

Robert C. Markham Elementary



2017-18 Schoolwide Improvement Plan

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)	2016-17 Title I School	2016-17 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	99%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	D	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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Robert C. Markham Elementary

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Each teacher utilizes Pinnacle to take daily attendance prior to 8:15am.

- Students who are absent or arrive after the start time are marked Absent or Tardy.
- Students who exhibit more than 2 absences in a week or 5 absences in a quarter will have their parents contacted by the teacher.
- Students who exhibit absences or tardies beyond the parent contact are then referred to the Guidance Counselor for support.
- If attendance continues to be a concern after Guidance Referral then the student is assigned to the School Social Worker for more interventions.

Each teacher utilizes Pinnacle to input weekly grades.

- Students who earn more than 2 incomplete or failing grades will have their parents contacted by the teacher.
- Students who continue to earn failing grades are then referred to the Guidance Counselor for support.
- If grades continue to be a concern then students are referred to the Comprehensive Problem Solving Team for Response to Intervention.

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	
Course failure in ELA or Math	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	

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	12	
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.

Academic interventions will include:

- Parent in-school conferences
- Use of daily agenda books to track student progress and to keep parents informed of progress.
- Extra time to complete assignments
- Modification of classroom assignments
- Referral to an after-school program for tutoring
- Referral to a local agency for one-to-one or small group counseling

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP 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/432606>.

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

1. School Leadership Team

a. Membership

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

Name	Title
Williams, Marietta	Instructional Coach
Levine, Erica	Assistant Principal
Gordian-Diaz, Madeline	Instructional Coach
Jean, Alyssa	Instructional Coach
Johnson, Derica	Instructional Coach
Dukes, Shedrick	Principal

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 four Instructional Coaches. Marietta Williams, Derica Johnson, Madeline Gordian-Diaz and Alyssa Jean are the 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/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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Marietta Williams	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
Jamie Moore	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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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
Dukes, Shedrick	Principal
Williams, Marietta	Instructional Coach
Levine, Erica	Assistant Principal
Gordian-Diaz, Madeline	Instructional Coach
Jean, Alyssa	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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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.

The school has established aptrnerships with the local city commissioner, the local chamber of commerce and local philanthropic groups that contribute time, finances and materials that support the college and career readiness initiative. These organizations contribute their resources through participation in a parent activities, supporting classroom curriculum, and encouraging positive behavior. These actions include providing materials for monthly parent nights, attending monthly school advisory council meetings, donating materials for butterfly gardens and providing moral support to students who have demonstrated postive behavior.

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

The schools magnet program is centered on technology with global communications. The television studio provides the opportunity for students to develop skills with media and graphics creation. In addition, each grade level will expose students to another level of verbal and interpersonal communication. These skills prepare the students for opportunities to earn certifications such as the ones offered at the feeder middle school magnet 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.

The school is working with the feeder middle schools through vertical teaming to identify key skills that students need to master in order to be prepared to successfully master the certifiacion courses that are offered. These courses include industry certifications in Microsoft Word, PowerPoint, and Excel.

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.

According to the High School Feedback Report, less than 30% of the students attending our feeder high school completed an Algebra course prior to 9th grade. By implementing strategies that support struggling learners, boosting on level student performance, and enrich high level achievers our school will position students to move into higher level mathematics courses at an earlier grade.

This strategy also positions students to be better prepared to take the SAT, which less than 70% of our feeder high school students attempted. Since SAT is considered a more technically oriented assessment, this will prepare our students for acceptance into colleges or vocational schools with more technical programs.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.

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.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we establish a true partnership of families, schools and communities where all stakeholders work collaboratively, then we will promote academic success, the well being of children and improve the rate of attendance
- G2.** Through strategic planning, collaborative problem solving, support activities and progress monitoring, Markham will strengthen teacher effectiveness, increase student achievement and ensure sustainability in all content areas.

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. If we establish a true partnership of families, schools and communities where all stakeholders work collaboratively, then we will promote academic success, the well being of children and improve the rate of attendance **1a**

 G098581

Targets Supported **1b**

Indicator	Annual Target
District Parent Survey	36.0

Targeted Barriers to Achieving the Goal **3**

- Lack of a comprehensive plan to engage families/communities in support of our school and our students

Resources Available to Help Reduce or Eliminate the Barriers **2**

- The full time social worker
- The YMCA program
- 21st Century Community Learning Center
- Dedicated space for a parent resource room

Plan to Monitor Progress Toward G1. **8**

Annual parent survey will be reviewed to see if the results align with the intended goal.

Person Responsible

Shedrick Dukes

Schedule

On 6/7/2018

Evidence of Completion

Annual Parent Survey Report

G2. Through strategic planning, collaborative problem solving, support activities and progress monitoring, Markham will strengthen teacher effectiveness, increase student achievement and ensure sustainability in all content areas. 1a

G098582

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	36.0
FSA Mathematics Achievement	46.0

Targeted Barriers to Achieving the Goal 3

- Teachers need additional Professional Development and Professional Learning Communities for standards-based instruction in all content areas
- inconsistent progress monitoring of student data to drive instruction

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: LLI (Level Literacy Intervention), Phonics for Reading, Acaletics, Ready Tools for Instruction, iReady
- The use of the Math Resource Room and Book Room as a resource for instruction to accommodate differentiated instruction based on student needs.
- Family and Community Engagement Nights that encompass all the content areas at the Parent/Family Events during various times throughout the school year.
- Extended hour of literacy learning

Plan to Monitor Progress Toward G2. 8

The leadership team will utilize iReady Pre and Post tests, along with BAS Diagnostic and Post assessments, to review student progress towards meeting the learning goals.

Person Responsible

Shedrick Dukes

Schedule

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

Evidence of Completion

Data tracking sheets, BAS data, iReady data,

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

 = Problem Solving Step  S123456 = Quick Key

G1. If we establish a true partnership of families, schools and communities where all stakeholders work collaboratively, then we will promote academic success, the well being of children and improve the rate of attendance **1**

 G098581

G1.B1 Lack of a comprehensive plan to engage families/communities in support of our school and our students **2**

 B265267

G1.B1.S1 Develop a plan that excites parents to participate in school activities, support students at home academics, encourage students arriving on time to school and grow a love for learning **4**

 S281149

Strategy Rationale

By motivating parents to learn strategies that support students at home will support student achievement, improve their social emotional well being and desire to attend school.

Action Step 1 **5**

Monthly Parent Night activities with focus on academics, technology and engagement will be developed and implemented during the planning year to build the connection between families, communities and the school in order to strengthen engagement efforts and boost student achievement.

Person Responsible

Alyssa Jean

Schedule

On 6/7/2018

Evidence of Completion

Flyers and sign in sheet

Action Step 2 **5**

Hire a Social Worker to address the social and emotional needs of students and families.

Person Responsible

Marietta Williams

Schedule

On 6/7/2018

Evidence of Completion

Student service and parent contact logs

Action Step 3 5

Create a parent room to provide resources that support home to school connections and improves social emotional learning.

Person Responsible

Marietta Williams

Schedule

Weekly, from 10/10/2017 to 6/7/2018

Evidence of Completion

Parent sign-in sheets at the front office

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

Monthly review of the parent sign-in sheets and contact logs to track the level of use.

Person Responsible

Erica Levine

Schedule

Monthly, from 10/10/2017 to 6/7/2018

Evidence of Completion

Sign-in sheets

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

During monthly leadership team meetings the data from the sign-in sheets and contact logs are discussed in order to identify if revisions are necessary.

Person Responsible

Shedrick Dukes


Schedule

Monthly, from 10/10/2017 to 6/7/2018

Evidence of Completion

Instructional Leadership team minutes and Contact Logs


G2. Through strategic planning, collaborative problem solving, support activities and progress monitoring, Markham will strengthen teacher effectiveness, increase student achievement and ensure sustainability in all content areas. 1

 G098582

G2.B1 Teachers need additional Professional Development and Professional Learning Communities for standards-based instruction in all content areas 2

 B265270

G2.B1.S1 Design and implement ongoing support for teachers through structured weekly PLCs. 4

 S281150

Strategy Rationale

Imbed a process in which teachers work in teams and use student information to develop strategies to improve their classroom strategy

Action Step 1 5

The inservice facilitator will set up PLCs and create a calendar

Person Responsible

Marietta Williams

Schedule

On 10/6/2017

Evidence of Completion

A school wide calendar will be created and posted.

Action Step 2 5

Increase the quality of Tier 1 instruction by having teachers and paraprofessionals collaborate to ensure student progress monitoring data is used effectively to plan instruction in a variety of contexts exposing students to knowledge-rich resources and enrichment/remediation.

Person Responsible

Shedrick Dukes

Schedule

Monthly, from 9/1/2017 to 6/8/2018

Evidence of Completion

Agenda and sign in sheets

Action Step 3 5

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

Person Responsible

Shedrick Dukes

Schedule

Weekly, from 9/1/2016 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.

Action Step 4 5

Implement professional development and once professional development is completed, onsite follow-up support will be provided by the instructional coaches and district staff by analyzing student data to improve student achievement

Person Responsible

Erica Levine

Schedule

Biweekly, from 10/1/2017 to 6/4/2018

Evidence of Completion

Support logs

Action Step 5 5

Data chats will be held with individual teachers to discuss data, set appropriate expectations for students and determine mastery of standards. This process will clearly define measurable high academic standards and identify targeted areas of focus aligned to the Florida Standards and Next Generation Standards

Person Responsible

Shedrick Dukes

Schedule

On 6/4/2018

Evidence of Completion

Data chat logs

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

Will conduct classroom walk throughs and conduct follow up meetings to give feedback on instructional strategies

Person Responsible

Shedrick Dukes

Schedule

Biweekly, from 9/14/2016 to 6/1/2017

Evidence of Completion

iObservation

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

MyLearning Plan logs

Person Responsible

Erica Levine

Schedule

On 6/4/2018

Evidence of Completion

Instructional Logs

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

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

Person Responsible

Shedrick Dukes

Schedule

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

Evidence of Completion

Baseline (BAS, iReady) Incremental gains and continuous progress with student assessments.

G2.B2 inconsistent progress monitoring of student data to drive instruction 2

 B265271

G2.B2.S1 Collect, analyze and monitor teacher and student data to identify needs for targeted areas of support and materials 4

 S281151

Strategy Rationale

Consistent progress monitoring of data will lead to data driven instruction, the selection of appropriate materials and instructional strategies

Action Step 1 5

Teachers will follow the in-house standards-based Instructional Focus Calendar for ELA and Mathematics in grades K-5.

Person Responsible

Alyssa Jean

Schedule

Daily, from 9/5/2017 to 6/7/2018

Evidence of Completion

Lesson Plans Weekly PLC Document

Action Step 2 5

Administration will conduct weekly walk through of classroom instruction in order to monitor the alignment of instruction with the instructional focus calendar.

Person Responsible

Shedrick Dukes

Schedule

Weekly, from 9/25/2017 to 5/25/2018

Evidence of Completion

Monthly iObservation data mark reports will be pulled to verify that all teachers are being monitored weekly.

Action Step 3 5

Based upon iObservation logs the administration will provide immediate feedback to teachers regarding strengths and areas needing improvement. Recommendations will be made for in-service training for individual teachers and grade level training where areas of concern are common among the group.

Person Responsible

Shedrick Dukes

Schedule

Weekly, from 9/25/2017 to 5/25/2018

Evidence of Completion

iObservation logs and reports will be used to identify areas of improvement. My Learning Plan will be used to track the attendance of teachers at district workshops.

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

Administration will review the weekly PLC documents and attend monthly data chats in order to review informal and formal assessment results.

Person Responsible

Shedrick Dukes

Schedule

Monthly, from 9/22/2017 to 6/1/2018

Evidence of Completion

Data Chat documents will be completed for each grade level. The document will outline a review of standards assessed, areas of concern and identify students to target for remediation and enrichment.

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

The instructional leadership team will facilitate implementation of interim assessments in order to track the progress of student achievement.

Person Responsible

Erica Levine



Schedule

Every 2 Months, from 11/17/2017 to 4/6/2018






Evidence of Completion

Student data will be reviewed using reports from School City. These reports will identify students who are predicted to be proficient on the FSA Math and FSA ELA. Students below proficient will be scheduled for additional small group intensive instruction.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G2.B1.S1.MA1  M411040	Will conduct classroom walk throughs and conduct follow up meetings to give feedback on...	Dukes, Shedrick	9/14/2016	iObservation	6/1/2017 biweekly
G2.MA1  M411044	The leadership team will utilize iReady Pre and Post tests, along with BAS Diagnostic and Post...	Dukes, Shedrick	8/22/2016	Data tracking sheets, BAS data, iReady data,	6/8/2017 quarterly
G2.B1.S1.MA1  M411039	PLC- Benchmark Assessment System (BAS), Broward Standards Assessment (BSA), Unit Assessments,...	Dukes, Shedrick	8/22/2016	Baseline (BAS, iReady) Incremental gains and continuous progress with student assessments.	6/8/2017 monthly
G2.B1.S1.A3  A379097	Coaches Modeling, Collaborative Planning, and Implement the coaching cycle monitored on a regular...	Dukes, Shedrick	9/1/2016	Analysis of student work. Ongoing progress monitoring through formative and summative assessments. Data Chats with administration, teachers and students.	6/8/2017 weekly
G2.B1.S1.A1  A379095	The inservice facilitator will set up PLCs and create a calendar	Williams, Marietta	10/2/2017	A school wide calendar will be created and posted.	10/6/2017 one-time
G2.B2.S1.MA1  M411042	The instructional leadership team will facilitate implementation of interim assessments in order to...	Levine, Erica	11/17/2017	Student data will be reviewed using reports from School City. These reports will identify students who are predicted to be proficient on the FSA Math and FSA ELA. Students below proficient will be scheduled for additional small group intensive instruction.	4/6/2018 every-2-months
G2.B2.S1.A2  A379101	Administration will conduct weekly walk through of classroom instruction in order to monitor the...	Dukes, Shedrick	9/25/2017	Monthly iObservation data mark reports will be pulled to verify that all teachers are being monitored weekly.	5/25/2018 weekly
G2.B2.S1.A3  A379102	Based upon iObservation logs the administration will provide immediate feedback to teachers...	Dukes, Shedrick	9/25/2017	iObservation logs and reports will be used to identify areas of improvement. My Learning Plan will be used to track the attendance of teachers at district workshops.	5/25/2018 weekly
G2.B2.S1.MA1  M411043	Administration will review the weekly PLC documents and attend monthly data chats in order to...	Dukes, Shedrick	9/22/2017	Data Chat documents will be completed for each grade level. The document will outline a review of standards assessed, areas of concern and identify students to target for remediation and enrichment.	6/1/2018 monthly
G2.B1.S1.MA3  M411041	MyLearning Plan logs	Levine, Erica	10/2/2017	Instructional Logs	6/4/2018 one-time
G2.B1.S1.A4  A379098	Implement professional development and once professional development is completed, onsite follow-up...	Levine, Erica	10/1/2017	Support logs	6/4/2018 biweekly
G2.B1.S1.A5  A379099	Data chats will be held with individual teachers to discuss data, set appropriate expectations for...	Dukes, Shedrick	9/29/2017	Data chat logs	6/4/2018 one-time
G1.MA1  M411038	Annual parent survey will be reviewed to see if the results align with the intended goal.	Dukes, Shedrick	5/15/2018	Annual Parent Survey Report	6/7/2018 one-time
G1.B1.S1.MA1  M411036	During monthly leadership team meetings the data from the sign-in sheets and contact logs are...	Dukes, Shedrick	10/10/2017	Instructional Leadership team minutes and Contact Logs	6/7/2018 monthly
G1.B1.S1.MA1  M411037	Monthly review of the parent sign-in sheets and contact logs to track the level of use.	Levine, Erica	10/10/2017	Sign-in sheets	6/7/2018 monthly

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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  A379092	Monthly Parent Night activities with focus on academics, technology and engagement will be...	Jean, Alyssa	9/27/2017	Flyers and sign in sheet	6/7/2018 one-time
G1.B1.S1.A2  A379093	Hire a Social Worker to address the social and emotional needs of students and families.	Williams, Marietta	9/5/2017	Student service and parent contact logs	6/7/2018 one-time
G1.B1.S1.A3  A379094	Create a parent room to provide resources that support home to school connections and improves...	Williams, Marietta	10/10/2017	Parent sign-in sheets at the front office	6/7/2018 weekly
G2.B2.S1.A1  A379100	Teachers will follow the in-house standards-based Instructional Focus Calendar for ELA and...	Jean, Alyssa	9/5/2017	Lesson Plans Weekly PLC Document	6/7/2018 daily
G2.B1.S1.A2  A379096	Increase the quality of Tier 1 instruction by having teachers and paraprofessionals collaborate to...	Dukes, Shedrick	9/1/2017	Agenda and sign in sheets	6/8/2018 monthly

V. Professional Development Opportunities

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

G2. Through strategic planning, collaborative problem solving, support activities and progress monitoring, Markham will strengthen teacher effectiveness, increase student achievement and ensure sustainability in all content areas.

G2.B1 Teachers need additional Professional Development and Professional Learning Communities for standards-based instruction in all content areas

G2.B1.S1 Design and implement ongoing support for teachers through structured weekly PLCs.

PD Opportunity 1

Increase the quality of Tier 1 instruction by having teachers and paraprofessionals collaborate to ensure student progress monitoring data is used effectively to plan instruction in a variety of contexts exposing students to knowledge-rich resources and enrichment/remediation.

Facilitator

Erica Levine, District Trainers and Teacher Leader Career Continuum Program Trainers

Participants

Instructional Staff and Interventionists

Schedule

Monthly, from 9/1/2017 to 6/8/2018

PD Opportunity 2

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 9/1/2016 to 6/8/2017

G2.B2 inconsistent progress monitoring of student data to drive instruction

G2.B2.S1 Collect, analyze and monitor teacher and student data to identify needs for targeted areas of support and materials

PD Opportunity 1

Based upon iObservation logs the administration will provide immediate feedback to teachers regarding strengths and areas needing improvement. Recommendations will be made for in-service training for individual teachers and grade level training where areas of concern are common among the group.

Facilitator

Onsite Content Area Coaches or District Workshop Facilitators

Participants

Elementary Teachers

Schedule

Weekly, from 9/25/2017 to 5/25/2018

VI. Technical Assistance Items

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

G2. Through strategic planning, collaborative problem solving, support activities and progress monitoring, Markham will strengthen teacher effectiveness, increase student achievement and ensure sustainability in all content areas.

G2.B1 Teachers need additional Professional Development and Professional Learning Communities for standards-based instruction in all content areas

G2.B1.S1 Design and implement ongoing support for teachers through structured weekly PLCs.

TA Opportunity 1

The inservice facilitator will set up PLCs and create a calendar

Facilitator

Erica Levine

Participants

Instructional Staff and Interventionists

Schedule

On 10/6/2017

VII. Budget

1	G1.B1.S1.A1	Monthly Parent Night activities with focus on academics, technology and engagement will be developed and implemented during the planning year to build the connection between families, communities and the school in order to strengthen engagement efforts and boost student achievement.				\$29,806.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	150-Aides	1671 - Robert C. Markham Elementary	UniSIG	1.0	\$18,404.00
	Notes: A paraprofessional will be hired to serve as a parent aide who assists parents with the resource room, markets the school brand to the community and builds a connection that strengthens engagement efforts.					
	6150	210-Retirement	1671 - Robert C. Markham Elementary	UniSIG		\$1,546.00
	Notes: Fringe benefits for 1 paraprofessional to to serve as a parent aide who assists parents with the resource room, markets the school brand to the community and builds a connection that strengthens engagement efforts. Retirement 8.4%					
	6150	220-Social Security	1671 - Robert C. Markham Elementary	UniSIG		\$1,399.00
	Notes: Fringe benefits for 1 paraprofessional to to serve as a parent aide who assists parents with the resource room, markets the school brand to the community and builds a connection that strengthens engagement efforts. FICA 7.6%					

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	6150	230-Group Insurance	1671 - Robert C. Markham Elementary	UniSIG		\$8,088.00
			<i>Notes: Fringe benefits for 1 paraprofessional to to serve as a parent aide who assists parents with the resource room, markets the school brand to the community and builds a connection that strengthens engagement efforts. Group Insurance Fixed - \$8,088</i>			
	6150	240-Workers Compensation	1671 - Robert C. Markham Elementary	UniSIG		\$332.00
			<i>Notes: Fringe benefits for 1 paraprofessional to to serve as a parent aide who assists parents with the resource room, markets the school brand to the community and builds a connection that strengthens engagement efforts. Worker's Compensation 1.8%</i>			
	6150	250-Unemployment Compensation	1671 - Robert C. Markham Elementary	UniSIG		\$37.00
			<i>Notes: Fringe benefits for 1 paraprofessional to to serve as a parent aide who assists parents with the resource room, markets the school brand to the community and builds a connection that strengthens engagement efforts. Unemployment COMPENSATION 0.2%</i>			
2	G1.B1.S1.A2	Hire a Social Worker to address the social and emotional needs of students and families.				\$0.00
3	G1.B1.S1.A3	Create a parent room to provide resources that support home to school connections and improves social emotional learning.				\$15,089.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	510-Supplies	1671 - Robert C. Markham Elementary	UniSIG		\$4,201.00
			<i>Notes: Resource books will be purchased in Spanish, English and Haitian Creole to be provided to parents as literacy resources that support academic and social emotional learning.</i>			
	6150	644-Computer Hardware Non-Capitalized	1671 - Robert C. Markham Elementary	UniSIG		\$10,842.00
			<i>Notes: Family/Community Night activities with focuses on academics, technology, and engagement will be developed and implemented during the planning year to build the connection between families, community and the school in order to strengthen engagement efforts and boost student achievement. 13 Laptops will be utilized to give parents access to internet resources. (13 Laptops @\$834 per unit including accessories)</i>			
	6150	644-Computer Hardware Non-Capitalized	1671 - Robert C. Markham Elementary	UniSIG		\$46.00
			<i>Notes: Family/Community Night activities (with focuses on academics, technology, and engagement) will be developed and implemented during the planning year to build the connection between families, community and the school in order to strengthen engagement efforts and boost student achievement. 13 Cable connections will be needed to recharge the parent laptops in a storage cart.</i>			
4	G2.B1.S1.A1	The inservice facilitator will set up PLCs and create a calendar				\$0.00
5	G2.B1.S1.A2	Increase the quality of Tier 1 instruction by having teachers and paraprofessionals collaborate to ensure student progress monitoring data is used effectively to plan instruction in a variety of contexts exposing students to knowledge-rich resources and enrichment/remediation.				\$176,935.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	150-Aides	1671 - Robert C. Markham Elementary	UniSIG	4.0	\$73,616.00
			<i>Notes: Hire 4 paraprofessionals to facilitate pull out intervention group for targeted students to provide daily small group instruction to students in all content areas.</i>			

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	5100	210-Retirement	1671 - Robert C. Markham Elementary	UniSIG		\$6,184.00
			<i>Notes: Fringe benefits for 4 paraprofessionals to support pull out intervention small groups for targeted students in all content areas. Retirement 8.4%</i>			
	5100	220-Social Security	1671 - Robert C. Markham Elementary	UniSIG		\$5,596.00
			<i>Notes: Fringe benefits for 4 paraprofessionals to support pull out intervention small groups for targeted students in all content areas. FICA 7.6%</i>			
	5100	230-Group Insurance	1671 - Robert C. Markham Elementary	UniSIG		\$32,352.00
			<i>Notes: Fringe benefits for 4 paraprofessionals to support pull out intervention small groups for targeted students in all content areas. Group Insurance Fixed @ \$8,088</i>			
	5100	240-Workers Compensation	1671 - Robert C. Markham Elementary	UniSIG		\$1,328.00
			<i>Notes: Fringe benefits for 4 paraprofessionals to support pull out intervention small groups for targeted students in all content areas. Worker's Compensation 1.8%</i>			
	5100	250-Unemployment Compensation	1671 - Robert C. Markham Elementary	UniSIG		\$148.00
			<i>Notes: Fringe benefits for 4 paraprofessionals to support pull out intervention small groups for targeted students in all content areas. Unemployment Compensation 1.8%</i>			
	5100	510-Supplies	1671 - Robert C. Markham Elementary	UniSIG		\$28,832.00
			<i>Notes: LLI, Phonics for Reading, CARS/STARS and Ready Toolbox will be purchased as supplemental resources to support the intervention and pull-out strategies.</i>			
	5100	510-Supplies	1671 - Robert C. Markham Elementary	UniSIG		\$7,319.00
			<i>Notes: Acaletics Science and Passwords Science will be purchased as supplemental resources to support the intervention and pull-out strategies.</i>			
	5100	360-Rentals	1671 - Robert C. Markham Elementary	UniSIG		\$13,200.00
			<i>Notes: Reflex Math will be purchased as a supplemental site licensed resource to support the intervention and pull-out strategies.</i>			
	5100	360-Rentals	1671 - Robert C. Markham Elementary	UniSIG		\$5,610.00
			<i>Notes: Accelerated Reader will be purchased as a supplement site licensed resource to support the intervention and pull-out strategies</i>			
	5100	360-Rentals	1671 - Robert C. Markham Elementary	UniSIG		\$2,750.00
			<i>Notes: Gizmos will be used by 3rd -5th grade to simulate science phenomenon in order to promote student proficiency.</i>			
6	G2.B1.S1.A3	Coaches Modeling, Collaborative Planning, and Implement the coaching cycle monitored on a regular basis.				\$0.00
7	G2.B1.S1.A4	Implement professional development and once professional development is completed, onsite follow-up support will be provided by the instructional coaches and district staff by analyzing student data to improve student achievement				\$4,384.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18

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Robert C. Markham Elementary

	6400	120-Classroom Teachers	1671 - Robert C. Markham Elementary	UniSIG		\$4,000.00
			<i>Notes: Select 3rd-5th teachers will participate in professional learning four days prior to the pre-planning week in the summer of 2018. Stipends (\$25.00 per hour for five hours per teacher)</i>			
	6400	220-Social Security	1671 - Robert C. Markham Elementary	UniSIG		\$304.00
			<i>Notes: Fringe benefits for Select 3rd-5th teachers who will participate in professional learning four days prior to the pre-planning week in the summer of 2018.</i>			
	6400	240-Workers Compensation	1671 - Robert C. Markham Elementary	UniSIG		\$72.00
			<i>Notes: Fringe benefits for Select 3rd-5th teachers who will participate in professional learning four days prior to the pre-planning week in the summer of 2018.</i>			
	6400	250-Unemployment Compensation	1671 - Robert C. Markham Elementary	UniSIG		\$8.00
			<i>Notes: Fringe benefits for Select 3rd-5th teachers who will participate in professional learning four days prior to the pre-planning week in the summer of 2018.</i>			
8	G2.B1.S1.A5	Data chats will be held with individual teachers to discuss data, set appropriate expectations for students and determine mastery of standards. This process will clearly define measurable high academic standards and identify targeted areas of focus aligned to the Florida Standards and Next Generation Standards				\$0.00
9	G2.B2.S1.A1	Teachers will follow the in-house standards-based Instructional Focus Calendar for ELA and Mathematics in grades K-5.				\$9,386.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	644-Computer Hardware Non-Capitalized	1671 - Robert C. Markham Elementary	UniSIG		\$7,200.00
			<i>Notes: The Media Center will house a class set of 30 laptops that the Media Specialist will utilize for instruction that is aligned to the IFC and supports the magnet communications theme. (Laptops @\$239.00 per unit including accessories)</i>			
	5100	644-Computer Hardware Non-Capitalized	1671 - Robert C. Markham Elementary	UniSIG		\$110.00
			<i>Notes: The Media Center will house a class set of laptops that the Media Specialist will utilize for instruction that is aligned to the IFC and supports the magnet communications theme. 30 Cable connections will be used to charge the laptops in a cart.</i>			
	5100	510-Supplies	1671 - Robert C. Markham Elementary	UniSIG		\$1,909.00
			<i>Notes: Teachers in grades K-2 will utilize Calendar Math to support student proficiency in basic number sense and extended problem solving skills.</i>			
	5100	510-Supplies	1671 - Robert C. Markham Elementary	UniSIG		\$167.00
			<i>Notes: Fifth grade students will utilize Fold and Learn Geometric Shapes to enhance their understanding of standards based concepts. K-5 Students will be provided Math Stories paper back libraries in order to support their interdisciplinary understanding of math concepts through reading.</i>			
10	G2.B2.S1.A2	Administration will conduct weekly walk through of classroom instruction in order to monitor the alignment of instruction with the instructional focus calendar.				\$0.00

11	G2.B2.S1.A3	Based upon iObservation logs the administration will provide immediate feedback to teachers regarding strengths and areas needing improvement. Recommendations will be made for in-service training for individual teachers and grade level training where areas of concern are common among the group.	\$0.00
Total:			\$235,600.00