0	0	0	288
One or more suspensions	0	0	0	0	0	0	101	94	69	0	0	0	0	264
Course failure in ELA	0	0	0	0	0	0	30	55	43	0	0	0	0	128
Course failure in Math	0	0	0	0	0	0	14	64	45	0	0	0	0	123
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	93	94	100	0	0	0	0	287
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	134	122	87	0	0	0	0	343
Number of students with a substantial reading deficiency	0	0	0	0	0	0	15	25	7	0	0	0	0	47

Using the table above, complete the table below with the number of students by current grade level who have 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	133	138	134	0	0	0	0	405

Using current year data, complete the table below with the number of students identified as being "retained.":

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	4	11	19	0	0	0	0	34
Students retained two or more times	0	0	0	0	0	0	4	3	7	0	0	0	0	14

Date this data was collected or last updated

Thursday 9/1/2022

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	
Number of students enrolled	0	0	0	0	0	0	266	237	228	0	0	0	0	731
Attendance below 90 percent	0	0	0	0	0	0	78	60	60	0	0	0	0	198
One or more suspensions	0	0	0	0	0	0	17	14	16	0	0	0	0	47
Course failure in ELA	0	0	0	0	0	0	44	77	68	0	0	0	0	189
Course failure in Math	0	0	0	0	0	0	35	97	68	0	0	0	0	200
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	51	62	63	0	0	0	0	176
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	58	48	49	0	0	0	0	155
Number of students with a substantial reading deficiency	0	0	0	0	0	0	84	65	43	0	0	0	0	192

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	109	124	103	0	0	0	0	336

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	8	23	0	0	0	0	0	31
Students retained two or more times	0	0	0	0	0	0	1	5	6	0	0	0	0	12

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	
Number of students enrolled	0	0	0	0	0	0	266	237	228	0	0	0	0	731
Attendance below 90 percent	0	0	0	0	0	0	78	60	60	0	0	0	0	198
One or more suspensions	0	0	0	0	0	0	17	14	16	0	0	0	0	47
Course failure in ELA	0	0	0	0	0	0	44	77	68	0	0	0	0	189
Course failure in Math	0	0	0	0	0	0	35	97	68	0	0	0	0	200
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	51	62	63	0	0	0	0	176
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	58	48	49	0	0	0	0	155
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Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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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	8	23	0	0	0	0	0	31
Students retained two or more times	0	0	0	0	0	0	1	5	6	0	0	0	0	12

Part II: Needs Assessment/Analysis

School Data Review
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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	33%	54%	50%				35%	57%	54%
ELA Learning Gains	45%						44%	57%	54%
ELA Lowest 25th Percentile	40%						35%	48%	47%
Math Achievement	24%	41%	36%				41%	60%	58%
Math Learning Gains	50%						45%	58%	57%
Math Lowest 25th Percentile	60%						47%	49%	51%
Science Achievement	33%	52%	53%				34%	49%	51%
Social Studies Achievement	60%	63%	58%				47%	71%	72%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2022					
	2019	33%	57%	-24%	54%	-21%
Cohort Comparison						
07	2022					
	2019	30%	55%	-25%	52%	-22%
Cohort Comparison		-33%				
08	2022					
	2019	30%	59%	-29%	56%	-26%
Cohort Comparison		-30%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2022					
	2019	46%	58%	-12%	55%	-9%
Cohort Comparison						
07	2022					
	2019	24%	53%	-29%	54%	-30%
Cohort Comparison		-46%				
08	2022					
	2019	24%	45%	-21%	46%	-22%
Cohort Comparison		-24%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	30%	43%	-13%	48%	-18%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	41%	71%	-30%	71%	-30%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	70%	61%	9%	61%	9%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	56%	44%	57%	43%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	18	32	38	12	40	56	11	39			
ELL	26	43	26	20	53	75	22	57			
ASN	33	30		20	40						
BLK	26	42	40	18	46	57	28	54	50		
HSP	35	42	32	25	55	63	31	58	48		
MUL	50	67		47	79						
WHT	43	57		38	43		50	77	44		
FRL	30	45	42	22	47	54	33	55	45		
2021 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 2019-20	C & C Accel 2019-20
SWD	17	32	41	13	24	33	31	14			
ELL	18	29	23	13	16	30	11	33	44		

2021 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 2019-20	C & C Accel 2019-20
BLK	18	20	25	12	7	16	22	29	27		
HSP	27	34	34	17	18	34	28	42	26		
MUL	39	47		30	11						
WHT	39	33		45	27		29	40	19		
FRL	24	28	30	15	12	25	26	35	25		

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		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
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	48
Total Points Earned for the Federal Index	442
Total Components for the Federal Index	10
Percent Tested	94%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	41
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
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%	0
Asian Students	
Federal Index - Asian Students	31
Asian Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Asian Students Subgroup Below 32%	1
Black/African American Students	
Federal Index - Black/African American Students	40
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	44
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	61
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	50
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

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%	0

Part III: Planning for Improvement

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Student achievement in ELA increased from 26% in 2021 to 33% in 2022, math from 19% to 24%, science from 25% to 33%, and civics from 35% to 60%. Each content area experienced learning gains, with math experiencing the most significant gains with 50% overall and 60% for the lowest quartile students. Subgroups that need additional support based on 2022 FSA student data are our students with disabilities (SWD) in ELA and math achievement scoring 18% and 12% respectively, as well as our English Language Learners (ELL) who earned 28% and 20% respectively. Although the SWDs experienced growth overall from 2021 to 2022, prior to the pandemic students with disabilities were achieving 28% proficiency and averaging 40% learning gains.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on the 2022 FSA the area that needs the greatest improvement is reading proficiency. Even though this area experienced growth there is a need to increase our student proficiency to pre-pandemic levels. Prior to the pandemic, our students achieved 35% and our sub-groups: SWDs, ELLs, and free and reduced lunch (FRL) suffered the most with significant learning loss due to a lack of engagement. Data confirmed that our SWD students' learning gains decreased by 14% from 2019 to 2022, while the bottom quartile students matched the progress of pre-pandemic levels.
Math has also been hard hit due to the skill-based nature of the content. Students who missed foundational understanding and fluency of math concepts affected student performance on the statewide assessment decreasing achievement from 41% in 2019 to 24% in 2022.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The pandemic significantly affected our students' ability to be provided in person instruction with differentiated and scaffolded supports for learners who have learning gaps. Students who were forced to engage remotely in sometimes synchronous and/or asynchronous learning had little support from home and suffered from lack of engagement. Teachers additionally had to transform their instruction to engage students on the standards while encouraging them to participate and deal with the stresses of the on-going crisis.

Awesome Olsen MS serves a diverse population of students who have various learning challenges including language learners and students with disabilities comprising over fifty percent of our overall student population. With this Universal Design for Learning and Differentiated instructional practice are necessary to improve student learning. Our task is to continue to focus on standards-based instruction with a focus on high-yield strategies to monitor student learning. In addition, we will focus on providing

additional Tier 2 services to student sub-groups identified as displaying the greatest need for improvement. Extended Learning Opportunities (ELOs) and Immersion will provide opportunities to introduce students to grade-level achievement level descriptors and expectations while serving as a professional development opportunities for teachers.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Based on the data components studied between the 2021 and 2022 FSA data, the areas that showed the greatest improvement were Civics EOC/Social Studies (+25) and Acceleration (+28). Both ELA and Math Achievement also showed significant increases of (+7) from 26% to 34%. The similarity demonstrates the need to increase literacy to improve science achievement data. Learning gains had the most significant increases in math with the lowest quartile improving from 26% to 60% and overall improvement from 13% to 50%. Within the ELA assessment learning gains, there was an overall improvement from 28% to 45%, and learning gains for the bottom 25% improved from 30% - 40%.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Awesome Olsen MS focuses on Digital50 programs to give our scholars 24 hour access to standards-based remediation and enrichment. Students have access to these digital programs 24 hours a day and numerous incentives are provided to students who complete their weekly minutes and lessons. Students in math work through ST Math which is a conceptual approach to learning math through gamification and highly engaging puzzles and lessons. In addition, to the Digital50 platforms students who achieved a level 1 on the 2019 FSA assessment were enrolled in a Reading class to support learning deficiencies such as phonics, phonological awareness, vocabulary, and/or comprehension. Our civics courses relied heavily on the building of students' vocabulary utilizing flash cards and vocabulary.com as well as the use of iCivics to engage students in learning.

What strategies will need to be implemented in order to accelerate learning?

Based on reflection and benchmarking what has worked from the previous year data and disaggregating student data our plan is to continue to focus on Digital 50 programs to address student remediation on the standards and target learning gaps. Programs utilized for this purpose will be IntoLit, ST Math, Vocabulary.com, and Florida Standard Tutorials (science). Students will be required to complete fifty minutes of a digital program daily for homework to address their learning gaps and practice in on-grade level content. We will additionally, implement quarterly Immersion lessons that focus on assessed areas to serve dually to support our students on their weakest performing standards (based on FSA (lagging) and Diagnostic data) and support teacher development with research based, highly effective instructional strategies.

Teachers will receive content based training in order to differentiate instruction in their content area so that students can be met where they are, while still holding them to expectations of grade level standards. Another strategy that will need to be implemented is a gradual release style of instruction. Teachers will put focus on modeling and engaging students in guided practice before releasing them for independent, differentiated practice.

Student progress will be monitored through the use of selection assessments and common formative assessment (CFA) data. Changes will be made based on student progress. Feedback regarding instruction will occur frequently through walk-throughs and observations. Incentives for proficiency in progress monitoring assessments will be solicited through various stakeholders to increase student motivation for improvement.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Awesome Olsen Middle School will reach out to the Teacher Professional Learning and Growth to provide support for Engagement Strategies and Creating a Positive Classroom Culture, Department of Academics to provide curricular support as it relates to assessed content areas and examine common formative assessments, student work samples, and teacher knowledge of pedagogy and standards, Information Technology department to leverage technology and effective use of digital productivity tools, and the Exceptional Student Education and English as a Second Language departments for universal design for learning and differentiation in the general education classroom. The teachers and leaders at our school will have various opportunities for professional development. The Literacy & Math Coaches will engage teachers and staff in monthly training on instructional practices. District Instructional Support will also be scheduled to come in monthly to support teachers and leaders in instructional practice.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

The leadership team will participate in all professional learning opportunities and have a stake in selecting the most important development opportunities to support their learning. The leadership team including the administrative team, department leaders, and coaches will continuously employ the Florida Continuous Improvement Model to evaluate the success and outcomes of the learning. Using an appropriate benchmarking method, analyze components, integrate operational goals, formulate an action plan, and incorporate best practices. This process of continually analyzing progress will ensure the sustainability of improvement and increased capacity of our leaders. Additional services that will be implemented to ensure the sustainability of improvement in the next year and beyond are before and after school tutoring, as well as after school programs with homework help and scripted additional instruction in Reading and Math.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

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#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Students with Disabilities (SWD) reading achievement decreased from 28% in 2019 to 18% in 2022 while learning gains decreased from 48% to 32%. Overall, the learning gains of the lowest quartile students in reading for SWDs improved by 1%. African-American or Black students reading achievement decreased from 27% in 2019 to 26% in 2022 while learning gains improved from 40% to 42%. and learning gains from the lowest quartile improved from 32% to 40%. Asian students' reading achievement is now a priority as we haven't had that sub-group in our accountability data since 2017. Students will now be monitored closely for support having achieved 33% ELA achievement and 30% learning gains.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By June 2023, students in targeted sub-groups will increase reading proficiency by 10% overall, SWD from 28% to 38%, African American from 26% to 36%, and Asian from 33% to 43% as indicated by the FAST assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Students will be monitored for progress through data gathered from sub-group performance on the FAST assessment Progress Monitoring 1 to Progress Monitoring 3. In addition, Reading K-12 Plan implemented to support students who need additional support for language development, fluency, and comprehension and use of progress monitoring assessments through Read-180 or System-44.
Person responsible for monitoring outcome:	Kenyatta McKie (kenyatta.mckie@browardschools.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Universal Design for Learning (UDL) Differentiated Instruction (DI) Annotations (Notice & Note) and Note-taking (Cornell Notes) Vocabulary Strateiges MTSS and PBIS
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Students need additional support with comprehension of grade-level text. The use of UDL and DI strategies will provide an opportunity for students to access grade-level texts. Usage of annotation (notice and note) and note-taking strategies such as Cornell notes will assist students in closely reading the text, synthesize and analyze the texts, asking questions, and noticing how the author uses specific vocabulary to support the theme, characters, and main idea of the story.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Disaggregation of data - AP
Alignment of Professional Development Opportunities - Literacy Coach
Integration of Literacy Strategies Across Content Areas - AP/Literacy Coach
Training specific instructional departments on High Yield Strategies - Literacy Coach
Monitoring student progress through CFA (selection tests and Reading/Phonics Inventory)
Analyzing student results

**Person
Responsible**   Kenyatta McKie (kenyatta.mckie@browardschools.com)

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Data demonstrates that our FSA ELA scores have decreased during the pandemic from 35% in 2019 to 26% in 2021 and 33% in 2022. The lack of student engagement and the ravages of the pandemic cause substantial learning loss in students with diverse socio-economic disadvantages and students with disabilities and language learners. Although we have made significant progress in student learning gains and low quartile, 45% and 40% respectively, we still have work to do to improve our proficiency scoes.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By June 2023 students will achieve 40% achievement in ELA as measured by the FAST Reading Assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Students will be monitored through FAST progress monitoring assessments along with implementation of Into Literature standards-aligned selection and unit tests.
Person responsible for monitoring outcome:	Kenyatta McKie (kenyatta.mckie@browardschools.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Notice and Note Cornell Notes Vocabulary Strategies Differentiating Instruction and Universal Design for Learning Standards-based instruction Tuning Protocol
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy.	Use of tuning protocol allows us to provide feedback on instructional practices and student evidence of learning. Standards-based instruction allows for intentional teaching of standards that support student growth and spiral of standards throughout various text-based standards. Vocabulary strategies such as frayer modeling and roots, prefixes and suffixes makes comprehension of texts more attainable. Students will additionally use skills across content areas as we work with social studies and science to make informational texts more manageable and engage in increasingly more complex tasks.

Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Professional development for staff (UDL, DI, Gradual Release, textbook trainings, Cornell Notes and Notice and Note) - Literacy Coach
Observation and feedback protocol - Administrators (AP)
Progress monitoring using standards-based assessments - AP and Literacy Coach
Data-chats (Leadership - teacher, teacher - student, school - parent/guardian) - Principal/AP/Literacy Coach
Data-based Decision Making - Principal and AP
Florida Continuous Improvement Model (FCIM)

Person Responsible   Kenyatta McKie (kenyatta.mckie@browardschools.com)

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

Weekly Virtual Parent Town Hall Meetings and monthly School Advisory Council (SAC) and School Advisory Forum (SAF) meetings provide parents, students, and community members to learn about updates and programs, as well as providing them with an opportunity to provide input into these programs.

The many clubs and organizations across campus (Student Government Association - SGA, National Junior Honor Society - NJHS, Future Florida Educators of America - FFEA, Latinos in Action - LiA, Jobs for Florida Graduates - JFG, Chess, coding, etc.) provide students with multiple leadership experiences and give students opportunities to provide input and suggestions regarding
Olsen.

Mentor groups across campus such as Personalization in Academic and Social and Emotional Learning (PASL), R.E.A.C.H., the VILS Tech Team, and Mentoring Tomorrow's Leaders (MTL) provide opportunities for our students to connect and receive support in the areas of academic, behavioral and social aspects of the whole scholar.

The magnet program has allowed us to strengthen our relationships with broad stakeholder groups and

ensures an ongoing dialogue between Olsen MS and these groups, including virtual and in-person field trips and virtual and in-person class meetings.

There are increased experiences to expand student participation in school events and development of connections to peers and the school.

The school's Positive Behavior Plan with monthly and quarterly celebrations encourages students to make good choices across campus and to model behavior for their peers.

Identify the stakeholders and their role in promoting a positive school culture and environment.

The environment or culture in which engaging programs take place must consider and plan for: families to feel welcomed, valued, and respected by program staff; two-way communication and relationship building with families that are adapted to meet changing family and community circumstances; providing opportunities for family support and development through the family partnership process and intentional parent/family peer groups within the program and community. At Awesome Olsen Middle School we meet our stakeholders where they are through the availability of weekly virtual Parent Town Hall meetings to connect with multiple stakeholders regarding upcoming initiatives, address questions and concerns. We also provide opportunities for students to engage in safe, learning environments through diverse after-school programs such as Our Children Our Future and Unity4Teens. Students throughout our campus are provided mentors through programs such as Mentoring Tomorrow's Leaders, clubs and activities, and athletics with the understanding that students who are connected to their school achieve higher levels of success both academically and behaviorally. Celebrations and community are built through gatherings, activities, and authentic learning experiences through community and business partnerships such as the REACH program, Jobs for Florida's Graduates, school dances, field trips and birthday celebrations.