

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: C. ROBERT MARKHAM ELEMENTARY

District Name: Broward

Principal: Dr. Ted Toomer

SAC Chair: Tarshe Freeman/Sandra Ruise

Superintendent: Mr. James Notter

Date of School Board Approval: 12/01/09

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## VISION and MISSION STATEMENTS

### Markham's Vision

C. Robert Markham Elementary ensures that each student receives the highest quality education.

### Mission Statement

C. Robert Markham Elementary ensures maximum student progress by implementing a standards based curriculum within a safe and secure learning environment.

## PART I: CURRENT SCHOOL STATUS

### SCHOOL PROFILE/DEMOGRAPHICS

#### Brief History and Background of the School

Originally constructed in 1966, Markham is located in a multi-ethnic community adjacent to residential and industrial areas in the City of Pompano Beach that offers students a curriculum enriched with advanced technology. At this technology school of change, a highly qualified staff renders services to approximately 518 students in grades Pre-Kindergarten through fifth. Although the farming community Markham was originally built to serve no longer exists, the surrounding community remains economically disadvantaged. It has the lowest per capita income of all the subdivisions in the City of Pompano Beach.

Various physical and structural enhancements have also been completed. The Media Center was renovated in 2007 to include retrofitting for 18 student computer stations and a closed circuit television studio system. Enhancements to the cafeteria in 2006 included: expanded cooking and serving areas, appliances, furniture, stage, and additional storage facilities. In 2008, advanced media technology upgrades were installed in the cafeteria for state of the art audio-visual capabilities. The school was painted and many light fixtures and ceiling tiles have been replaced and we now have a single point of entry. This past year, a butterfly garden has been added for hands-on science lessons and beautification of the campus. We are in the process of expanding disabled access to classrooms and computer labs.

#### Unique School Strengths for Next Year

C. Robert Markham Elementary has demonstrated increases on the 2009 FCAT Assessment. A key strength was noted in the 2009 FCAT Writing Assessment where the raw data indicates that 96% of the students tested met high standards in writing for an increase of 6 percentage points as compared to the 2008 FCAT Writing Assessment. In fourth grade, 72% of the students met high standards on the 2009 FCAT Reading Test, an increase of 26 percentage points when compared to the 2008 FCAT Reading Assessment. The fourth grade students also demonstrated growth on the 2009 FCAT Mathematics Assessment where 63% of the students scored mastery or above, which yielded a 2 % point increase when compared to the 2008 FCAT Mathematics Assessment. At the beginning of the 2009 school year, 63% of our students will begin the year at or above grade level in Reading compared to 49% in 2008, which is a 14% point increase when compared to the previous school year. In fifth grade, 62% of the students met high standards in reading, up 26 percentage points, which attests to the value of having certified Reading Teachers developing curriculum and implementing programs at that grade level.

Approximately one out of five teachers have obtained National Board Certification status. One out of five instructional staff members possess Teacher Certification or Endorsement Add-on in Reading.

#### Unique School Weaknesses for Next Year

An increase in incoming fourth grade students who will need Progress Monitoring Plans (PMP's) for Reading and Math is

evident by current FCAT scores. When comparing the results of the 2008 and 2009 Florida Comprehensive Assessment Test (FCAT), C. Robert Markham Elementary school experienced a decline in the number of students scoring Level 3 and above in the following areas: 3th grade math decreased by 17 percentage points; 5th grade math decreased by 1 percentage points; and 5th grade science decreased by 13 percentage points.

Due to budgetary cuts, Markham will experience a reduction in Specials Staff who provided reading support to third grade students. Two veteran instructional staff members will not return in the 2009-2010 school year. . In addition due to budgetary allocations, Markham will be losing its bilingual Haitian Creole speaking clerical staff member leaving the main office with just one bilingual Spanish-speaking secretary to attend to the students, parents, teachers, and other school needs. This will limit the school's ability to communicate effectively with Haitian Creole speaking parents and continue providing quality customer service in a short period of time.

The recent construction and opening of two affordable housing communities Golden Villas and Golden Square with the combined capacity of 302 units will increase enrollment at Markham Elementary. Our classrooms will have to be outfitted to accommodate additional new students as a result of this community redevelopment project by the Housing Authority of Pompano Beach.

#### Student Demographics

Our school serves primarily low income Black, Hispanic, and Haitian populations. Our population is estimated to be 520 students for the 2009-2010 school year in grades Pre-Kindergarten through Fifth, with an ethnic breakdown of 71% Black, 26% Hispanic, 2% White, and 1% Multi-Racial. The number of students qualifying for free or reduced lunch, also identified as Economically Disadvantaged, is approximately 97 percent. Our student population consists of 28 percent English Language Learners (ELL) and 9 % Students receiving services under Exceptional Student Education.

#### Student Attendance Rates

Markham Elementary School's 2008-2009 attendance rates. This is also an increase from the 2007-2008 school year, which was 96.76%. Additionally, Markham Elementary School has matched or exceeded the student attendance rate of the District over the last three year as follows: 2006-2007: 96%; 2007-2008: 97%; 2008-2009: 97%; Broward County School District 2006-2007: 95%; 2007-2008: 96%; 2008-2009: 95%.

#### Student Mobility

Markham has a 36% mobility rate for the 2008-2009 school year. The surrounding community is a multi-generational neighborhood with families who have resided in the same location for many years. With two new residential construction projects completed in February 2009, we anticipate an increase in student enrollment during the upcoming school year.

#### Student Suspension Rates

There has been an increase in the number of outdoor suspensions for the 2008-2009 school year. 6.2% students were placed on indoor or outdoor suspensions due to violations of the District's Code of Student Conduct. In 2007-2008, 3.4% were placed on indoor or outdoor suspensions. In 2006-2007, 1.7% students were placed on indoor or outdoor suspension. The RTI model determines a tiered approach to handling disciplinary issues. Our school has established a weekly small group Conflict Resolution initiative through the Guidance Department to provide our students with an environment that promotes conflict resolution while teaching coping skills in adverse situations.

#### Student Retention Rates

The student retention rates for the 2008-2009 school year was 6.3 percent. This is a significant decrease from the 9.8 percent of students retained during the 2007-2008 school year.

#### Class Size

The average class size for a general education class during the 2008-2009 school year was as follows: 16:1 for Pre-Kindergarten, 16:1 for Pre-Kindergarten 18:1 for first grade, 20:1 for second grade, 18:1 for third grade, 21:1 for fourth grade and 25:1 for fifth grade. The average class size of our SPED class was 14:1 for Specific Learning Disabled and 10:1 for Emotionally Behavioral Disorder. The average class size of our English Speakers of Others Language (ESOL) class was 18:1.

#### Academic Performance of Feeder Pattern

N/A

#### Partnerships and Grants

Our school has a long-standing partnership with the King's Point Men's Club. This organization provides incentives and school supplies for the students in need. It also sponsor's our annual "Just Say No to Drugs" essay and poster contest. Wal-Mart Supercenter #2962 serves as our Business Partner and donates goods year round to students at Markham Elementary.

### STUDENT ACHIEVEMENT DATA

*Note: The following links will open in a separate browser window.*

[School Grades Trend Data](#)

[Adequate Yearly Progress \(AYP\) Trend Data](#)

HIGHLY QUALIFIED ADMINISTRATORS

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record *
Principal	Dr. Ted Toomer	BA- Journalism ; Elon College MA- Elementary Education; Nova Southeastern University Ph.D. - Educational Leadership; Nova Southeastern University	2	2	C. Robert Markham Elementary, Principal 2008-2009 School Grade: A Reading Mastery: 62% Math Mastery: 60% Science Mastery: 29% Writing Mastery: 96% AYP: 92%; Economically Disadvantaged and Black subgroup did not make AYP in Math.  C. Robert Markham Elementary, Principal 2007-2008 School Grade: B Reading Mastery: 49% Math Mastery: 66% Science Mastery: 42% Writing Mastery: 93% AYP: 97% English Language Learners did not meet AYP in Reading.  Lyons Crek Middle School, Assistant Principal 2006-2007 School Grade: A Reading Mastery: Math Mastery: Writing Mastery: Science Mastery: AYP: 90% English Language Learners and Students with Disabilities did not meet AYP in Reading and Math.
Assis Principal	Lina Palacios	BA-St. Thomas Elementary Education (1-6)  MS- St Thomas University Educational Leadership;  State of Florida Educational Leadership Certification, Elementary Education (1-6) ESOL			Silver Lakes Elementary Teacher, Grade 3 2008-2009: School Grade: A Reading Mastery 79%; Math Mastery 100% Silver Lakes Elementary Teacher, Grade 3 2007-2008 School Grade: B Reading Mastery 63%; Math Mastery 89% Silver Lakes Elementary Teacher, Grade 4 2006-2007 School Grade: A Reading Mastery 63% Math Mastery 59%

\* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

HIGHLY QUALIFIED INSTRUCTIONAL COACHES

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as a Coach	Prior Performance Record *
Writing	Gail Pluchino	National Board Certified (Middle Grades Generalist), Elementary Education, Special Education, Special Education, ESOL endorsement	15	5	Writing scores have consistently surpassed the state average. 2007- 96% 2008- 89% 2009- 95%
Reading	Barbara Young	National Board Certified (Middle Grades Genealist), ESOL Endorsement Elementary Education	12	5	Trends for students meeting high standards in reading:  2007- 43% 2008- 49% 2009- 62%
Math	Sandra Ruise	National Board Certified (Literacy Learning), Highly Qualified HOUSSE Elementary Ed., Biology (6-12), Chemistry (6-12).	23	1	Trends for students meeting high standards in math: 2007- 62% 2008- 66% 2009- 60%
		National Board Certified (Middle Childhood			Trends for students meeting high standards

Science	Eyvonda Cooper-Moye	Generalist), Elementary Ed. (K-6), Mathematics (5-9), Gifted, ESOL, and Reading Endorsements.	4	1	in science: 2007- 16% 2008- 42% 2008- 29%
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\* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

### HIGHLY QUALIFIED TEACHERS

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. NESS	Gail Pluchino	On-going throughout school year	
2. New Teacher Buddy	N. Brown, M. Garcia	On-going	
3. Bring Curriculum Support Staff Prior to School Year	Principal	On-going	
4. Attend on-going professional development	Principal and Coaches	On-going	

### Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
N/A	N/A	N/A	N/A

### Staff Demographics

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed
34	7	44	5	44	22	100	20	20	99

### Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Nicholas Brown	Rodney Creary	Mr. Brown has demonstrated the ability to increase student achievement in both reading and math.	Monthly visits to each others' classrooms for modeling and observing best practices, time to work on lesson plans, review state standards, and instructional strategies.
Maribel Garcia	Yvonne Taylor	Moved to different grade therefore mentoring with a "veteran" from that grade level will insure that mentee and thus students are provided with maximum opportunities for growth and best practices are in place from the first day of school.	Allocation of time to assist in planning and familiarize with evidence based best practices and classroom management at upper grade levels.
		Moved to different grade therefore mentoring with a "veteran"	

Jacqueline Richards	Clifford Wimberly	from that grade level will insure that mentee and thus students are provided with maximum opportunities for growth and best practices are in place from the first day of school.	Allocation of time to assist in planning and familiarize with evidence based best practices and classroom management at upper grade levels.
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## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

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 needs 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 I, Part C- Migrant

The Migrant Allocation supports salaries and provides services to parents.

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.  
 Training and substitute release time for staff professional development.

Title III

Title III funds are used to supplement and enhance the programs for English Language Learners (ELL) and immigrant students by providing funds to implement tutorial programs in Reading and Math.

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

Supplemental Academic Instruction (SAI) is provided to students in grades 3-5 in both reading and math by a National Board Certified instructor who is also certified in drop out prevention.

Violence Prevention Programs

N/A

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, school lunch, aftercare snacks, and Saturday School 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 physical education.

Housing Programs

N/A

Head Start

Head Start programs are co-located in several Title I 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

N/A

### Response to Instruction/Intervention (RtI)

#### School-based RtI Team

Identify the school-based RtI Leadership Team.

The school based RTI Leadership Team consists of both the curriculum and the support staff. Gail Pluchino is the writing coach. She is on this team because of her experience, knowledge and certification in special education and special education strategies. Barbara Young is the reading coach. She has a wealth of knowledge in the use of ESOL strategies and programs. Eyvonda Cooper-Moye is the science coach. She has certification in gifted education and experience in providing strategies to work with students who have demonstrated ability but have not demonstrated proficiency. Sandra Ruise is the math coach. She is certified in both literacy learning and drop-out prevention. She has demonstrated ability in working with students to enhance proficiency levels. Frank Lippscomb is the ESE specialist. His demonstrated expertise in standards and the legalese of ESE placement, reevaluations, and the creation of IEPs makes him a valuable member of the team. Both Nicholas Brown and Tarshe Freeman are classroom teachers certified in reading. They are able to diagnose reading problems, create prescriptive remediation programs and implement them. They are also trained in the administration and analysis of FAIR assessments in grades K-5. Both the principal and the assistant principal are instructional leaders and facilitators of the RtI team.

Describe how the school-based RtI Leadership Team functions (e.g. meeting processes and roles/functions).

This team meets weekly to discuss struggling students and the implementation of effective intervention strategies. The RtI 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 RtI Team also schedules weekly meetings with grade levels. If the need arises, individual members of the RtI team will meet with and model lessons for individual teachers

Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan

Because the RTI Leadership team has the most current data on all aspects of student performance including academic and behavioral areas of concerns, their leadership of the various committees (math, reading, science, parental involvement, extended learning opportunities and pre-k) providing information to be inputted into the School Improvement Plan is essential to the development of a prescriptive and effective School Improvement Plan. The members of the RtI team have in-depth knowledge of the academic and social concerns of the school and school community. This knowledge renders them capable of implementing and monitoring the School Improvement Plan with fidelity thus ensuring its success. The RtI Leadership Team will meet monthly to disaggregate current data, identify areas of weaknesses, develop an action plan to create activities that will attend to individual needs and utilize an evaluative tool that will measure the value of the efforts.

#### RtI Implementation

Describe the data management system used to summarize tiered data.

Above the Clouds is the management system used to summarize tiered data.  
Baseline data: 2009 FCAT Results Data, 2009 Stanford Achievement Test ((SAT 10) Results Data, District Benchmark Assessment Test (September Administration), Progress Monitoring and Reporting Network (PMRN), Florida Assessments for Instruction in Reading (FAIR),

Progress Monitoring data: District Mini-Benchmark Assessments, FAIR, Compass Learning Odyssey, and CCC.

Mid-year data: FAIR, Diagnostic Assessment for Reading (DAR) as needed, FCAT Simulated Assessments, District Interim

## Assessments

End of year data: FAIR, 2010 FCAT results, 2010 SAT 10 results District Interim Assessment

Frequency of Data Days: Bi-weekly for data analysis

Describe the plan to train staff on RtI.

Professional development will be provided during planning week in August, 2009 and with the staff during grade level and faculty meetings throughout the year. Follow up activities will be conducted throughout the school year in Professional Learning Communities. The RtI team will also survey additional professional development needs during weekly RtI Leadership Team meetings. All staff will be provided with the opportunity for training and/or refreshing on the management system. The training will be facilitated by the school's tech specialist. They will occur during the week of planning or shortly thereafter.

## School Wide Florida's Continuous Improvement Model

### Plan

Data Disaggregation 2008-2009 FCAT Data

What strengths and weaknesses were identified in the 2009 data by grade level, subject area, and clusters/strands?

Analysis of 2009 FCAT Reading results show strengths in Content Clusters at Grade 3 for Comparisons and Contrast, 71%; Grade 4 Words and Phrases 71%, Reference and Research 75%; and Grade 5 Reference and Research 67%. Based on the results from 2009 FCAT Mathematics the strongest performing content clusters are as follows: Grade 3, Number Sense 58%; Grade 4 Geometry and Data Analysis 71%; Grade 5 Number Sense and Geometry 62%. 2009 FCAT Writing results revealed a total of 96% of all fourth graders scored 3.5 or higher, and 4 % points higher were earned on narrative versus expository writing. Grade 5 results from the 2009 FCAT Science Assessment revealed Life and Environmental Sciences as the strongest performing cluster.

Based on 2009 FCAT Reading results, the weakest performing Content Clusters in Reading at Grade 3 was Reference and Research. The weakest performing content cluster at Grade 4 was Words and Phrases. The weakest performing content cluster at Grade 5 was Words and Phrases. Analysis of the 2009 Math results shows a 6 % point decrease in the number of students meeting high standards in Math school-wide. The weakest performing content clusters in Grade 3 were Algebraic Thinking and Measurement. The weakest performing content cluster in Grade 4 was Measurement. The weakest performing content cluster in Grade 5 was Data Analysis. Based on 2009 FCAT Science Assessment results, there was a 13% point decrease in the number of students meeting high standards. The weakest performing content cluster was Scientific Thinking.

### Instructional Calendar Development

What is the process for developing, implementing, and monitoring an Instructional Focus Calendar for reading, writing, mathematics, and science?

The initial instructional focus calendars are developed based upon the analysis of the data obtained from end of the year and end of the book tests in math, reading and science. Writing samples are also analyzed for the provision of data. The primary grades also use data from the Burns and Roe IRI;s. The results are given to the upcoming grade level in a collaborative and vertical planning meeting. The calendars are refined immediately following the release of FCAT test scores and SAT 10 test scores. Benchmarks are prioritized based upon the students' performance on FCAT and SAT 10 testing. The benchmarks on which the students' performances are weakest are taught first in all subject areas. The duration of instruction selected for each benchmark is based upon the pacing guides provided by the district and the grade level's judgment on the need to spend more or less time on the benchmark after analysis of students' attainment of proficiency. Team leaders and the curriculum staff continue to work on the focus calendars during the summer. They are completed during the pre-planning week by the grade level teams. This schedule also allows for input and thus ownership of the final calendars by the team members. The Focus calendars are developed as "living" documents. Therefore, the flexibility to change them so that they continually meet the changing needs of the students is inherent in them. Implementation is a collaborative effort. Administration is assured of the implementation of the instructional focus calendar by walkthroughs, grade level chats and analysis of student achievement on weekly benchmark assessments as prescribed by the calendars. Any teacher failing to meet the criteria for successful implementation, based upon walkthroughs and student achievement, will be mentored by the coaches and/or teachers who have demonstrated expertise in the area of concern.

Which instructional Benchmarks will be given priority focus, based on need, for each content area (reading, writing, mathematics, and science)?

Reading Instructional Benchmarks: Words and Phrases, Main Idea, and Reference and Research will be given priority focus.

Writing Instructional Benchmarks: Expository writing will be given priority focus.

Mathematics Instructional Benchmarks: Measurement, Algebraic Thinking, and Data Analysis will be given priority focus.

Science Instructional Benchmarks: Scientific Thinking and Earth and Space will be given priority focus.

What is the process to ensure instruction is based on individual students' needs, as opposed to the master schedule?

Teaching and learning is the result of data driven processes in which students' academic needs take priority. Through departmentalizing content areas in Grades 3 through 5, students are receiving targeted instruction based upon FCAT content cluster results and Mini-Benchmark Test performance. Differentiated and small groups are fluid in Reading, Math, and Science to further meet the individual needs of each student by classroom and resource teachers.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

Students attend Special Area courses in Art, Media, and Physical Education in which parallels are drawn across the curriculum that relate to 21st century professions.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

At C. Robert Markham Elementary, students are given the opportunity to take Specials classes in Physical Education, Media, and Art with a cross-curricular emphasis. Academic needs are met with relevant instruction geared towards students attaining future career goals. At Grade 5, a Junior Achievement 20 week hands-on curriculum is implemented to educate students on workforce readiness, entrepreneurial and financial literacy.

DO

Direct the Instructional Focus

How are lesson plans and instructional delivery aligned across grade levels and subject areas?

Vertical teaming across the grade levels takes place on a monthly basis through team leader meetings. Grade levels are provided the opportunity to meet with each other as needed. Teachers at each grade level are given the opportunity to work with the team leader on instructional focus calendars. Because of departmentalization, team members from each grade level, teaching the subject area meet weekly with the coach for that area to review the weekly assessment data. This review and any changes made in the focus calendar ensure that instruction is prescriptive to student needs and data is reported back at weekly grade level meetings.

How are instructional focus lessons developed and delivered?

Instructional focus lessons are developed after analysis of data from weekly assessments in the core subject areas. These lessons are imbedded with technology and are created with remedial and enrichment components. Lesson questions follow the FCAT item specifications format.

How will instructional focus lessons be revised and monitored?

Instructional focus lessons are revised and monitored based on student assessment data. The analysis of weekly benchmark assessment data drives instruction. The results are used to track student, grade level and classroom performance to ensure that trends and patterns are spotted and interventions are immediate and on going.

CHECK

Assessment

Describe the types of ongoing formative assessments to be used during the school year to measure student progress in core, supplemental, and intensive instruction/intervention.

The formative assessments used to determine the student understanding of the Instructional Focus Calendar are Mini-Benchmarks, Broward Assessment Test (BAT), end of chapter tests from the textbooks, student presentations (inclusive of technology, using a rubric), FAIR, and Independent Learning Systems (ILS). These tests will have at least five questions. Mini benchmark assessments and ILS's are administered and analyzed weekly. FAIR testing will take place every twenty days. BAT's are administered twice annually during the first eighteen weeks of school. Chapter tests are administered based upon completion of the textbook units. Presentations are to be used for assessment according to teacher judgment and decision.

How are assessments used to identify students reaching mastery and those not reaching mastery?

Assessments are analyzed for those students not scoring at 80% mastery. A spreadsheet of the benchmarks and the

students' names and scores will quickly identify those students and the skills where mastery was not attained.

#### Maintenance

How is ongoing assessment and maintenance of Benchmark mastery for each grade level and content area built into the Instructional Focus Calendar?

Assessment and maintenance of grade level and content are Benchmark mastery are inherent in the school's Focus Calendar because of the calendars' flexibility and through the inclusion of a cycle of instruction that requires teaching, assessment and then an enrichment and remediation component based upon individual student need.

Describe the process and schedule for teams to review progress monitoring data (summative and mini assessments) to identify the required instructional modifications that are needed to increase student achievement.

Administration will have weekly data chats with the curriculum coaches to discuss trends and/or patterns in student achievement on weekly Mini Benchmark Assessments and assessments which can be used as both formative and summative instruments such as BAT and FAIR. Decisions and information from these meeting will be shared with the grade level teams. Subject area coaches will meet with the subject area teachers if changes need to be made to ensure continuous student progress through effective teaching and learning.

#### Monitoring

Describe the Principal's and Leadership Team's roles as instructional leaders and how they will be continuously involved in the teaching and learning process.

Administration and the leadership team are the instructional leaders. They will insure the fidelity of instruction through weekly meetings to review, analyze and summarize assessment data. Classroom walkthroughs, data charts with teachers and students, and monthly meetings with grade chairs and curriculum will be utilized for the purpose of monitoring the academic progress and success of both teachers and students. The information obtained from these monitoring practices will also be used to create and implement the differentiated instruction necessary for continuous student progress. The instructional coaches will facilitate the use of this data by content area teachers to measure progress using the Instructional Focus Calendars and the School Improvement plan as measuring tools.

#### ACT

##### Supplemental and Intensive Instruction/Interventions

Identify the core, supplemental, and intensive instruction and interventions.

Core instruction is provided to all students using researched based programs, materials and strategies from Harcourt/Brace. Intervention and Intensive instruction is rendered in small groups. Both the pullout and push-in model are used. Those students identified as non-mastery on targeted skills assessments are scheduled for these services. All students are provided supplemental services through the use of ILS's. SuccessMaker is used to strengthen the students' current skills and move them along on their individual learning paths. All students are exposed to and provided additional instruction on the weekly benchmarks using Compass Learning Odyssey.

How are supplemental and intensive instruction/interventions and tutorials structured to re-teach non-mastered target areas?

Students identified as not meeting mastery standards are assigned skill specific tutorials through the computerized learning system, Compass Learning Odyssey by the classroom teacher. Other Web-based instruction includes FCAT explorer for core subject areas. A special emphasis is placed on students who demonstrate low performance students to register and attend Supplemental Education Services (SES) provided after-school throughout the school year. Tutoring camps, which are held on Saturdays in the months leading up to the Spring FCAT Administration also target students who continually show non-mastery of grade level skills.

How does the school identify staff's professional development needs to improve their instructional strategies?

Based on data results from school-wide assessments and administrator's observations, professional development needs will be determined. Additionally, teachers are given an opportunity to request professional development to enhance or remediate best practices strategies through learning monthly communities.

Which students will be targeted for supplemental and intensive instruction/interventions?

Students not meeting mastery of grade level benchmarks will be targeted with push-in or pull-out instruction by instructional coaches, in addition to after-school tutoring by the SES provider.

How will the effectiveness of the interventions be measured throughout the year?

Supplemental interventions will be measured by the students' performance on assessments, classroom performance and interventionist observations. Teachers will discuss best practices used versus their effectiveness in order to make adjustments to the delivery of instruction during professional learning communities.

Enrichment

Describe alternative instructional delivery methods to support acceleration and enrichment activities.

Enrichment lessons are provided for students who have mastered the assessed standard or benchmark. Extension activities assigned by the classroom teacher are designed to reinforce and enhance benchmarks through differentiated small group instruction on a daily basis. In addition, students participate in grade level skills enrichment projects quarterly.

Describe how students are identified for enrichment strategies.

Any student demonstrating mastery of 80-100% are provided enrichment activity opportunities. Parental consent is necessary for student participation in extracurricular activities.

### Professional Learning Communities

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
Pre-K through 5th	Nicholas Brown Tarshe' Freeman	Weekly	Each Thursday of the Week	To help teachers in the quest to become reading endorsed.
Pre-K through 5th	Vernita Edmondson Eileen Higgs Oscar Moreno	Bi-weekly	Wednesday's To ensure that teachers are able to seamlessly integrate technology into all the content areas	To ensure that teachers are able to seamlessly integrate technology into all the content areas
Pre-K through 5th	Sandra Ruise	Bi-Weekly	Tuesdays	To provide best practices for a seamless transition into Next Generation Math Standards.

### NCLB Public School Choice

Note: For Title I schools only

- Notification of (School in Need of Improvement) SINI Status  
[No Attached Notification of \(School in Need of Improvement\) SINI Status](#)
- Public School Choice with Transportation (CWT) Notification  
[No Attached Public School Choice with Transportation \(CWT\) Notification](#)
- Notification of (School in Need of Improvement) SINI Status  
[Show Attached Supplemental Educational Services \(SES\) Notification](#)

### Pre-School Transition

Those teachers in the preschool program team vertically with the kindergarten teachers. The kindergarten teachers provide the preschool teachers with information on the skills that are necessary for the academic and social readiness of these students upon entering kindergarten. There is also communication with the preschool centers in the area that provide services to the school community. Parents of the preschool students at Markham and the ones attending centers in the area are invited via letters, school newsletter, and announcements to attend Markham's annual Kindergarten Roundup. The Kindergarten Roundup provides parents with information on school readiness skills and a question and answer session. Parents also receive information on what documents are needed for registration and when they can register their children.

The Reading Coach assists Pre-K teachers in the rendering of a curriculum that is aligned to school readiness guidelines. This coach also assists in the coordination of Kindergarten Roundup to help parents transition their child from preschool to elementary school. The Reading Coach will coordinate and administer the ECHO and DIBELS. The Coach will also coordinate Kindergarten Roundup.

### Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.

N/A

## PART II: EXPECTED IMPROVEMENTS

### Reading Goal

Needs Assessment:	Based on School Grade and Adequate Yearly Progress Data:
	Did the total percent proficient increase or decrease? What is the percent change?
	What clusters/strands, by grade level, showed decrease in proficiency?
	Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?
	Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?
	Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Data analysis show that overall 62% of all students in Grades 3-5 met or exceeded high standards on the 2009 administration for FCAT Reading, a 13% increase when compared to 2008.		72% of students in Grades 3-5 will score at or above level 3 on the 2010 Reading FCAT.		
In Grade 3, 56% of students met or exceeded high standards. This demonstrates equivalent percentage points when compared to 2008.				
In Grade 4, 72% of students met or exceeded high standards. This demonstrates a 26% points increase when compared to 2008.				
In Grade 5, 62% of students met or exceeded high standards. This demonstrates a 16% point increase when compared to 2008.				
All subgroups met AYP in reading.				
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Implement daily activities in Grades 3-5 to review skills not mastered. 2. Utilize FCIM to identify students in the core curriculum needing intervention and enrichment.	Barbara Young	1. Administrative classroom walk-throughs. 2. Fluid student grouping as evidenced by small group rosters to ensure targeted instruction in deficient benchmarks.	1. BAT 1 and 2 results, FAIR, and Classroom Walk-through follow-up feedback reports. 2. Weekly Mini-Benchmark Assessment Data reports showing student progress.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Priority placement and implementation of Reference and Research skills and Words and Phrases on the Reading Instructional Focus Calendar.		72% of students in Grades 3-5 will score at or above proficiency on the 2010 Reading FCAT.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Monitor IFC Calendars for all grade levels 2. Monitor to ensure that all lessons are taught according to priority on IFC for Reading.	Barbara Young Administrators	Analysis of Benchmark Assessments, Classroom Walkthroughs, Data Chats, RTI meetings.	Assessment Results

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Technology Integration		Increased use of technology to increase proficiency of students.		
	Action Step	Person Responsible for Monitoring the	Process Used to Determine Effectiveness	Evaluation Tool

		Action Step	of Action Step	
1	1. PLC for technology integration. 2. Workshops on Accelerated Reader	1. Media Specialist 2. Magnet Coordinator 3. Tech Specialist	1. Analysis of Benchmark assessment results 2. Analysis of Instructional Learning Systems results.	1. Benchmark Assessment 2. ILS management systems reports

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the needs assessment, greater emphasis should be placed on the K-2 Reading Program.		74% of tudents in grades K-2 will demonstrate on level proficiency in reading.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Provide all teachers with training in both usage of basal and evaluation tools. Provide training for all teachers in Marzano's high yield strategies.	Dr. Ted Toomer, Lina Placios, Barbara Young, Eyvonda Cooper-Moye, P. Teelucksingh, Zan Davis, Maribel Garcia	Comparison of quarterly reading tests scores, evaluation of mini benchmarks by curriculum and RTI team.	Mini Benchmarks, IRI's, FAIR, Chapter tests
2	Provide training for all teachers in Marzano's high yield strategies.	Dr. Toomer, Lina Placios, Gail Pluchino, Barbara Young	Classroom Walkthroughs, Analysis and evaluation of assessment data	Walk throughs, Test data
3	PLC for technology integration. Workshops on Accelerated Reader	Media Specialist, Magnet Coordinator, Tech Specialist	Analysis of Benchmark Assessment Results. Analysis of Instructional Learning Systems Results	Benchmark Assessment ILS Management Systems Reports
4	Vertical teaming approach from grades K-5 to facilitate curriculum needs as students progress through levels.	Dr. Toomer, Lina Palacios, Barbara Young, Gail Pluchino	Data Analysis, Student Data Chats with teachers and administration.	Benchmark Assessment Results

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Increase level of student proficiency to 72% through increase in content area knowledge of teachers	Professional Learning Community for Reading Endorsement	District Facilitators of online reading endorsement courses	June 2010	Visits to PLC meetings	Barbara Young

For Schools with Grades 6-12, Describe the Plan to Ensure the Responsibility of Teaching Reading for Every Teacher

N/A

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Vocabulary Power for Student Success	Instructional Materials Budget	\$370.00
		Total: \$370.00
Technology		
Description of Resources	Funding Source	Available Amount
RiverDeep	N/A	\$0.00
SuccessMaker	N/A	\$0.00
BEEP(District)	N/A	\$0.00
Accelerated Reader License Renewal	Media Budget	\$2,264.75
Compass Learning Odyssey	N/A	\$0.00
		Total: \$2,264.75
Professional Development		
Description of Resources	Funding Source	Available Amount
Broward Virtual University (Books)	General Fund	\$400.00
Teachers with expertise in areas will facilitate workshops.	N/A	\$0.00

Compass Learning Odyssey Training by Compass Learning Inc.	N/A	\$0.00
		Total: \$400.00
<b>Other</b>		
Description of Resources	Funding Source	Available Amount
N/A	N/A	\$0.00
		Total: \$0.00
<b>Final Total: \$3,034.75</b>		

End of Reading Goal

## Mathematics Goal

Needs Assessment: Based on School Grade and Adequate Yearly Progress Data:

Did the total percent proficient increase or decrease? What is the percent change?

What clusters/strands, by grade level, showed decrease in proficiency?

Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?

Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?

Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Data analysis show that overall 60% of all students in Grades 3-5 met or exceeded high standards on the 2009 administration for FCAT Math, a 6% decrease when compared to 2008.		74% of all students in Grades 3-5 will score at level 3 or above on the administration of the 2010 Mathematics FCAT.		
In Grade 3, 59% of students met or exceeded high standards. This demonstrates a decrease of 17% points when compared to 2008.				
In Grade 4, 63% of students met or exceeded high standards. This demonstrates a 2% points increase when compared to 2008.				
In Grade 5, 59% of students met or exceeded high standards. This demonstrates a 1% point decrease when compared to 2008.				
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Provide Small group differentiated instruction for skills and benchmarks not mastered. 2. Use Florida Continuous Improvement Model to identify individual student needs for remediation and enrichment. 3. Provide fluid student grouping as evidenced by small group rosters to ensure targeted instruction in deficient benchmarks. 4. Small group pullouts for both Black and Economically disadvantaged students will be scheduled to insure their success.	1. Dr. Toomer, Mrs. Palacios, Sandra Ruise, Math Coach 2. Dr. Toomer, Mrs. Palacios, Sandra Ruise, Math Coach 3. Dr. Toomer, Mrs. Palacios, Sandra Ruise, Math Coach 4. Dr. Toomer, Mrs. Palacios, Sandra Ruise, Math Coach	1. Administrative classroom walk-throughs at least twice weekly. 2. Data Chats with students. 3. Review of progress of those students scheduled for pullouts 4. Analysis and summary of benchmark assessments of Black and Economically Disadvantaged students to monitor progress and insure prescriptive instruction.	1. Walk-through follow-up feedback reports. 2. Weekly Mini-Benchmark Assessment Data reports showing student progress.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Data analysis show that 73% of the students in the lowest 25% attained learning gains on the 2009 administration of Mathematics FCAT. This represents an increase of 5% points when compared to 2008.		Following instruction guided by State Standards, 78% of the lowest 25% will make learning gains on the 2010 Mathematics FCAT.		

	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Review of assessment data for all students in the lowest 25 percentile. 2. Evidenced based targeted instruction for intervention during school day. 3. Supplemental Instruction provided by resource teacher following data analysis and articulation with classroom teachers.	1. Teachers, Math Coach, Administration 2. Teachers and Sandra Ruise 3. Sandra Ruise	1. Data chats between teachers, Math Coach and Administration to review results from BAT 1, Mini-Benchmarks, and BAT 2 throughout school year. 2. Grade levels will review results of common assessments weekly. 3. Grade Levels will review results of common assessments weekly	1. Mini-Benchmark Assessments, Chapter Tests, Compass Odyssey Reports. 2. Mini-Benchmark Assessments, Chapter Tests, Compass Odyssey Reports. 3. Mini-Benchmark Assessments, Chapter Tests, Compass Odyssey Reports

Based on the Needs Assessment, I identify Area(s) for Improvement	Objective Linked to Area of Improvement
Data analysis of AYP show 53% of Blacks achieved high standards on 2009 Mathematics FCAT. This represents a 15% decrease from 2008.  58% of Economically Disadvantaged students achieved high standards on 2009 Mathematics FCAT. This represents a 10% decrease from 2008. 63% of English Language Learners achieved a level three or higher on the 2009 FCAT. This was a one percent decrease from last year. Priority placement and implementation of Measurement and Algebraic Thinking on the Math Instructional Focus Calendar.	74% of all Black and Economically Disadvantaged students and English Language Learners in Grades 3-5 will score at level 3 or above on the administration of the 2010 Mathematics FCAT.

	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Monitor IFC calendars for all grade levels 2. Monitor to ensure that all lessons are taught according to priority on IFC for Math	1. Dr. Toomer, Mrs. Palacio Sandra Ruise Math Coach Dr. Toomer, 2. Mrs. Palacio Sandra Ruise Math Coach	1. Grade level analysis of Benchmark Assessments, Classroom Walk-throughs, Data Chats, RTI Meetings 2. Grade level of analysis of Benchmark Assessments, Classroom Walk-throughs, Data Chats, RTI Meetings	1. Mini-Benchmark Assessment Results, Chapter Tests 2. Mini-Benchmark Assessment Results, Chapter Tests
2	All staff teaching mathematics in grades K-5 will receive critical content training for math	Dr. Toomer, Mrs. Palacios, Ms. Ruise	Review of inservice reports, analysis of student performance on strands by teacher, student data chats	Inservice Reports, analysis of assessments
3	Establish measurement and algebraic thinking as priorities and lesson study focus within the math PLC.	Dr. Toomer, Mrs. Placios, Ms. Ruise	Analysis of teacher's assessment results, student data chats, agendas for the PLC Visits to PLC meetings	Student Assessments, observation of study lesson
4	All staff teaching mathematics in grades K-5 will training in ESOL strategies for teaching math	Dr. Toomer, Mrs. Placios, Ms. Ruise	Analysis of teacher's assessment results for ELL students, student data chats,	Student assessments
5	All staff teaching mathematics in grades K-5 will training in Alternative strategies for teaching math	Dr. Toomer, Mrs. Placios, Ms. Ruise	Classroom walkthroughs, Analysis of teacher's assessment results for ELL, Black and economically disadvantaged students, student data chats,	Student assessments teacher and administrative data chats

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
68% of all students in Grades 3-5 will meet or exceed high standards on the 2010 Mathematics FCAT.	All math teachers (3-5) will be provided with content area training in all the strands and in FCAT strategies.	Sandra Ruise Administrators	Sept. 2009	Review of inservice records.	Dr. T. Toomer Principal, Lina Palacios AP, Sandra Ruise math coach
78% of all students in					

the lowest 25 percentile will make learning gains on the 2010 Mathematics FCAT.	Implementation of the Florida Continuous Improvement Model (FCIM)	Sandra Ruise	Sept. 2009	Classroom Walk-throughs Classroom Modeling of Best Practices	Dr. T. Toomer, Lina Palacios AP Sandra Ruise
Those teachers assigned to teach math in 3-5 and the math contacts for grades K-2 will participate in a PLC for mathematics.	FCAT, State Standards, Content Limits ,and the big idea are topics for the PLC. Emphasis will be placed on the strands of measurement and algebraic thinking as lesson study plans will be developed on these two topics.	Dr. Toomer, Mrs. Palacios, Ms. Ruise	September, 2009	Analysis of assesments, classroom walkthroughs to see evidence of implementation of best practices	Dr. Toomer, Mrs. Palacios
Teachers of mathematics will be provided with a refresher and best practices workshop on the use of ESOL strategies in teaching mathematics.	Best practices and the use of manipulatives aligned to the teaching of all of the strands will be components. The areas of measurement and algebraic thinking taught through the use of manipulatives will be emphasized.	Dr. Toomer, Mrs. Palacios, Ms. Ruise	September, 2009	Analysis of assesments of ELL students , classroom walkthroughs to see evidence of implementation of best practices	Dr. Toomer, Mrs. Palacios

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Workshops and modeling by Coaches from district and school	N/A	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
Maintenance of Technology	Technology Fund	\$4,837.00
SuccessMaker	N/A	\$0.00
Compass Learning Odysset	N/A	\$0.00
Harcourt School website	N/A	\$0.00
Virtual Manipulatives Library	N/A	\$0.00
		Total: \$4,837.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Professional Learning Community for Technology facilitated by National Board Certified Teachers	N/A	\$0.00
Compass Learning Odyssey Training by Compass Learning Inc.	N/A	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$4,837.00

End of Mathematics Goal

## Science Goal

Needs Assessment: Based on School Grade Data:  
 Did the total percent proficient increase or was the percent proficient maintained?  
 What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement	Objective Linked to Area of Improvement
Based on the 2009 FCAT Science results, 29% of students in Grade 5 met or exceeded high standards. This is a 13% point decrease when compared to 2008 results.	41% of all students in Grade 5 will score at or above level 3 on the 2010 Science FCAT.
	Person Responsible
	Process Used to

	Action Step	for Monitoring the Action Step	Determine Effectiveness of Action Step	Evaluation Tool
1	1. Weekly science lab visitations with hands-on applications for mastery of science benchmarks. 2. Targeted pull-out small group instruction for Grade 5 students. 3. Implementation of the Florida Continuous Improvement Model. 4. Integration of District supported resources for lesson plans in BEEP and use of in	Dr. Ted Toomer; Lina Palacios; Eyvonda Cooper-Moye, Science Coach	1. Science lab rotation schedule for grades K-5. 2. Grade level teams review results weekly and have teachers conduct student data chats. 3. Classroom Walk-throughs 4. Classroom Modeling of Best Practices	1. Monitoring of data trends on Mini-Benchmark Assessments and chapter tests. 2. Monitoring of data trends from FCAT Explorer.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Priority placement and implementation of Earth and Space and Scientific Thinking Clusters on the Science Instructional Focus Calendar.		41% of all students in Grade 5 will score at or above level 3 on the 2010 Science FCAT.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Monitor IFC Calendars for all grade levels. 2. Monitor to ensure that all lessons are taught according to priority on IFC for Science	Dr. Ted Toomer; Lina Palacios; Eyvonda Cooper-Moye, Science Coach	1. Analysis of Mini Benchmark Assessments 2. Administrative Classroomwalk- throughs.	Weekly Mini-Benchmark Assessment Data reports showing student progress.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
Following Standards based instruction, 41% of students will score at level 3 or above on 2010 Science FCAT.	Florida Continuous Improvement Model	Lina Palacios	Sept. 2009	Instructional focus calendar modifications as needed to result in targeted instruction of benchmarks.	Eyvonda Cooper-Moye Administration
Following Standards based instruction, 41% of students will score at level 3 or above on 2010 Science FCAT.	Disaggregating Student and School-Wide Data for Instructional Processes.	Eyvonda Cooper-Moye, Science Coach	Oct. 2009	Administrative led data chats with classroom teachers.	Ted Toomer; Lina Palacios; Eyvonda Cooper-Moye, Science Coach

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Purchase science laboratory hands-on materials	General Fund	\$2,337.00
Total: \$2,337.00		
Technology		
Description of Resources	Funding Source	Available Amount
FCAT Explorer	N/A	\$0.00
Total: \$0.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
Broward Virtual University	N/A	\$0.00
Total: \$0.00		
Other		
Description of Resources	Funding Source	Available Amount
N/A	N/A	\$0.00
Total: \$0.00		
Final Total: \$2,337.00		

## Writing Goal

Needs Assessment: Based on School Grade Data:

Did the total percent proficient increase or was the percent proficient maintained?

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Data analysis show 96% of all Grade 4 students met or exceeded high standards on 2009 Writing FCAT.		On the 2010 Writing FCAT, 98% of Fourth Graders will score at 3.5 or above.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teachers will receive inservice training in the writing process as an integration piece for math, science technology and reading part of the PLC's.	Gail Pluchino, Administration	Students' monthly sample writing prompts Model best practices in writing for new teachers Increase rigor of writing instruction at second and third grades. Student data chats. Classroom walkthroughs	Analysis of writing prompts Data chats with teachers

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Continuous increase of writing scores to 98%.	Teachers at all grade levels will know and be able to implement the 6 Traits as an evaluation tool. Teachers will use BEEP lessons as a part of instruction in writing.	Dr. Toomer; Mrs. Palacios; Gail Pluchino, Writing Coach	Sept. 2009 Ongoing	Classroom walkthroughs, essay contests, monthly writing prompts Florida DOE rubric for writing will also be used as a tool for baseline and midyear progress monitoring.	Dr. Toomer; Mrs. Palacios; Gail Pluchino, Writing Coach

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
N/A	N/A	\$0.00
Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
N/A	N/A	\$0.00
Total: \$0.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
Workshops by Gail Pluchino, Writing Coach	N/A	\$0.00
Broward Virtual University	N/A	\$0.00
Total: \$0.00		
Other		
Description of Resources	Funding Source	Available Amount
N/A	N/A	\$0.00
Total: \$0.00		
Final Total: \$0.00		

## Parent Involvement Goal

Needs Assessment: Based on information from School Grade and Adequate Yearly Progress Data:  
 Were parent involvement activities and strategies targeted to areas of academic need?  
 Based on information from surveys, evaluations, agendas, or sign-ins:  
 Was the percent of parent participation in school activities maintained or increased from the prior year?  
 Generally, what strategies or activities can be employed to increase parent involvement?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Although there was a substantial increase in parental involvement (10%), the need of a 15% increase over the previous year was not met.		At least 50% of parents will participate fully in parent involvement activities inclusive of parent training and School Advisory Council Meetings.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Increase advertisement for these events. 2. Offer incentives to parents, students, and classroom based upon participation. 3. Schedule meeting for mornings, early afternoons, as well as evenings.	1. Sandra Ruise, Tarshe' Freeman, and Office Staff. 2. PTA School Partners, Sandra Ruise, and Tarshe' Freeman 3. Sandra Ruise and Tarshe' Freeman	1. Comparison of sign-in sheets for parent activities such as parent trainings, PTA, and parent conferences to determine increase in attendance. 2. Examination of sign-in sheets 3. Examination of sign-in sheets	1. Spreadsheet to track data of comparison of number of calls made prior to events and sign-in sheets for parent activities will serve as tool to determine effectiveness of action step. 2. Spreadsheet to track data monthly by grade level and classroom basis. 3. Spreadsheet to track number of parents in attendance at various meeting times.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Parents of diverse backgrounds need to feel welcomed at the school site.		At least 50% of parents fully in parent involvement activities inclusive of parent training activities.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Host multi-cultural events and celebrations with interpreters.	SAC Committee Multi-cultural Committee	Review and analysis of parent sign-in sheets and Title 1 Annual Parent Survey	Parent Sign-in sheets
2	Provide parent trainings on various school forms sent home, FCAT preparedness, and how to use student agendas as a communication tool.	Sandra Ruise and Tarshe' Freeman	Review and analysis of parent sign-in sheets and Title 1 Annual Parent Survey	Parent Sign-in sheets

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Parent participation will increase to 50% for school-related activities.	Effective Strategies to increase parental involvement.	Sandra Ruise	September, 2009	Teacher parent conference logs	Lina Palacios
Parent participation will increase to 50% for school related activities.	Best Practices Learning Community	Eileen Higgs	2nd Tuesday of each Month	Spreadsheet Report attendance data to staff from previous month's meetings.	Sandra Ruise and Tarshe' Freeman
Staff will be inserviced in ways to increase the home-school connection.	The impact of parental involvement on student achievement	Sandra Ruise	September, 2009	Teacher parent conference logs	Sandra Ruise and Tarshe' Freeman

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Parent Resource books to support home-school connection.	Parental Involvement Fund	\$525.00
		Total: \$525.00
Technology		
Description of Resources	Funding Source	Available Amount
Markham student computer lab	N/A	\$0.00
Promethean Board and Actitivotes	N/A	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Parent trainings for learning strategies in reading, writing, math, and science.	Parental Involvement Fund	\$1,000.00
		Total: \$1,000.00
Other		
Description of Resources	Funding Source	Available Amount
Incentives	Parental Involvement Fund	\$1,050.00
		Total: \$1,050.00
		Final Total: \$2,575.00

*End of Parent Involvement Goal*

## Other Goals

N/A Goal:

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
N/A		N/A		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	N/A	N/A	N/A	N/A

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
No data submitted					

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$0.00

End of N/A Goal

## FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Vocabulary Power for Student Success	Instructional Materials Budget	\$370.00
Mathematics	Workshops and modeling by Coaches from district and school	N/A	\$0.00
Writing	N/A	N/A	\$0.00
Science	Purchase science laboratory hands-on materials	General Fund	\$2,337.00
Parental Involvement	Parent Resource books to support home-school connection.	Parental Involvement Fund	\$525.00
			Total: \$3,232.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	RiverDeep	N/A	\$0.00
Reading	SuccessMaker	N/A	\$0.00
Reading	BEEP(District)	N/A	\$0.00
Reading	Accelerated Reader License Renewal	Media Budget	\$2,264.75
Reading	Compass Learning Odyssey	N/A	\$0.00
Mathematics	Maintenance of Technology	Technology Fund	\$4,837.00
Mathematics	SuccessMaker	N/A	\$0.00
Mathematics	Compass Learning Odysset	N/A	\$0.00
Mathematics	Harcourt School website	N/A	\$0.00
Mathematics	Virtual Manipulatives Library	N/A	\$0.00
Writing	N/A	N/A	\$0.00
Science	FCAT Explorer	N/A	\$0.00
Parental Involvement	Markham student computer lab	N/A	\$0.00
Parental Involvement	Promethean Board and Actitivotes	N/A	\$0.00
			Total: \$7,101.75
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Broward Virtual University (Books)	General Fund	\$400.00
Reading	Teachers with expertise in areas will facilitate workshops.	N/A	\$0.00
Reading	Compass Learning Odyssey Training by Compass Learning Inc.	N/A	\$0.00
Mathematics	Professional Learning Community for Technology facilitated by National Board Certified Teachers	N/A	\$0.00
Mathematics	Compass Learning Odyssey Training by Compass Learning Inc.	N/A	\$0.00
Writing	Workshops by Gail Pluchino, Writing Coach	N/A	\$0.00
Writing	Broward Virtual University	N/A	\$0.00
Science	Broward Virtual University	N/A	\$0.00
Parental Involvement	Parent trainings for learning strategies in reading, writing, math, and science.	Parental Involvement Fund	\$1,000.00
			Total: \$1,400.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	N/A	N/A	\$0.00
Writing	N/A	N/A	\$0.00
Science	N/A	N/A	\$0.00
Parental Involvement	Incentives	Parental Involvement Fund	\$1,050.00
			Total: \$1,050.00
			Final Total: \$12,783.75

Intervene   
  Correct II   
  Prevent II   
  Correct I   
  Prevent I   
  NA

No Attached school's Differentiated Accountability Checklist of Compliance

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
SAC funds will be used to enhance and maintain technology for the student computer labs and laptop carts and learning programs as directed by board votes on stakeholder recommendations.	2050

Describe the Activities of the School Advisory Council for the Upcoming Year

During the year the SAC will oversee the implementation of the action steps and monitor and analyze data. This evaluation and monitoring will be ongoing. The School Advisory Council will continuously revise the school improvement plan to meet the changing needs of the school thus helping to ensure that continuous prescriptive and thereby effective teaching is provided to the students through differentiated instruction.

#### Preparation and Evaluation of the SIP

A member of the School Advisory Council (SAC) will be appointed to chair a committee for each academic area as well as other areas of need (i.e. parent involvement, discipline, etc.). Each committee is comprised of SAC members (including parents and members of the community) as well as members of the faculty who have expertise in the specific area. These committees will revise School Improvement objectives, including strategies and recommendations for staff development and budget (according to Section 1001.452(2), F.S.), based upon reports and data analysis of student achievement and progress from the school's leadership team.

## SAC Members

### Members

- 1) Dr. Ted Toomer, Principal
- 2) Sandra Ruise, SAC Chair
- 3) Tarshe' Freeman, SAC Chair
- 4) Gail Kawas, Teacher
- 5) Cassandra McCray, Business Member
- 6) Joseph Bapthol, Business Member
- 7) Sophia Toney, Parent
- 8) Janice Wright, Parent
- 9) Mary Norris, Parent
- 10) Johnny McCray, Community Member
- 11) Johny Harden, Community Member
- 12) L. Luster, Community Member
- 13) Ernestine Price, Community Member
- 14) Valeria Reid, Union Steward

# AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Broward C. ROBERT MARKHAM ELEMENTARY 1671													
Number of students enrolled in the grades tested: <b>Click here to see Number of students in each group</b>														Read: 208 Math: 208		2008-2009 School Grade <sup>1</sup> :		A		Did the School make Adequate Yearly Progress?		NO					
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?		Increased Graduation Rate <sup>3</sup> by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math			
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2009	Y/N	2009	Y/N			
TOTAL <sup>4</sup>	100	Y	100	Y	59	N	59	N			Y			NA	52	41	Y	37	41	N	69	NA	62	N			
WHITE		NA		NA		NA		NA			NA			NA			NA			NA							
BLACK	100	Y	100	Y	53	N	53	N			Y			NA	57	47	Y	44	47	N	63	NA	57	N			
HISPANIC	100	Y	100	Y	71	Y	70	Y			NA			NA	44	29	NA	28	30	NA	80	NA	73	NA			
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA							
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA							
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	59	N	58	N			Y			NA	52	41	Y	37	42	N	69	NA	62	N			
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	60	N	63	N			NA			NA	61	40	Y	36	37	N	72	NA	70	Y			
STUDENTS WITH DISABILITIES		NA		NA		NA		NA			NA			NA			NA			NA							

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Broward C. ROBERT MARKHAM ELEMENTARY 1671													
Number of students enrolled in the grades tested: <b>Click here to see Number of students in each group</b>														Read: 212 Math: 212		2007-2008 School Grade <sup>1</sup> :		B		Did the School make Adequate Yearly Progress?		NO					
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?		Increased Graduation Rate <sup>3</sup> by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math			
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N			
TOTAL <sup>4</sup>	99	Y	99	Y	48	N	63	Y			Y			NA	62	52	Y	41	37	NA	58	NA	64	NA			
WHITE		NA		NA		NA		NA			NA			NA			NA			NA							
BLACK	100	Y	100	Y	43	N	56	N			Y			NA	69	57	Y	52	44	Y	51	NA	62	NA			
HISPANIC	98	Y	99	Y	56	N	72	Y			NA			NA	52	44	Y	26	28	NA	69	NA	66	NA			
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA							
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA							
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	48	N	63	Y			Y			NA	63	52	Y	42	37	NA	59	NA	64	NA			
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	39	N	64	Y			NA			NA	67	61	N	45	36	NA	52	N	65	NA			
STUDENTS WITH DISABILITIES		NA		NA		NA		NA			NA			NA			NA			NA							

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Broward C. ROBERT MARKHAM ELEMENTARY 1671													
Number of students enrolled in the grades tested: <b>Click here to see Number of students in each group</b>														Read: 229 Math: 229		2006-2007 School Grade <sup>1</sup> :		C		Did the School make Adequate Yearly Progress?		NO					
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?		Increased Graduation Rate <sup>3</sup> by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math			
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N			
TOTAL <sup>4</sup>	98	Y	99	Y	38	N	59	Y			Y			NA	59	56	N	46	41	NA	38	N	51	NA			
WHITE		NA		NA		NA		NA			NA			NA			NA			NA							
BLACK	98	Y	99	Y	31	N	48	N			Y			NA	65	65	N	51	52	N	32	N	44	N			
HISPANIC	99	Y	100	Y	48	N	74	Y			NA			NA		43	NA	41	26	NA	46	N	61	NA			
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA							
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA							
ECONOMICALLY DISADVANTAGED	98	Y	99	Y	37	N	58	Y			Y			NA	63	58	N	49	42	NA	37	N	49	NA			
ENGLISH LANGUAGE LEARNERS	100	Y	99	Y	33	N	55	N			NA			NA	59	62	N	52	45	Y	35	N	55	NA			
STUDENTS WITH DISABILITIES	99	Y	100	Y	14	N	46	N			NA			NA		83	NA	75	54	NA	22	N	53	N			

## SCHOOL GRADE DATA

Broward School District C. ROBERT MARKHAM ELEMENTARY 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	62%	60%	96%	29%	247	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	79%	65%			144	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level</li> </ul>

						1 or 2
Adequate Progress of Lowest 25% in the School?	73% (YES)	73% (YES)			146	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					537	
Percent Tested = 99%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

Broward School District C. ROBERT MARKHAM ELEMENTARY 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	49%	66%	93%	42%	250	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	60%	69%			129	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	65% (YES)	68% (YES)			133	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					512	
Percent Tested = 98%						Percent of eligible students tested
School Grade					B	Grade based on total points, adequate progress, and % of students tested

Broward School District ROBERT C. MARKHAM ELEMENTARY 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	43%	62%	98%	16%	219	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	56%	53%			109	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	85% (YES)	62% (YES)			147	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					475	
Percent Tested = 99%						Percent of eligible students tested
School Grade					C	Grade based on total points, adequate progress, and % of students tested