

2013-2014 SCHOOL IMPROVEMENT PLAN

Robert C. Markham Elementary
1501 NW 15TH AVE
Pompano Beach, FL 33069
754-322-6950

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 98%
Alternative/ESE Center No	Charter School No	Minority Rate 99%

School Grades History

2013-14 F	2012-13 D	2011-12 C	2010-11 B
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SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 3 or more	5	Gayle Sitter

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Robert C. Markham Elementary

Principal

Thaddeus E. Smith, Jr.

School Advisory Council chair

Eyvonda Cooper-Moye

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Lina Palacios	Intern Principal
Jill Carr	Science Coach
Taneka Martin	Reading Coach
Frederick Spencer	Reading Coach
Gail Pluchino	Writing Coach/Curriculum
Sandra Ruise	Math Resource

District-Level Information

District

Broward

Superintendent

Mr. Robert Runcie

Date of school board approval of SIP

2/19/2014

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Principal, SAC Chair, SAC Secretary, Gifted Representative, ESOL Representative, Pre-K Representative, IZ/SAF Designee, Non-Instructional Representative, ESE Representative, Teacher, Community Representative, ESOL Representative, Parents and BTU Steward.

Involvement of the SAC in the development of the SIP

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.

Activities of the SAC for the upcoming school year

- Wednesday, September 4, 2013, Open House, 5:30 p.m. SIP Draft 2013-2014, and Review/Amend Bylaws
- Thursday, October 17, 2013, 5th grade Coronation, 5:00 p.m., Vote of SAC Members/Composition Form 2013-2014; Adjust SIP for BAT 1: Baseline Data
- Thursday, November 21, 2013, Kindergarten Activity, 2:30 p.m. SIP Review All Areas
- Thursday, December 12, 2013, 1st Grade Literacy Night (Book Fair) Narrative Mid-Year Review
- Thursday, January 23, 2014 4th Grade Activity, 5:00 p.m. Adjust SIP for BAT 2: Mid-Year Data Non-FCAT Related Measures
- Thursday, February 7, 2014, Black History Program, 8:30 am Continue SIP implementation
- Thursday, March 20, 2014, 2nd Grade 2:30 p.m. Begin Developing Next years SIP and Prof. Dev. Plan
- Thursday, April 10, 2014, 3rd Grade, 4:00 p.m. Draft New SIP Objectives and Action Steps
- Thursday, May 15, 2014 Spring Family Night, 2:30 p.m. Finalize SIP Draft of Action Plan; Present to stakeholders, Recruit for 2014-2015 Members

Projected use of school improvement funds, including the amount allocated to each project

- 5th Grade Coronation
- Black History Program
- Spring Family Night

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

Not In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Thaddeus E. Smith, Jr.

Principal

Years as Administrator: 7

Years at Current School: 2

Credentials

BA- Bethune Cookman University Elementary Education (1-6)
 MS- Educational Leadership
 Certifications: State of Florida Educational Leadership, and
 Elementary Education (1-6)

Performance Record

C. Robert Markham Elementary, Principal 2012-2013

School Grade: D

Reading Mastery: %

Math Mastery: %

Science Mastery: %

Writing Mastery: %

Reading Learning Gains: %

Math Learning Gains: %

Reading Lowest 25%: %

Math Lowest 25%: %

C. Robert Markham Elementary, Principal 2011-2012

School Grade: C

Reading Mastery: 33%

Math Mastery: 33%

Science Mastery: 23%

Writing Mastery: 92%

Reading Learning Gains: 57%

Math Learning Gains: 41%

Reading Lowest 25%: 56%

Math Lowest 25%: 44%

Castle Hill Elementary, Assistant Principal 2010-2011

School Grade: B

Reading Mastery: 56%

Math Mastery: 63%

Science Mastery: 29%

Writing Mastery: 94%

Reading Learning Gains: 61%

Math Learning Gains: 72%

Reading Lowest 25%: 57%

Math Lowest 25%: 74%

AYP: 92%; Economically Disadvantaged and Black subgroups did not make AYP in Reading. AYP was met in Math through Safe Harbor

Castle Hill Elementary, Assistant Principal 2009-2010

School Grade: C

Reading Mastery: 57%

Math Mastery: 54%

Science Mastery: 21%

Writing Mastery: 88%

Reading Learning Gains: 61%

Math Learning Gains: 63%

Reading Lowest 25%: 62%

Math Lowest 25%: 65%

AYP: 85%; Economically Disadvantaged and Black subgroups did not make AYP in Reading and Math.

Lina Palacios		
Asst Principal	Years as Administrator: 5	Years at Current School: 5
Credentials	<p>BA-St. Thomas Elementary Education (1-6) MS- St Thomas University Educational Leadership Certifications: State of Florida Educational Leadership, Elementary Education (1-6), and ESOL</p>	
Performance Record	<p>C. Robert Markham Elementary, Assistant Principal 2012-2013 School Grade: D Reading Mastery: % Math Mastery: % Science Mastery: % Writing Mastery: % Reading Learning Gains: % Math Learning Gains: % Reading Lowest 25%: % Math Lowest 25%: %</p> <p>C. Robert Markham Elementary, Assistant Principal 2011-2012 School Grade: C Reading Mastery: 33% Math Mastery: 33% Science Mastery: 23% Writing Mastery: 92% Reading Learning Gains: 57% Math Learning Gains: 41% Reading Lowest 25%: 56% Math Lowest 25%: 44%</p> <p>C. Robert Markham Elementary, Assistant Principal 2010-2011 School Grade: B Reading Mastery: 61% Math Mastery: 66% Science Mastery: 39% Writing Mastery: 94% Reading Learning Gains: 66% Math Learning Gains: 68% Reading Lowest 25%: 67% Math Lowest 25%: 50% AYP: 77%; Economically Disadvantaged, English Language Learners, Hispanic, and Black subgroups did not make AYP in Reading. Economically Disadvantaged, English Language Learners, and Hispanics did not make AYP in Math.</p> <p>C. Robert Markham Elementary, Assistant Principal 2009-2010 School Grade: B Reading Mastery: 66%</p>	

Math Mastery: 63%
 Science Mastery: 40%
 Writing Mastery: 88%
 Reading Learning Gains: 68%
 Math Learning Gains: 61%
 Reading Lowest 25%: 53%
 Math Lowest 25%: 57%
 AYP: 79%; Economically Disadvantaged, English Language Learners and Black subgroups did not make AYP in Reading and Math.

Instructional Coaches

of instructional coaches
 4

receiving effective rating or higher
 (not entered because basis is < 10)

Instructional Coach Information:

Gail Pluchino

Full-time / School-based	Years as Coach: 9	Years at Current School: 23
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Areas Other

Credentials National Board Certified (Middle Grades Generalist), Elementary Education, Special Education, Special Education, ESOL endorsement

Performance Record School Grade 2012-2013: D
 Writing Mastery: 92%
 School Grade 2011-2012: C
 Writing Mastery: 92%
 School Grade 2010-2011: B
 Writing Mastery: 94%
 All subgroups met Writing AYP.
 School Grade 2009-2010: B
 Writing Mastery: 88%
 All subgroups

Frederick Spencer

Full-time / School-based	Years as Coach: 1	Years at Current School: 1
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Areas Reading/Literacy

Credentials

Performance Record

Taneka Martin

Full-time / School-based

Years as Coach: 1

Years at Current School: 1

Areas

Reading/Literacy

Credentials**Performance Record****Classroom Teachers****# of classroom teachers**

31

receiving effective rating or higher

31, 100%

Highly Qualified Teachers

100%

certified in-field

31, 100%

ESOL endorsed

24, 77%

reading endorsed

5, 16%

with advanced degrees

15, 48%

National Board Certified

2, 6%

first-year teachers

0, 0%

with 1-5 years of experience

6, 19%

with 6-14 years of experience

15, 48%

with 15 or more years of experience

10, 32%

Education Paraprofessionals**# of paraprofessionals**

5

Highly Qualified

5, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Our school mentoring program will be lead by a veteran teacher will ensure that the mentee and thus the students are provided with maximum opportunities for growth and best practices 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 for primary grade level.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (Rtl)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The school based MTSS/Rtl Leadership Team consists of the administrators (Principal and Assistant Principal), Teacher of the student referred to the Collaborative Problem Solving (CPS) team, guidance counselor, school psychologist, school social worker, reading coach (for all cases involving reading problems, math coach (for all cases involving math problems). Supplemental Members: Speech/Language Pathologist, Social Worker, School Psychologist, ESOL contact (when necessary).

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The RTI Leadership Team meets weekly to discuss struggling students and the implementation of effective intervention strategies. The staff is trained in throle of Rtl in insuring that all students are rendered services that are prescriptive to their needs. This training is facilitated by Mrs. Lina Palacios, the Assistant Principal during pre-planning. 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 FAIR, 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.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The role of the MTSS Leadership Team is to provide input in the decision-making process for all sections of the SIP. The evaluation process entails examining current data and strategies to evaluate the overall effectiveness. The MTSS Leadership Team is charged with the responsibility of progress monitoring of SIP goals and making recommendations to adjust delivery models within support services.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Baseline data: 2013 FCAT Results Data, District Benchmark Assessment Test (September Administration), Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment of Reading (DAR), and Oral Reading Fluency (ORF).

Progress Monitoring data: District Mini-Benchmark Assessments, FAIR (AP1), Go Math! Benchmark Tests, Riverdeep (Smart Tutorials), i-Ready, and iStations.

Mid-year data: District Benchmark Assessment 2 (December Administration), FAIR (AP2), Diagnostic Assessment for Reading

(DAR) as needed, FCAT Simulated Assessments,

End of year data: FAIR (AP3), 2014 FCAT results, 2014 Q-BAT results, End of Year Assessments in Reading and Math.

Frequency of Data Days: Bi-weekly for data analysis

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The MTSS will be supported by administration, instructional coaches, ESE Specialist and the Guidance Counselor to ensure students academic and social needs are being met. Administration and the support team will continuously educate teachers on the MTSS process in order for them to understand the importance of the process. Ultimately, teachers will refer students in need of the MTSS and notify the parents of outcome and follow through the process until students' needs have been met.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Extended Day for All Students

Minutes added to school year:

N/A

Strategy Purpose(s)

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How is data collected and analyzed to determine the effectiveness of this strategy?

Who is responsible for monitoring implementation of this strategy?

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Thaddeus Smith	Principal
Lina Palacios	Interim Principal
Jill Carr	Science Coach
Frederick Spencer	Reading Coach
Taneka Martin	Reading Coach
Robin Friedman	ESE Specialist
Vernita Edmondson	Media Specialist
Gail Pluchino	Writing Coach/Curriculum

How the school-based LLT functions

The Literacy Leadership Team(LLT)will meet bi-weekly on Fridays to disaggregate reading data from in house assessments by individual benchmarks and reading categories (I-IV)in kindergarten through grade five. In addition, the LLT will analyze data from district and state assessments such as the Benchmark Assessment Test and the Florida Comprehensive Assessment Test. The implementation of lesson plans and goals will be monitored by formal and informal observations by administrators and/or LLT members. These observations include but are not limited to: Classroom Walk-Throughs, Reading Classroom Checklists, and the District's Scale of Effective Practices.

Major initiatives of the LLT

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.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	49%	32%	No	54%
American Indian				
Asian				
Black/African American	44%	27%	No	50%
Hispanic	66%	46%	No	69%
White				
English language learners	54%	36%	No	59%
Students with disabilities	27%	20%	No	34%
Economically disadvantaged	48%	31%	No	54%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	40	20%	
Students scoring at or above Achievement Level 4	24	12%	

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	84	62%	
Students in lowest 25% making learning gains (FCAT 2.0)	25	72%	

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)			
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)			
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)			

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	47	62%	
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	49%	31%	No	54%
American Indian				
Asian				
Black/African American	45%	30%	No	51%
Hispanic	63%	31%	No	67%
White				
English language learners	49%	27%	No	54%
Students with disabilities	30%	15%	No	37%
Economically disadvantaged	48%	30%	No	54%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	43	21%	
Students scoring at or above Achievement Level 4	19	9%	

Area 4: Science

Elementary School Science**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	12	21%	
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 8: Early Warning Systems**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	12	5%	4%
Students retained, pursuant to s. 1008.25, F.S.	9	3%	2%
Students who are not proficient in reading by third grade	144	61%	50%
Students who receive two or more behavior referrals	27	11%	10%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	10	4%	3%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

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.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase parental involvement in all school based activities	270	65%	70%

Goals Summary

- G1.** Implement effective instruction by increasing the knowledge and application of high effect size strategies to increase student proficiency across all content areas.

Goals Detail

G1. Implement effective instruction by increasing the knowledge and application of high effect size strategies to increase student proficiency across all content areas.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)
- Social Studies
- Science
- Science - Elementary School
- STEM
- STEM - All Levels
- Parental Involvement
- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Leadership Team, Coaches, Subject Area Expert Teachers, District/State Personnel
- Professional Development Opportunities and Professional Learning Communities
- Go Math Materials, Journey's Reading Materials (New Core Reading Program K-5) , Science Fusion, Think Central, Just Writes, Debbie Cook Writing Program, Writing , Readers, Buzz About It, Social Studies Materials, Broward Science Hands on Kits, Lucy Caulkins, River Deep ILS's, and Words This Way.
- Small group instruction to accommodate differentiated instruction based student needs.
- iReady for individualized learning system that offers an adaptive diagnostic and both teacher led and individualized online instruction for a complete blended learning solution.

Targeted Barriers to Achieving the Goal

- There is a need for targeted differentiated professional development that meets the needs of teachers and students.

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule:

Formative and Summative assessments ongoing Student work ongoing Collaborative planning among all stakeholders weekly PLCs monthly

Evidence of Completion:

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

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Implement effective instruction by increasing the knowledge and application of high effect size strategies to increase student proficiency across all content areas.

G1.B2 There is a need for targeted differentiated professional development that meets the needs of teachers and students.

G1.B2.S1 Provide teachers with professional development through ongoing PLC's with a focus on effective instructional strategies.

Action Step 1

Teachers will be given a needs assessment.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Teacher feedback data

Facilitator:

Leadership Team

Participants:

Faculty

Action Step 2

Evaluate and prioritize needs.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher feedback analysis

Facilitator:

Leadership Team

Participants:

Faculty

Action Step 3

Instructional coaches and subject area experts will co-facilitate PLC's and follow-up for the content areas.

Person or Persons Responsible

Leadership Team, Faculty, and external support

Target Dates or Schedule

ongoing

Evidence of Completion

Attendance for faculty, sign-in sheets, agenda

Facilitator:

Leadership Team, Faculty, and external support

Participants:

Faculty

Action Step 4

Teachers will share information gathered during PLC's.

Person or Persons Responsible

Faculty and Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

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

Action Step 5

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

ongoing

Evidence of Completion

Need assessments results, PLC's and Professional Development

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

Classroom walkthrough, common planning, teacher feedback, data chats

Person or Persons Responsible

School-based leadership team

Target Dates or Schedule

Classroom walkthrough occurs weekly. Common planning occurs weekly. Teacher feedback is ongoing. Data chats are monthly and ongoing.

Evidence of Completion

Classroom walkthrough focus on student behavior and PLC's agenda. Common planning agendas and collegiate collaboration. Teacher feedback through need assessments. Data chats

Plan to Monitor Effectiveness of G1.B2.S1

Classroom walkthrough Monthly measurable objectives Administrative Look For's

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Classroom walkthrough weekly. Monthly measurable objectives Administrative Look For's ongoing.

Evidence of Completion

Increase student proficiency through data.

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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 - C. Robert 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.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Implement effective instruction by increasing the knowledge and application of high effect size strategies to increase student proficiency across all content areas.

G1.B2 There is a need for targeted differentiated professional development that meets the needs of teachers and students.

G1.B2.S1 Provide teachers with professional development through ongoing PLC's with a focus on effective instructional strategies.

PD Opportunity 1

Teachers will be given a needs assessment.

Facilitator

Leadership Team

Participants

Faculty

Target Dates or Schedule

Quarterly

Evidence of Completion

Teacher feedback data

PD Opportunity 2

Evaluate and prioritize needs.

Facilitator

Leadership Team

Participants

Faculty

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher feedback analysis

PD Opportunity 3

Instructional coaches and subject area experts will co-facilitate PLC's and follow-up for the content areas.

Facilitator

Leadership Team, Faculty, and external support

Participants

Faculty

Target Dates or Schedule

ongoing

Evidence of Completion

Attendance for faculty, sign-in sheets, agenda