

Broward County Public Schools

Robert C. Markham Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Robert C. Markham Elementary

1501 NW 15TH AVE, Pompano Beach, FL 33069

[no web address on file]

School Board Approval

This plan was approved by the Broward County School Board on 10/17/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Frazier, Ronnie	Assistant Principal	To assist the principal in providing vision and leadership to develop, administer and monitor educational programs that optimize the human and material resources, including time and space, available for a successful and safe school program for students, staff and community.
Dukes, Shedrick	Principal	<p>Ensuring that academic policies and curriculum are followed</p> <p>Developing and tracking benchmarks for measuring institutional success</p> <p>Helping teachers maximize their teaching potential</p> <p>Meeting and listening to concerns of students on a regular basis</p> <p>Encouraging, guiding and assisting student leaders and teachers</p> <p>Meeting with parents and administrators on a regular basis for problem resolution</p> <p>Enforcing discipline when necessary</p> <p>Providing an atmosphere free of any bias in which students can achieve their maximum potential</p>
Clavijo, Barbara	Math Coach	<ol style="list-style-type: none"> 1. Plan and provide modeling, coaching, planning, or observing with each teacher using effective math strategies on a weekly basis. 2. Assist teachers and administrators with the implementation of new instructional strategies, technology, math assessments, Comprehensive Curriculum, and math interventions. 3. Coordinate training with Professional Development Staff and Administration 4. Meet with the Professional Development trainer and administrators to promote collaboration. 5. Work with the district supervisors and school improvement team to assist in accomplishing goals, objectives, and activities indicated on School Improvement Plan. 6. Maintain a file of information concerning Professional Development strategies, scheduled visits with teachers, and progress towards meeting school goals and objectives. 7. Work with school administrators and teachers to identify school and classroom strengths and weaknesses. 8. Participate in whole faculty study group sessions held at schools as requested. 9. Assist with planning and implementation of family nights to share math strategies and offer ways parents can assist their children with math instruction at home. 10. Maintain a high level of involvement in professional development and monitoring of its use. 11. Assist school with analyzing school data and plan for improvement using

Name	Position Title	Job Duties and Responsibilities
		<p>strengths and weaknesses identified. 12. Monitor use of math interventions and math assessments.</p>
Maxon, Natasha	School Counselor	<p>Oversee and fulfill a guidance program designed to allow students to voice concerns without fear of punishment or judgment. Analyze student performance in class and identify sources of problems. Get to know students and their unique needs to offer specialized solutions. Help students develop a plan for their academic career that corresponds with their skills and interests. Host crisis intervention and prevention programs. Facilitate communication between parents, Teachers, administrators and students about behavior and academic problems. Assist with school programs and events</p>
Moore, Jamie	Teacher, ESE	<p>Oversee and fulfill a guidance program designed to allow students to voice concerns without fear of punishment or judgment. Analyze student performance in class and identify sources of problems. Get to know students and their unique needs to offer specialized solutions. Help students develop a plan for their academic career that corresponds with their skills and interests. Host crisis intervention and prevention programs. Facilitate communication between parents, Teachers, administrators and students about behavior and academic problems. Assist with school programs and events Assist students, parents and instructional staff in interpreting accommodations on IEPs and 504 Plans and understanding provision and implementation in the virtual environment Coordinate with teachers and district professionals to ensure that the ESE Department is successful and operating in compliance with federal and state regulations Provide support to teachers, families and students to help create successful learning experiences for students and assist in resolving issues as needed Communicate regularly with teachers and ILs to provide instructional guidance, best practices, and strategies to increase student achievement outcomes for students with disabilities and impairments Communicate regularly with parents of students with disabilities to ensure that their accommodations are being met and are addressed in a timely and appropriate fashion Assist with developing and providing ESE-related training for staff and customers as needed.</p>

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Stakeholder feedback was received from students, teachers, parent/guardians, District and school-based staff members, community members, and partnering organizations. Stakeholders had the opportunity to share their perspectives during our month School Advisory Council Meetings.

Over 100 responses were received from all groups on the 2023/2024 Parent and Family Engagement Survey, and Broward County Public Schools Customer Survey. Major themes from across the various forums were then identified. The Leadership Team met multiple times during the planning cycle, and consist of teachers, and support staff. School Improvement Plan Topics were placed on the calendar to discuss at our monthly SAC meetings. Parents, community, sponsors, and staff had the opportunity to help develop, provide input, and vote on changes of the SIP at the monthly SAC meetings.

Administration monitor process to ensure that all stakeholders are involved in the decision-making process of the SIP. Administration also monitors the implementation of the plan throughout the year to ensure that the plan is being implemented with fidelity.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

First, all stakeholders will be made aware of the SIP Goals to provide a better understanding of the instructional and non-instructional (SEL, attendance, etc..) supports needed to attain them. Next, a monthly review/update will be provided to stakeholders to determine progress being made, and to acquire feedback from stakeholders to assist with attainment of our SIP Goals. Then, weekly schoolbased leadership meetings will occur to review SIP goals and to analyze assessment data for all scholars, especially scholars with the greatest achievement gap. In addition, instructional plans and pullout/push-in groups will be monitored to determine the effectiveness of instruction. Based on qualitative (teacher observations) and quantitative data points (diagnostic, weekly, unit and topic assessments) from teachers and all subgroups, the SIP will be revised as necessary, which will include curriculum adjustments or pacing, and refining instructional strategies to provide the best outcomes for our scholars.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	100%
2022-23 Economically Disadvantaged (FRL) Rate	100%

Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	55	54	38	36	28	33	0	0	0	244
One or more suspensions	0	0	0	1	6	4	0	0	0	11
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	26	49	34	45	38	48	0	0	0	240
Level 1 on statewide Math assessment	0	20	31	37	47	47	0	0	0	182
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	5	19	46	22	7	0	0	0	99

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	14	33	37	53	49	44	0	0	0	230

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	9	44	4	4	0	0	0	61
Students retained two or more times	0	0	9	2	4	1	0	0	0	16

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	52	33	37	43	30	31	0	0	0	226
One or more suspensions	1	0	1	2	8	9	0	0	0	21
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	53	33	34	0	0	0	120
Level 1 on statewide Math assessment	0	0	0	55	47	53	0	0	0	155
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	4	4	18	6	5	0	0	0	38

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	2	2	4	53	37	38	0	0	0	136

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	1	2	38	1	2	0	0	0	45
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	52	33	37	43	30	31	0	0	0	226
One or more suspensions	1	0	1	2	8	9	0	0	0	21
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	53	33	34	0	0	0	120
Level 1 on statewide Math assessment	0	0	0	55	47	53	0	0	0	155
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	4	4	18	6	5	0	0	0	38

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	2	2	4	53	37	38	0	0	0	136

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	1	2	38	1	2	0	0	0	45
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	27	56	53	31	58	56	24		
ELA Learning Gains				53			19		
ELA Lowest 25th Percentile				62			11		
Math Achievement*	31	62	59	30	54	50	17		
Math Learning Gains				53			7		
Math Lowest 25th Percentile				62			21		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	23	48	54	22	59	59	10		
Social Studies Achievement*					71	64			
Middle School Acceleration					60	52			
Graduation Rate					45	50			
College and Career Acceleration						80			
ELP Progress	52	59	59	60			27		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	32
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	162
Total Components for the Federal Index	5
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	373
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	23	Yes	4	2
ELL	29	Yes	1	1
AMI				
ASN				
BLK	32	Yes	1	
HSP	32	Yes	1	
MUL				
PAC				
WHT				
FRL	34	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	30	Yes	3	1
ELL	51			
AMI				
ASN				
BLK	43			
HSP	51			
MUL				
PAC				
WHT				
FRL	47			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	27			31			23					52
SWD	15			12							4	38
ELL	24			32			18				5	52
AMI												
ASN												
BLK	26			25			23				5	50
HSP	27			39			24				5	51
MUL												
PAC												
WHT												
FRL	28			31			26				5	51

2021-22 ACCOUNTABILITY 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 2020-21	C & C Accel 2020-21	ELP Progress
All Students	31	53	62	30	53	62	22					60
SWD	9	24		16	50	55	10					45
ELL	32	61	68	32	62	67	24					60
AMI												
ASN												
BLK	29	47	62	27	48	56	18					60
HSP	32	62	62	33	61	67	27					60
MUL												
PAC												
WHT												
FRL	32	54	62	31	55	63	19					63

2020-21 ACCOUNTABILITY 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 2019-20	C & C Accel 2019-20	ELP Progress
All Students	24	19	11	17	7	21	10					27
SWD	10	14		7	20		0					29
ELL	23	18	7	23	10	20	14					27

2020-21 ACCOUNTABILITY 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 2019-20	C & C Accel 2019-20	ELP Progress
AMI												
ASN												
BLK	25	26		14	5		8					30
HSP	21	11	8	22	10	27	12					27
MUL												
PAC												
WHT												
FRL	23	21	15	17	7	21	7					28

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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
05	2023 - Spring	22%	56%	-34%	54%	-32%
04	2023 - Spring	24%	61%	-37%	58%	-34%
03	2023 - Spring	25%	53%	-28%	50%	-25%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	36%	62%	-26%	59%	-23%
04	2023 - Spring	28%	65%	-37%	61%	-33%
05	2023 - Spring	24%	58%	-34%	55%	-31%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	19%	46%	-27%	51%	-32%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school 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 component that showed the lowest performance was science proficiency. The 5th grade science state average is 51% and the school achieved 19%. This was an decrease of 3% from the previous school year, but it is not near the state average. The contributing factors to the low performance are tiered instruction, fidelity of implementation of core curriculum programs, and reading proficiency. The instructional coach will implement coaching cycles to address effective instructional strategies. In addition, teachers will receive professional development in core curriculum programs as well as supplemental programs. Students that struggle to read grade level text will be targeted for interventions to support foundational skills, comprehension, and vocabulary, which will increase science proficiency. A trend that we noticed is that are science proficiency scores are correlated to our 5th grade reading proficiency scores.

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

All data components showed an slight decrease from the previous year. The contributing factor to this small decrease is due to the implementation gaps of the newly adopted ELA and math core curriculum as well as the training of modeling for the literacy coach.. For the upcoming school year, the intermediate grade levels will have ongoing support with implementing the core ELA/math curriculum through professional development, coaching cycles, and collaborative planning. In addition, classes will be supported through ability grouping to ensure targeted resources being implemented to close learning gaps. This method will increase proficiency, and learning gains.

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.

The component that showed the lowest performance was science proficiency. The 5th grade science state average is 51% and the school achieved 19%. This was an decrease of 3% from the previous school year, but it is not near the state average. The contributing factors to the low performance are tiered instruction, fidelity of implementation of core curriculum programs, and reading proficiency. The instructional coach will implement coaching cycles to address effective instructional strategies. In addition, teachers will receive professional development in core curriculum programs as well as supplemental programs. Students that struggle to read grade level text will be targeted for interventions to support foundational skills, comprehension, and vocabulary, which will increase science proficiency. A trend that we noticed is that are science proficiency scores are correlated to our 5th grade reading proficiency scores.

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

The component that showed the most improvement is Mathematics. According to our PM3 data our 3-5 Grade Math data increased 28% (1 to 29). The new actions we took to improve in this area are common planning with grade level teams, restructuring the instructional focus calendars to reteach standards that were underperformed, and implementing standard-aligned supplemental resources to reteach standards that were not mastered. Also, during the common planning

sessions, coaches and teachers ensured the student task and teacher instruction were aligned to the Classroom walkthrough data demonstrated that over 80% of the teachers were meeting the goal of benchmark aligned instruction and tasks.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Student attendance remains a concern. 29% of students are missing 10% or more of the school year. The number of students scoring a level 1 on state assessments remains a concern. 32% of students are scoring a level 1 on state assessments in English Language Arts. As both areas of concern, it demonstrates a need to strengthen our MTSS system and problem solving as well as providing targeted interventions in a small group setting to our struggling readers .

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

Our highest priorities for school improvement in the upcoming school year are MTSS/Problem Solving, Coaching, and Planning. The systems identified need ongoing monitoring to ensure there is evidence of implementation and impact.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Benchmark-aligned Instruction**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

C. Robert Markham Elementary School instructional staff will implement quality Tier One instruction. Based on the FAST PM 3, ELA proficiency was 24%, Math was 29% and Science was 19%.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By June 2024, 41% of students in third-fifth grade will score at an achievement level of 3 or higher in Reading, Math & Science.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

ELA: The F.A.S.T. Assessment will monitor ELA Data for 3 periods and Benchmark Advance/Magnetic Reading Unit Assessments (Every 3 Weeks)

Math: The F.A.S.T. Assessment will monitor Math Data for 3 periods and Envision Topic Assessments(Biweekly)

Science: Mastery Connect Monthly Assessments State Science Assessment

Person responsible for monitoring outcome:

Barbara Clavijo (barbara.clavijo@browardschools.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Benchmark aligned planning and implementation of lessons, questioning to check for understanding, student discourse and collaboration.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

These strategies were selected to ensure teachers are providing high-quality reading instruction. High-quality instruction will include setting goals and differentiation. Students will demonstrate learning to their peers through academic discourse and accountable talk. Prescriptive lessons, whole and small group instruction, classroom accommodations/modifications will be used to support these strategies.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The following steps will be implemented to ensure improvements: Progress monitoring, Professional development, professional learning communities (PLCs), coaching cycles, planning support, mentorship and guidance, modeling, classroom walkthroughs with immediate feedback, and data chats; explicit use of teacher-led instruction that is data-driven to improve weak areas; evidence of continual practice and review in the form of whole group, centers, small groups, and spiraling of standards.

Person Responsible: Ronnie Frazier (ronnie.frazier@browardschools.com)

By When: Weekly

ELO Camp and Push in/Pull-out support for the targeted subgroups. Teachers will be provided with additional supplemental resources based on the needs of the students. The ESSER & Resource teachers will provide support and resources to students and teachers.

Person Responsible: Barbara Clavijo (barbara.clavijo@browardschools.com)

By When: Quarterly

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Three-year trend data indicates that Students with Disabilities(SWD) and English Language Learners(ELL) continue to perform significantly below the district and state average in ELA and Math as well as performing below the federal index of 41%. Proficiency for SWD is 11% in ELA and 17% Math. Proficiency for ELL is 13% in ELA and 23% Math.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By June 2024, 25% of Students with Disabilities will score proficiency on the ELA PM 3 and 36% on the Math PM 3. 26% English Language Learners will score proficiency on the ELA PM 3 and 40% on the Math PM 3.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

ELA: The F.A.S.T. Assessment will monitor ELA Data for 3 periods and Benchmark Advance/Magnetic Reading Unit Assessments (Every 3 Weeks)

Math: The F.A.S.T. Assessment will monitor Math Data for 3 periods and Envision Topic Assessments(Biweekly)

Person responsible for monitoring outcome:

Barbara Clavijo (barbara.clavijo@browardschools.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Provide intensive, systemic instruction through whole group and small group

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

These strategies were selected to ensure teachers are providing high-quality reading and math instruction. High-quality instruction will include setting goals and differentiation. Students will demonstrate learning to their peers through academic discourse and accountable talk.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Ongoing collaboration between general education teachers, ESE teacher and the students.

Work on grade level standards (spiraling behind general education teachers) in the ESE classroom to ensure students are mastering skills.

Small group instruction; push in and pull out services based on IEP

Person Responsible: Ronnie Frazier (ronnie.frazier@browardschools.com)

By When: Quarterly

#3. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on the FAST PM 3, ELA proficiency was 24%, Math was 29% and Science was 19%. C. Robert Markham Elementary understands the direct correlation between a positive culture and student achievement. The staff is focused on building positive student and staff culture by encouraging students to become accountable for their academic growth and celebrating their success which will increase student achievement.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By June 2024, 41% of students in third-fifth grade will score at an achievement level of 3 or higher in Reading, Math & Science.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

ELA: The F.A.S.T. Assessment will monitor ELA Data for 3 periods and Benchmark Advance/Magnetic Reading Unit Assessments (Every 3 Weeks)

Math: The F.A.S.T. Assessment will monitor Math Data for 3 periods and Envision Topic Assessments(Biweekly)

Science: Mastery Connect Monthly Assessments State Science Assessment

Person responsible for monitoring outcome:

Ronnie Frazier (ronnie.frazier@browardschools.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Benchmark aligned planning and implementation of lessons, questioning to check for understanding, student discourse and collaboration, Celebrating Success

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

These strategies were selected to ensure teachers are providing high-quality instruction. High-quality instruction will include differentiation, goal setting, and celebrating success. Students will demonstrate learning to their peers through academic discourse and accountable talk. Prescriptive lessons, whole and small group instruction, classroom accommodations/modifications will be used to support these strategies.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The following steps will be implemented to ensure improvements: Progress monitoring, Professional development, professional learning communities (PLCs), coaching cycles, planning support, mentorship and guidance, modeling, classroom walkthroughs with immediate feedback, and data chats; explicit use of teacher-led instruction that is data-driven to improve weak areas; evidence of continual practice and review in the form of whole group, centers, small groups, and spiraling of standards.

Person Responsible: Ronnie Frazier (ronnie.frazier@browardschools.com)

By When: Weekly

Students will track and record their academic growth and participate in conferences to set goals.
70s Club-Biweekly/monthly achievement recognizing students receiving 70% or higher on assessments
Recognition for individual growth goals

Person Responsible: Ronnie Frazier (ronnie.frazier@browardschools.com)

By When: Bi-Weekly

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

School improvement funding allocations are reviewed by the school leadership team and during monthly SAC meetings for remaining stakeholders. During the school leadership and monthly SAC meetings, we analyze/ review student assessment data to determine the resources needed to meet the areas of focus. All stakeholders have the opportunity to make recommendations on resources, but the school-based leadership will make the final decision on the resources and how they will be implemented. Furthermore, we ensure intervention and enrichment resources are included to meet the needs of all learners. Overall, the funds will be allocated to instructional materials, professional development, student incentives, and technology resources.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Over the years, reading and language arts data has remained significantly low, especially in the foundational skills areas (phonemic awareness and phonics). Due to the critical need of these areas, students are struggling to become fluent and proficient readers. The Star Reading and Early Star Literacy from 22/23 school year shows that only 29% of our 1st graders, 32% of our 2nd Graders and 36% of our kindergarten scholars are on grade level. This shows that about 65% of our primary students aren't on grade level and lack foundational skills.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

Over the years, reading and language arts data has remained significantly low, especially in the areas of phonics and comprehension. Due to these critical need areas students are lacking the necessary skills to become fluent and proficient readers. The 2023 FAST data shows that approximately 76% of the 3rd-5th grade students scored below a Level 3 or above. Our 3-5 grade levels were 24% at or above grade level.

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

By June 2023, at least 35% of the students in kindergarten through second grade will improve their phonemic awareness and phonics skills to demonstrate they are on track to proficiency per the Early Star Literacy & Star Reading.

Grades 3-5 Measurable Outcomes

By June 2023, at least 29% of the students in third through fifth grade will improve their phonics and comprehension skills to score a level 3 or higher on the F.A.S.T.

Monitoring

Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

In grades Kindergarten and 1st, the areas of focus will be monitored through Benchmark Advance's weekly

and unit assessments (every three weeks) as well as the Early Star Literacy & Star Reading. We will implement SIPPS and utilize the data to drive small group instruction. Data chats with grade level teachers will

conducted to analyze assessment data and provide next steps for instruction.

In grades second through 5th, the areas of focus will be monitored through weekly i-Ready standards based

assessment and unit assessments (every three weeks) through Benchmark Advance. The F.A.S.T.

will also be utilized to progress monitor the desired outcomes. Data chats with grade level teachers will be conducted to analyze assessment data and provide next steps for instruction.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Frazier, Ronnie, ronnie.frazier@browardschools.com

Evidence-based Practices/Programs

Description:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term “evidence-based” means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida’s definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida’s definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district’s K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

The evidence-based programs that will be implemented to achieve the desired measurable outcomes are

Benchmark Advance Interventions, SIPPS and i-Ready for scholars in grades K-2, and Benchmark Advance, Magneti Reading, and SIPPS for scholars in grades 3-5. These evidence-based programs range from moderate to strong and are aligned to the district’s K-12 reading plan. In addition, the programs are aligned to the ELA B.E.S.T. standards.

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

The evidence-based programs have been selected to target the areas of focus which are foundational skills

(phonemic awareness and phonics) in the primary and intermediate grades as well as support with comprehension for our intermediate scholars

Action Steps to Implement

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>Resource Teachers as well as classroom teachers will administer SIPPS Assessment in grades k-2 for students lacking strong foundational skills to determine the areas of deficiency. K-5 will all take the I-Ready Diagnostic. The data will be analyzed by the literacy leadership team and teachers to determine the appropriate intervention. Admin, literacy coach, and Resource teacher will model lessons and observe teachers to provide immediate feedback. Assessments will be administered on weekly to monthly basis to determine if the desired outcomes are being met.</p>	<p>Foreman, Latronna, latronna.mcgowan@browardschools.com</p>
<p>Grade level teams will have common planning time during the day to work alongside the literacy coach and administration. These planning sessions will review the B.E.S.T standards taught for the week, data analysis from weekly assessments, and the implementation of Benchmark Advance as well as supplemental materials. The planning sessions will focus on whole and small group instruction, intensive reading block and literacy centers. Teachers will also share best practices for teaching the B.E.S.T standards.</p>	<p>Frazier, Ronnie, ronnie.frazier@browardschools.com</p>

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

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

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
 List the school's webpage* where the SIP is made publicly available.

? Involve an adequate representation of parents, or establish a parent advisory board to represent families, in developing and evaluating the "School Parent and Family Engagement Plan" that describes how the school will carry out its required family engagement activities.

? Hold an annual meeting for families to explain the Title I program and the rights of parents to be involved. Offer other meetings/workshops at flexible times.

? Use a portion of Title I funds to support parent and family engagement and involve parents in deciding

how these funds are to be used.

? Involve parents in the planning, review, and improvement of the Title I program.

? Develop a school-parent compact that outlines how parents, students, and school staff will share the responsibility for improving student achievement, and describes how parents and teachers will communicate.

? Offer assistance to parents in understanding the education system and the state standards, and how to support their children's achievement.

? Provide materials and training to help parents support their child's learning at home.

? Provide staff development to educate teachers and other school staff, including school leaders, on how to engage families effectively.

? Coordinate with other federal and state programs, including preschool programs.

? Provide information in a format and language parents can understand, and offer information in other languages as feasible.

? Include the School and District Parent and Family Engagement Plans on our school website and in the Parent Engagement Notebook in the front office

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

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Meet one-on-one: Cultivates a personal connection with a key stakeholder(s)

Call a joint meeting Engages representatives from one stakeholder group

- Allows for closer interaction and relationship building due to small group size

Organize a town hall: Is open to anyone in the stakeholder group who chooses to attend

- Reaches broader populations such as students or parents

- Structured using an agenda to outline topics I would like to cover and a

moderator to keep the conversation on topic

- Allows for responsiveness to needs, questions, or topics of interest brought up by attendees

Create an advisory board : Allows for perspectives from a range of stakeholders to be heard

- Is collaborative and multidisciplinary

- Allows for regular meetings to hear from stakeholders and ask for feedback

- Leverages a pre-established community group

- Allows for closer interaction with individuals due to smaller group size

- Meeting regularly enables you to hear from, and ask for feedback from, representatives from the community

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Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

C. Robert Markham Elementary plans to achieve at least 41% proficiency in grades 3-5 on the FAST (English

Language Arts and Mathematics) and the Statewide Science Assessment. In addition, the ESE and ELL subgroups will increase at least 4% in proficiency on the FAST PM3. These goals will be met by strengthening our academic program through high-quality Tier I instruction, common planning amongst the grade level teams with an instructional coach present to lead the sessions, classroom walkthroughs to enhance teacher instructional practices, and coaching cycles based on classroom walkthrough data. Also, assessment data will be analyzed to inform instruction and target learners in need of remediation

or enrichment. Scholars that scored at/above or levels 3-5 on progress monitoring (FAST/STAR) will be placed together in order to accelerate the curriculum.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

C. Robert Markham Elementary draw on a wide range of resources and monitor the impact to ensure that all students receive a quality education and achieve high academic expectations.

- I Other Title Programs
- I Career and Technical Education
- I State Compensatory Education
- I Special Education
- I After school programs
- I Nutrition Programs
- I Homeless Programs
- I Head Start
- I Violence Prevention Programs
- I Adult Education
- I Job Training
- I Family Literacy

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

N/A

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

N/A

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

C. Robert Markham Elementary will implement a Tier 1 school-wide positive behavior plan that will address behavioral concerns for all scholars. The plan will include school-wide rules and expectations for all students, followed by lesson plans that teachers will implement based on the rules and expectations. Tier 2 and 3 behavior concerns will be addressed during the MTSS meetings with individual students, and the social worker will continue to provide parents the option to seek support through outside agencies. In addition, individual student attendance concerns will be addressed by our social worker with the parents to avoid future BTIP issues.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

N/A

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction	\$0.00
2	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Other	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes