

Broward County Public Schools

Margate Elementary School



2022-23 Schoolwide Improvement Plan

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Margate Elementary School

6300 NW 18TH ST, Margate, FL 33063

[no web address on file]

Demographics

Principal: Thomas Schroeder

Start Date for this Principal: 7/1/2010

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
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: A (65%) 2018-19: B (60%) 2017-18: C (51%)
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	N/A

* 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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Margate Elementary School

6300 NW 18TH ST, Margate, FL 33063

[no web address on file]

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)
Elementary School PK-5	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	79%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		B	B

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SIP Authority

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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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our mission at Margate Elementary is to to educate all students to the highest levels of academic achievement, to enable them to reach and expand their potential, and to prepare them to become productive, responsible, ethical, creative and compassionate members of society.

Provide the school's vision statement.

Our vision at Margate Elementary School is to create a nurturing environment so that our students will become independent, successful, life long learners by providing a high quality, differentiated and innovative curriculum based on the B.E.S.T and Florida State Standards.

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
Schroeder, Thomas	Principal	<p>The Principal will be responsible for the following areas:</p> <ol style="list-style-type: none"> 1. budget – have total control of the school budget, including final approval of expenditures within board approved guidelines – review the budget with the staff and the advisory before May 1 of each year 2. audits – meet audit requirements in the use of all funds 3. facilities: <ul style="list-style-type: none"> initiate minor capital repairs up to \$1,000 work with project manager/architect for renovations oversee on-going maintenance ensure adherence to good safety procedures 4. Staff:: assignments – delegate authority and responsibility of support staff, clerical unit and team leaders to implement procedures for evaluation of program and personnel. <ul style="list-style-type: none"> staff development – participate in the training programs offered to increase the individual's skill and proficiency related to the assignments teacher assessment/observation/evaluation personnel – recommend the administrative staff in compliance with Board approved job descriptions; recommend personnel transfers; help place unassigned personnel contract management payroll initiate minor capital repairs up to \$1,000.00 5. PTA/Advisory 6. School Improvement and School Improvement Plan 7. master schedule w/committee 8. room assignments w/committee 9. meet requirements of the Standards of Service 10. initiate student enrollment projection 11. evaluation – be required to recommend dismissal or suspension of staff members due to incompetence or misconduct and to send the supporting documentation to the Area Superintendent and the Board 12. meet the requirements of School Board policies and Southern Association accrediting Agency where applicable 13. perform other duties as assigned by the Area Superintendent 14. follow federal and state laws, as well as School Board policies 15. make pupil reassignments 16. perform and promote all activities in compliance with equal employment and non-discrimination polices of the School Board 17. review current developments, literature, and technical sources of information related to job responsibility

Name	Position Title	Job Duties and Responsibilities
		<p>A principal may be assigned to a twelve month calendar as specified each year in the Board approved salary schedule.</p>
Flournoy, Vicki	Assistant Principal	<p>Performance Responsibilities: The Assistant Principal will be responsible for the following areas:</p> <ol style="list-style-type: none"> 1. instructional materials 2. student assessment/schedules 3. data analysis and database creation/maintenance 4. coordination of Kid by Kid Data Meetings with faculty/ staff 5. lesson plans 6. PTA/Advisory 7. School Improvement and School Improvement Plan 8. master schedule w/committee 9. summer school organization and supervision 10. evaluation – be required to recommend dismissal or suspension of staff members due to incompetence or misconduct and to send the supporting documentation to the Area Superintendent and the Board 11. facilities: <ul style="list-style-type: none"> procedures manual clearance for outside speakers, contest, fund-raisers, etc. inventories public relations-promote the school program by communicating with students, parents, teachers, community leaders, and anyone who is interested in the Broward county Schools. Attend meetings, conference, activities school goals – assist in development and implementation safety plan – ensure adherence to good safety procedures 12. Staff: <ul style="list-style-type: none"> hiring paraprofessionals student activities/field trips/Student Council FTE/ESE attend staffing and parent conferences committees –monitor assignments and projects evaluation – assist in the evaluation and improvement of instruction through implementation of acceptable procedures, dissemination of instruction methods and materials, periodic classroom visitation, and meetings with teachers who have related assignments 13. manage and supervise all student-related activities 14. promote the school program by communicating with students, parents, teachers, community leaders, and anyone who is interested in the Broward County Schools.

Name	Position Title	Job Duties and Responsibilities
		<p>Attend meetings, conferences, activities</p> <p>Broward - 1161 - Margate Elementary School - 2021-22 SIP</p> <p>Last Modified: 9/15/2022 https://www.floridacims.org Page 7 of 28</p> <p>Name Position Title</p> <p>Job Duties and Responsibilities</p> <p>15. perform other duties as assigned by the Principal; serve as Principal Designee</p> <p>16. follow federal and state laws, as well as School Board Policies</p>
Moore, Patricia	Reading Coach	<ol style="list-style-type: none"> 1. Assist in the coordination of all services and program elements to students in the elementary school. 2. Provide screening and identification processes, ongoing evaluation, and assignment of students to appropriate programs and services of other personnel in a team approach. 3. Take a major role in implementing school/county/state initiatives. 4. Provide direction for and evaluation of elementary curriculum with regard to teaching/learning strategies in coordination with Program Evaluation. 5. Provide for student summer school eligibility. 6. Be knowledgeable in the implementation of behavior change programs. 7. Provide supportive academic services to teachers, students, parents, and community agency personnel. 8. Assist in the efficient preparation of reports and assume the responsibilities of current records and procedures for transfer of records when needed. 9. Assist in individualized educational plans of instruction for student. 10. Assist in coordination of the school staffing committee. 11. Suggest ways to facilitate parental involvement and parent education. 12. Coordinate inservice activities at the school level for kindergarten through grade 5 teachers, volunteers, parents, aides, administrators and other appropriate personnel in coordination with Human Resource Development. 13. Have knowledge of test administration and interpretation 14. Have knowledge of kindergarten through grade 5 curriculum and development and sequential learning patterns. 15. Be able to manage students' programs based on

Name	Position Title	Job Duties and Responsibilities
		<p>available data.</p> <p>16. Be able to suggest educational strategies, materials and techniques to parents and other support personnel working with each student.</p> <p>17. Be able to use observation techniques in screening, identification, ongoing reevaluation, and planning for each student.</p> <p>18. Be able to adapt, design and implement diagnostic prescriptive curriculum to meet the needs of the individual programs.</p> <p>19. Be able to design and implement a material-learner match consistent with each individual student's strengths and weaknesses.</p> <p>20. Be able to provide diagnostic and clinical teaching.</p> <p>21. Be able to maintain records and conduct ongoing reevaluations regarding progress, classroom instructions, and placement of each child.</p> <p>22. Participate, successfully, in the training programs offered to increase the individual's skill and proficiency related to the assignments.</p> <p>23. Review current developments, literature and technical sources of information related to job responsibility.</p> <p>24. Participate in parent, teacher, and student conferences as necessary.</p> <p>Academic requirements or performance requirement</p> <p>1. Test students when necessary.</p> <p>2. Teach all classes, efficiently and effectively, using books and materials required, following the approved methods.</p> <p>3. Attend workshops relevant to our schools' needs and for staff development purposes.</p> <p>4. Treat students with respect, consideration, and in a humane manner. Administer discipline in accordance with the regulations of the state and school board.</p> <p>5. Be an active member of the school support staff by attending meetings of this staff and fulfilling supervisory AM, PM duties.</p> <p>6. Conform to all rules and regulations prescribed by the School Board of Broward County.</p> <p>7. Perform other duties as assigned by the principal.</p> <p>8. Follow federal, state, and local laws, as well as School Board policies.</p>
Mills, Shannon	Instructional Coach	<p>Performance Responsibilities:</p> <p>1. Assist in the coordination of all services and program elements to students in the elementary school.</p> <p>2. Provide screening and identification processes,</p>

Name	Position Title	Job Duties and Responsibilities
		<p>ongoing evaluation, and assignment of students to appropriate programs and services of other personnel in a team approach.</p> <p>3. Take a major role in implementing school/county/state initiatives.</p> <p>4. Provide direction for and evaluation of elementary curriculum with regard to teaching/learning strategies in Broward</p> <p>5. Provide for student summer school eligibility.</p> <p>6. Be knowledgeable in the implementation of behavior change programs.</p> <p>7. Provide supportive academic services to teachers, students, parents, and community agency personnel.</p> <p>8. Assist in the efficient preparation of reports and assume the responsibilities of current records and procedures for transfer of records when needed.</p> <p>9. Assist in individualized educational plans of instruction for student.</p> <p>10. Assist in coordination of the school staffing committee.</p> <p>11. Suggest ways to facilitate parental involvement and parent education.</p> <p>12. Coordinate inservice activities at the school level for kindergarten through grade 5 teachers, volunteers, parents, aides, administrators and other appropriate personnel in coordination with Human Resource Development.</p> <p>13. Have knowledge of test administration and interpretation</p> <p>14. Have knowledge of kindergarten through grade 5 curriculum and development and sequential learning patterns.</p> <p>15. Be able to manage students' programs based on available data.</p> <p>16. Be able to suggest educational strategies, materials and techniques to parents and other support personnel working with each student.</p> <p>17. Be able to use observation techniques in screening, identification, ongoing reevaluation, and planning for each student.</p> <p>18. Be able to adapt, design and implement diagnosticprescriptive curriculum to meet the needs of the individual programs.</p> <p>19. Be able to design and implement a material-learner match consistent with each individual student's strengths and weaknesses.</p> <p>20. Be able to provide diagnostic and clinical teaching.</p> <p>21. Be able to maintain records and conduct ongoing reevaluations regarding progress, classroom instructions,</p>

Name	Position Title	Job Duties and Responsibilities
		<p>and placement of each child.</p> <p>22. Participate, successfully, in the training programs offered to increase the individual's skill and proficiency related to the assignments.</p> <p>23. Review current developments, literature and technical sources of information related to job responsibility.</p> <p>24. Participate in parent, teacher, and student conferences</p> <p>Academic requirements or performance requirement</p> <p>1. Test students when necessary.</p> <p>2. Teach all classes, efficiently and effectively, using books and materials required, following the approved methods.</p> <p>3. Attend workshops relevant to our schools' needs and for staff development purposes.</p> <p>4. Treat students with respect, consideration, and in a humane manner. Administer discipline in accordance with the regulations of the state and school board.</p> <p>5. Be an active member of the school support staff by attending meetings of this staff and fulfilling supervisory AM, PM duties.</p> <p>6. Conform to all rules and regulations prescribed by the School Board of Broward County.</p> <p>7. Perform other duties as assigned by the principal.</p> <p>8. Follow federal, state, and local laws, as well as School Board policies.</p>
Bass, Daniel	Teacher, ESE	<p>1. Be "gate-keeper" of the exceptional student files.</p> <p>2. Serve as the Principal's designee for ESE staffing; coordinate the exceptional students' staffing; and reevaluations.</p> <p>3. Prepare and conduct education evaluations and observations for screening of non-ESE students.</p> <p>4. Prepare and calculate exceptional students' reports:</p> <ul style="list-style-type: none"> • Full-time equivalency • Cluster budget form • Child count • Student survey • Program membership • Single exceptionality <p>5. Assist with RTI meetings of ESE and non-ESE students. This may include:</p> <ul style="list-style-type: none"> • Observations • Talk with the student and/or parents • Help write a behavior plan • Work with the school social worker • Follow-up <p>6. Discipline in regards to ESE students which may</p>

Name	Position Title	Job Duties and Responsibilities
		<p>include:</p> <ul style="list-style-type: none"> • Conferencing with the students • Calling and/or conferencing with the parents • Time-out facilitator/reward facilitator • Working with teachers to develop a behavior plan or to bring in and work with behavior specialists <p>9. Handling of registration of new ESE students. This includes class placement, requesting ESE records, updating of the necessary paperwork and staffings, or registering non-ESE students, when requested.</p> <p>10. Participate in early intervention screenings and staffings.</p> <p>11. Assist in testing modification for ESE students to aide in the administration of school tests.</p> <p>12. Perform other duties as assigned by the Principal, for example, morning and afternoon supervision, etc.</p> <p>13. Conduct guided tours of Margate Elementary.</p> <p>14. Coordinate field trips for ESE students when going with the grade levels and also accompanying students when necessary.</p> <p>15. Maintain records of mainstream teachers on a rotating basis so that the teacher does not have the same exceptionality repeatedly.</p> <p>16. Participate in the development of classes for the following school year.</p> <p>17. Prepare list for special teachers of ESE students mainstreamed for specials.</p> <p>18. Listen and respond to teachers' requests regarding:</p> <ul style="list-style-type: none"> • Curriculum • Computer assistance • Previewing of materials • Participate in judging of contests • Discipline <p>19. Meet with DCF workers when needed</p> <p>20. Coordinate classes and order materials for Summer School when requested.</p> <p>21. Meet with School Social Worker.</p> <p>22. Follow federal and state law as well as School Board policies.</p> <p>23. Accessibility to parents when there is concern regarding:</p> <ul style="list-style-type: none"> • Communication with teacher • Grades • Skills • Curriculum <p>24. Update of ESE records and computer files for teachers' accessibility and needed print outs.</p> <p>25. Attend Child Study meetings with support staff and teachers.</p>

Name	Position Title	Job Duties and Responsibilities
Case, Michelle	School Counselor	<ol style="list-style-type: none"> 1. Shall provide group and individual counseling regarding personal and academic concerns, and notify parents as deemed necessary. 2. Shall arrange student, parent, and teacher conferences 3. Shall assist in the early identification of students for proper educational placement, via the CPST Team. 4. Shall serve as liaison with School Social Worker. 5. Shall serve as trainer and coordinator for Conflict Mediation program. 6. Shall assist teachers in coordinating K-5 Human Sexuality Program. 7. Shall coordinate, with assistance from the registrar, medical referrals that require action from the school nurse. 8. Shall assist in coordinating new student orientation, acquainting students and parents new to the school with teachers and facilities. 9. Shall coordinate middle school articulation activities. 10. Shall serve as Section 504 Co-Liaison. 11. Shall serve as Child Abuse Designee. 12. Shall serve as Suicide Prevention Designee <p>B. Family Support</p> <ol style="list-style-type: none"> 1. Shall be a resource for private, community and school system services. 2. Shall coordinate district, state and national testing and interpretation of test results. 3. Shall provide short-term scheduled classroom oriented guidance activities. <p>C. Record-Keeping and Reporting</p> <ol style="list-style-type: none"> 1. Shall keep a log of daily conferences. 2. Shall serve as Child Study Team member. <p>D. Community Information</p> <ol style="list-style-type: none"> 1. Shall provide guidance program information to community groups. 2. Shall provide guidance information to the community through the school via monthly school newsletter. <p>E. Shall perform other duties as required by the Principal.</p>
Sims, Kinyatta	School Counselor	<ol style="list-style-type: none"> 1. Shall provide group and individual counseling regarding personal and academic concerns, and notify parents as deemed necessary. 2. Shall arrange student, parent, and teacher conferences 3. Shall assist in the early identification of students for proper educational placement, via the CPST Team. 4. Shall serve as liaison with School Social Worker. 5. Shall serve as trainer and coordinator for Conflict Mediation program. 6. Shall assist teachers in coordinating K-5 Human

Name	Position Title	Job Duties and Responsibilities
		<p>Sexuality Program.</p> <p>7. Shall coordinate, with assistance from the registrar, medical referrals that require action from the school nurse.</p> <p>8. Shall assist in coordinating new student orientation, acquainting students and parents new to the school with teachers and facilities.</p> <p>9. Shall coordinate middle school articulation activities.</p> <p>10. Shall serve as Section 504 Co-Liaison.</p> <p>11. Shall serve as Child Abuse Designee.</p> <p>12. Shall serve as Suicide Prevention Designee</p> <p>B. Family Support</p> <p>1. Shall be a resource for private, community and school system services.</p> <p>2. Shall coordinate district, state and national testing and interpretation of test results.</p> <p>3. Shall provide short-term scheduled classroom oriented guidance activities.</p> <p>C. Record-Keeping and Reporting</p> <p>1. Shall keep a log of daily conferences.</p> <p>2. Shall serve as Child Study Team member.</p> <p>D. Community Information</p> <p>1. Shall provide guidance program information to community groups.</p> <p>2. Shall provide guidance information to the community through the school via monthly school newsletter.</p> <p>E. Shall perform other duties as required by the Principal.</p>

Demographic Information

Principal start date

Thursday 7/1/2010, Thomas Schroeder

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.*

5

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.*

10

Total number of teacher positions allocated to the school

72

Total number of students enrolled at the school

1,016

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

1

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

0

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	169	153	140	173	169	183	0	0	0	0	0	0	0	987
Attendance below 90 percent	60	45	45	43	40	54	0	0	0	0	0	0	0	287
One or more suspensions	4	5	0	7	9	9	0	0	0	0	0	0	0	34
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	49	39	36	0	0	0	0	0	0	0	124
Level 1 on 2022 statewide FSA Math assessment	0	0	0	59	42	39	0	0	0	0	0	0	0	140
Number of students with a substantial reading deficiency	0	12	23	26	25	23	0	0	0	0	0	0	0	109

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	20	13	11	30	56	60	0	0	0	0	0	0	0	190

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	6	3	9	4	4	0	0	0	0	0	0	0	26
Students retained two or more times	0	0	0	1	1	0	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Friday 9/2/2022

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	162	146	165	162	181	168	0	0	0	0	0	0	0	984
Attendance below 90 percent	37	41	35	34	20	30	0	0	0	0	0	0	0	197
One or more suspensions	1	0	0	1	0	0	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	7	26	0	0	0	0	0	0	0	33
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	6	26	0	0	0	0	0	0	0	32
Number of students with a substantial reading deficiency	7	22	26	23	26	20	0	0	0	0	0	0	0	124

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	3	6	7	9	10	25	0	0	0	0	0	0	0	60

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	2	0	0	0	1	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	2	0	0	0	0	0	0	0	0	0	0	2

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	162	146	165	162	181	168	0	0	0	0	0	0	0	984
Attendance below 90 percent	37	41	35	34	20	30	0	0	0	0	0	0	0	197
One or more suspensions	1	0	0	1	0	0	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	7	26	0	0	0	0	0	0	0	33
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	6	26	0	0	0	0	0	0	0	32
Number of students with a substantial reading deficiency	7	22	26	23	26	20	0	0	0	0	0	0	0	124

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	3	6	7	9	10	25	0	0	0	0	0	0	0	60

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	2	0	0	0	1	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	2	0	0	0	0	0	0	0	0	0	0	2

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	50%	58%	56%				55%	59%	57%
ELA Learning Gains	69%						54%	60%	58%
ELA Lowest 25th Percentile	79%						49%	54%	53%
Math Achievement	53%	54%	50%				67%	65%	63%
Math Learning Gains	78%						77%	66%	62%
Math Lowest 25th Percentile	87%						64%	53%	51%
Science Achievement	39%	59%	59%				53%	46%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	53%	60%	-7%	58%	-5%
Cohort Comparison		0%				
04	2022					
	2019	54%	62%	-8%	58%	-4%
Cohort Comparison		-53%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	53%	59%	-6%	56%	-3%
Cohort Comparison		-54%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	64%	65%	-1%	62%	2%
Cohort Comparison		0%				
04	2022					
	2019	64%	67%	-3%	64%	0%
Cohort Comparison		-64%				
05	2022					
	2019	66%	64%	2%	60%	6%
Cohort Comparison		-64%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	53%	49%	4%	53%	0%
Cohort Comparison						

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	16	52	75	27	71	79	16				
ELL	28	57	50	36	78	85	13				
BLK	43	69	79	41	76	80	30				
HSP	52	71	82	56	77	95	37				
MUL	42	31		60	64						
WHT	59	71	73	72	84		53				
FRL	45	68	78	46	77	88	36				

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	18	35	53	25	25	33	15				
ELL	28	29		18	21		17				
ASN	62			46							
BLK	32	24	13	18	15	16	23				
HSP	47	42		40	25		33				
MUL	37			50							
WHT	56	45		56	29		38				
FRL	38	32	26	29	21	24	27				
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	34	49	53	47	73	64	31				
ELL	49	43	31	59	78	69	38				
ASN	83			100							
BLK	47	53	58	59	71	57	41				
HSP	60	57	45	70	77	63	60				
MUL	50	38		60	87						
WHT	62	57	38	71	80	80	54				
FRL	51	53	45	63	72	58	46				

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)	N/A
OVERALL Federal Index – All Students	64
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	53
Total Points Earned for the Federal Index	508
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	48
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	50
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	57
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	68
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	49
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	69
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	62
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?

Students in grades 3-5 had a steady increase in learning gains on the ELA FSA between the 2018-2019 (from 54%) and 2021-2022 (to 69%) school years. These same students either maintained or demonstrated an increase on the Math FSA these same years (from 77% to 78%). Overall proficiency in ELA had a slight decline from (55% to 50%) and Math we saw more of a decline from 67% to 53%. Students in fifth grade had a slight decline in the Science FCAT proficiency between the 2018- 2019 and 2021-2022 school years (53% to 39%)
Our ESE, ELL and Black subgroups averaged lower than our White subgroup across subject areas each year. Hispanic students' averages were also lower than White students in most areas, with the exception on ELA Learning Gains.

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

School City data indicated that reading was the area of greatest need for improvement. Anticipated growth analyzed from the BOY to MOY for 3rd through 5th grades was minimal with students performing below grade level at 42%, while students more than a year below grade level decreased some, from 25% at the start of the year to 20% at the middle of the year. Although our third through fifth graders had a slight decline in reading proficiency, there was a in reading learning gains of 13% percentage points on the 2022 ELA FSA.

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

Factors that contributed to this need for improvement are some students in these grade levels were reading two or more years below grade level based on School City Assessment data. Data the year prior indicated the need to target math. There was a large focus on math remediation for these grade levels which decreased the allotted time for enrichment for ELA. Funding for after-school tutorials were limited and primarily focused on math remediation. Students also has to be reoriented to coming back to school after the pandemic.

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

Students in grades three and five had a significant increase in ELA and Math learning gains on the 2022 the FSA We increased 23 percentage points in math learning gains and 30 percentage points in the lowest quartile learning in ELA.

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

We targeted math in for our push-in and after-school tutorials. Teachers also meet weekly to discuss Math lessons and Small group reteach lessons. Teachers also discussed Math interventions and emphasized the use of manipulatives. The math coach shared weekly strategies and resources to support classroom teachers. We also had weekly Professional Learning Community Meeting to discuss Strategies and share lesson plans. Additionally, we have continued our partnership with the University of Florida and the UFLI program. All of our teachers have been trained in Foundations and are utilizing it in their classrooms.

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

Our teachers have received and will be utilizing the new materials that are aligned with the B.E.S.T. standards. Differentiated small group instruction will be utilized to meet the varying needs of students. The University of Florida Literacy Initiative (UFLI) will be incorporated to improve phonemic awareness, comprehension, vocabulary and writing skills.

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.

We also have partnered with the University of Florida, who is supporting our school with their UFLI program, which focuses on struggling readers. Teachers receive support through PLCs, modeling, classroom visits and one-on-one mentorships. There will be a focus on effective small group instruction throughout our school.

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

The University of Florida coaches are mentoring our school-based coaches and gradually release the support as the year goes on. Our school-based coaches are also supporting classroom teachers with B.E.S.T. standards implementation and small group strategies. Teachers will continue to receive support through PLCs, modeling, and classroom visits from our leadership team

Areas of Focus

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

:

#1. 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.

Reading directly impacts all the other content areas. If students cannot comprehend the questions, they cannot effectively demonstrate their understanding.

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

By June 2023, 62% of our third-fifth grade students will score at or above a level 3 on the 2023 FAST Assessment.

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

Professional Learning Communities and Lesson Study

Person responsible for monitoring outcome:

Patricia Moore
(patricia.moore@browardschools.com)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Implementation of the University of Florida Literacy Initiative (UFLI) for all grade levels impacting all students including those in all subgroups. In primary grades, balanced literacy instructional strategies, as well as Fountas and Pinnell Phonics, Spelling, and Word Study lessons will be the core instructional strategies for the whole group and small group guided reading. The UFLI ELA instructional strategies will be utilized during the one-hour intervention block school-wide. In the intermediate grades, standards-based instruction for the whole group will be taught using the District Scope and Sequence for standards and Document-Based Questioning resources (DBQ). Primary teachers will utilize the UFLI lesson framework for small group instruction and intermediate teachers will use the framework for intervention.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Implementation of the University of Florida Literacy Initiative (UFLI) for all grade levels impacting all students including those in all subgroups. In primary grades, balanced literacy instructional strategies, as well as Fountas and Pinnell Phonics, Spelling, and Word Study lessons will be the core instructional strategies for the whole group and small group guided reading. The UFLI ELA instructional strategies will be utilized during the one-hour intervention block school-wide. In the intermediate grades, standards-based instruction for the whole group will be taught using the District Scope and Sequence for standards and Document-Based Questioning resources (DBQ).

Primary teachers will utilize the UFLI lesson framework for small group instruction and intermediate teachers will use the framework for intervention.

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.

1. Yearlong professional learning communities to monitor student reading progress
2. UFLI Coach and Literacy Coach will meet with teachers as needed
3. Data will be monitored and growth measured at the end of each unit cycle using School City standardsbased assessments.
4. BAS assessments will be given and analyzed for teaching targets based on the District guidelines or more frequent as needed.

Person Responsible

Patricia Moore
(patricia.moore@browardschools.com)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

The area of focus is mathematics. Instruction in the content area of math at the elementary level is foundational and impacts future student learning in mathematics as they progress to the secondary level.

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

By June 2023, 62% of grades 3-5 students will score at or above a level 3 on the 2023 FAST PM 3.

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

Professional Learning Communities and Lesson Study

Person responsible for monitoring outcome:

Shannon Mills
 (shannon.mills@browardschools.com)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Utilize the Elementary Learning District Focus Calendar, Lesson Plans, and Assessments in conjunction with the 60-minute standards-based effective math block.

We will also add 30 minutes to the Math block to address learning gaps.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Teachers need support in planning standards focused lessons at the level of rigor needed for students to acquire the knowledge and understanding of mathematical concepts in order to apply the math skills to problem solve.

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.

1. Introduce the District Scope and Sequence, lesson plans, and assessments to team leaders

Person Responsible

Shannon Mills
 (shannon.mills@browardschools.com)

2. Roll out the focus calendar and lesson plans to the staff.

Person Responsible

Shannon Mills
 (shannon.mills@browardschools.com)

3. Provide professional development review of the 60-minute standards-based effective math block for new staff.

Person Responsible

Shannon Mills
 (shannon.mills@browardschools.com)

4. Implement the Topic Assessments and Cumulative Assessments for Math.

Person Responsible

Shannon Mills
 (shannon.mills@browardschools.com)

5. Implement a lesson study/data monitoring focused Professional Learning Community for all grade levels

Person Responsible

Shannon Mills
(shannon.mills@browardschools.com)

6. Provide District training for higher-order questioning, Standards-based instruction, and use of manipulatives for instruction

Person Responsible

Shannon Mills
(shannon.mills@browardschools.com)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

According to our Spring 2022 End of the Year Reading Assessment Data (Benchmark Assessment System), an average of 49% of our K-2 students were on track to attain proficiency. The grade-level breakdown for Kindergarten is that 56% of students met the target of a level D, 49% of first grade met the target of a level J and 71% of our second grade students met the target of a level M. Based on the data generated, our school is implementing the University of Florida's Foundation Phonics-Based Curriculum to implement Tier One instructional practices. This includes an in-depth lesson study and data analysis review of quarter data utilizing the DIBELS progress monitoring system.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Overall, 50% of our grades 3-5 students demonstrated proficiency as measured by the 2022 ELA FSA Assessment. The grade level breakdown included: 53% of third grade; 46% of fourth grade and 51% of fifth grade. As a result, we have implemented a push-in inclusive model targeting foundations of reading along with comprehension/standards-based instruction. Each class has a push-in support personnel to help bridge the gap for our students not at proficiency.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

By June 2023, 55% of our K-2 students will demonstrate proficiency as measured by the Spring DIBELS Assessment (targeting the ORF sub-test).

Grades 3-5: Measureable Outcome(s)

By June 2023, 55% of our 3-5 students will demonstrate proficiency on the Spring FAST ELA Assessment.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Our school will be utilizing the following progress monitoring instruments to determine effectiveness on a quarterly basis: DIBELS, BAS, FAST PM 2, Benchmark Cumulative Assessments and Common Formative ELA Assessments. Quarterly data will be reviewed by the literacy leadership team to drive the next's quarter instructional plans.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Moore, Patricia, patricia.moore@browardschools.com

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

We are utilizing the UFLI Foundations program for our k-2 students along with the UFLI small group instructional model for our K-5 small group instruction. These programs/models align to the BEST

Standards and are included in the K-12 Comprehensive Reading Plan. Additionally, our school has adopted the Benchmark Advanced Curriculum to implement across classrooms.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

The evidence-based programs are providing a TIER One instructional gap for our school in the area of decoding, phonics and phonemic awareness for our primary students. Additionally, the small group model developed by the University of Florida provides support in all areas of reading development.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
1. Yearlong professional learning communities to monitor student reading progress	Moore, Patricia, patricia.moore@browardschools.com
2. UFLI Coach and Literacy Coach will meet with teachers as needed	Moore, Patricia, patricia.moore@browardschools.com
3. Data will be monitored and growth measured at the end of each unit cycle using Benchmark Advanced standards-based assessments.	Moore, Patricia, patricia.moore@browardschools.com
4. BAS assessments will be given and analyzed for teaching targets based on the District guidelines or more frequent as needed.	Moore, Patricia, patricia.moore@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.

Margate Elementary believes in the power of building positive relationships which will, in turn, create a fulfilling environment where students feel safe, valued, and respected. With this optimum environment, students will have the opportunity to succeed in their social-emotional and academic learning.

To achieve this positive culture, Margate Elementary's plan is based on our mission statement: Our mission at Margate Elementary is to create a nurturing environment so that our students will become independent, successful life-long learners by providing a high quality differentiated and innovative curriculum based on the B.E.S.T standards and and the Florida State Standards.

First, our students' social-emotional learning begins in the classroom with lessons on regulating emotions and behavior through the use of breathing techniques, yoga, exercise, and Zones of Regulation. In addition, our Guidance Counselor and social worker are available to our students and families on a regular basis. Our guidance counselors provide Counseling Conversations specials to all of our students or one on one basis.

Our school has a School-wide positive behavior program including a positive rewards system, where students can earn tokens for positive behavior, class participation, and academic achievement. Students may also receive positive recognition by participating in the Principal's Lunch bunch and Student of the Month. We utilize the acronym, ROAR (Ready to Learn, Own my Behavior, Act Responsibly and Respect Others) We honor the ROAR students of the week on a weekly basis.

Students may participate in extracurricular activities both within the school day and beyond the regular school day through our varied menu of clubs including the following: Debate Club, Student Government, Music Club, Safety Patrol. Students and their families also have opportunities to participate in the many Parent family nights including Sunday Storytime. Margate Elementary knows the importance of keeping the lines of communication open and we do this through our various social media platforms (Facebook, Twitter, Parent Links and, Website), as well as providing and supporting Virtual Parent Informational Zoom meetings, Parent Academies, School Advisory Council/Forum meetings, School Advisory Forum meetings, and the Parent-Teacher Association.

The administration also nurtures the positive culture among staff through incentive programs such as preferred teacher appreciation, and voluntary "Principal Chats" with the administration team.

Finally, Margate Elementary continues to build partnerships with local businesses and the local city government and public safety groups by encouraging participation in Margate's school parent/ community groups, Family School Nights, Celebrations, as well as classroom speakers and guest presenters.

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

The Principal and the Assistant Principal as well as the entire Margate staff are responsible for promoting a positive culture and environment at Margate Elementary.

Part V: Budget