

C. Robert Markham Executive Summary 2018-19

C. Robert Markham Elementary School is located in the northern section of Broward County, just west of the I-95 corridor. The school was originally built in 1966 and serviced students living in the migrant camp that now is the "Golden Acre" community and surrounding areas around the Ely zone of Pompano Beach. Renovation of the building took place during 1974, 1976, 1990, and 2004, which included addition of a new cafeteria/auditorium and classrooms. The campus is comprised of 11 buildings and 4 portables. It is set in among a neighborhood with several multi-unit apartments and a few single-family homes.

The business community is made up mostly of industrial and warehouse companies with a few regional or national franchises close by. The community members/families that attend our school are very transient. C. Robert Markham celebrates a small core of multigenerational families that continue to attend our school. Most of our 5th grade students transition into Pompano Beach Middle School or Crystal Lake Middle School and then onto Blanche Ely High School. The remaining students apply for magnet programs for middle school within Broward County or opt to attend a local charter school.

Approximately 600 students are enrolled in grades PreK-5. C. Robert Markham houses four different educational programs; 3-Head Start classes, 2-VPK classes, 1-PreK ESE class, and the general education classes for K-5. C. Robert Markham is a Title I school with 98.4% of students qualifying for the Free and Reduced Lunch Program. Student demographics at C. Robert Markham are represented as follows; 68% African American, 30% Hispanic, and the other 2%, divided among Caucasian, Asian, and Multi-Racial students. Our student body is comprised of 49% female and 51% male, 40.1% are ELL students and 9.5% are ESE students with disabilities.

In the 2017-2018, the staff welcomed a new principal, Mr. Shedrick Dukes. The faculty and staff include two administrators, 33 fulltime teachers, 3 full-time academic coaches (literacy, math, and science), 1 ESE Specialist/Teacher, 19 teacher/classroom assistants, 4 support staff, and 5 clerical staff. A full time school counselor works with students in the classroom, in small groups, and when appropriate/necessary meets with individual students. The instructional staff is comprised of 68% African American, 22% White, and 10% Hispanic, 85% female teachers and 15% male.

C. Robert Markham is a neighborhood school very proud of the tradition of making academic learning gains with our students, especially with our lowest performing (lowest quartile) students. We can show learning gains/growth from beginning of year to the end each school year. The high poverty and mobile group of students that we serve is in demand of a quality education. We have a committed and devoted teaching staff that cares about our children not just academically, but steadily tends to their social/emotional side as well.

The counselor alongside several staff members works with community businesses, organizations, churches, and individuals to provide meals for families during the Thanksgiving and Christmas holidays. These groups also provide Christmas presents for many of our students each year. C. Robert Markham frequently collaborates with agencies in the North Broward area to provide opportunities for parents and other community members to learn how to best help educate students in our area. We have caring community partners (C. Robert Markham Foundation, Shoes that Fit, Kiwanis Club of Pompano

Beach/Westside, and Sam's Club) that provides many resources for students as well as staff. Other community partners have also stepped up to provide time and financial assistance to students in all areas of their learning.

School's Purpose

C. Robert Markham's **mission statement** is that it ensures maximum student progress by developing the whole child in pursuit of academic and social excellence within a safe and secure learning community.

Our school **vision statement** is that C. Robert Markham Elementary School 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.

Through the SSOS process (Student Success Opportunity School) C. Robert Markham parents, staff and community members identified the concept design: Building the Foundation and Rising to the Top with the focus on the three components in need of improvement; Leveled Literacy Intervention (LLI), Direct Instruction, and CHAMPS. The instructional program at C. Robert Markham stresses these three through the implementation of the Benchmark Assessment System & Leveled Literacy Instruction program and Continuum of Literacy Learning (Bookroom Resources, Gradients of Text), When Reader's Struggle, and CHAMPS focuses on social emotional development. The three different initiatives address core knowledge in subject areas, promotion of social skills and character growth including but not limited to self-responsibility as well as providing students with a means to express their creativity and knowledge of content through the arts.

C. Robert Markham Elementary School aims to provide, in partnership with parents, a quality education so that all pupils are able to reach their full potential within a caring, secure environment. We encourage teachers to take a more active approach in the construction of appropriate lessons and identification of individual student needs based on deficiencies and strengths. The reading results of the most recent FSA scores showed us that we experienced a growth that increased the school grade from a D to a C.

The overall FSA proficiency data for grades three through five, over the past two years in the area of ELA Assessment went from 21 percent to 31 percent with a ten percent increase. In the area of Math Assessment proficiency went from 36 percent to 42 percent with a six percent increase. The area of Science FCAT Assessment for fifth grade went from 14 percent to 18 percent with a four percent increase.

We implemented the LLI as a multi-targeted approach for literacy intervention. In addition our teachers monitor progress through monthly cycle assessments. All of these are used to determine student progress and content retention. Students that are found to be lacking are entered into our Response to Intervention (RTI) process and these students get additional instruction time in math or reading/language arts. The RTI Leadership Team consists of the administrators (Principal and Assistant Principal), Teacher of the student referred to the Collaborative Problem Solving Team (CPST), School Counselor, School Psychologist, reading coach (for all cases involving reading problems, and math coach (for all cases involving math problems). Supplemental Members include the Speech/Language Pathologist, School Social Worker and ESOL contact (when necessary).

Our professional learning communities (PLC's) are aligned to the District's model of addressing the Curriculum, Assessment Remediation and Enrichment (C.A.R.E.) of students. PLC's are conducted weekly alternating between Reading, Mathematics, and Science. Each team plans and collaborates on a weekly basis; this ensures the continuity among the team as well as promotes positive working relationships. The team shares best practices, analyzes authentic student data, and develops a plan to assist in student learning. Instructional Coaches attend the PLC's to provide guidance and address concerns brought up during the meetings.

Notable Achievements and Areas of Improvement

Our notable recent achievements in the realms of curriculum, instruction, and assessment include our integration of the Florida Standards Assessment (FSA), balanced literacy, integration of a leveled bookroom, implementation of protected intensive literacy block within the master schedule, and use of reading diagnostic tools: Benchmark Assessment System for reading.

Areas of improvement that C. Robert Markham is striving to achieve in the next year includes providing opportunities for meaningful student progress monitoring and feedback. Staff development will place heavy emphasis on effective methods of instruction for students in Tier 1, Tier 2, and Tier 3.

Instructional coaches and subject area experts will co-facilitate grade-level planning on a weekly basis. This will be maintained as well as monitored on a weekly basis with an analysis of student work, ongoing progress monitoring through formative and summative assessments, and data chats with administration. Also, teachers will have the opportunity to observe peers who demonstrate exemplary teaching practices through Teacher Incentive Fund (TIF) coaching.

Additional Information

C. Robert Markham Elementary supports our school's ability to hold a variety of curricular, service, community, and family-themed events/programs throughout the school year. These events include but are not limited to: Family Report Card Night at Chuck E. Cheese, Spooky Science Night, Holiday Program, Black History Program, PTA Fundraisers, Coins for a Cure, Honor Roll Assemblies, Staff Appreciation Week and End of Year Field Day.

The school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services. The teacher will contact the guidance counselor if a student needs to be referred to receive services. The guidance counselor has small groups that focus on conflict resolution, self-esteem, anger management, student success skills (3rd Grade Retainees), test taking skills, social skills, self-management skills, grief, and divorce.