

Margate ES (1161)

School Improvement Plan (SIP)

School Info

School Grade (2013 - 2014)

Title 1 School No

Differentiated Accountability (DA) No

BEST PRACTICE #1

A Focused and Authentic PLC

PROFESSIONAL LEARNING COMMUNITIES (PLC)

A Professional Learning Community (PLC) is a process in which teachers work in teams and use student information to develop strategies to improve their classroom practices.

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
1161ELAFifthGrade	Monday	1st, 3rd	9/7/2015 - 5/23/2016	2:00 PM - 3:00 PM	5
1161ELAFourthGrade	Monday	1st, 3rd	9/7/2015 - 5/23/2016	2:00 PM - 3:00 PM	4
1161ELAThirdGrade	Monday	1st, 3rd	9/7/2015 - 5/23/2016	2:00 PM - 3:00 PM	3
1161ELASecondGrade	Monday	1st, 3rd	9/7/2015 - 5/23/2016	2:00 PM - 3:00 PM	2
1161ELAFirstGrade	Monday	1st, 3rd	9/7/2015 - 5/23/2016	2:00 PM - 3:00 PM	1
1161 ELAKindergarten	Monday	1st, 3rd	9/7/2015 - 5/23/2016	2:00 PM - 3:00 PM	K
Pre-K/ESE Intervention Strategies	Monday	1st, 3rd	9/7/2015 - 5/23/2016	2:15 PM - 3:15 PM	Pre K

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

Response to Intervention (RtI) uses student academic and behavior information to identify students with learning and behavior needs to guarantee that those in danger of failure and/or retention are receiving assistance and support.

GRADUATION/COLLEGE AND CAREER READINESS (EARLY WARNING INDICATORS)

Data for: 2013-2014

Grade Level	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
KG	158	18.99	0.00	--	--	0.00
1	178	12.92	1.69	--	--	0.56
2	163	11.66	0.00	--	--	0.00
3	152	15.79	0.00	--	32.90	4.61
4	178	7.87	0.00	--	37.10	3.93
5	150	12.00	0.00	--	37.30	5.33

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

At Margate Elementary, we review our individual student and class data in our monthly data team reviews. During such reviews, students falling below the proficiency targets are identified. Through individual conferences with teachers, individual learning plans are developed for remediation. This year, we have implemented a grade-level specific intervention program for literacy through utilization of the Fountas and Pinnelas Leveled Literacy Intervention Program for students in grades K-5. One teacher on each grade serves as the intervention specialist and provides small group instruction in LLI and intensive mathematics remediation throughout the day for our most at-risk students. The progress of such identified students is then reviewed monthly with both classroom and intervention teachers to determine progress. In addition, to our grade-level intervention specialists, our curriculum coaches provide support for creation of individual learning plans.

Students who demonstrate early warning indicators also receive constant monitoring in literacy, mathematics and science. All struggling students receive monthly Rigby Running Records or LLI Benchmark Assessments to track individual learning targets.

RtI TEAM MEETING SCHEDULE

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	1st, 2nd, 3rd, 4th, 5th	8/26/2015 - 6/1/2016	2:15 PM - 3:15 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

The Accreditation Process leads schools to critically evaluate teaching and learning with a focus on academic excellence. All stakeholders (parents, students, staff, and community) are part of the accreditation process.

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	3.0
Governance and Leadership	3.17
Teaching and Assessing for Learning	3.17
Resources and Support Systems	3.29
Using Results for Continuous Improvement	3.0

Explain the activities in which your school will participate to increase your overall rating. Include specific details.

The school's Leadership Team will work diligently on visiting each of the accreditation standards and discuss action steps to improve each of the standard's overall rating. Modifications to the school's process will take place as needed to demonstrate increased proficiency on the standards.

EVIDENCE/ARTIFACTS

File Name	Standards & Indicator	Upload Date
PLC_3rd-Grade-Agenda.docx	Standard 1: Purpose and Direction (1.3)	12/8/2015
	Standard 2: Governance and Leadership (2.3)	
	Standard 3: Teaching and Assessing for Learning (3.2, 3.3)	
	Standard 4: Resources and Support Systems (4.4)	
	Standard 5: Using Results for Continuous (5.2)	
Lesson-Plans-Week-10.docx		12/8/2015
Gr.5-Math-Formative-1-Data-Analysis.docx		12/8/2015
Gr.5-ELAS-1-&-2-Data-Analysis.docx		12/8/2015
Collaboration-Day-Agenda.docx		12/8/2015
Margate-ASSIST.pdf	Standards Training	12/7/2015

PrideNewsWeekof12_7.pdf	Standard 2: Governance and Leadership (2.1, 2.2, 2.3)	12/7/2015
WelcomeBackMondayMeeting081715.doc	Standard 2: Governance and Leadership (2.1, 2.2, 2.3, 2.4, 2.5, 2.6)	12/7/2015
SWAG-Folder.docx	Standard 1: Purpose and Direction (1.3) Standard 3: Teaching and Assessing for Learning (3.4, 3.6, 3.10)	12/7/2015
Staff-Handbook-2015-2016-Rev.docx	Standard 2: Governance and Leadership (2.1, 2.2)	12/7/2015
PLCStructureUpdated15-16.doc	Standard 2: Governance and Leadership (2.6) Standard 3: Teaching and Assessing for Learning (3.5, 3.7) Standard 4: Resources and Support Systems (4.2)	12/7/2015
1161_RoomWReflectionContinuousImprovementCycle.docx	Standard 3: Teaching and Assessing for Learning (3.2, 3.4, 3.6, 3.9, 3.10, 3.11) Standard 5: Using Results for Continuous (5.1, 5.2, 5.3, 5.4, 5.5)	12/7/2015
1161_STANDARDSFORMATIVES.doc	Standard 3: Teaching and Assessing for Learning (3.2)	12/7/2015
1161_UNITPLANSWEATHER.doc	Standard 3: Teaching and Assessing for Learning (3.1, 3.3)	12/7/2015
RoomWvisitScheduleUpdated.docx	Standard 3: Teaching and Assessing for Learning (3.2, 3.6)	12/7/2015
SAC-Agenda-October.doc	Standard 3: Teaching and Assessing for Learning (3.1, 3.2)	11/19/2015
SAC-agenda.doc	Standard 3: Teaching and Assessing for Learning (3.1, 3.2)	11/19/2015
1161_SACAccreditationTrainingPlan.pdf		10/9/2015
1161_ELA7Analysis_04222015.docx	Standard 3: Teaching and Assessing for Learning (3.2, 3.6) Standard 5: Using Results for Continuous (5.2, 5.4, 5.5)	9/28/2015
1161_WritingAnalysis_04222015.docx	Standard 3: Teaching and Assessing for Learning (3.2, 3.6) Standard 5: Using Results for Continuous (5.2, 5.4)	9/28/2015
1161_InductionCeremony	Standard 3: Teaching and Assessing for Learning (3.7) Standard 4: Resources and Support Systems (4.1)	9/28/2015
1161_PLCRationalePresentation_04222015.pdf	Standard 3: Teaching and Assessing for Learning (3.1, 3.11) Standard 4: Resources and Support Systems (4.7) Standard 5: Using Results for Continuous (5.2)	9/28/2015
1161_ScheduleofResourceGroups_04222015.pdf	Standard 3: Teaching and Assessing for Learning (3.9)	9/28/2015
1161_FamilyUniversityPresentationMath_04222015.pdf	Standard 3: Teaching and Assessing for Learning (3.8)	9/28/2015
1161_MentoringSchedule_04222015.doc	Standard 3: Teaching and Assessing for Learning (3.9)	9/28/2015
1161_SurveyStakeholders_04222015.pdf	Standard 4: Resources and Support Systems (4.3, 4.4, 4.5)	9/28/2015
1161_CustomerSurveyREsults_04222015.pdf	Standard 4: Resources and Support Systems (4.2, 4.3, 4.4, 4.6, 4.7, 4.8)	9/28/2015
1161_SIPMARGATE2014_04222015.pdf	Standard 2: Governance and Leadership (2.3, 2.4, 2.5)	9/28/2015
1161_MARGATESTUDENTHANDBOOK_04222015.pdf	Standard 2: Governance and Leadership (2.1)	9/28/2015
	Standard 1: Purpose and Direction (1.3)	

1161_PLCMINUTESJANUARY26TH_04222015.doc	Standard 2: Governance and Leadership (2.3) Standard 3: Teaching and Assessing for Learning (3.2, 3.3) Standard 4: Resources and Support Systems (4.4) Standard 5: Using Results for Continuous (5.2)	9/28/2015
1161_PLCMINUTES_04222015.docx		9/28/2015
1161_LESSONPLANS_04222015	Standard 3: Teaching and Assessing for Learning (3.1, 3.2, 3.3, 3.4)	9/28/2015
1161_COLLABORATIONDAYAGENGA.04222015.doc	Standard 1: Purpose and Direction (1.1)	9/28/2015
1161_SACMinutes_04052015.doc	Standard 1: Purpose and Direction (1.2, 1.3) Standard 2: Governance and Leadership (2.1, 2.5)	9/28/2015
1161_Website_04222015.pdf	Standard 1: Purpose and Direction (1.1, 1.3)	9/28/2015
1161_FacultyMeetingAgenda_111014.pdf	Standards Training	9/28/2015
1161_SACMINUTES_112014.doc	Standards Training	9/28/2015
1161_SACSignInSheet_112014.pdf	Standards Training	9/28/2015
1161_SignInSheet_111014.pdf	Standards Training	9/28/2015
1161_SignIn_100214.pdf	Standards Training	9/28/2015
1161_Accred. Training Plan_093014.pdf	Standards Training	9/28/2015

SCHOOL ADVISORY COUNCIL (SAC)

Each school has a School (SAC) to facilitate the development and monitor progress of the annual School Improvement Plan. Agendas and minutes reflect annual needs assessment, SIP monitoring and allocation of Accountability Funds.

SAC UPLOAD CENTER

File Name	Meeting Month	Document Type	Uploaded Date
SAC-December-sign-in.pdf	December	None	1/4/2016
1161_agenda120115.doc	December	None	1/2/2016
SAC.Minutes.2015.December.docx	December	None	1/2/2016
1161_signin102715.docx	October	None	11/13/2015
1161_signin111015.docx	November	None	11/13/2015
1161_minutes111015.docx	November	None	11/13/2015
1161_agenda111015.doc	November	A+ Funds	11/13/2015
1161_agenda10272015.doc	October	None	11/13/2015
1161_minutes102715.doc	October	None	11/5/2015
1161 SAC Composition 10 28 2015.pdf	October	ByLaws	10/27/2015
1161 SACComposition102715.pdf	September	ByLaws	10/27/2015
1161 SACBylaws092915.pdf	September	ByLaws	10/27/2015
1161_minutes090115.docx	September	ByLaws	10/12/2015
1161_signin090115.pdf	September	ByLaws	10/12/2015
1161_agenda090115.doc	September	ByLaws	10/12/2015
1161 ByLaws 10 01 2015.doc	September	ByLaws	10/6/2015

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

School improvement is based on a continuous improvement model, using research-based accepted best practices, which align with student achievement needs, insure student progress, and may be revised when appropriate.

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
4	489	121 of 282	1	102	203

GOALS

As evidenced in the SES Band Data, which content area(s) will be the focus for improving student achievement?

Our school will be focusing on the achievement of our students in the area of literacy to include specially content-area reading (science and social studies). Our school has demonstrated a continual increase in success in mathematics. However, our most recent FSA data indicates that we have scored significantly below the achievement for our students in regards to literacy. In addition, our school has been unable to score 50% or higher on the Science FCAT.

What BEST Practice(s) will be scaled-up to improve teaching and learning in order to increase performance within the SES Band?

The current best practice being scaled up involves a weekly hands-on science experiment kit being developed at each grade level. Each team is creating their own science kits to share and distribute amongst the entire team. The team will utilize science journals to record their experiments and findings. Our school will also increase our integration of content area instruction in our literacy block through implementation of informational texts around units of study. Learning goals with scales and evidence will be developed for each integrated grade-level unit.

Describe how the BEST Practice(s) will be scaled-up.

The Best practice will be scaled up through continually sharing of science kits at team meetings and through vertical team reviews at monthly data-team reviews.

STRATEGIES & ACTIVITIES

Strategies	Persons responsible	Deadline	Professional Development	Budget
All students in grades K-5 will utilize an electronic reading program to aid in their reading development. Our primary students will utilize RAZ Kids and Intermediate students will utilize Accelerated Reader, NewsELA Pro, and Achieve 3000.	Thomas Schroeder, Principal and Patti Moore, Literacy Coach	11/20/2015		\$4,000.00
Online utilization of Achieve 3000 for interdisciplinary reading support for students in fourth and fifth grade.	Thomas Schroeder, Principal and Patti Moore, Literacy Coach	11/20/2015	Achieve 3000 Professional Development	\$0.00
Provide rigorous learning goals and performance scales through the implementation of standards based instruction.	Thomas Schroeder, Principal	6/10/2015	County training with team leaders and then shared with faculty	\$0.00
Providing differentiated instruction through the utilization of small group math instruction and the implementation of math centers.	Shannon Mills, Math Coach	6/10/2015	Summer Differentiated Math Center Training	\$0.00
All students will have an individual SWAG folders (Students with Academic Goals) based on their visible learning.	Thomas Schroeder, Principal	6/10/2015		\$0.00
Providing differentiated instruction through utilization of our Guided Reading Resource Room through the management system of Daily Five and Cafe.	Patricia Moore, Reading Coach	6/10/2015	Planning day refresh training	\$0.00
Incorporate Lucy Calkins Writing for the core instruction into content areas.	Patricia Moore, Reading Coach	6/10/2015	Teachers attended summer trainings and shared information with teams	\$0.00
Balanced utilization of literature and informational text through the close reading process.	Patricia Moore, Reading Coach	6/10/2015	Planning day training	\$0.00
Daily utilization of Calendar math.	Thomas Schroeder, Principal	6/10/2016		\$0.00
Professional learning communities to collaboratively plan interdisciplinary units of instruction based of the Florida State Standards.	Thomas Schroeder, Principal	6/10/2016		\$0.00
Utilization of daily formative assessments to drive instruction with emphasis on students reflection on learning and goal attainment.	Thomas Schroeder, Principal	6/10/2016		\$0.00
Monthly assessment meeting to analyze monthly assessments in ELA, Mathematics, Science and Writing. Data teams will generate interventions, trends and action steps to	Thomas Schroeder, Principal	6/10/2016		\$0.00

increase student achievement results for goal attainment.

Grade-level science kits developed by team members for collaboration and sharing.	Team Leaders	6/3/2016		\$0.00
Grade level intervention based program for struggling students through utilization of resource personnel and the research-based program LLI by Fountas and Pinnellas.	Literacy Coach	5/31/2016	Summer Training for all intervention specialists on the LLI program.	\$0.00