

Robert C. Markham Elementary

1501 NW 15TH AVE, Pompano Beach, FL 33069

[no web address on file]

School Demographics

| | | |
|---|-------------------------------|---|
| School Type and Grades Served (per MSID File) | 2015-16 Title I School | 2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
| Elementary School PK-5 | Yes | 98% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 98% |

School Grades History

| Year | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|-------|---------|---------|---------|---------|
| Grade | D | D* | F | |

**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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Robert C. Markham Elementary

| DA Region and RED | DA Category and Turnaround Status |
|--|-----------------------------------|
| Southeast - LaShawn Russ-Porterfield | Not In DA - N/A |

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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, Parent and Staff Surveys, Title One Meetings, and teacher/parent conferences.

b. 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 staff provides lessons to the students on appropriate and inappropriate behavior.

c. 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.

d. 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. All teachers engage in providing social skill lessons to our students daily. As needed, the teacher will contact the guidance counselor if a student needs to be referred to receive additional 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

3. Early Warning Systems

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

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

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

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Attendance below 90 percent | 3 | 0 | 2 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

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

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

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/314631>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. 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.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

| Name | Title |
|------------------------|---------------------|
| Cooper-Moye, Eyvonda | Instructional Coach |
| Saddler, Craig | Principal |
| Levine, Erica | Assistant Principal |
| Gordian-Diaz, Madeline | Instructional Coach |

b. Duties

1. 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 Rtl and the flow of the Rtl process is provided during this training. Paperwork is explained and the need for follow through by staff is emphasized. The members of the Rtl 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 Rtl. 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 Rtl 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 Rtl Team also schedules weekly meetings with grade levels. If the need arises, individual members of the Rtl 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.

2. 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/Rtl 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.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

| Name | Stakeholder Group |
|---------------------|----------------------------|
| Eyvonda Cooper-Moye | Teacher |
| Connie McCloud | Education Support Employee |
| Tonia McDonald | Parent |
| Paula Wimberly | Teacher |
| Barbara Boynton | Business/Community |
| Javier Carillo | Parent |
| Nono Charles | Parent |
| Jose Contraros | Parent |
| ADHEMAR EMMANUEL | Parent |
| Paris Gordon | Parent |
| MARLENE MATTHEW | Student |
| Cortney Roberts | Teacher |
| Laura Van Epps | Teacher |
| NASHERA THERVIL | Parent |

b. Duties

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

a. Evaluation of last year's school improvement plan

Thursday September 29, 2016 -Vote of SAC Members/Composition; SIP Draft 2016-2017, and Review/Amend Bylaws

Thursday, October 20, 2016, Hispanic Heritage Presentation; Math Night

Thursday, November 17, 2016, 9:00 a.m. SIP Review All Areas

Thursday, December 15, 2016, Winter Literacy Night (Book Fair) Narrative Mid-Year Review

Thursday, January 19, 2017, 5:00 Monthly Awards Night

Thursday, February 16, 2017, Black History Program, Quarterly Awards; Continue SIP implementation

Thursday, March 16, 2017, Begin Developing Next years SIP; Monthly Awards Night

Thursday, April 20, 2017, Draft New SIP Objectives and Action Steps; Spring Literacy (Book Fair) night,

Thursday, May 18, 2017, Finalize SIP Draft of Action Plan; Present to stakeholders, Recruit for 2017-2018 Members; Monthly Awards Night

b. 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.

c. 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.

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

- Math Night
- Science Night
- Hispanic Heritage Program
- Winter Literacy Night
- Black History Program
- Spring Literacy Night

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

| Name | Title |
|------------------------|---------------------|
| Saddler, Craig | Principal |
| Cooper-Moye, Eyvonda | Instructional Coach |
| Levine, Erica | Assistant Principal |
| Gordian-Diaz, Madeline | Instructional Coach |

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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.

D. Public and Collaborative Teaching

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

1. 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 Professional Development Sessions in Mathematics as well as Language Arts and Science.

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

The TIER Program is an on-going program throughout the school year. Each new teacher is given a mentor 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.

3. 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 all grade levels.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

C. Robert Markham teachers follow the grade level thematic units and the District's Focused Units of Study (FUOS). At the end of a teaching cycle, teachers meet for a PLC to discuss student achievement data regarding standards that were taught during that cycle. Students are identified as exceeding standard, above standard, meeting standard (to be enriched), below standard, unsatisfactory (needing additional practice) or in need of intensive remediation. Since each cycle targets a group of different standards in reading and math, the type of remediation is tailored specifically for that group of skills. Types of remediation and enrichment include but are not limited to small group instruction (Leveled Literacy Intervention LLI, Phonics 4 Reading, Reading Mastery, and/or Foundations) teacher led peer tutoring, guided questioning during Read Aloud using targeted question stems, computer based instruction targeting specific skills, Khan Academy, research projects, group projects involving Thinking Maps and all these can be implemented across the content areas. During classroom walkthroughs, teacher observations, PLC discussions and team meetings administration, team leaders and support personnel are identifying the standards being taught, how they are assessed, remediated and enriched (CARE).

b. Instructional Strategies

1. 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.

Alignment of curriculum and instructional materials to the Florida Standards

- Use of small learning communities; problem-solving, inquiry-driven research and analytical approaches for students; strategies and tools based on student needs; competency-based instruction; integrated digital instruction; and project-based instruction.
- Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading, math and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

2. 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 an 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

Saddler, Craig, craig.saddler@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) as well as district and state reading assessments. The teachers will meet with LLT to discuss and analyze the data to determine the future instruction and/or remediation.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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.

For students transitioning out of Markham elementary, pertinent data associated with the student is shared with the receiving school. Where appropriate, Markham staff meet with staff from receiving school to provide information to ensure a smooth transition for

b. College and Career Readiness

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

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

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

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

The Strength of Markham Elementary the 5th grade Reading FSA data increased by 4.3 percent. Overall, area of needs are for all grades level in all the content areas (Reading, Mathematics, and Science).

B. 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.

The problem analysis is that students reading below grade level. Grades K-5, identify student's instructional levels through Benchmark Assessment System (BAS Assessment) and teacher's provide tiered instruction based on the student's reading instructional level as well as grade level with consistent application of guided reading practice and small group instruction.

C. Strategic Goals

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.** Through the implementation of standards-based instruction, literacy performance will increase using strategies and action steps related to our Student Success Opportunity Schools (SSOS) transformational design concept.

- G2.** Through the implementation of standards-based instruction in all content areas, student proficiency will increase for all students, especially subgroups not meeting proficiency targets.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Through the implementation of standards-based instruction, literacy performance will increase using strategies and action steps related to our Student Success Opportunity Schools (SSOS) transformational design concept. 1a

G084531

Targets Supported 1b

| Indicator | Annual Target |
|---------------------|---------------|
| FSA ELA Achievement | 50.0 |

Targeted Barriers to Achieving the Goal 3

- Teachers need additional Professional Development and Professional Learning Communities for standards-based instruction in literacy and assessment.
- Parents need opportunities to participate in parental activities throughout the school year that address literacy.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional Development Opportunities that are school-wide and district based along with fidelity of Professional Learning Communities.
- For tiered instruction the following resources will be used: DI (Direct Instruction), and LLI (Level Literacy Intervention)
- The use of the Book Room as a resource for guided reading instruction to accommodate differentiated instruction based on student needs.
- Academic Nights that encompass all the content areas at the Parent/Family Events during various times throughout the school year.

Plan to Monitor Progress Toward G1. 8

Presenters will implement the parent teaching strategies in contents

Person Responsible

Craig Saddler

Schedule

Quarterly, from 8/22/2016 to 6/8/2017

Evidence of Completion

review ongoing parent data

G2. Through the implementation of standards-based instruction in all content areas, student proficiency will increase for all students, especially subgroups not meeting proficiency targets. 1a

G084532

Targets Supported 1b

| Indicator | Annual Target |
|--|---------------|
| FSA Mathematics Achievement | 50.0 |
| FSA ELA Achievement | 50.0 |
| Statewide Science Assessment Achievement | 40.0 |

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional Development Opportunities and Professional Learning Communities
- Small group instruction to accommodate differentiated instruction based on student needs.
- iReady, Science4us, and Dreambox for individualized learning system that offers an adaptive diagnostic and both teacher led and individualized online instruction for a complete blended learning solution.
- Hands-on Science Activities in all grades

Plan to Monitor Progress Toward G2. 8

Prescriptive instruction to close academic gaps

Person Responsible

Craig Saddler

Schedule

On 6/8/2017

Evidence of Completion

Review of data and action plan.

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. Through the implementation of standards-based instruction, literacy performance will increase using strategies and action steps related to our Student Success Opportunity Schools (SSOS) transformational design concept. **1**

 G084531

G1.B1 Teachers need additional Professional Development and Professional Learning Communities for standards-based instruction in literacy and assessment. **2**

 B224627

G1.B1.S1 Provide teachers with PD to effectively implement effective strategies for instruction and assessment. **4**

 S237038

Strategy Rationale

Teachers will gain the knowledge to become experts in instruction, analyzing, and assessing students to promote literacy performance.

Action Step 1 **5**

Coaches Modeling, Collaborative Planning, and Implement the coaching cycle monitored on a regular basis.

Person Responsible

Craig Saddler

Schedule

Weekly, from 8/22/2016 to 6/8/2017

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G1.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

Craig Saddler

Schedule

Weekly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Increase of student achievement.

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

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

Person Responsible

Craig Saddler


Schedule

Monthly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Continuous progress with student assessments.

G1.B2 Parents need opportunities to participate in parental activities throughout the school year that address literacy. **2**

 B224628

G1.B2.S1 Provide parent nights to allow training's for multiple content areas. **4**

 S237039

Strategy Rationale

Provide parents with opportunities to gain strategies and resources to assist their children with instruction at home.

Action Step 1 **5**

Instructional Coaches, Administration, and District Support will provide parental training's throughout the school year

Person Responsible

Craig Saddler

Schedule

Quarterly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Parent Night Sign-In Sheets, parent surveys, and student achievement data

Plan to Monitor Fidelity of Implementation of G1.B2.S1 **6**

To provide opportunity to increase parent involvement

Person Responsible

Craig Saddler

Schedule

Monthly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Increase desired participation among parents

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Customer Service data and parent attendance at curriculum night's

Person Responsible

Craig Saddler

Schedule

Quarterly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Review of data and action plan

G2. Through the implementation of standards-based instruction in all content areas, student proficiency will increase for all students, especially subgroups not meeting proficiency targets. 1

G084532

G2.B1 There is a need for targeted differentiated professional development on the effective use of the revised instructional block aimed at providing instruction to students in Tier 1, Tier 2, and Tier 3 that meets the needs of teachers and student. 2

B224629

G2.B1.S1 To ensure understanding student performance scale as well as teacher identifying learning goals. 4

S237040

Strategy Rationale

The teachers as well as the students will understand the expectations for the mastery of the standard.

Action Step 1 5

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

Person Responsible

Craig Saddler

Schedule

Weekly, from 8/22/2016 to 6/8/2017

Evidence of Completion

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

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

Craig Saddler

Schedule

Weekly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Increase of student achievement.

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

Broward Standards Assessment (BSA), GO Math Assessments, Module Assessments, Teacher - Made assessments, Student work, Formative and Summative assessments.

Person Responsible

Craig Saddler

Schedule

On 6/8/2017

Evidence of Completion

Increase of student achievement.

IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|-------------------------|--|----------------|-------------------------------|--|--------------------|
| 2017 | | | | | |
| G1.MA1 M312268 | Presenters will implement the parent teaching strategies in contents | Saddler, Craig | 8/22/2016 | review ongoing parent data | 6/8/2017 quarterly |
| G2.MA1 M312271 | Prescriptive instruction to close academic gaps | Saddler, Craig | 8/22/2016 | Review of data and action plan. | 6/8/2017 one-time |
| G1.B1.S1.MA1 M312264 | Benchmark Assessment System (BAS), Broward Standards Assessment (BSA), Unit Assessments, Teacher... | Saddler, Craig | 8/22/2016 | Continuous progress with student assessments. | 6/8/2017 monthly |
| G1.B1.S1.MA1 M312265 | Conduct grade level team meetings with both administration and instructional coaches review and... | Saddler, Craig | 8/22/2016 | Increase of student achievement. | 6/8/2017 weekly |
| G1.B1.S1.A1 A306153 | Coaches Modeling, Collaborative Planning, and Implement the coaching cycle monitored on a regular... | Saddler, Craig | 8/22/2016 | Analysis of student work. Ongoing progress monitoring through formative and summative assessments. Data Chats with administration, teachers and students. | 6/8/2017 weekly |
| G1.B2.S1.MA1 M312266 | Customer Service data and parent attendance at curriculum night's | Saddler, Craig | 8/22/2016 | Review of data and action plan | 6/8/2017 quarterly |
| G1.B2.S1.MA1 M312267 | To provide opportunity to increase parent involvement | Saddler, Craig | 8/22/2016 | Increase desired participation among parents | 6/8/2017 monthly |
| G1.B2.S1.A1 A306154 | Instructional Coaches, Administration, and District Support will provide parental training's... | Saddler, Craig | 8/22/2016 | Parent Night Sign-In Sheets, parent surveys, and student achievement data | 6/8/2017 quarterly |
| G2.B1.S1.MA1 M312269 | Broward Standards Assessment (BSA), GO Math Assessments, Module Assessments, Teacher - Made... | Saddler, Craig | 8/22/2016 | Increase of student achievement. | 6/8/2017 one-time |
| G2.B1.S1.MA1 M312270 | Conduct grade level team meetings with both administration and instructional coaches review and... | Saddler, Craig | 8/22/2016 | Increase of student achievement. | 6/8/2017 weekly |
| G2.B1.S1.A1 A306155 | Coaches Modeling, Collaborative Planning, Implement the coaching cycle based on teachers needs. | Saddler, Craig | 8/22/2016 | Analysis of student work. Ongoing progress monitoring through formative and summative assessments. Data Chats with administration, teachers, and students. | 6/8/2017 weekly |

V. Professional Development Opportunities

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

G1. Through the implementation of standards-based instruction, literacy performance will increase using strategies and action steps related to our Student Success Opportunity Schools (SSOS) transformational design concept.

G1.B1 Teachers need additional Professional Development and Professional Learning Communities for standards-based instruction in literacy and assessment.

G1.B1.S1 Provide teachers with PD to effectively implement effective strategies for instruction and assessment.

PD Opportunity 1

Coaches Modeling, Collaborative Planning, and Implement the coaching cycle monitored on a regular basis.

Facilitator

Reading Department, teacher experts, and/or Instructional Coaches

Participants

All grades levels K-5

Schedule

Weekly, from 8/22/2016 to 6/8/2017

VI. Technical Assistance Items

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

VII. Budget

| | | | |
|---------------|-------------|---|---------------|
| 1 | G1.B1.S1.A1 | Coaches Modeling, Collaborative Planning, and Implement the coaching cycle monitored on a regular basis. | \$0.00 |
| 2 | G1.B2.S1.A1 | Instructional Coaches, Administration, and District Support will provide parental training's throughout the school year | \$0.00 |
| 3 | G2.B1.S1.A1 | Coaches Modeling, Collaborative Planning, Implement the coaching cycle based on teachers needs. | \$0.00 |
| Total: | | | \$0.00 |