

Broward County Public Schools

Robert C. Markham Elementary



2018-19 Schoolwide Improvement Plan

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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)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	95%
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	2017-18	2016-17	2015-16	2014-15
Grade	C	D	D	D*

School Board Approval

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

SIP Authority

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>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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: School Information

School Mission and Vision

Provide the school's mission statement.

Markham Elementary ensures maximum student progress by developing the whole child in pursuit of academic and social excellence within a safe and secure learning community.

Provide the school's vision statement.

Markham Elementary ensures that all scholars receive an individualized approach to an unparalleled quality education through highly engaged collaborative learning, enhanced technology, and global communication in preparation for college and career readiness.

School Leadership Team

Membership

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

Name	Title
Dukes, Shedrick	Principal
Levine, Erica	Assistant Principal
Johnson, Derica	Instructional Coach
Cooper-Moye, Eyvonda	Instructional Coach

Duties

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

Early Warning Systems

Year 2017-18

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Thursday 9/27/2018

Year 2016-17 - As Reported

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	

Year 2016-17 - Updated

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	

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Reading Proficiency was the lowest component. This has been a trend due to the increase in ELL student population.

Which data component showed the greatest decline from prior year?

Math Learning gains performed the lowest with an overall 6% decrease from the previous year. This is not a trend.

Which data component had the biggest gap when compared to the state average?

4th Grade ELA and Math had the biggest gap when compared to the state.

Which data component showed the most improvement? Is this a trend?

ELA Proficiency had the greatest improvement by 10%. This has been a trend as we increase the literacy skills of ELL students.

Describe the actions or changes that led to the improvement in this area.

The greatest change was an emphasis on small group instruction with differentiated learning centers.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	31%	56%	56%	25%	50%	52%
ELA Learning Gains	43%	57%	55%	31%	52%	52%
ELA Lowest 25th Percentile	53%	51%	48%	36%	45%	46%
Math Achievement	42%	62%	62%	35%	57%	58%
Math Learning Gains	53%	60%	59%	47%	58%	58%
Math Lowest 25th Percentile	54%	47%	47%	34%	45%	46%
Science Achievement	18%	49%	55%	15%	43%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	0 (3)	0 (0)	0 (2)	0 (0)	0 (0)	0 (1)	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)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	35%	59%	-24%	57%	-22%
	2017	20%	57%	-37%	58%	-38%
Same Grade Comparison		15%				
Cohort Comparison						
04	2018	20%	58%	-38%	56%	-36%
	2017	29%	56%	-27%	56%	-27%
Same Grade Comparison		-9%				
Cohort Comparison		0%				
05	2018	22%	56%	-34%	55%	-33%
	2017	14%	54%	-40%	53%	-39%
Same Grade Comparison		8%				
Cohort Comparison		-7%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	37%	63%	-26%	62%	-25%
	2017	32%	61%	-29%	62%	-30%
Same Grade Comparison		5%				
Cohort Comparison						
04	2018	38%	63%	-25%	62%	-24%
	2017	29%	64%	-35%	64%	-35%
Same Grade Comparison		9%				
Cohort Comparison		6%				
05	2018	36%	62%	-26%	61%	-25%
	2017	44%	60%	-16%	57%	-13%
Same Grade Comparison		-8%				
Cohort Comparison		7%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	14%	51%	-37%	55%	-41%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD		37	40	8	47						
ELL	31	49	55	48	64	72	22				
BLK	28	42	52	35	50	45	12				
HSP	33	44	53	55	61	82	29				
FRL	31	43	51	42	53	53	17				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD		47		11	67						
ELL	20	36	42	39	56	50	13				
BLK	20	42	52	32	60	63	11				
HSP	20	33	33	42	57	45	14				
FRL	20	38	45	36	60	59	13				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

No activities were entered for this section.

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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

PFEF Link

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

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

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.

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

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.

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. 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 and after school camps. Supplemental Academic Instruction (SAI) - Funding is provided as a part of the Florida Education Finance Program (FEEP) 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 CHAMPS program school-wide through the Guidance Department.

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.

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.

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.

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.

Part V: Budget

Total:	\$0.00
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