

Broward County Public Schools

Margate Middle School



2022-23 Schoolwide Improvement Plan

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Margate Middle School

500 NW 65TH AVE, Margate, FL 33063

[no web address on file]

Demographics

Principal: Sabine Phillips

Start Date for this Principal: 10/5/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (47%) 2018-19: B (54%) 2017-18: B (54%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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Margate Middle School

500 NW 65TH AVE, 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)
Middle School 6-8	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	94%

School Grades History

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

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Margate Middle School is committed to educating our students to be empowered lifelong learners and responsible citizens through mindfulness, innovation, and resiliency.

Provide the school's vision statement.

Be the best that you can be at everything you try.

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
Phillips, Sabine	Principal	This member serves as instructional leader, engage stakeholders, and collaborates in the school's decision making process.
Coke, Krystal	Assistant Principal	This member serves as instructional leader, engage stakeholders, and collaborates in the school's decision making process.
Daniel, Roderick	Assistant Principal	This member serves as instructional leader, engage stakeholders, and collaborates in the school's decision making process.
Priest, Sheryl	Instructional Coach	This member serves as instructional leader, engage stakeholders, and collaborates in the school's decision making process.
Foster, Kimberly	Instructional Coach	This member serves as instructional leader, engage stakeholders, and collaborates in the school's decision making process.
Bass, David	Instructional Technology	This member serves as instructional leader, engage stakeholders, and collaborates in the school's decision making process.
Williams, Stephanie	School Counselor	This member serves as instructional leader, engage stakeholders, and collaborates in the school's decision making process.

Demographic Information

Principal start date

Wednesday 10/5/2022, Sabine Phillips

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.*

3

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.*

9

Total number of teacher positions allocated to the school

66

Total number of students enrolled at the school

1,095

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

18

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

18

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	420	423	440	0	0	0	0	1283
Attendance below 90 percent	0	0	0	0	0	0	96	99	101	0	0	0	0	296
One or more suspensions	0	0	0	0	0	0	88	111	93	0	0	0	0	292
Course failure in ELA	0	0	0	0	0	0	31	20	24	0	0	0	0	75
Course failure in Math	0	0	0	0	0	0	8	31	34	0	0	0	0	73
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	112	146	172	0	0	0	0	430
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	172	178	206	0	0	0	0	556
Number of students with a substantial reading deficiency	0	0	0	0	0	0	82	12	73	0	0	0	0	167

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	162	180	204	0	0	0	0	546

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	0	2	13	0	0	0	0	15
Students retained two or more times	0	0	0	0	0	0	0	5	8	0	0	0	0	13

Date this data was collected or last updated

Thursday 9/1/2022

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		
Number of students with a substantial reading deficiency		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

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

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	38%	54%	50%				49%	57%	54%
ELA Learning Gains	48%						57%	57%	54%
ELA Lowest 25th Percentile	47%						48%	48%	47%
Math Achievement	31%	41%	36%				46%	60%	58%
Math Learning Gains	49%						49%	58%	57%
Math Lowest 25th Percentile	54%						39%	49%	51%
Science Achievement	33%	52%	53%				40%	49%	51%
Social Studies Achievement	65%	63%	58%				66%	71%	72%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	46%	57%	-11%	54%	-8%
Cohort Comparison						
07	2022					
	2019	45%	55%	-10%	52%	-7%
Cohort Comparison		-46%				
08	2022					
	2019	47%	59%	-12%	56%	-9%
Cohort Comparison		-45%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	43%	58%	-15%	55%	-12%
Cohort Comparison						
07	2022					
	2019	40%	53%	-13%	54%	-14%
Cohort Comparison		-43%				
08	2022					
	2019	20%	45%	-25%	46%	-26%
Cohort Comparison		-40%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	31%	43%	-12%	48%	-17%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	67%	33%	67%	33%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	63%	71%	-8%	71%	-8%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	86%	61%	25%	61%	25%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	90%	56%	34%	57%	33%

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	15	37	44	15	40	45	14	31			
ELL	32	46	45	25	51	59	23	54	59		
ASN	82	64		77	73		73		90		
BLK	36	48	47	27	47	51	30	65	55		
HSP	41	48	46	35	51	64	37	64	59		
MUL	33	31		30	48		36	77			
WHT	38	49	47	31	48	36	25	50	60		
FRL	35	47	45	29	48	55	31	63	54		
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	11	26	28	10	19	22	12	15	43		
ELL	31	40	43	23	23	26	16	39	59		
ASN	70	68		80	53		55		91		
BLK	32	33	26	22	17	19	27	43	45		
HSP	38	37	38	30	23	28	37	33	61		
MUL	32	27		29	4			45			
WHT	36	35	29	29	15	20	38	30	75		
FRL	33	32	24	24	17	19	29	40	52		

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	21	53	51	27	48	36	25	40	93		
ELL	30	55	54	33	47	37	20	53	96		
ASN	57	70		65	65						
BLK	46	55	43	42	46	38	36	65	83		
HSP	49	59	60	49	52	36	39	65	91		
MUL	61	52		70	50		70				
WHT	55	59	47	55	55	38	53	72	93		
FRL	47	56	47	45	47	37	39	64	87		

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	64
Total Points Earned for the Federal Index	488
Total Components for the Federal Index	10
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	46
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	77
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	47
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	51
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	43
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	43
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	47
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?

Learning gains are increasing, but we would like to see proficiency rates increase across content areas.

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

We have a need for improvement in the proficiency of English Language Learners in ELA.

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

Students will be placed in reading classes based on their needs and levels in alignment with the new tiered curriculum roll out in reading. An increase in reading will lead to an increase across content areas. We will also utilize the state funded Esser coaches for small group instruction. Language enrichment camp as well as ELO opportunities will also be utilized.

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

Civics showed the most improvement.

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

Data based instructional decision making, ELO after school supports. District instructional specialists to increase teacher learning through the PLCs. Placement of a high quality teachers in social studies.

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

Project based and STEM learning projects will be implemented in order to accelerate learning. Professional learning communities, and the provision of rigorous instructional resources across content areas.

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 have a professional development calendar that is implemented weekly/monthly to include professional learning communities and training opportunities for all faculty.

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

We are utilizing the district human resources to ensure that all departments have all the support and training needed to support our struggling learners.

Areas of Focus

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

:

#1. ESSA Subgroup specifically relating to English Language Learners**Area of Focus****Description and****Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

English Language Learners did not increase in proficiency based on the data.

Measurable**Outcome:**

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

Margate Middle School will focus on improving student achievement from the 2021-2022 school year to the 2022-2023 school year. Students will increase their proficiency in the following areas: Last Year's Goal, Achieved , This year's goal ELA 38% to 60% Math 31% to 60%, Science 33% to 50%, Civics 65% to 75%. In addition, Margate Middle will focus on increasing parental involvement through Title I to improve student achievement.

Monitoring:**Describe how this**

Area of Focus will be monitored for the desired outcome.

We will use CFA's to progress monitor.

Person responsible for monitoring outcome:

Kimberly Foster (kimberly.c.foster@browardschools.com)

Evidence-based**Strategy:**

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

Students will participate in the research based instructional strategies through the programming provided by the district. Teachers will participate in professional learning as related to teacher practice and student deficits.

Rationale for Evidence-based**Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Students will increase proficiency with rigorous teacher-led instruction using research-based programming.

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.

No action steps were entered for this area of focus

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.

Stakeholder groups share input on how they see the school culture and environment. Culture and environment is addressed in numerous ways to include: Teacher and staff member of the year, teacher of the month, teacher appreciation, clerical appreciation, custodial appreciation, paraprofessional appreciation, etc. We promote a collaborative working environment.

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

Teachers, Parents, and Staff members all support promoting a positive work environment and culture by coming to work, remaining positive, promoting a spirit of excellence and customer service.