

Broward County Public Schools

Robert C. Markham Elementary



2015-16 School Improvement Plan

Robert C. Markham Elementary

1501 NW 15TH AVE, Pompano Beach, FL 33069

[no web address on file]

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	97%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	100%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	D*	F	D	C

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Priority	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Robert C. Markham ES ensures maximum student progress by implementing a standards based curriculum within a safe and secure learning environment.

Provide the school's vision statement

Robert C. Markham Elementary School ensures that each student receives the highest quality education through our collective commitment to a comprehensive system of education and support to ensure each student develops academically and socially.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Throughout the school year, we use a variety of communication methods to build and sustain solid relationships with parents such as Open House, Monthly School Newsletters, Parent Links, Award's Programs, SAC Meetings, Title One Meetings, and teacher/parent conferences.

Describe how the school creates an environment where students feel safe and respected before, during and after school

The school creates an environment where students feel safe and respected before, during and after school at all times. The students are aware of the district, school, and classroom rules that refrains bullying. All students are aware of the person to contact if they feel unsafe before school, during, and after school. Our guidance counselor provides lessons to the students on appropriate and inappropriate behavior.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The school-wide behavioral system has an emphasis on school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments.

The school wide behavior plan outlines the expectations that are posted in every classroom also in the common areas such as the restroom, hallways, cafeteria, neighborhood, and recess.

BEHAVIOR ACTION PLANS

The following steps are followed for all minor classroom behaviors.

Step 1: Give student a private verbal positive behavioral expectation. Walk away and give time (a couple of minutes) Document the behavior.

Step 2: Privately, give two logical choices. Walk away-give time. Document the behavior.

Step 3: Teacher-student interaction (written agreement) with commitment. Document the behavior. Parent contact made by teacher (IE phone call, email, social worker request, home visit etc.).

Step 4: Referral to Office

When a student is disrupting the learning of others, and does not respond to warnings and redirections, the teacher will ask that student to take a break from that learning environment. The

student then takes a pause from class to complete a reflection about the behavior. The teacher will then debrief with the student when he/she is ready. If the behavior continues a student receives a Behavior Conference. The interventionist will process through the behavior using a Behavior Action Plan form. After completing the action form the student will be sent back to class. This process includes steps to avoid an office referral. However, if the student does not respond to the attempts to get them back on track a major referral will be written. Upon ANY behavior conference or office referral, a phone call home will be made. Refer to the PBIS/Markham staff handbook for more information.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services. The teacher will contact the guidance counselor if a student needs to be referred to receive services. The guidance counselor has small groups that focus on

- Conflict Resolution
- Self Esteem
- Anger Management
- Student Success Skills (3rd grade retainees)
- Test Taking Skills
- Social Skills
- Self Management Skills
- Grief
- Divorce

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Provide the following data related to the school's early warning system

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Target for parent involvement is to continue to increase in the level of parent involvement at this school. This upward trend is a reflection of the increased effort placed upon engaging parents through monthly, education-based trainings, and involving all stakeholders in the educational processes.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The process in which Robert C. Markham Elementary will build and sustain partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement by having our monthly Parent Title One Meetings. At the meetings, parents will receive regular communication and information important to student success. Schools should inform families about standards and how they relate to the curriculum, learning objectives, methods of assessment, school programs, discipline codes, and student progress. We will also use newsletters, parent-teacher conferences, open houses, as well as the School website, Parentlink, e-mail, and voice mail. Translations will be made available, if needed, to ensure non-English speaking parents are fully informed.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Cooper-Moye, Eyvonda	Instructional Coach
Martin, Taneka	Instructional Coach
Saddler, Craig	Principal
Oneal, Devon	Assistant Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The school-based leadership team is comprised of the Principal, Assistant Principal, and the two Instructional Coaches. Eyvonda Cooper-Moye and Taneka Martin are the two instructional coaches. The Leadership Team meets weekly to discuss struggling students and the implementation of effective intervention strategies. The staff is trained in the role of Rtl in ensuring that all students are

rendered services that are prescriptive to their needs. An in-depth knowledge of the role of RtI and the flow of the RtI process is provided during this training. Paperwork is explained and the need for follow through by staff is emphasized. The members of the RtI team are introduced and their roles in the process are also explained. Time is allotted for questions and answers. The Guidance Counselor is the case manager for RtI. As the case manager the Guidance Counselor follows up on services provided to teachers such as sharing strategies and techniques to get struggling students to reach the level of proficiency. She schedules meetings and follow-ups for the team on student referrals. And, if needed, she is the first line of contact for parents. The RtI team reviews and analyzes the results of assessments, which will include BAS, to ensure that instruction is data driven and prescriptive to the needs of the students served. By combining the curriculum and support teams, the plans and strategies implemented for struggling students address the whole child instead of focusing on just academics or just behavior and by looking at grade level results and talking with grade levels in the creation of collaborative plans for struggling students, trends in both behavior and academics can be spotted and dealt with proactively.

The RtI Team also schedules weekly meetings with grade levels. If the need arises, individual members of the RtI team will meet with and model lessons for individual teachers. They will focus their meetings around meeting the needs of struggling students. Data sources used for students on tier 2 and 3 are the intervention records and progress monitoring graphs generated for individual students.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The school based MTSS/RtI Leadership Team consists of the administrators (Principal and Assistant Principal), Teacher of the student referred to the Collaborative Problem Solving (CPS) team, guidance counselor, school psychologist, school social worker, reading coach (for all cases involving reading problems, math coach (for all cases involving math problems). Supplemental Members: Speech/Language Pathologist, Social Worker, School Psychologist, ESOL contact (when necessary). Title I, Part A - Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. The District coordinates with Title II and Title III ensuring staff development needs are provided. Curriculum coaches develop, lead, and evaluate school core content standards and programs; identify and analyze existing literature on scientifically based curriculum and behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for "at-risk" learners; assist in the design and implementation of progress monitoring; data collection and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include monthly Parent Trainings, Supplemental Educational Services (SES), and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students. Title 1 funding is also utilized to support teacher salaries, Parental Involvement initiatives through monthly parent trainings, and staff professional development activities.

Title I, Part C- Migrant

The Title 1 Migrant Education allocation supports salaries and provides services to students and parents. The Migrant liaison communicates with Pre-K migrant teachers to ensure that a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are being met. Students are also provided extended learning opportunities after school by Title 1, Part C Migrant Education Program.

Title I, Part D - N/A

Title II - The district uses supplemental funds for improving basic education as follows: Training for add-on endorsement programs such as ESOL, Reading and Gifted Education; Training and substitute release time for staff professional development of instructional staff members.

Title III - Title III funds are used to supplement and enhance the programs for English Language Learners (ELL's). Funding also supplements curriculum and implement tutorial programs in reading, math, and science. This tutoring will include in-school small group pullouts, after school camps and Saturday Camp. In addition, parent outreach activities are funded and supplemental instructional materials for students are provided. The outreach activities will include inviting parents to morning and evening meetings to explain report cards, interim progress reports and how to become active participants in their children's education. Supplemental materials and training in their usage will take place. Materials will include vocabulary programs in all content areas.

Title X- Homeless - N/A

Supplemental Academic Instruction (SAI) - Funding for Supplemental Academic Instruction (SAI) is provided as a part of the Florida Education Finance Program (FEFP) allocation for students in Grades 3-5 to receive instruction in both reading and math by a National Board Certified Teacher who is also certified in Drop-Out Prevention.

Violence Prevention Programs - Markham Elementary implements the Kids of Character program school-wide through the Guidance Department. Small groups are recommended and serviced by the school counselor which supports school violence prevention initiatives.

Nutrition Programs- The school adheres to and implements the nutrition requirements as stated in the District Wellness Policy. The School Food Service Program, school breakfast and lunch, aftercare snacks and Saturday Camp Programs follow the Healthy Food and Beverage guidelines as adopted in the District's Wellness Policy. Nutrition education, as per state statute is taught through health education as an interdisciplinary subject.

Housing Programs - N/A

Head Start - Head Start programs are located in several Title 1 schools and communities. Joint activities including summer professional development and transition processes are shared. Through affiliating agreements, the Summer VPK program is provided at Head Start sites.

Adult Education - N/A

Career and Technical Education - N/A

Job Training - N/A

Other - Robert C. Markham Elementary is a magnet school of computers and high technology. The magnet program addresses the theme of Global Communication. It is school wide. All students are provided with opportunities for the enhancement of skills in science, technology, engineering and math (STEM) through the magnet. Students use technology for research and presentation. The school has a high tech school news studio which beams the morning news to all classrooms daily. There is project based learning which is accomplished through research using the resources provided through the school's media program. This program uses various texts such as divergent and twin to enhance students' critical thinking skills. Students are exposed to careers through research. Students are taken on virtual field trips via the technology. Students participate in interactive instruction via the technology used in C. Robert Markham's smart classrooms. Hands-on Science is taught in the Science classrooms and by the science teacher. Student projects such as building bridges and cars combine mathematics and technology.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Eyvonda Cooper-Moye	Teacher
Taneka Martin	Teacher
Connie McCloud	Education Support Employee
Tonia McDonald	Parent
Craig Saddler	Principal

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Tuesday, September 1, 2015, 5:30 p.m. Vote of SAC Members/Composition; SIP Draft 2014-2015, and Review/Amend Bylaws

Thursday, October 15, 2015, 5:00 p.m. Hispanic Heritage Presentation; Monthly Awards Night

Thursday, November 19, 2015, 9:00 a.m. SIP Review All Areas; Quarterly Awards

Thursday, December 10, 2015, Winter Literacy Night (Book Fair) Narrative Mid-Year Review

Thursday, January 21, 2016, 5:00 p.m. Monthly Awards Night

Thursday, February 18, 2016, 9:00 a.m. Black History Program, Quarterly Awards; Continue SIP implementation

Thursday, March 10, 2016, 5:00 p.m. Begin Developing Next years SIP; Monthly Awards Night

Thursday, April 14, 2016, 5:00 p.m. Draft New SIP Objectives and Action Steps; Spring Literacy (Book Fair) Night,

Thursday, May 19, 2016, 5:00 p.m. Finalize SIP Draft of Action Plan; Present to stakeholders, Recruit for 2016-2017 Members; Monthly Awards Night

Development of this school improvement plan

The primary role of SAC is to assist in the development of the SIP and to monitor the implementation of the School Improvement Plan. The membership is representative of the school and community and includes the Principal, teachers, community partners and parents. It meets monthly to hear subcommittee reports

and make decisions as to whether SIP plan modifications need to be made. If revisions are made to SIP strategies or the SIP budget, they need to be discussed and noted in the minutes.

Preparation of the school's annual budget and plan

The primary role of SAC is to assist in the development of the SIP and to monitor the implementation of the School Improvement Plan. The membership is representative of the school and community and includes the Principal, teachers, community partners and parents. It meets monthly to hear subcommittee reports and make decisions as to whether SIP plan modifications need to be made. If revisions are made to SIP strategies or the SIP budget, they need to be discussed and noted in the minutes.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Hispanic Heritage Program

Winter Literacy Night

Black History Program

Spring Literacy Night

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Saddler, Craig	Principal
Cooper-Moye, Eyvonda	Instructional Coach
Martin, Taneka	Instructional Coach
Oneal, Devon	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The LLT will establish a school-wide Instructional Focus Literary Calendar which will prescribe primary and secondary benchmarks. Each week the primary benchmark will highlight one of the fifteen reading benchmarks. The primary benchmark will revolve in a continuous cycle throughout the year across subject areas. The secondary benchmark will be grade level specific. Each grade level will focus on reading benchmarks which through student results have demonstrated the weakest performance on standardized or formative assessments. During weekly grade level meetings after careful data analysis, teachers will convene to discuss the duration in which the secondary benchmark.

LLT will support teachers in strengthening the implementation during the instructional block. Teachers will align various forms of data with skill based lessons and assessments. During small group instruction, teachers will tailor skill based lessons to be deployed through various activities (Phonemic Awareness/Orthographic Development, Fluency, Word Analysis, Vocabulary, and Comprehension). Students who are identified as English Language Learners (ELL) will be serviced through the Multi-Tiered System of Support (MTSS). These students will be specifically targeted during the literacy block, interventions, and extended learning opportunities. School wide reports will be generated to closely monitor the data to continuously adjust interventions to the specific need.

The LLT will seek to foster literary connections in content area specific and special area classes by hosting read-in's with "celebrity" staff readers for students. Furthermore the LLT will coordinate on-going advertisement of surprise "celebrity" readers with take home book give-aways for students.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Each team plans and collaborates on a weekly basis, this ensures the continuity among the team as well as promotes positive working relationships. The team shares best practices and conducts rubric grading with one another. The leadership conducts bi-weekly Professional Development Sessions in Mathematics as well as Language Arts.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

The NESS Program is an on-going program throughout the school year. Each new teacher is given a Teacher Buddy to provide the new teacher assistance on-going throughout the school year. Early start for curriculum support staff and team leaders prior to the start of the regular school year. The staff attends weekly professional development meetings on-going throughout the school year.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Our school mentoring program will be lead by a veteran teacher which will ensure that the mentee and thus the students are provided with maximum opportunities for growth and best practices and are in place from the first day of school. Allocation of time for collaborative lesson planning for the familiarization of evidence-based best practices and classroom management techniques are in place for primary grade levels.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 10,800

The school is utilizing a additional hour of reading to support students who struggle in Reading Comprehension due to weak phonemic awareness, decoding skills, and comprehension.

Strategy Rationale

To increase students reading comprehension the teachers provide additional hour of instruction in Reading that will build the student phonemic awareness, decoding skills, fluency, and comprehension.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Martin, Taneka, taneka.martin@browardschools.com

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

K-5: teachers will assess on-going basis with Benchmark Assessment System (BAS). The teachers will meet with LLT to discuss and analyze the data to determine the future instruction and/or remediation.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

The teachers in the preschool program meet with the teachers on the kindergarten team to participate in vertical articulation. The kindergarten teachers provide the preschool teachers with information on the skills that are necessary for the academic and social readiness of students upon entering kindergarten. There is also communication with preschool centers in the surrounding area that provide services to the school community. Parents of the preschool students at Markham and at preschool centers in the surrounding community are invited via flyers, parent link, and school marquee to attend the annual Kindergarten Roundup in the spring. It provides parents with information on school readiness skills as well as an question/answer session. Parents also receive pertinent information on approved registration dates and times and personal documents required.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we provide a safe, welcoming, and orderly learning environment then student desirable behavior and community involvement will increase.

- G2.** If we provide opportunities for meaningful two-way feedback, then student proficiency will increase across ELA and Mathematics areas.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. If we provide a safe, welcoming, and orderly learning environment then student desirable behavior and community involvement will increase. 1a

G074649

Targets Supported 1b

Indicator	Annual Target
District Parent Survey	50.0

Resources Available to Support the Goal 2

- CHAMPS- Comprehensive Positive Behavior program
- Climate and Culture STAR (Safe, Trustworthy, A plus attitude, and Respectful) staff handbook
- Amended Master schedule for morning meeting and relationship building

Targeted Barriers to Achieving the Goal 3

- The undesired perception of the school and lack of a comprehensive school-wide behavior plan.

Plan to Monitor Progress Toward G1. 8

Increase overall morale and community involvement, reduce student negative behaviors, and change the overall perception of Robert C. Markham ES.

Person Responsible

Craig Saddler

Schedule

Monthly, from 9/8/2015 to 6/10/2016

Evidence of Completion

Customer survey results, student discipline data, attendance data, suspension data

G2. If we provide opportunities for meaningful two-way feedback, then student proficiency will increase across ELA and Mathematics areas. **1a**

G074650

Targets Supported **1b**

Indicator	Annual Target
FSA Mathematics - Achievement	50.0
FSA English Language Arts - Achievement	50.0

Resources Available to Support the Goal **2**

- Scales Brainshark from Talent Development, Leadership Team, Resource Teachers, Subject Area Expert Teachers, District/State Personnel
- Professional Development Opportunities and Professional Learning Communities
- Engage NY Math Modules with incorporation MAFS Standards, Journey's Reading Materials (New Core Reading Program K-5) , Book Source Book Room, Science Fusion, Think Central , Readers, Buzz About It, Social Studies Materials, Broward Science Hands on Kits, and Lucy Caulkins Writing Program.
- Small group instruction to accommodate differentiated instruction based on student needs.
- iReady for individualized learning system that offers an adaptive diagnostic and both teacher led and individualized online instruction for a complete blended learning solution.
- For tiered instruction the following resources will be used: DI (Direct Instruction), and LLI (Level Literacy Intervention)

Targeted Barriers to Achieving the Goal **3**

- Teachers need additional PD for effective development of learning scales for all content areas.
- There is a need for targeted differentiated professional development on the effective use of the revised literacy block aimed at providing instruction to students in Tier 1, Tier 2, and Tier 3 that meets the needs of teachers and students.

Plan to Monitor Progress Toward G2. **8**

Formative and Summative assessments, student work, Collaborative planning among all stakeholders and PLCs.

Person Responsible

Devon Oneal

Schedule

Monthly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Increase in student achievement, increase of authentic student work and increase in teacher practice.

Plan to Monitor Progress Toward G2. 8

Increase the use of research based teacher instructional practices (Marzano/Hattie).

Person Responsible

Devon ONeal

Schedule

Monthly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Walkthroughs

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. If we provide a safe, welcoming, and orderly learning environment then student desirable behavior and community involvement will increase. **1**

 G074649

G1.B1 The undesired perception of the school and lack of a comprehensive school-wide behavior plan. **2**

 B194954

G1.B1.S1 To develop and implement a building wide common language to promote positive student behavior **4**

 S206552

Strategy Rationale

Multiple stakeholders express a desired for a comprehensive reform of the climate and culture of the building (ie. community members, parents, students, and staff)

Action Step 1 **5**

To assemble PBIS (Positive Behavior Intervention System) committee

Person Responsible

Craig Saddler

Schedule

Monthly, from 9/1/2015 to 9/1/2015

Evidence of Completion

Committee Membership

Action Step 2 5

This committee will review discipline data and create action steps to be responsive to patterns and trends in student behavior.

Person Responsible

Craig Saddler

Schedule

Monthly, from 9/8/2015 to 6/10/2016

Evidence of Completion

Action plans, positive parent communication logs, and plan celebration activities for students and staff

Action Step 3 5

Community stakeholders will be invited to monthly celebrations to promote increases in community involvement.

Person Responsible

Craig Saddler

Schedule

Monthly, from 9/8/2015 to 6/10/2016

Evidence of Completion

Sign in sheets at celebrations, PTA meetings, and other parent activities.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Provide opportunities for classrooms to receive awards and celebrate successes.

Person Responsible

Craig Saddler

Schedule

Monthly, from 9/8/2015 to 6/10/2016

Evidence of Completion

Increase desired behaviors among students.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Student referrals, attendance data, suspensions data, and customer service data.

Person Responsible

Craig Saddler

Schedule

Monthly, from 9/8/2015 to 6/10/2016

Evidence of Completion

Review of data and action plan.

G2. If we provide opportunities for meaningful two-way feedback, then student proficiency will increase across ELA and Mathematics areas. 1

 G074650

G2.B1 Teachers need additional PD for effective development of learning scales for all content areas. 2

 B194955

G2.B1.S1 Provide teachers with PD to effectively utilize scales in all content areas. 4

 S206553

Strategy Rationale

To ensure understanding student performance scale as well as teacher identifying learning goals.

Action Step 1 5

Coaches Modeling, Collaborative Planning, Implement the coaching cycle based on teachers needs.

Person Responsible

Devon Oneal

Schedule

Weekly, from 8/17/2015 to 6/10/2016

Evidence of Completion

Analysis of student work. Ongoing progress monitoring through formative and summative assessments. Data Chats with administration, teachers and students.

Action Step 2 5

Teachers will implement the rigorous learning scales strategies so students will be able to identify their level of mastery learned through the coaching cycle.

Person Responsible

Devon ONeal

Schedule

Weekly, from 8/17/2015 to 6/10/2016

Evidence of Completion

Action Step 3 5

Teachers will have the opportunity to observe peers who demonstrate exemplary teaching practices through NESS and through grade level PLCs.

Person Responsible

Devon ONeal

Schedule

On 6/10/2016

Evidence of Completion

PLC minutes, collaborate scoring opportunities of authentic student work

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Conduct grade level team meetings with both administration and instructional coaches review and analyze the ongoing data and establish an action plan to meet the needs of students.

Person Responsible

Devon ONeal

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Increase of student achievement.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Benchmark Assessment System (BAS), Broward Standards Assessment (BSA), Unit Assessments, Teacher - Made assessments, Student work, Formative and Summative assessments.

Person Responsible

Devon Oneal

Schedule

Monthly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Increase of student achievement.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Prescriptive instruction to close academic gaps

Person Responsible

Devon Oneal

Schedule

On 6/10/2016


Evidence of Completion

Evidence of tiered instruction

G2.B2 There is a need for targeted differentiated professional development on the effective use of the revised literacy block aimed at providing instruction to students in Tier 1, Tier 2, and Tier 3 that meets the needs of teachers and students. 2

 B194956

G2.B2.S1 Provide teachers with professional development on the effective use of the revised literacy block with ongoing feedback from the leadership team. 4

 S206554

Strategy Rationale

Action Step 1 5

Instructional coaches and subject area experts will co-facilitate grade-Level PLC's.

Person Responsible

Eyvonda Cooper-Moye

Schedule

Weekly, from 8/17/2015 to 6/10/2016

Evidence of Completion

Attendance for faculty, sign-in sheets, agenda, PLC minutes, and grade level team minutes

Action Step 2 5

Teachers will implement strategies gathered during PLC's.

Person Responsible

Eyvonda Cooper-Moye

Schedule

Weekly, from 8/17/2015 to 6/10/2016

Evidence of Completion

Classroom walkthrough data through the implementation of best practices aligned to PLC's.

Action Step 3 5

School-based Leadership Teams will provide additional professional developments based on teacher needs.

Person Responsible

Craig Saddler

Schedule

Weekly, from 8/17/2015 to 6/10/2016

Evidence of Completion

Need assessments results, PLC's and Professional Development

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Classroom walkthrough, common planning, provide teacher feedback, data chats

Person Responsible

Craig Saddler

Schedule

On 6/10/2016

Evidence of Completion

Classroom walkthroughs focus on student behavior and PLC's agenda. Common planning agendas and collegial collaboration. Teacher feedback Data chats

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Classroom walkthrough
Weekly measurable objectives
Administrative Look For's

Person Responsible

Craig Saddler

Schedule

On 6/10/2016

Evidence of Completion

Increase student proficiency through effective instruction and data analysis.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	To assemble PBIS (Positive Behavior Intervention System) committee	Saddler, Craig	9/1/2015	Committee Membership	9/1/2015 monthly
G2.B1.S1.A1	Coaches Modeling, Collaborative Planning, Implement the coaching cycle based on teachers needs.	Oneal, Devon	8/17/2015	Analysis of student work. Ongoing progress monitoring through formative and summative assessments. Data Chats with administration, teachers and students.	6/10/2016 weekly
G2.B2.S1.A1	Instructional coaches and subject area experts will co-facilitate grade-Level PLC's.	Cooper-Moye, Eyvonda	8/17/2015	Attendance for faculty, sign-in sheets, agenda, PLC minutes, and grade level team minutes	6/10/2016 weekly
G1.B1.S1.A2	This committee will review discipline data and create action steps to be responsive to patterns and trends in student behavior.	Saddler, Craig	9/8/2015	Action plans, positive parent communication logs, and plan celebration activities for students and staff	6/10/2016 monthly
G2.B1.S1.A2	Teachers will implement the rigorous learning scales strategies so students will be able to identify their level of mastery learned through the coaching cycle.	Oneal, Devon	8/17/2015		6/10/2016 weekly
G2.B2.S1.A2	Teachers will implement strategies gathered during PLC's.	Cooper-Moye, Eyvonda	8/17/2015	Classroom walkthrough data through the implementation of best practices aligned to PLC's.	6/10/2016 weekly
G1.B1.S1.A3	Community stakeholders will be invited to monthly celebrations to promote increases in community involvement.	Saddler, Craig	9/8/2015	Sign in sheets at celebrations, PTA meetings, and other parent activities.	6/10/2016 monthly
G2.B1.S1.A3	Teachers will have the opportunity to observe peers who demonstrate exemplary teaching practices through NESS and through grade level PLCs.	Oneal, Devon	8/17/2015	PLC minutes, collaborate scoring opportunities of authentic student work	6/10/2016 one-time
G2.B2.S1.A3	School-based Leadership Teams will provide additional professional developments based on teacher needs.	Saddler, Craig	8/17/2015	Need assessments results, PLC's and Professional Development	6/10/2016 weekly
G1.MA1	Increase overall morale and community involvement, reduce student negative behaviors, and change the overall perception of Robert C. Markham ES.	Saddler, Craig	9/8/2015	Customer survey results, student discipline data, attendance data, suspension data	6/10/2016 monthly
G1.B1.S1.MA1	Student referrals, attendance data, suspensions data, and customer service data.	Saddler, Craig	9/8/2015	Review of data and action plan.	6/10/2016 monthly
G1.B1.S1.MA1	Provide opportunities for classrooms to receive awards and celebrate successes.	Saddler, Craig	9/8/2015	Increase desired behaviors among students.	6/10/2016 monthly
G2.MA1	Formative and Summative assessments, student work, Collaborative planning among all stakeholders and PLCs.	Oneal, Devon	8/24/2015	Increase in student achievement, increase of authentic student work and increase in teacher practice.	6/10/2016 monthly
G2.MA2	Increase the use of research based teacher instructional practices (Marzano/Hattie).	Oneal, Devon	8/24/2015	Walkthroughs	6/10/2016 monthly
G2.B1.S1.MA1	Benchmark Assessment System (BAS), Broward Standards Assessment (BSA), Unit Assessments, Teacher - Made assessments, Student work, Formative and Summative assessments.	Oneal, Devon	8/24/2015	Increase of student achievement.	6/10/2016 monthly
G2.B1.S1.MA3	Prescriptive instruction to close academic gaps	Oneal, Devon	8/17/2015	Evidence of tiered instruction	6/10/2016 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.MA1	Conduct grade level team meetings with both administration and instructional coaches review and analyze the ongoing data and establish an action plan to meet the needs of students.	Oneal, Devon	8/24/2015	Increase of student achievement.	6/10/2016 weekly
G2.B2.S1.MA1	Classroom walkthrough Weekly measurable objectives Administrative Look For's	Saddler, Craig	8/17/2015	Increase student proficiency through effective instruction and data analysis.	6/10/2016 one-time
G2.B2.S1.MA1	Classroom walkthrough, common planning, provide teacher feedback, data chats	Saddler, Craig	8/17/2015	Classroom walkthroughs focus on student behavior and PLC's agenda. Common planning agendas and collegial collaboration. Teacher feedback Data chats	6/10/2016 one-time

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G2. If we provide opportunities for meaningful two-way feedback, then student proficiency will increase across ELA and Mathematics areas.

G2.B1 Teachers need additional PD for effective development of learning scales for all content areas.

G2.B1.S1 Provide teachers with PD to effectively utilize scales in all content areas.

PD Opportunity 1

Coaches Modeling, Collaborative Planning, Implement the coaching cycle based on teachers needs.

Facilitator

Instructional Coaches, Team Leaders

Participants

Administration, Instructional Coaches, Teachers.

Schedule

Weekly, from 8/17/2015 to 6/10/2016

G2.B2 There is a need for targeted differentiated professional development on the effective use of the revised literacy block aimed at providing instruction to students in Tier 1, Tier 2, and Tier 3 that meets the needs of teachers and students.

G2.B2.S1 Provide teachers with professional development on the effective use of the revised literacy block with ongoing feedback from the leadership team.

PD Opportunity 1

Instructional coaches and subject area experts will co-facilitate grade-Level PLC's.

Facilitator

Leadership Team, Faculty, and external support

Participants

Faculty

Schedule

Weekly, from 8/17/2015 to 6/10/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	To assemble PBIS (Positive Behavior Intervention System) committee	\$0.00
2	G1.B1.S1.A2	This committee will review discipline data and create action steps to be responsive to patterns and trends in student behavior.	\$0.00
3	G1.B1.S1.A3	Community stakeholders will be invited to monthly celebrations to promote increases in community involvement.	\$0.00
4	G2.B1.S1.A1	Coaches Modeling, Collaborative Planning, Implement the coaching cycle based on teachers needs.	\$0.00
5	G2.B1.S1.A2	Teachers will implement the rigorous learning scales strategies so students will be able to identify their level of mastery learned through the coaching cycle.	\$0.00
6	G2.B1.S1.A3	Teachers will have the opportunity to observe peers who demonstrate exemplary teaching practices through NESS and through grade level PLCs.	\$0.00
7	G2.B2.S1.A1	Instructional coaches and subject area experts will co-facilitate grade-Level PLC's.	\$0.00
8	G2.B2.S1.A2	Teachers will implement strategies gathered during PLC's.	\$0.00
9	G2.B2.S1.A3	School-based Leadership Teams will provide additional professional developments based on teacher needs.	\$0.00
Total:			\$0.00