Broward County Public Schools

Robert C. Markham Elementary

2019-20 Schoolwide Improvement Plan

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Robert C. Markham Elementary

1501 NW 15TH AVE, Pompano Beach, FL 33069

[no web address on file]

Demographics

Principal: Shedrick Dukes

Start Date for this Principal: 8/23/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Economically Disadvantaged Students*
School Grades History	2018-19: C (51%) 2017-18: C (42%) 2016-17: D (39%) 2015-16: D (32%) 2014-15: D (32%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	[LaShawn Russ-Porterfield](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	C	C	D	D

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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	Job Duties and Responsibilities
Dukes, Shedrick	Principal	Supervise School Mission & Operations Alignment of Curriculum and Assessments Budget/Class Size Reduction Classroom Observations Faculty/Staff Evaluations Weekly RtI & Support Staff Meetings Promotion/Retention SAC/SAF/PTA SIG/ESSA/TIF Grants Weekly Staff Newsletter Partnerships, City Chamber & Commission Monthly Faculty Meetings Content Planning K-2nd Grade 21st Century Grant
Levine, Erica	Assistant Principal	All Schedules Facilities Management Classroom Observations Faculty/Staff Evaluations Monthly Leadership Meetings Cafeteria & AM/PM Duties Communications & Parent Link Safety Team Leader Behavior Support/Discipline Monthly Parent Newsletter Science Contact & Competitions Science Parent Workshops Science Planning 3-5 Science Assessments & Analysis
Johnson, Derica	Instructional Coach	Grade Level Math Planning 3-5 In-service Facilitator Math Games & Competitions Math Parent Workshops Math IFC Math Assessments & Analysis Student Support
Cooper-Moye, Eyvonda	Instructional Coach	K-5 Power Hour & Balanced Literacy ELA Parent Workshops ELA Instructional Focus Calendar (IFC) ELA Assessments & Analysis Student Support ELA Planning 3-5 BAS Facilitator Title I Contact Textbook Contact Testing Coordinator

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	82	79	84	104	79	69	0	0	0	0	0	0	0	497
Attendance below 90 percent	7	7	4	8	6	5	0	0	0	0	0	0	0	37
One or more suspensions	0	0	0	0	1	1	0	0	0	0	0	0	0	2
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	32	40	23	0	0	0	0	0	0	0	95

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	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	1	1	17	0	0	0	0	0	0	0	0	0	19
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)
28

Date this data was collected or last updated
Tuesday 9/24/2019

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

Prior Year - 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	12	17	20	18	13	7	0	0	0	0	0	0	0	87
One or more suspensions	1	0	0	4	1	1	0	0	0	0	0	0	0	7
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	42	31	57	0	0	0	0	0	0	0	130

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	35%	59%	57%	21%	55%	55%
ELA Learning Gains	64%	60%	58%	39%	58%	57%
ELA Lowest 25th Percentile	73%	54%	53%	45%	53%	52%
Math Achievement	54%	65%	63%	36%	61%	61%
Math Learning Gains	60%	66%	62%	59%	63%	61%
Math Lowest 25th Percentile	53%	53%	51%	59%	52%	51%
Science Achievement	17%	46%	53%	14%	45%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	82 (0)	79 (0)	84 (0)	104 (0)	79 (0)	69 (0)	497 (0)
Attendance below 90 percent	7 (0)	7 (0)	4 (0)	8 (0)	6 (0)	5 (0)	37 (0)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)	1 (0)	1 (0)	2 (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)	32 (0)	40 (0)	23 (0)	95 (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.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	33%	60%	-27%	58%	-25%
	2018	35%	59%	-24%	57%	-22%
Same Grade Comparison	-2%					
Cohort Comparison						
04	2019	43%	62%	-19%	58%	-15%
	2018	20%	58%	-38%	56%	-36%
Same Grade Comparison	23%					
Cohort Comparison	8%					
05	2019	20%	59%	-39%	56%	-36%
	2018	22%	56%	-34%	55%	-33%
Same Grade Comparison	-2%					
Cohort Comparison	0%					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	57%	65%	-8%	62%	-5%
	2018	37%	63%	-26%	62%	-25%
Same Grade Comparison	20%					
Cohort Comparison						
04	2019	50%	67%	-17%	64%	-14%
	2018	38%	63%	-25%	62%	-24%
Same Grade Comparison	12%					
Cohort Comparison	13%					
05	2019	35%	64%	-29%	60%	-25%
	2018	36%	62%	-26%	61%	-25%
Same Grade Comparison	-1%					
Cohort Comparison	-3%					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	14%	49%	-35%	53%	-39%
	2018	14%	51%	-37%	55%	-41%
Same Grade Comparison	0%					
Cohort Comparison						

Subgroup Data

						2019 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 2017-18	C & C Accel 2017-18
SWD	9	57	73	23	40	36					
ELL	35	60	67	55	64	57	18				
BLK	36	68	81	55	56	48	21				
HSP	33	58	63	52	65	60	13				
FRL	33	64	76	54	62	56	18				

						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				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	55
Total Points Earned for the Federal Index	411
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	36
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	51
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	53
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	50
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	52
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data shows that our Science scores dropped by 1%. This is our lowest component.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Science is the area that showed the greatest decline. We began developing the initial phases of a science curriculum for grades K-5 during the 2018-2019 school year. As we continue this implementation we expect to see considerable growth.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Science is the area that showed the greatest decline. We began developing the initial phases of a science curriculum for grades K-5 during the 2018-2019 school year. As we continue this implementation we expect to see considerable growth.

Which data component showed the most improvement? What new actions did your school take in this area?

Our ELA learning gains for the lowest quartile made the greatest improvement. We attribute this to being able to provide additional staff support with push-in and pull-out interventions, after-school tutoring and during the extended hour block.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

We noticed that our students with disabilities did not score as proficient in ELA.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Increase Science proficiency in grade 5, based on school based common formative assessments
2. Increase ELA proficiency in grades K-5, based on BAS progress and iReady assessments
3. Increase SWD proficiency in ELA, based on BAS progress
4. Increase learning gains in Math lowest quartile, based on iReady assessments

Part III: Planning for Improvement

Areas of Focus:

#1

Title	Literacy
Rationale	Students currently scored 35% proficiency on the 2018-19 Florida Standards Assessment
State the measurable outcome the school plans to achieve	By June 2020, 40% of 3rd-5th grade students will score proficient on the Florida Standards Assessment
Person responsible for monitoring outcome	Eyvonda Cooper-Moye (eyvonda.cooper-moye@browardschools.com)
Evidence-based Strategy	The University of Florida Literacy Initiative (UFLI) in conjunction with the district balanced literacy plan will be implemented.
Rationale for Evidence-based Strategy	Inquiry based learning Standards based instruction Reading content will integrate the science and social studies standards to increase student background knowledge iReady and School City will be utilized to asses student progress

Action Step

Description	1. Pre-Assessment in August 2. Instructional Focus Calendar aligned to results 3. Mid-year Assessment and tutorials will be provided after school 4. Weekly intervention labs provided by support personnel 5. Post-Assessments in April, prior to the state assessment
Person Responsible	Eyvonda Cooper-Moye (eyvonda.cooper-moye@browardschools.com)

#2	
Title	Students With Disabilities (SWD)
Rationale	Students with Disabilities scored 36% on the Federal Index, which is below the required minimum of 41%

State the measurable outcome the school plans to achieve	By June 2020, Students with Disabilities will score at or above 41% FPPI
Person responsible for monitoring outcome	Shedrick Dukes (shedrick.dukes@browardschools.com)
Evidence-based Strategy	Increase SWD proficiency by implementing the UFLI small group intervention in the classroom and the addition of Wilson Fundations as a tool for weekly pullout support. The classroom teacher will utilize UFLI and the Educational Support Professional will implement Fundations.
Rationale for Evidence-based Strategy	University of Florida Literacy Initiative (UFLI) is a research based reading intervention that has demonstrated the ability to boost phonemic awareness and fluency. Fundations is a research based program that has demonstrated the same results for students that exhibit significant skills deficiencies. By training all teachers in the UFLI model and providing Fundations as a supplemental program we will be able to target the specific needs of SWD and maintain a portfolio of their progress.

Action Step	
Description	1. Pre-Assessment in August 2. Instructional Focus Calendar aligned to results 3. Mid-year Assessment and tutorials will be provided after school 4. Weekly intervention labs provided by support personnel 5. Post-Assessments in April, prior to the state assessment
Person Responsible	Shedrick Dukes (shedrick.dukes@browardschools.com)

#3	
Title	Science
Rationale	Students in 5th grade scored 17% proficiency, whereas the district average was 46% proficiency
State the measurable outcome the school plans to achieve	By June 2020, 5th grade students will score 30% proficiency as measured by the Florida Comprehensive Assessment Test for Science.
Person responsible for monitoring outcome	Erica Levine (erica.levine@browardschools.com)
Evidence-based Strategy	Increase Science proficiency in grade 5 by utilizing StemScopes, Coach Digital and targeted student pullouts. In addition, all grade levels will implement weekly hands-on science activities..
Rationale for Evidence-based Strategy	StemScopes and Coach digital are aligned to the Florida standards for science instruction. Implementation of school-wide hands on labs will develop student background knowledge and build capacity in future 5th grade scholars to insure continued growth that will meet and succeed the district average for performance.
Action Step	
Description	1. Pre-Assessment in August 2. Instructional Focus Calendar aligned to results 3. Mid-year Assessment and tutorials will be provided after school 4. Weekly pullout interventions provided by support personnel 5. Post-Assessments in April, prior to the state assessment
Person Responsible	Erica Levine (erica.levine@browardschools.com)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

We will maintain the systems and structures implemented last year in order to continue growth towards the remaining priorities.

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 Schoolwide Improvement Plan 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.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), 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.

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.

The Title 1 Migrant Education allocation 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 III funds are used to supplement and enhance the programs for English Language Learners (ELL's). Funding also supplements curriculum and implementation of tutorial programs in reading, math, and science. This tutoring includes in-school small group pullouts and after school camps.
Markham Elementary implements the CHAMPS program school-wide through the Guidance Department.

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.

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 has established partnerships 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 positive behavior.

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 partnerships 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 positive behavior.

Our partnerships include Calvary Chapel, the Pompano Beach Kiwanis, Lynn Warrick Institute, Antioch Baptist Church and Roy Rogers Institute.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	**Areas of Focus: Literacy**				**$35,427.49**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6150	120-Classroom Teachers	1671 - Robert C. Markham Elementary	SIG 1003		$360.00
		Notes: MES: Selected Staff will receive stipends ($30 per hour for 2 hours per staff member) to prepare and facilitate 2 family/community night activities. The family nights will focus on Literacy, Math, Science, Technology and Florida Standards. $30/hour x 2 hours x 3 teachers x 2 days				
	6150	510-Supplies	1671 - Robert C. Markham Elementary	SIG 1003		$256.49
		Notes: MES: Purchase supplies to support family/community nights. The materials are consumable.				
	5100	510-Supplies	1671 - Robert C. Markham Elementary	SIG 1003		$700.00
		Notes: MES: Florida Ready - ELA Teacher Resource Books And Toolbox - Grades 2-5				
	5100	510-Supplies	1671 - Robert C. Markham Elementary	SIG 1003		$20,800.00
		Notes: MES: Order books to stock Leveled Book Room in order to support the development of balanced literacy and build effective classroom instuctional practices. The leveled book room is for grades K-5. It will have books from each level from A-Z accessible for all teachers to check out. 21 book levels x $800 per level = $20,800				
	6100	510-Supplies	1671 - Robert C. Markham Elementary	SIG 1003		$13,311.00
		Notes: MES: Order books to stock Classroom Libraries in order to support the development of balanced literacy and build effective classroom instuctional practices. (5 K Sets x $459) + (5 First Sets x $459) + (5 Second Sets x $459) + (5 Third Sets x $459) + (5 Fourth Sets x $459) + (5 Fifth Sets x $459) These books will be used to supplement existing classroom libraries. Students will use the books during center time and at home. Kindergarten Set				

2	III.A.	Areas of Focus: Students With Disabilities (SWD)				$61,417.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	150-Aides	1671 - Robert C. Markham Elementary	IDEA		$45,497.00
		Notes: MES: Fund 100% of one Educational Support Professional to provide classroom push in support in all content areas				
	5100	360-Rentals	1671 - Robert C. Markham Elementary	SIG 1003		$15,920.00
		Notes: MES: Purchase iReady licenses for K-5 students to use in reading and math remediation and enrichment. iReady licenses are sold as a package, license package is $15,920 for one year.				
3	III.A.	Areas of Focus: Science				$21,620.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	310-Professional and Technical Services	1671 - Robert C. Markham Elementary	SIG 1003		$1,300.00
		Notes: MES: Science Boot Camp Workshop for 3rd-5th Teachers on 8/7. J & J Educational Bootcamp provides teacher training (professional development) in science, using their line of resources that support student achievement. $100 x 13 teachers = $1,300				
	5100	360-Rentals	1671 - Robert C. Markham Elementary	SIG 1003		$1,000.00
		Notes: MES: Purchase Legends of Learning site Licenses for Math and Science supplemental instruction				
	6400	120-Classroom Teachers	1671 - Robert C. Markham Elementary	SIG 1003		$19,320.00
		Notes: MES: Fund 100% of salary and fringe for one Pool Sub to be at the school daily so teachers can attend professional development with no gaps in instruction for students.				
					Total:	$118,464.49