Olsen Middle School

2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

Olsen Middle School

330 SE 11TH TER, Dania Beach, FL 33004

[no web address on file]

School Board Approval

This plan was approved by the Broward County School Board on 10/17/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

Awesome Olsen Middle School is committed to providing students with a challenging and rigorous curriculum in a safe and supportive learning environment where excellence, character and respect are the foundation of teaching and learning.

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!"https://www.floridacims.org/plans/61860/edit

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Giancarli, Janet	Principal	As principal, Ms. Giancarli serves as the instructional leader at Awesome Olsen MS. She manages the safety and security as well as assignments of the school through her administrative and leadership team. She also 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. She exercises 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 Science and Unified Arts (magnet) Responsible for the academic and behavioral growth and development of 7th 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 Science and unified arts. Monitor and support the implementation of grant deliverables for the iCAN Magnet programs Monitor for the effective implementation of school wide practices such as PBL, B.E.S.T/NGSSS standards, Science of Reading, standards-based instruction, and 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. Supervise facilities and clerical staff
Douglas, Tatiana	Assistant Principal	Instructional Leader of Literacy (ELA, Reading), ESOL and ESE 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 and Reading Monitor for the effective implementation of school wide practices such as PBL, BEST, and standards-based instruction. Monitor students' 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	Instructional Leader of Math and Social Studies. Responsible for the academic and behavioral growth and development of 8 th graders.

Name	Position Title	Job Duties and Responsibilities
		Ensure that teachers are armed with the instructional tools and strategies to support diverse learners. Monitor for the effective implementation of instructional shifts in Math and Civics Monitor and support the implementation of VILS grant Monitor for the effective implementation of school wide practices such as PBL, BEST/NGSSS standards, standards-based instruction, and 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.
Casimir-Frezin, Tanya	Instructional Coach	Models, coaches, observes, and assists personnel at the school sites to use Research Based math strategies with the Comprehensive Curriculum effectively for instruction and assessment. He/she will facilitate learning activities in the classroom using math strategies from each Professional Development training session. Plan and provide modeling, coaching, planning, or observing with each teacher using effective math strategies on a weekly basis. Assist teachers and administrators with the implementation of new instructional strategies, technology, math assessments, Comprehensive Curriculum, and math interventions. Coordinate training with Professional Development Staff and Administration. Meet with the Professional Development trainer and administrators to promote collaboration.
Hassad, Indranie	Instructional Media	It is the basic objective of Media Specialist to provide accessible tools for students and staff to direct, enhance, and support the learning process. Knowledge of curricular areas is essential in order to serve the interdisciplinary needs of the learning community. It is the goal of the Media Specialist to work in a flexible environment, collaborating with staff, teaching skills to students and staff, and maintaining the holdings of the Media Center.
Miles, Izabela	Teacher, ESE	The Exceptional Student Education Specialist shall carry out the performance responsibilities listed below. Serve as the principal's designee for all exceptional student education (ESE) staff in accordance with the annual Local Education Agency (LEA) Memo. Administration and the ESE Specialists are required to submit a signed agreement annually. Coordinate required ESE meetings. Provide information to school-based personnel on a variety of topics to include updating staff on policy changes. Assist regular education teachers of students with disabilities to implement the Individual Education Plan (IEP) and monitor progress of IEP goals. Assist staffing committee members in developing appropriate IEPs and ensure parents receive draft IEPs for all annual reviews. Provide explanations to parent(s) of the Procedural Safeguards as well as the availability of resources within the District to meet the unique needs of

Name	Position Title	Job Duties and Responsibilities
		the student. Utilize facilitative behaviors consistent with the Facilitated IEP training provided by the District in order to conduct efficient and productive IEP meetings, in which all participants feel valued and heard.
Zotter, Ashley	School Counselor	The Guidance Director shall carry out the performance responsibilities listed below. Conduct weekly meetings with the guidance counselors and occupational specialists. Attend monthly guidance directors' meetings. Coordinate the school level pupil personnel services with community services. Coordinate the school standardized testing program, orientation program for new students, school surveys, graduation requirements and articulation programs. Administer evaluation instruments to research the effectiveness of an on-going guidance program; administer a guidance counselor work schedule with facilitates parents, student and teacher conferences. Select, distribute and provide in-service materials to teachers and guidance counselors for use in group guidance activities. Act as a resource person to all curriculum areas, including career education and drug education. Organize a guidance counseling schedule which provides for educational counseling for course selection by students. Assemble and maintain up-to-date information concerning educational and occupational possibilities. Publish a curriculum guide for all students and parents on course selections.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The school improvement plan (SIP) is developed by the members of the leadership team in collaboration with all stakeholders based on the school-wide data. The input of all stakeholders is vitally important to successful implementation and school achievement results. The leadership team will meet to discuss effective research-based strategies and instructional practices that are being utilized in each and across content areas. This information will assist us in delivering presentations to the SAC committee to support the purchase of resources needed to overcome educational barriers that are identified from observations, coaching, and data results. The data will be analyzed and disaggregated at a macroscopic and microscopic level to identify sub-groups and components that may be overlooked at a glance. Discussions and research around the needs of the school and its scholars will be held using a multi-tiered system of support to provide individualized educational support for every student; "every 1 counts"!

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Students were intentionally scheduled to ensure that they received the tiered level of support needed - Tier 1, 2, or 3. Teacher results were discussed and students scheduled to provide the relational and educational support and mentoring that will achieve effective results. School-wide, district approved and standards aligned common formative assessments will be provided to students at regular intervals. Data is then collected to monitor student growth and proficiency and these results shared with stakeholders during our PLC, Leadership, SAC meetings. As a leadership team comprised of administrators, coaches, counseling, ESE specialist/support facilitators, and social worker/psychologist, we will used the continuous improvement model to disaggregate data and make adjustments to pedagogy, instruction, and activities/resources. Teachers will be supported within the PLC based on data and requests made to effectively implement pedagogical and instructional practices deemed fruitful by the team.

Demographic Data Only ESSA identification and school grade history updated 3/11/2024	
2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	87%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Asian Students (ASN)* Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	0	0	0	0	0	99	104	92	295
One or more suspensions	0	0	0	0	0	0	80	85	63	228
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	26	23	27	76
Course failure in Math	0	0	0	0	0	0	4	26	46	76
Level 1 on statewide ELA assessment	0	0	0	0	0	0	106	116	95	317
Level 1 on statewide Math assessment	0	0	0	0	0	0	110	120	77	307
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	1	1	2

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	120	141	108	369

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	2	5	23	30
Students retained two or more times	0	0	0	0	0	0	1	7	18	26

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	109	80	99	288
One or more suspensions	0	0	0	0	0	0	101	94	69	264
Course failure in ELA	0	0	0	0	0	0	30	55	43	128
Course failure in Math	0	0	0	0	0	0	14	64	45	123
Level 1 on statewide ELA assessment	0	0	0	0	0	0	93	94	100	287
Level 1 on statewide Math assessment	0	0	0	0	0	0	134	122	87	343
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	15	25	7	47

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	133	138	134	405

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	4	11	19	34
Students retained two or more times	0	0	0	0	0	0	4	3	7	14

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	109	80	99	288
One or more suspensions	0	0	0	0	0	0	101	94	69	264
Course failure in ELA	0	0	0	0	0	0	30	55	43	128
Course failure in Math	0	0	0	0	0	0	14	64	45	123
Level 1 on statewide ELA assessment	0	0	0	0	0	0	93	94	100	287
Level 1 on statewide Math assessment	0	0	0	0	0	0	134	122	87	343
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	15	25	7	47

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	133	138	134	405

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	4	11	19	34
Students retained two or more times	0	0	0	0	0	0	4	3	7	14

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	36	53	49	33	54	50	26		
ELA Learning Gains				45			28		
ELA Lowest 25th Percentile				40			30		
Math Achievement*	29	56	56	24	41	36	19		
Math Learning Gains				50			13		
Math Lowest 25th Percentile				60			26		
Science Achievement*	39	50	49	32	52	53	26		
Social Studies Achievement*	45	67	68	58	63	58	35		
Middle School Acceleration	68	70	73	52	51	49	25		
Graduation Rate					49	49			
College and Career Acceleration					70	70			
ELP Progress	36	42	40	48	74	76	31		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	42
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	253
Total Components for the Federal Index	6

2021-22 ESSA Federal Index	
Percent Tested	97
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	442
Total Components for the Federal Index	10
Percent Tested	94
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	25	Yes	4	2
ELL	34	Yes	1	
AMI				
ASN				
BLK	43			
HSP	39	Yes	1	
MUL	42			
PAC				
WHT	50			
FRL	40	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	31	Yes	3	1
ELL	41			
AMI				
ASN	31	Yes	1	1
BLK	40	Yes	2	
HSP	44			
MUL	61			
PAC				
WHT	50			
FRL	42			

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	36			29			39	45	68			36
SWD	20			22			33	23			4	
ELL	34			31			34	37			5	36
AMI												
ASN												
BLK	31			29			40	38	79		5	
HSP	36			28			37	41	52		6	40
MUL	52			32							2	
PAC												
WHT	42			33			33	76	64		5	
FRL	32			28			33	43	69		6	35

| 2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	33	45	40	24	50	60	32	58	52			48
SWD	18	32	38	12	40	56	11	39				
ELL	26	43	26	20	53	75	22	57				48
AMI												
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			50
MUL	50	67		47	79							
PAC												
WHT	43	57		38	43		50	77	44			
FRL	30	45	42	22	47	54	33	55	45			50

| 2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	26	28	30	19	13	26	26	35	25			31
SWD	17	32	41	13	24	33	31	14				
ELL	18	29	23	13	16	30	11	33	44			31
AMI												
ASN												
BLK	18	20	25	12	7	16	22	29	27			
HSP	27	34	34	17	18	34	28	42	26			32
MUL	39	47		30	11							
PAC												
WHT	39	33		45	27		29	40	19			
FRL	24	28	30	15	12	25	26	35	25			34

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data.
The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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
07	2023 - Spring	24%	49%	-25%	47%	-23%
08	2023 - Spring	28%	49%	-21%	47%	-19%
06	2023 - Spring	32%	50%	-18%	47%	-15%

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	19%	54%	-35%	54%	-35%
07	2023 - Spring	20%	51%	-31%	48%	-28%
08	2023 - Spring	41%	46%	-5%	55%	-14%

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	23%	38%	-15%	44%	-21%

ALGEBRA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	71%	48%	23%	50%	21%

GEOMETRY

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	40%	46%	-6%	48%	-8%

BIOLOGY

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	88%	63%	25%	63%	25%

CIVICS

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	37%	64%	-27%	66%	-29%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

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

Based on the 2021-22 data report the accountability component that had the lowest performance was Math at 24%. This was an increase from the 2020-21 school year, a return from the pandemic, from 19% to 24%. The pandemic affected every content area as we struggled to provide standards-based instruction in a remote environment where equitable access to technology, resources, and Internet were uncertain. Math is comprised of three areas fluency, coherence and rigor explaining how math standards continuously build on foundational math concepts and standards. Therefore the sporadic engagement, inequitable results, and choice to continue learning remotely had an immensely adverse effect on ALL learners. The focus of the work is to remediate and build curricular experiences that decreases learning gaps and increase fluency and coherence with previously taught content. We have also experienced a lack of highly qualified teachers as the nation, state, and district struggle to recruit and retain teachers in the field.
Reviewing the data from 2022-23 school year, math showed a proficiency on PM 3 of 29% increasing from 8% during PM1 and 12% on PM2. Disaggregation by grade-level data indicates that our 6th grade had the lowest proficiency of all grade-levels with 19% earning level 3 or higher. Based on our overall data our black and SWD students underperformed the grade-level proficiency except in grade 8 where our Black/African-American students earned 43% proficiency as compared to 41% level 3 and above by grade.

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

Based on the 2021-22 data, all areas experienced growth of 4% - 23% depending on the component, proficiency and learning gains. When we look closely at the sub-group component data we can identify that our Students With Disabilities and Black students suffered the most during the rebuilding after Covid-19. The year returning from the pandemic, 2020-21, SWD subgroup decreased in ELA proficiency from 28% to 17%. They also experienced a decrease in ELA learning gains but the lowest 25% showed a 4% increase. Math demonstrated similar results as 13% of our SWD students were proficient in Math in 2020-21 down from 29% in 2019. This decrease in proficiency continued in the 2021-22 school year to 12% down from 13%. Results from the 2022 FSA assessment indicated that there was nominal success with SWDs appearing in the lowest quartile of students across the school. We think that these students were able to use technology effectively to remediate gaps through the Digital20 programs. Some of those students were able to return to school upon re-opening which was a huge benefit to address the inequities of support at home and technology. We also loss an array of highly[qualified teachers during the pandemic and had to use the tools available to provide support as needed. During that year, there was also a transition from FSA to BEST standards and the introduction of newly adopted district textbook resources. Teachers are now more adept at using the resources appropriately to differentiate, review, and reteach content to selected students and understanding the standards and achievement level descriptors aligned to the test.

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.

Based on the 2021-22 school assessment results, the component which had the greatest gap as compared to the state average was math. Our school achieved 24% proficiency as compared to the state proficiency of 53% which is a 29% deficit in math. Our focus will be learning new standards and

how achievement will be determined on the FAST assessment We will use this year to align our instruction, assessments, and resources to the BEST standards while providing appropriate levels of modeling, coaching, and feedback to our instructional staff.

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

Based on the 2021-22 school assessment results we achieved success across all components including double digit improvements in ELA learning gains, ELA learning gains in the low 25%, Math learning gains, Math learning gains 25%, Civics EOC achievement, as well as Middle School Acceleration. The component that experienced the most improvement was Math Learning Gains with a 37% increase from 13% to 50%. The new actions that were implemented were the introduction of various remediation software programs, mandatory review of instructional resources, and weekly implementation of stations. These opportunities allowed teachers to meet with students and provide support needed for them to understand the content, improve fluency, and decrease learning gaps in their learning.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Upon reflecting on the Early Warning Signs data one of our potential areas of concern is attendance. Data indicates that 295 students were absent 10% or more days during the 2022 school year. Attendance matters as if students are not present in school they are not learning. A major area of focus is ensuring that teachers and all staff connect with students in meaningful ways that increase their engagement in school. We are also reviewing data as it relates to the number of EWS by grade-level. More than 50% of the students at Olsen MS have two or more early warning indicators such as 3rd grade retention. This means that we need to spend more time getting to know our students and providing multiple layers of support and increased Tier 1 strategies that provide a lot of the needs of the students.

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

Our highest priorities for school improvement are:
1) Attendance
2) Development and Implementation of Core Values (Character, Excellence, and Respect)
3) Strengthen tier 1 instruction and strategies to support the needs of our students
4) ELA achievement
5) Math achievement

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The school will develop and implement a set of core values that will serve the culture and environment of the school. The core values selected are Character, Excellence, and Respect.

Once the Core Values are in place the the School's Positive Behavior Plan will be developed to provide behavioral expectations for each student in common areas including the classroom, hallways, cafeteria, etc. When students are caught exhibiting the desired behaviors then students will receive Viking Bucks that will align to purchases at the school store.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By May 2024, Awesome Olsen MS will reduce the number of students absent for 10% or more days from 295 to 150 as measured by Early Warning Systems.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Attendance data will be tracked daily and shared weekly with administration, counseling, and social workers. Teachers will be provided a tracking system to target and report students who acquire substantial absences.
Students who exhibit chronic absenteeism will be placed on a behavior plan with expectations, mentors, and incentives.

Person responsible for monitoring outcome:

Kenyatta McKie (kenyatta.mckie@browardschools.com)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Contact parents personally to see what we can do to assist them in attending school.
Determine whether absences are associated with mental health (low self-esteem, anxiety, social skills, etc.), medical concerns, familial factors (discipline, parental support, or poverty), or school factors (attendance policies, relationships, or bullying).
Provide support for areas of need
Improve school culture through school-wide positive behavior supported by grant funding.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

This strategy has been scientifically proven to improve student attendance, decrease disparities between sub-groups and increase student achievement.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Identify students who are chronically absent from 2023 school year data.

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

By When: September 2023

Contact parents and students to conduct needs assessment.

Person Responsible: Ashley Zotter (ashley.zotter@browardschools.com)

By When: Mid September 2023

Implement Attendance Contract with identified students.

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

By When: October 2023

Create attendance contract incentives for improved attendance.

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

By When: Mid-September 2023

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

SWD students demonstrated a proficiency of 12.3% on the FSA Math assessment based on the 2021-22 data. This data demonstrates a decrease of 1% from 13% in 2021 to 12% in 2022.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By June 2024 the percentage SWD students performing at a level 3 or higher on the FAST assessment will increase by 10% from 12% to 22%. This is the third year that this demographic is found in our ESSA data.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Student data will be discussed during our MTSS monthly meetings focused on students with two or more EWS. This will allow us to ensure that from a school to teacher level we are focused on providing excellent Tier 1 instruction to students so that they are better able to receive the services needed for growth.

Person responsible for monitoring outcome:

Izabela Miles (izabela.miles@browardschools.com)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Student verbalization of their mathematical reasoning. And use of visual representations

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Student verbalizations of the solutions to math problems resulted in increased gains in their math performance. Students can verbalize the steps in a solution format (e.g., "First add the numbers in the units column. Write
down the answer. Then add numbers in the tens column…")

Visually representing math problems (e.g., graphics, diagrams) had positive benefits on students' mathematics performance. Students who completed a visual representation prescribed by the teacher, rather than a self-selected representation, achieved relatively larger gains in math scores. Visuals also resulted in larger
positive effects when they were part of a multi-component approach to instruction, such as explicitly teaching a strategy that requires students to use visuals. Visual representations appear to be more beneficial if both the
teacher and the students use them.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Research strategies for implementation (verbalizations and visual representations)

Person Responsible: Tanya Casimir-Frezin (tanya.casimir-frezin@browardschools.com)

By When: September 2023

Schedule trainings with Math and Science department during PLCs to support implementation of strategies with fidelity in classrooms.

Person Responsible: Tanya Casimir-Frezin (tanya.casimir-frezin@browardschools.com)

By When: October 2023

Monitor implementation of research based strategies within the math and science classrooms.

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

By When: October 2023

#3. ESSA Subgroup specifically relating to Black/African-American

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Black/African American students demonstrated a proficiency of 12% on the FSA Math assessment based on the 2021-22 data. This data demonstrates a increase of 6% from 12% in 2021 to 18% in 2022.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By June 2024 the percentage of Black/African American students performing at a level 3 or higher on the FAST assessment will increase by 10% from 18% to 28%. This is the second year that this demographic is found in our ESSA data.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

We will use MasteryConnect to disaggregate data for the sub-group when sharing data with our stakeholder's monthly and within our PLCs. Teachers will focus their data-tracking specifically to address the needs of this sub-group analyzing which strategies and resource are scientifically proven to show significant improvements in student learning.

Person responsible for monitoring outcome:

Tanya Casimir-Frezin (tanya.casimir-frezin@browardschools.com)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Student verbalization of their mathematical reasoning. And use of visual representations

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Student verbalizations of the solutions to math problems resulted in increased gains in their math performance. Students can verbalize the steps in a solution format (e.g., "First add the numbers in the units column. Write
down the answer. Then add numbers in the tens column…")

Visually representing math problems (e.g., graphics, diagrams) had positive benefits on students' mathematics performance. Students who completed a visual representation prescribed by the teacher, rather than a self-selected representation, achieved relatively larger gains in math scores. Visuals also resulted in larger
positive effects when they were part of a multi-component approach to instruction, such as explicitly teaching a strategy that requires students to use visuals. Visual representations appear to be more beneficial if both the
teacher and the students use them.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Provide a diagnostic Assessment (PM1) provided to all 6th, 7th and 8th graders to provide baseline information for tracking.

Person Responsible: Ashley Zotter (ashley.zotter@browardschools.com)

By When: Mid-September 2023

Use district approved unit assessments to track student progress towards the standard and disaggregate this data into sub-groups.

Person Responsible: Tanya Casimir-Frezin (tanya.casimir-frezin@browardschools.com)

By When: Each assessment beginning in September 2023

Implement Data Teams that disaggregate and discuss areas of concern in data and/or barriers to implementation.

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

By When: By June 2024

Implement Continuous Improvement Model - Plan Do Check Act to constantly perform needs assessment and progress.

Person Responsible: Tanya Casimir-Frezin (tanya.casimir-frezin@browardschools.com)

By When: June 2024

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

School Improvement Plan will be shared with stakeholders at the October meeting along with PM 1 assessment results.
Leadership team will use data to research strategies and resources that address barriers to increased proficiency for SWD and Black/African American students.
Research scientifically proven (researched based) practices and resources to address learning needs.
Align budget to research based practices and resources.
Develop a professional development plan for teachers and other support personnel.
Secure votes of the SAC members to fund necessary resources needed to reach our goal.
Share budget with stakeholders at monthly SAC meetings

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The School Improvement Plan will be reviewed at the SAC meeting with stakeholders, posted on the school's website (www.olsen.browardschools.com), included in the monthly newsletter, as well as a link with SIP plan will be sent via ParentLink to parents by email.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Olsen Middle School has an active School Advisory Council (SAC) which is comprised of parents, teachers, school administrators, and business/community members. Through monthly meetings held during the last Wednesday of every month, the SAC carefully monitors our school's success plan goals, strategies for improvement, and elicit feedback on important school initiatives. Each year, we develop a Parent and Family Engagement Plan with input from all our stakeholders.

During our Annual Title 1 Meeting parents are informed of the school's participation in the Title I program and provided with information about Title 1 services. Parents are also provided copies of the Parental Involvement Plan and are informed of their right to be involved in their child's education. Parents are invited and encouraged to attend monthly SAC meetings to offer suggestions and participate in decisions related to the education of their children. All parents are provided access to information on school performance data and assistance interpreting their child's individual results.

In addition, the school provides materials and trainings to help parents work with their children to improve their children's academic achievement and activities that will teach parents how to help their children at home. The parent workshops and training sessions are ongoing at the school, held at flexible times for parent convenience and all parents will be encouraged to attend.

A copy of the Parent Involvement Plan can be found at the school's website www.olsen.browardschools.com

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

Awesome Olsen MS will strengthen its academic program by ensuring that all students have an opportunity for acceleration. Our teachers will be supported by district instructional specialist with a needs-based focus obtained through the review of data within our academic programs. Teachers will have support through coaches who will ensure that the teachers are aligning their instruction to the standards and also working to monitor student learning progress of the standards and make adjustments to instruction as needed.

Attendance matters, our students are not learning if they aren't present. The I am Here to Help program assists us in developing relationships with our stakeholders so that we are better able to serve our school community. Every adult on staff is here to provide support for our students.

Administrators, as instructional leaders, will be provided support on what to look for in an effective

content area classroom and determine what is needed to improve learning outcomes and teacher actions through coaching.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Broward County Public Schools has updated its mission under the leadership of Superintendent Licata to ensure that decisions are Student-centered, Teacher Supported and Principal Led. The ultimate responsibility of ensuring that every child is provided an opportunity to reach their greatest potential in a safe and supportive learning environment is the principal's. We are committed to ensure that every one counts and that each student is provided the support needed and academic promise fulfilled.

Help is Here is a district initiative to provide services to students and families in need of support.