Margate Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

Margate Elementary School

6300 NW 18TH ST, Margate, FL 33063

[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.

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, 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
Schroeder, Thomas	Principal	The Principal will be responsible for the following areas: 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: 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. 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 A principal may be assigned to a twelve month calendar as specified each year in the Board approved salary schedule.

Name	Position Title	Job Duties and Responsibilities
Rucker, Donna	Assistant Principal	Performance Responsibilities: The Assistant Principal will be responsible for the following areas: 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: 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: 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. Attend meetings, conferences, activities 15. perform other duties as assigned by the Principal; serve as Principal Designee 16. follow federal and state laws, as well as School Board Policies
Bass, Daniel	Other	Performance Responsibilities: The Assistant Principal will be responsible for the following areas:

Name	Position Title	Job Duties and Responsibilities
		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: 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: 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. Attend meetings, conferences, activities
		15. perform other duties as assigned by the Principal; serve as Principal Designee
		16. follow federal and state laws, as well as School Board Policies SUPPORT PERSONNEL EXCEPTIONAL STUDENT EDUCATON SPECIALIST Direct Accountability: Principal Goal: To meet the needs of the school regarding Exceptional Student Education Performance Responsibilities: ESE Specialist

Name	Position Title	Job Duties and Responsibilities
		The ESE Specialist shall: 1. Be "gate-keeper" of the exceptional student files. 2. Serve as the Principal's designee for ESE staffing; coordinate the exceptional students' staffing; and reevaluations. 3. Prepare and conduct education evaluations and observations for screening of non-ESE students. 4. Prepare and calculate exceptional students' reports: • Full-time equivalency • Cluster budget form • Child count • Student survey • Program membership • Single exceptionality 5. Assist with RTI meetings of ESE and non-ESE students. This may include: • Observations • Talk with the student and/or parents • Help write a behavior plan • Work with the school social worker • Follow-up 6. Discipline in regards to ESE students which may include: • 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 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. 10. Participate in early intervention screenings and staffings. 11. Assist in testing modification for ESE students to aide in the administration of school tests. 12. Perform other duties as assigned by the Principal, for example, morning and afternoon supervision, etc. 13. Conduct guided tours of Margate Elementary. 14. Coordinate field trips for ESE students when going with the grade levels and also accompanying students when necessary. 15. Maintain records of mainstream teachers on a rotating basis so that the teacher does not have the same exceptionality repeatedly. 16. Participate in the development of classes for the following school year. 17. Prepare list for special teachers of ESE students mainstreamed for specials.

Name	Position Title	Job Duties and Responsibilities
		18. Listen and respond to teachers' requests regarding: • Curriculum • Computer assistance • Previewing of materials • Participate in judging of contests • Discipline 19. Meet with DCF workers when needed 20. Coordinate classes and order materials for Summer School when requested. 21. Meet with School Social Worker. 22. Follow federal and state law as well as School Board policies. 23. Accessibility to parents when there is concern regarding: • Communication with teacher • Grades • Skills • Curriculum 24. Update of ESE records and computer files for teachers' accessibility and needed print outs. 25. Attend Child Study meetings with support staff and teachers
Geraine, Hayley	Reading Coach	Goal: To provide services and maintain a program in accordance with SBBC procedures. Performance Responsibilities: 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

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

Name	Position Title	Job Duties and Responsibilities
Mills, Shannon	Math Coach	Goal: To provide services and maintain a program in accordance with SBBC procedures. Performance Responsibilities: 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 available data. 16. Be able to suggest educational strategies, materials and techniques to parents and other support personnel working with each student. 17. Be able to use observation techniques in screening, identification, ongoing reevaluation, and planning for each student. 18. Be able to adapt, design and implement diagnostic-prescriptive curriculum to meet the needs of the individual programs. 19. Be able to design and implement a material-learner match consistent with each individual student's strengths and weaknesses. 20. Be able to provide diagnostic and clinical teaching. 21. Be able to maintain records and conduct ongoing reevaluations regarding progress, classroom

Name	Position Title	Job Duties and Responsibilities
		instructions, and placement of each child. 22. Participate, successfully, in the training programs offered to increase the individual's skill and proficiency related to the assignments. 23. Review current developments, literature and technical sources of information related to job responsibility. 24. Participate in parent, teacher, and student conferences as necessary. Academic requirements or performance requirement 1. Test students when necessary. 2. Teach all classes, efficiently and effectively, using books and materials required, following the approved methods. 3. Attend workshops relevant to our schools' needs and for staff development purposes. 4. Treat students with respect, consideration, and in a humane manner. Administer discipline in accordance with the regulations of the state and school board. 5. Be an active member of the school support staff by attending meetings of this staff and fulfilling supervisory AM, PM duties. 6. Conform to all rules and regulations prescribed by the School Board of Broward County. 7. Perform other duties as assigned by the principal. 8. Follow federal, state, and local laws, as well as School Board policies
Katz, Lori	School Counselor	A. General 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 as deemed necessary. 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

Name	Position Title	Job Duties and Responsibilities
		B. Family Support 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. C. Record-Keeping and Reporting 1. Shall keep a log of daily conferences. 2. Shall serve as Child Study Team member. D. Community Information 1. Shall provide guidance program information to community groups. 2. Shall provide guidance information to the community through the school via monthly school newsletter. E. Shall perform other duties as required by the Principal.

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.

All stakeholders were involved in the process of the School Improvement Plan. All data was analyzed and interventions were discussed and put into place. Grades K-2 implement University of Florida Foundations as their Tier 1 instruction. Grades 3-5 have also been trained in the University of Florida (UFLI) model for small group instruction.

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))

Administration and support staff will hold Data Chats with all stakeholders. They will be analyzing data and monitoring the effectiveness of instruction. Students that have achievement gaps will be closely monitored by the ESE and Intervention team. Administration will conduct classroom walkthroughs. All students are held accountable for their learning. They track their progress through a SWAG (Students with academic goals) folder. Teachers monitor and conference with students after they graph their data.

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)	Elementary School PK-5

Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	79%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	N/A
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) 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: A 2019-20: B 2018-19: B 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	61	62	59	55	57	59	0	0	0	353
One or more suspensions	1	2	2	5	7	6	0	0	0	23
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	25	54	52	43	45	52	0	0	0	271
Level 1 on statewide Math assessment	0	35	49	44	52	44	0	0	0	224
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	7	27	44	41	10	29	0	0	0	158

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	14	49	55	51	49	58	0	0	0	276

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	10	7	11	7	1	0	0	0	0	36
Students retained two or more times	8	4	7	0	0	1	0	0	0	20

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	60	45	45	43	40	54	0	0	0	287
One or more suspensions	4	5	0	7	9	9	0	0	0	34
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	49	39	36	0	0	0	124
Level 1 on statewide Math assessment	0	0	0	59	42	39	0	0	0	140
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	12	23	26	25	23	0	0	0	109

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	20	13	11	30	56	60	0	0	0	190

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	6	3	9	4	4	0	0	0	26
Students retained two or more times	0	0	0	1	1	0	0	0	0	2

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	60	45	45	43	40	54	0	0	0	287
One or more suspensions	4	5	0	7	9	9	0	0	0	34
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	49	39	36	0	0	0	124
Level 1 on statewide Math assessment	0	0	0	59	42	39	0	0	0	140
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	12	23	26	25	23	0	0	0	109

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	20	13	11	30	56	60	0	0	0	190

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	6	3	9	4	4	0	0	0	26
Students retained two or more times	0	0	0	1	1	0	0	0	0	2

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*	46	56	53	50	58	56	43		
ELA Learning Gains				69			36		
ELA Lowest 25th Percentile				79			34		
Math Achievement*	52	62	59	53	54	50	36		
Math Learning Gains				78			23		
Math Lowest 25th Percentile				87			30		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	42	48	54	39	59	59	30		
Social Studies Achievement*					71	64			
Middle School Acceleration					60	52			
Graduation Rate					45	50			
College and Career Acceleration						80			
ELP Progress	52	59	59	53			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)	N/A
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	239
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	64
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	508
Total Components for the Federal Index	8
Percent Tested	100
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	21	Yes	1	1
ELL	37	Yes	1	
AMI				
ASN				
BLK	38	Yes	1	
HSP	53			
MUL	31	Yes	1	1
PAC				
WHT	57			
FRL	39	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	48			
ELL	50			
AMI				
ASN				
BLK	57			
HSP	68			
MUL	49			
PAC				
WHT	69			
FRL	62			

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	46			52			42					52
SWD	13			23			10				5	40
ELL	29			33			28				5	52
AMI												
ASN												
BLK	40			43			35				5	35
HSP	49			56			39				5	59
MUL	28			33							2	
PAC												
WHT	51			66			61				4	
FRL	35			41			35				5	45

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	50	69	79	53	78	87	39					53
SWD	16	52	75	27	71	79	16					
ELL	28	57	50	36	78	85	13					53
AMI												
ASN												
BLK	43	69	79	41	76	80	30					36
HSP	52	71	82	56	77	95	37					73
MUL	42	31		60	64							
PAC												
WHT	59	71	73	72	84		53					
FRL	45	68	78	46	77	88	36					55

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	43	36	34	36	23	30	30					31
SWD	18	35	53	25	25	33	15					
ELL	28	29		18	21		17					31

						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
AMI												
ASN	62			46								
BLK	32	24	13	18	15	16	23					29
HSP	47	42		40	25		33					33
MUL	37			50								
PAC												
WHT	56	45		56	29		38					
FRL	38	32	26	29	21	24	27					29

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
05	2023 - Spring	45%	56%	-11%	54%	-9%
04	2023 - Spring	49%	61%	-12%	58%	-9%
03	2023 - Spring	44%	53%	-9%	50%	-6%

				MATH		
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	49%	62%	-13%	59%	-10%
04	2023 - Spring	60%	65%	-5%	61%	-1%
05	2023 - Spring	48%	58%	-10%	55%	-7%

				SCIENCE		
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	41%	46%	-5%	51%	-10%

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.

Our ELL students showed the lowest performance on the PM3 ELA FAST. The contributing factors for the low performance of this subgroup were the students limited English abilities that require the need for more ELL student support within all classrooms due to our ever growing number of ELL population.

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

The data component that showed the biggest decline from last year was our 4th graders from 2022 demonstrating 54% proficiency on the Math FSA to the same students as 5th graders in 2023 showing only 48% proficiency on the Math PM3 FAST. The factors that contributed to this decline were the adoption of new math curriculum, new state assessment, the restructuring of the 5th grade team, and taking the assessments online rather then pencil/paper.

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.

The data component that had the greatest gap when compared to the state average was the 5th grade ELA PM3 FAST. The state's average of proficiency was 55% and our average of proficiency was 45%. The factors that contributed to this gap was the need for more push-in support for our large ESE and ELL population.

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

The data component that showed the most improvement was our 2022 3rd grade students who demonstrated 47% proficiency on the Math FSA to our 2023 4th grade students who demonstrated 60% proficiency on the Math PM3 FAST. The new actions that our school took in this area was having the entire 4th grade team trained in the new math curriculum and provided plenty of push-in support.

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

The two potential areas of concern are student absences and students with a substantial reading deficiency.

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

1. Provide necessary professional development and training for teacher to execute Tier 1 instruction with fidelity.
2. Put in place push-in support for ELL students.
3. Collaborate with school-site social develop a plan to increase/support student attendance.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority 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 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.

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 2024, 62% of our third-fifth grade students will score at or above a level 3 on the 2024 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:

Shannon Mills (shannon.mills@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.)

Implementation of the University of Florida Literacy Initiative (UFLI) for all grade levels impacting all students including those in all subgroups. In primary grades, all teachers will use UFLI Foundations as their Tier 1 instruction. In addition, they can also use is at a Tier 2 and Tier intervention. Our Grades 3-5 teachers have also been trained in how to use the UFLI Small Group model. 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 small group plan framework for intervention.

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

The University of Florida is continually collecting data to determine the effectiveness of it's programs. They have provided support to our teachers and coaches throughout the implementation.

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.

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 Benchmark Advance

assessments.

4. BAS assessments and Core phonics surveys will be given and analyzed for teaching targets based on the District guidelines or more frequent as needed.

Person Responsible: Hayley Geraine (hayley.geraine@browardschools.com)

By When: June 2024

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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 the F.A.S.T. Progress Monitoring Data 35% of our K students were Urgent or Intervention. 1st and 2nd grade had 35% of our students Urgent or Intervention. Based on the data generated, our school is implementing the University of Florida's Foundations 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 related to Reading/ELA

Overall, 53% of our grades 3-5 students scored at a Level 1 or 2 as measured by the F.A.S.T Progress Monitoring 3rd assessment. The grade level breakdown included: 56% of third grade; 51% of fourth grade and 55% 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 supported 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 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 Measurable Outcomes

By June 2024, 62% of our K-2 students will demonstrate proficiency as measured by the Spring DIBELS Assessment (targeting the ORF sub-test).

By June 2024, 62% of our K-2 students will demonstrate proficiency on the Spring FAST ELA Assessment.

Grades 3-5 Measurable Outcomes

By June 2024, 62% of our 3-5 students will demonstrate proficiency on the Spring FAST ELA Assessment.

Monitoring

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 impact student achievement outcomes.

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. Data will be reviewed by administration and the curriculum coaches at the end of each instructional cycle to drive the next instructional cycle.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Schroeder, Thomas, thomas.schroeder@browardschools.com

Evidence-based Practices/Programs

Description:
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. §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:
Explain the rationale for selecting 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 evidence-based 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. Teachers and staff will participate in yearlong professional learning communities to monitor student reading progress and the effectiveness of the programs.	Geraine, Hayley, hayley.geraine@browardschools.com
2. UFLI Coach and Literacy Coach will meet with teachers to document the growth of all of the students. Data will be monitored closely to ensure that all students are making growth.	Geraine, Hayley, hayley.geraine@browardschools.com
3. We have identified Supported classes at each grade level. ESE and Intervention teachers will push into these classes and provide the targeted support to the students.	Geraine, Hayley, hayley.geraine@browardschools.com

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 available on the school's website at https://www.browardschools.com/margateelem. The School Improvement plan is reviewed at monthly School Improvement Plan meetings with all members. Our School improvement plan is also reviewed at Family Outreach nights throughout the school year. Our administration also publishes a Monthly Panther Pride Newsletter that highlights our School Improvement Plan.

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))

The School Improvement Plan will be available on the school's website at https://www.browardschools.com/margateelem. Parents, families and other community stakeholders are made aware of the school's mission and ways to support the needs of students through Monthly Calendar of events and Curriculum Newsletters. All documents have QR codes with links to the the documents in Spanish and Creole. We have a Family and Community Engagement Resource Hub in our Welcome Center where parents can also access resources.

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))

Our school plans to strengthen the academic program, by closely monitoring assessments and adjusting instruction to meet the needs of all learners. Professional Learning communities with grade level teams and across grade level teams will provide collaboration and planning to ensure all lessons are enriching and engaging.

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))

Our school Guidance counselor as well as our school social worker closely monitor students and families that may be in need of food or housing.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Our school Guidance counselor follows the School Guidance plan and Life Skills and Wellness plans.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Not applicable

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Our school implements a School Wide Positive Behavior Plan. The assistant principal reviews the SESIR data at each school advisory council meeting.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Teachers, paraprofessionals and other school personnel are provided professional learning at school to improve instruction and us of data. All of our K-5 teachers have been trained by the University of Florida Instructional facilitators on the UFLI instructional model and our K-2 teachers and Paraprofessionals have received training of the Small group Foundations model.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Our students in VPK and Pre Kindergarten matriculate into our General Education programs.