

School Name and Number : 4651 - Ethel F. Beckford/Richmond Elementary School

# School Performance Excellence Plan

Principal: Sharon D. Lee

Telephone #: (305) 238-5194

High School Feeder Pattern: 7431 - Miami Palmetto Senior

ACCESS Center Five

Board District #: 9 - Ms. Betsy H. Kaplan

## Title I Budget and Waivers

This school is receiving Title I funding and its Title I Budget is appended to this document.

This school is currently operating under a waiver of state, school board, and/or labor contract mandate(s). The pertinent waiver(s) is/are appended to this document.



# 2003 - 2004

## SCHOOL PERFORMANCE EXCELLENCE PLAN (SCHOOL IMPROVEMENT PLAN)

School Name: 4651 - Ethel F. Beckford/Richmond Elementary School

School Performance Grades	2003	2002	2001	2000	1999
	<u>C</u>	<u>A</u>	<u>D</u>	<u>D</u>	<u>F</u>

### Vision/Mission/Belief Statement(s):

VISION: The vision of Ethel F. Beckford/Richmond Elementary Community ZooMS Magnet program is to pursue and achieve educational excellence.

MISSION: The mission of the Ethel F. Beckford/Richmond Elementary Community School Zoology, Mathematics and Science (ZooMS) magnet program is to empower all students in gaining the knowledge and skills needed to begin the journey of lifelong learning.

Title I Schoolwide Program: Yes

Comprehensive School Reform Program: No

SACS Accreditation Process: No

## School Profile/ Needs Assessment:

### EXECUTIVE SUMMARY

#### Ethel F. Beckford/Richmond Elementary School

---

Ethel F. Beckford/Richmond Elementary Zoology, Mathematics and Science (ZooMS) Magnet is located in the West Perrine community and includes grades prekindergarten through five. The current student population is comprised of 2.5% white non-Hispanic, 75% black non-Hispanic, 20% Hispanic, 1% Asian/Indian and 1.5% Multiracial. Eighty-two percent (82%) of the students receive free or reduced priced meals based on family income. The school receives Title I funding based on the percentage of free/reduced meals.

The curriculum accentuates zoology, mathematics, science and technology utilizing cooperative learning and hands-on, integrated instructional strategies. The following programs are implemented in the school: the Comprehensive Reading Plan; Parents as First Teachers, which provides early intervention assistance for parents of infants and toddlers; National Computer Systems (NCS) Learning Systems; Academic Excellence, Gifted, Educable Mentally Handicapped and Varying Execeptionalities.

After analyzing and evaluating data such as the School Demographic and Academic Profile, Florida Writing Assessment, Florida Comprehensive Assessment Test, and the Florida School Report, the staff, in conjunction with the Educational Excellence School Advisory Council, identified opportunities for improvement. The following programs will be implemented to all curriculum groups to demonstrate learning gains and student achievement: the Competency-Based Curriculum (CBC), the Sunshine State Stardards (SSS), the Comprehensive Reading Plan (CRP), Before-After School Tutorial Program, America Reads, and Accelerated Reader. The school-wide objectives for the 2003-2004 school year are:

Given instruction using the Sunshine State Standards (SSS) students in the lowest 25 percent of the school will improve reading skills as evidenced by a six percentage point increase in the percentage of students making learning gains on the 2004 FCAT administration, while 31% of each subgroup identified in the No Child Left Behind Act (NCLB) requirements will score at the state mastery level.

Given instruction using the Sunshine State Standards, students in grade four will maintain or increase their writing skills as evidenced by a two percentage point increase in the percent of students in grade four scoring at 3.0 or above on the 2004 FCAT Writing Test.

Given instruction using the Sunshine State Standards (SSS), students will improve their mathematics skills as evidenced by an eight percentage point increase in the percent of students scoring at the state required mastery level on the 2004 FCAT Mathematics Test, while 38% of each subgroup identified in the No Child Left Behind Act (NCLB) requirements will score at the state mastery level.

Given instruction using the Sunshine State Standards, students in grade 5 will improve their science skills as evidenced by an increase of 2 percentage points in the mean scale score as documented by the 2004 FCAT Science Test when compared to the results of the 2003 FCAT Science Test.

In order to achieve these objectives, appropriate strategies have been planned by the school's stakeholders. Strategies to be implemented include the use of technology, incorporating higher order thinking skills in instruction, tutoring, staff development, and parent workshops. The objectives and strategies will complement our mission to develop the whole child in an enriching academic environment designed to develop lifelong learners in pursuit of excellence.

# School Profile/ Needs Assessment: (continued)

## SCHOOL FOUNDATION

### 1. ENVIRONMENT

#### 1.1 Pedagogy

*This item explores the teaching process at the school, including programs, services, and delivery systems.*

##### Major Programs:

- Sunshine State Standards
- Competency-Based Curriculum
- Comprehensive Reading Plan
- Comprehensive Mathematics and Science Plan

##### Additional Delivery Models:

Ethel F. Beckford/Richmond Elementary School provides educational services based on the Sunshine State Standards to students in grades prekindergarten through five. Additionally, the Magnet program supports the major programs the school offers. Among these are: Varying Exceptionalities, Academic Excellence, Gifted Education, and a special unit dedicated to Educable Mentally Handicapped students. Ethel F. Beckford/Richmond Elementary is a Title I funded school where instruction is provided in traditional classroom settings. Parents as First Teachers, Community School evening classes and before- and after-school care services are provided.

##### Student Services:

At Ethel F. Beckford/Richmond Elementary, student support services are provided through guidance and counseling, speech and language pathology and psychological services. The services are implemented through an onsite school counselor who meets with individual students and small groups for behavior management, conflict resolution, sensitivity towards others, career awareness. She also serves as a member of the Child Study Team and parent liaison. The speech and language pathologist provides onsite services to speech and language impaired students. The school psychologist provides assessment and diagnosis in techniques for purposes of measurement, understanding, and prediction of learning and behavior in the school child.

#### 1.2 Culture

*This item explores the culture of the school, included are the vision, mission, and core values of the school.*

##### Vision:

The vision of Ethel F. Beckford/Richmond Elementary Community ZooMS Magnet program is to pursue and achieve educational excellence.

##### Mission:

The mission of the Ethel F. Beckford/Richmond Elementary Community School Zoology, Mathematics and Science (ZooMS) magnet program is to empower all students in gaining the knowledge and skills needed to begin the journey of lifelong learning.

##### Core Values:

The vision of Ethel F. Beckford/Richmond Elementary Community ZooMS Magnet program is to pursue and achieve educational excellence.

The mission of the Ethel F. Beckford/Richmond Elementary Community School Zoology, Mathematics and Science (ZooMS) Magnet program is to empower all students in gaining the knowledge and skills needed to begin the journey of lifelong learning.

Ethel F. Beckford/Richmond Elementary School holds the following beliefs as the motivation for all endeavors undertaken by the school: All students can learn! We have high expectations for all of our students. We are dedicated to quality: quality of service, quality of relationships, and quality of communication. We believe that we should be, for all who are involved, a place of realized potential. We also believe that our responsibility is to our students, our employees, and the community.

## School Profile/ Needs Assessment: (continued)

### SCHOOL FOUNDATION

#### **1.3 Human Resources**

*This item describes the people who carry out the work of the school.*

This school employs a total of 59 staff members. The members are: three administrators, twenty classroom teachers, three special area teachers, one Spanish teacher, four exceptional student education teachers, one magnet lead teacher, one reading leader, one media specialist, one microsystems technician, one guidance counselor, four paraprofessionals, five clerical employees, one Community Involvement Specialist, four cafeteria workers, one cafeteria monitor, four custodial service workers, and four security monitors.

The composition of the teaching staff is 73% female and 27% male. The racial composition of the faculty is 40% Anglo, 30% African American, and 30% Hispanic.

#### **1.4 Building Resources**

*This item explores budgetary commitments for facilities, technologies, and equipment.*

Ethel F. Beckford/Richmond Elementary School is located on fifteen acres at 16929 S.W 104th Avenue, Miami, FL 33157. It houses one building with 30 classrooms, a cafeteria/auditorium and media center. This 35 year-old school utilizes 97% of the building and has been rewired to provide Internet and intranet access to 100% of the classrooms. There is one computer lab. The ratio of computers per student is 1:3, with approximately 200 computer stations in the building. The media center houses a closed-circuit television system and Internet access. One relocatable houses the Parents as First Teachers Program.

#### **1.5 Constraints**

*This item explores standards, laws, and rules that strongly influence the school to take action.*

Please refer to Appendix A and B for legislative issues.

## 2. RELATIONSHIPS

#### **2.1 Student**

*This item explores the unique requirements, expectations, and needs of the key student groups.*

Ethel F. Beckford/Richmond Elementary School serves approximately 516 students, including standard curriculum students, 75 percent, Exceptional Student Education students, 14 percent, Gifted students, 6 percent, Limited English Proficient students, 5 percent, students not promoted, 7.5 percent, free and reduced lunch students, 82 percent. The average class size is 25:1 with an outdoor suspension rate of 7.5 percent, an indoor suspension rate of 0.6 percent and 14 percent referrals were to dropout prevention programs. The ethnic/racial makeup of the student population is 75 percent Black non-Hispanic, 2.5 percent White non-Hispanic, 20 percent Hispanic, 1 percent Asian, and 1.5 percent multiracial. The mobility rate is 31 percent with an attendance rate of 95.3 percent and 45 students with 20.5 or more days absent. Students that are in need of extra help in mastering the skills taught in the classroom are served through tutorial programs. Support is provided to identified students in need of basic supplies and resources. The guidance counselor serves as the school's liaison for student referrals to agencies that provide social services assistance. Her services also include counseling and behavior management guidance.

#### **2.2 Stakeholder**

*This item explores the unique requirements, expectations, and needs of the key stakeholder groups, including parents/caregivers and the surrounding community/businesses.*

Ethel F. Beckford/Richmond Elementary School has established ties with the community in several ways. Magnet orientations are designed to familiarize students and parents with the opportunities that are offered at the school. Each year, the Community School sponsors Family Fun Day and Health Day on the school grounds. The School Climate Survey is conducted each year, and the results are used for school improvement. The Community Involvement Specialist schedules events that the community requested. Past events have taken the form of monthly seminars, cooperative partnerships with the local high schools for community classes, and teacher-provided workshops. This allows the school to keep up with the changing needs of the growing community. In addition, community services are provided at the school site, such as: parenting skills education, basic literacy classes, computer literacy, English for Speakers of Other Languages (ESOL), and personal interest classes. The community enjoys the benefits of using the school as a meeting place for community organizations. These include the Girl Scouts of America, the YMCA, and District sponsored secretarial classes.

#### **2.3 Human Resources**

*This item explores the unique requirements, expectations, and needs of the faculty and staff.*

Please refer to Staff Development (Appendix C).

## School Profile/ Needs Assessment: (continued)

### SCHOOL FOUNDATION

#### **2.4 Supplier and Partner**

*This item explores the unique requirements, expectations, and needs of the key supplier groups, including providers of goods and services such as social services, food, transportation, and key partners such as other schools, workforce connections, and community connections.*

Ethel F. Beckford/Richmond Elementary School works in collaboration with Miami-Dade Community College and Robert Morgan Vocational/Technical School. Students from these institutions provide tutoring and mentoring for at-risk students. A majority of the school's promoted fifth grade students attend Palmetto Middle School. The staff from Beckford/Richmond Elementary works closely with Palmetto Middle on articulation issues to ensure that incoming sixth graders are prepared with the information they need to enter middle school.

The community uses Ethel F. Beckford/Richmond facilities as a meeting place.

### **3. COMPETITION**

#### **3.1 Position:**

*This item explores the competitive position and explores the factors which strongly influence students to enroll at this school instead of a competing school.*

Enrollment at Ethel F. Beckford/Richmond Elementary School has increased by two percent over the past year. Ethel F. Beckford/Richmond is the only elementary level zoology, math and science technology magnet school in Miami-Dade County Public Schools. The school was awarded an Honorable Mention by the National Association of Magnet Schools. The school is also the continuous recipient of the Peacefully Resolving Our Unresolved Differences Award (PROUD) and the Golden School Volunteer Award.

#### **3.2 Competitors**

*This item explores the alternate schools available to students.*

Several private schools are in close proximity to Ethel F. Beckford/Richmond Elementary School. These schools have been approved to receive vouchers from the Florida Department of Education, should the students at Beckford/Richmond become eligible. There is one nearby public charter school that draws students from the same community as does Beckford/Richmond. The surrounding competitors also include the following magnet schools; R.R. Moton, Pine Lake, F.C. Martin, and Perrine elementary schools.

#### **3.3 Mode**

*This item explores the Critical Success Factors for the areas identified by the school as being essential to the achievement of the vision/mission of the school.*

Ethel F. Beckford/Richmond Elementary School has a collaborative system of leadership that includes representatives from stakeholder groups that comprise the primary decision-making group, the Educational Excellence School Advisory Council. Leaders in the school provide the technical support and professional growth opportunities that stakeholders need in order to make informed decisions. Ideas are encouraged and given opportunities to succeed.

Ethel F. Beckford/Richmond Elementary School provides a focused approach to ensure quality educational experiences for its students. In facilitating this approach, input from all stakeholders is considered an essential part of program improvement. This on-going communication between the school leadership team and the stakeholders enables us to provide educational programs that are tailored to students' needs.

Offering support to the parents and students of Ethel F. Beckford/Richmond Elementary School, beyond the three "R's" is crucial to the success of the school. Students need access to a strong system of mentoring to address academic needs. The partnership between the home and the school continues to be encouraged through events, activities, and communications.

#### **3.4 Dynamics**

*This item explores the changing threats and opportunities to which the school must respond.*

The demographics of the neighborhood indicate that the student population continues to increase in the middle and senior high schools, with reduced enrollment in the elementary level. The EESAC has determined that the increase in the number and types of competing schools in the neighborhood is a potential threat to Ethel F. Beckford/Richmond Elementary School.

### **4. CHALLENGES**

#### **4.1 Learning**

*This item explores the challenges the school faces in providing educational activities that result in student learning.*

Ethel F. Beckford/Richmond Elementary School has identified several issues concerning challenges in learning. The students are highly mobile and frequently miss days of school, many students seem reluctant to complete the necessary home learning assignments, many parents/guardians lack the necessary skills to

## School Profile/ Needs Assessment: (continued)

### SCHOOL FOUNDATION

provide assistance with home learning assignments and a small percent of the students have access to electronic communications at home. Feedback from faculty at Palmetto Middle indicates that fewer than 47% of Ethel F. Beckford/Richmond students maintain a minimum of a “C” average in the first grading period at Palmetto. Student attitudinal surveys indicate a lack of connection between the activities of the students at school and the skills specific careers require. Surveys also indicate that a lack of multicultural understanding leads to conflict between students.

#### **4.2 Faculty**

***This item explores the challenges the school faces in ensuring the quality of teachers, providing for the satisfaction of the faculty, and the challenges the school faces in the delivery of educational programs.***

Beckford/Richmond has identified two challenges concerning the faculty. These are: Raising morale among the faculty and staff and the delivery of educational programs which is often hampered by the high mobility rate of students.

#### **4.3 Operational and External Forces**

***This item explores the challenges the school faces in internal daily operations and in interactions with the surrounding community.***

Ethel F. Beckford/Richmond Elementary School has identified several issues concerning challenges in relationships with internal operations and external forces. These are: Student mobility; communications with parents and the community; and the loss of students to other magnet programs.

#### **4.4 Process Improvement**

***This item explores the challenges the school faces in improving educational program design, student support services, operational and strategic planning processes, cycle time, data usage, and organizational learning.***

Ethel F. Beckford/Richmond Elementary School has identified issues concerning challenges in process improvement such as: student scores on the reading and math portions of the Florida Comprehensive Assessment Test. Support services will be provided through intensive reading and math tutorial programs.

## 5. IMPROVEMENT

#### **5.1 Education Design and Support Processes**

***This item explores the methods the school is using to address the Opportunities For Improvement that were identified in item 4. CHALLENGES, 4.1 Learning.***

Ethel F. Beckford/Richmond Elementary School has identified an issue concerning improvement in education design and support processes. Students are highly mobile and are frequently absent from school. In order to address this need, EESAC will provide funding for incentives to promote regular school attendance. Student climate surveys indicate a lack of connection between the activities of the students at school and the skills specific careers require. In order to address this need, the school will continue the District's Career Education Program. Surveys indicate a lack of multicultural understanding that leads to conflict between students. In order to address this need, multicultural activities will be implemented to develop sensitivity towards other cultures, including the Peacefully Resolving Our Unresolved Differences (PROUD) program. The school has received recognition for this program for the past 5 years. In the 2001-2002 school year, Beckford/Richmond received 1st place in the District for the PROUD Program.

#### **5.2 Education Delivery Process**

***This item explores the methods the school is using to address the Opportunities For Improvement that were identified in item 4. CHALLENGES, 4.2 Faculty.***

Ethel F. Beckford/Richmond Elementary School has identified several issues concerning improvement in the education delivery process; which include lack of parental involvement and the lack of returning home learning assignments. It has been determined that teachers need to increase parental communication, participation in Best Practices, PACES Evaluation Training, and CRISS Strategies. The school will continue to implement programs to increase student achievement.

#### **5.3 Operational and External Forces Processes**

***This item explores the methods the school is using to address the Opportunities For Improvement that were identified in item 4. CHALLENGES, 4.3 Operational and External Forces.***

The response time in communications with parents is delayed due to lack of parental interest. In order to address this, more parental involvement activities, as well as school-to-home communications, will be implemented. Another issue is the transfer of students to R. R. Moton Elementary Performing Arts Magnet School and Perrine Elementary Performing Arts Magnet. To address this, the school will increase efforts to disseminate positive news about the school and our magnet program which provides a multitude of learning experiences.

## School Profile/ Needs Assessment: (continued)

---

### SCHOOL FOUNDATION

---

#### *5.4 Organizational Processes*

*This item explores the methods the school is using to address the Opportunities For Improvement that were identified in item 4. CHALLENGES, 4.4 Process Improvement.*

Ethel F. Beckford/Richmond Elementary Community School has identified several challenges within process improvement. One such challenge is that there are a number of students at Level 1 on the FCAT Reading Test. In order to address this challenge, selected classroom teachers will receive training in intervention strategies from the District and ACCESS Center personnel. Special Area teachers will receive training in cross-curricular pedagogy that emphasizes reading instruction in all disciplines. Tutorial opportunities will be provided for students scoring at Level 1. Data will be collected and analyzed on these targeted students in order to provide them with appropriate strategies that will result in higher scores on the FCAT Reading. Beckford/Richmond's administration has structured the daily schedule to incorporate common planning times for each grade level to facilitate grade level planning. Cross-curricular planning teams will be established. Monthly sharing sessions will allow faculty input on topics of concern.



## School Profile/ Needs Assessment: (continued)

### OVERALL ANALYSIS OF ASSISTANCE PROVIDED BY EESAC

The following information will explain how the EESAC has assisted in the preparation of the School PEP relative to the following issues:

#### ***Budget:***

The EESAC recommends that continued funding be provided to enhance teaching strategies and the Magnet Program.

#### ***Training:***

The EESAC recommends further teacher training in the following areas: grant writing, CRISS, instructional strategies that infuse critical thinking skills across all areas of the curriculum, cooperative learning, alternate assessment and the infusion of technology and multi-media equipment in the curriculum. EESAC recommends parent training workshops so they can better support their children in reading, writing, mathematics, and technology.

#### ***Instructional Materials:***

The EESAC recommends that Title I funds be utilized to provide materials to enhance instruction and increase student performance. EESAC recommends the purchase of Science workbooks to enhance instruction.

#### ***Technology:***

The EESAC recommends that we continue to utilize the microsystems technician and computer lab specialist to provide support for teachers and instruct the students.

#### ***Staffing:***

The EESAC recommends that the administration continue to provide FCAT tutors, paraprofessionals and a quality teaching staff.

#### ***Student Support Services:***

The EESAC recommends that volunteers continue to tutor students in reading and mathematics. Additionally, after analysis of parent attendance at workshops, it was suggested that the EESAC assist in the efforts to encourage parental involvement.

#### ***School Safety and Discipline:***

The EESAC recommends that we continue to utilize the D.A.R.E. Program, Safety Patrol, school security, PROUD techniques, COMER Philosophy, and Do The Right Thing.

#### ***Other Matters of Resource Allocation:***

The EESAC recommends that funding be utilized to support student achievement. The EESAC recommends that a percentage of the budget be allocated for student incentives.

#### ***Benchmarking:***

The EESAC recommends that student progress in reading, writing, and mathematics continue to be monitored through periodic assessments.

## School Profile/ Needs Assessment: (continued)

### TITLE I ASSESSMENT ISSUES

#### Parent Involvement

A part time Community Involvement Specialist serves as a liaison between the community and school. A review of attendance by parents at workshops provided by the school indicated the following:

1. Regular school/home communication regarding students' progress will be utilized by all classrooms teachers.
2. Family Support Team members will telephone parents regarding informational meetings such as Technology/Math Night, Testing Tips, and Science Fair Exhibitions
3. Parent volunteers will be recognized at the Volunteers/Dade Partner Breakfast held at the school each year.
4. Teachers will notify parents each grading period regarding classroom activities and student progress.

#### Family Literacy

Analysis of parent surveys has indicated a need to increase the level of adult literacy of parents in the school community. This will be demonstrated through parent participation in the GED Program, parent workshops and Adult Literacy courses.

#### School Climate

The school climate at Ethel F. Beckford/Richmond Elementary shows that the school is conducive to learning according to the 2002-2003 Climate Survey Report. A climate of high expectations that all students can learn in a safe and orderly environment allows teachers and students to focus on academic achievement.

#### Health Services

As the need for additional health-related services within the community arises, several local health agencies are available to the Beckford/Richmond community. In addition, classroom instruction and professional development addressing areas of concern such as substance abuse, Human Growth and Development and AIDS prevention are provided.

School Data Summary: (compare the last 5 years, if available)

**ACCOUNTABILITY DATA**

**School Performance Grades**

2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
C	A	D	D	F

2002-2003	Reading	Math	Writing	Grade Points
% Meeting High Standards	52	49	90	191
% Making Learning Gains	53	63		116
Adequate Progress of Lowest 25% in the school?	44			44
<b>Total School Grade Points</b>	<b>149</b>	<b>112</b>	<b>90</b>	<b>351</b>

2001-2002	Reading	Math	Writing	Grade Points
% Meeting High Standards	50	57	87	194
% Making Learning Gains	70	81		151
Adequate Progress of Lowest 25% in the school?	70			70
<b>Total School Grade Points</b>	<b>190</b>	<b>138</b>	<b>87</b>	<b>415</b>

**FCAT Sunshine State Standards (SSS) (all curriculum groups)**

**School Data Summary: (compare the last 5 years, if available)**

**Grade Level: 03**

Year	Reading							Mathematics						
	Number of students tested	Mean Score	1	2	3	4	5	Number of students tested	Mean Score	1	2	3	4	5
2002-2003	77	280	34	16	30	19	1	77	309	18	25	26	27	4
2001-2002	64	278	38	16	28	17	2	64	310	19	22	31	19	9
2000-2001	66	271						66	295					

**Grade Level: 04**

Year	Reading							Mathematics						
	Number of students tested	Mean Score	1	2	3	4	5	Number of students tested	Mean Score	1	2	3	4	5
2002-2003	74	295	32	18	32	15	3	75	286	37	25	24	9	4
2001-2002	64	311	19	16	39	22	5	64	300	23	25	23	27	2
2000-2001	80	275	48	9	25	14	5	80	261					
1999-2000	72	245	65	10	19	6	0							
1998-1999	63	258	60	13	16	8	3							

**School Data Summary: (compare the last 5 years, if available)**

**FCAT Sunshine State Standards (SSS) (all curriculum groups)**

Grade Level: 05

Year	Reading						Mathematics							
	Number of students tested	Mean Score	1	2	3	4	5	Number of students tested	Mean Score	1	2	3	4	5
2002-2003	71	272	32	21	38	8	0	71	314	27	35	20	15	3
2001-2002	71	268	38	30	18	11	3	72	320	25	26	29	13	7
2000-2001	80	236						80	276	51	20	16	9	4
1999-2000								58	310	26	34	24	10	5
1998-1999								64	273	58	25	16	2	0

**School Data Summary: (compare the last 5 years, if available)**

**FCAT Writing (all curriculum groups)**

**Grade Level: 04**

**Test Prompt: Combined**

Year	Number of students	Mean Score	Percent of Students in Each Score										
			1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0
2002-2003	75	3.8	0	0	4	3	13	23	39	12	7	0	0
2001-2002	64	3.8	2	0	3	3	16	13	34	8	19	2	0
2000-2001	81	3.6	5	1	9	2	23	10	21	12	12	1	2
1999-2000	72	2.9	6	6	7	17	33	11	14	1	3	0	1
1998-1999	67	2.3	4	4	34	21	25	7	0	0	0	0	0

**Test Prompt: Expository**

Year	Number of students	Mean Score	Percent of Students in Each Score										
			1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0
2002-2003	37	3.7	0	0	8	3	19	19	24	14	14	0	0
2001-2002	34	4.1	0	0	3	0	9	12	41	6	26	3	0
2000-2001	39	3.7	0	3	13	0	21	13	18	13	13	3	5
1999-2000	37	3.2	0	5	5	22	22	11	24	0	5	0	3
1998-1999	31	2	6	10	39	23	16	0	0	0	0	0	0

**School Data Summary: (compare the last 5 years, if available)**

**FCAT Writing (all curriculum groups)**

**Grade Level: 04**

**Test Prompt: Narrative**

Year	Number of students	Mean Score	Percent of Students in Each Score										
			1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0
2002-2003	38	3.8	0	0	0	3	8	26	53	11	0	0	0
2001-2002	30	3.5	3	0	3	7	23	13	27	10	10	0	0
2000-2001	42	3.4	10	0	5	5	26	7	24	12	12	0	0
1999-2000	35	2.7	11	6	9	11	46	11	3	3	0	0	0
1998-1999	36	2.6	3	0	31	19	33	14	0	0	0	0	0

**School Name:** Ethel F. Beckford/Richmond Elementary School

**District Name:** Miami-Dade County Public Schools

**Performance Grade:**   C  

**School Performance Excellence Goal:** # 1 : Reading

**Aligns with District Goal #**   2  

**State Goal #:**   3 4  

**National Goal #:**   N/A  

**Other :**   See below  

**Principles of School Performance Excellence**

1	2	3	4	5	6	7
School Leadership	Strategic Planning for School Improvement	Student and Stakeholder Relationships	Data-Driven Decision-Making	Human Resource Focus	Educational Design, Services, and Support	Performance Results
( )	(x)	(x)	(x)	( )	( )	( )

**Needs Assessment**

Results of the 2003 FCAT Reading Test indicate that 52 percent of the students met state required mastery level, 53 percent made learning gains, and 44 percent scoring in the lowest 25 percent made annual learning gains.

**Objective**

Given instruction using the Sunshine State Standards (SSS) students in the lowest 25 percent of the school will improve reading skills as evidenced by a six percentage point increase in the percentage of students making learning gains on the 2004 FCAT administration, while 31% of each subgroup identified in the No Child Left Behind Act (NCLB) requirements will score at the state mastery level.

**Definition of Adequate Progress:**

Adequate progress will be deemed to have been achieved if 54 percent of the students reach the state required mastery level, if 55 percent of students make annual learning gains, and if 46 percent scoring in the lowest 25 percent make the annual learning gains.

**Evaluation:**

This objective will be evaluated by scores of the 2004 FCAT Reading test. Quarterly reports will provide formative assessment which will be used to monitor progress towards the objective.

**SAC members involved in the development of this objective:**

Names:		Names:		Names:	
Stanley, George		Tercilla, Maria			
Roman, Teri		Kelley, Michael			
Whiddon, Sheila		Robinson, Christine			
Hernandez, Cindy					



## Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1. Read informational text regarding various careers throughout the school year culminating with a Career Day.	*Classroom Teachers, Counselor	Trade books, community representatives	Aug. '03	Jun. '04
2. Implement and monitor all components of the CRP with emphasis on Guided Reading, CRISS Strategies, Best Practices, Accelerated Reader and NCS Learn Successmaker, and with the development of 9 week plans.	*Principal, Reading Leader, Classroom Teachers, Media Specialist	Basal readers, leveled readers, AR software, NCS software, computers	Aug. '03	Jun. '04
3. Provide Professional Development as it applies to the CRP with a concentrated focus on Guided Reading, Accelerated Reader and NCS Learn Successmaker. Monitor implementation of Professional Development received through classroom observation and progress of assessments.	Principal, *Assistant Principal, Reading Leader, Media Specialist	Inservice opportunities, temporary instructors	Aug. '03	Jun. '04
4. Conduct monthly Parent Workshops focusing upon activities that will assist parents in helping their children succeed in Reading.	*Reading Leader, Title I Educational Specialist, Community Involvement Specialist	Parents, reading activities	Aug. '03	Jun. '04
5. Administer and analyze District Reading assessments, including FCAT Pretests and Posttests, assessments outlined in the CRP K - 6 Reading Assessment, and the Scholastic Reading Inventory to guide instruction and identify those students in need of intervention.	*Principal, Assistant Principal, Reading Leader, Classroom Teachers	FCAT Pretest/Posttest, summary of assessment	Aug. '03	Jun. '04
6. Initiate specific community outreach activities resulting in an increased parental attendance at workshops, including Parent Workshop Interest Survey, Wednesday morning informational coffees, Parent Report Card Pick-Up Night and distribute parent/student compact agreement.	*Principal, Community Involvement Specialist	Surveys, report cards, compact agreement	Aug. '03	Jun. '04
7. Provide tutoring and at-home supporting activities to students in each of the subgroups identified in the NCLB requirements through After School Tutoring, and America Reads/Intensive Care Unit.	*Community Involvement Specialist, Reading Leader, Classroom Teachers, Tutors	America Reads, ICU, after school tutoring	Aug. '03	Jun. '04
8. Promote effective reading skills through the use of the FCAT Explorer.	*Reading Leader, Classroom Teachers	FCAT Explorer, computers	Aug. '03	Jun. '04

## Action Plan

<b>STRATEGIES</b>	<b>Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.</b>	<b>School Level Resources Allocated</b>	<b>Timeline</b>	
			<b>Start Date</b>	<b>End Date</b>
9. Provide incentives to improve and/or increase attendance for all identified NCLB subgroups.	*Principal, Assistant Principal, Media Specialist, Classroom Teachers	Awards, Certificates, Promotional Materials, Morning Announcements, Positive Notes	Aug. '03	Jun. '04

---

Strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Education students (ESE).  
All staff members will participate in the implementation of this plan.

**School Name:** Ethel F. Beckford/Richmond Elementary School

**District Name:** Miami-Dade County Public Schools

**Performance Grade:**   C  

**School Performance Excellence Goal:** # 2 : Writing

**Aligns with District Goal #**   2  

**State Goal #:**   3 4  

**National Goal #:**   N/A  

**Other :**   See below  

**Principles of School Performance Excellence**

1	2	3	4	5	6	7
School Leadership	Strategic Planning for School Improvement	Student and Stakeholder Relationships	Data-Driven Decision-Making	Human Resource Focus	Educational Design, Services, and Support	Performance Results
( )	( x )	( x )	( x )	( )	( )	( )

**Needs Assessment**

Results of the 2003 FCAT Writing Test indicate that 10 percent of the students have not met the state required mastery level.

**Objective**

Given instruction using the Sunshine State Standards, students in grade four will maintain or increase their writing skills as evidenced by a two percentage point increase in the percent of students in grade four scoring at 3.0 or above on the 2004 FCAT Writing Test.

**Definition of Adequate Progress:**

Adequate progress will be deemed to have been achieved if students maintain and/or increase by two percentge points, in the percent of students in grade four scoring at 3.0 or above on the 2004 FCAT Writing Test.

**Evaluation:**

This objective will be evaluated by scores on the 2004 FCAT Writing Test. Quarterly reports of given prompts will provide formative assessment which will be used to monitor progress towards the objective.

**SAC members involved in the development of this objective:**

Names:	Names:	Names:
Kelley, Michael		
Tercilla, Maria		
Hernandez, Cindy		
Humphreys, Alma		

## Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1. Implement the writing process to develop career awareness at all grade levels. Assign writing activities to promote and develop skills to be used in the school-to-career connection.	*Reading Leader, Classroom Teachers	Trade books, writing samples	Aug. '03	Jun. '04
2. Analyze the data for the purpose of ability group instruction through the implementation of the six point rubric to holistically score the writing samples.	*Principal, Assistant Principal, Classroom Teachers	Writing prompts, rubrics	Aug. '03	Jun. '04
3. Provide staff development in writing and technology in instructional strategies using alternate forms of assessment.	*Principal, Assistant Principal	Inservice training, district support	Aug. '03	Jun. '04
4. Promote effective writing through the use of National Computer Systems (NCS) Learn Writer's Studio.	*Reading Leader, Computer Lab Specilaist, Microsystems Tech	NCS Learn software, computers	Aug. '03	Jun. '04
5. Promote effective writing thematically through the use of instruction across the entire curriculum, and monitor its implementation through student samples and projects.	*Assistant Principal, Classroom Teachers	Writing prompts, word processor	Aug. '03	Jun. '04
6. Provide workshops to enable parents to assist their children to achieve effective writing.	*Principal, Community Involvement Specialist	Workshops, media center	Aug. '03	Jul. '04
7. Promote effective writing through student participation in school, ACCESS Center, and county writing competitions.	*Reading Leader, Classroom Teachers	Contests, competitions	Aug. '03	Jun. '04
8. Promote effective writing skills in an After-school program for low performing students.	*Principal, Assistant Principal, Classroom Teachers	After school care tutoring	Aug. '03	Jun. '04
9. Provide incentives to improve and/or increase attendance for all identified NCLB subgroups.	*Principal, Assistant Principal, Media Specialist, Classroom Teachers	Awards, Certificates, Promotional Materials, Morning Announcements, Positive Notes	Aug. '03	Jun. '04

Strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Education students (ESE). All staff members will participate in the implementation of this plan.

**School Name:** Ethel F. Beckford/Richmond Elementary School

**District Name:** Miami-Dade County Public Schools

**Performance Grade:**   C  

**School Performance Excellence Goal:** # 3 : Mathematics

**Aligns with District Goal #**   2  

**State Goal #:**   3 4  

**National Goal #:**   N/A  

**Other :**   See below  

**Principles of School Performance Excellence**

1	2	3	4	5	6	7
School Leadership	Strategic Planning for School Improvement	Student and Stakeholder Relationships	Data-Driven Decision-Making	Human Resource Focus	Educational Design, Services, and Support	Performance Results
( )	( x )	( x )	( x )	( )	( )	( )

**Needs Assessment**

The results of the 2003 FCAT Mathematics Test indicate that 49 percent of the students have met the state required mastery level and that 63 percent have made learning gains.

**Objective**

Given instruction using the Sunshine State Standards (SSS), students will improve their mathematics skills as evidenced by an eight percentage point increase in the percent of students scoring at the state required mastery level on the 2004 FCAT Mathematics Test, while 38% of each subgroup identified in the No Child Left Behind Act (NCLB) requirements will score at the state mastery level.

**Definition of Adequate Progress:**

Adequate progress will be deemed to have been achieved if 51 percent of the students score at or above achievement level 3 and if 65 percent of the students make the annual learning gains and if 38% of the subgroups meet state mastery level.

**Evaluation:**

This objective will be evaluated by scores on the 2004 FCAT Mathematics Test. Quarterly reports will provide formative assessment which will be used to monitor progress towards the objective.

**SAC members involved in the development of this objective:**

Names:		Names:		Names:	
Mack, Jerusha		Tercilla, Maria			
Roman, Teri					
Kelley, Michael					
Robinson, Christine					

## Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1. Conduct periodic assessments of all subgroups progress identified by the NCLB in mathematics utilizing item banks and progress tests provided by the district. Analyze the results of the assessments to plan instructional groups and strategies, such as After School Tutorials and ability group instruction.	Principal, *Assistant Principal, Classroom Teachers	FCAT Item banks, FCAT pre/post test	Aug. '03	Jun. '04
2. Provide each subgroup identified by NCLB with performance based activities incorporating the use of manipulative problem solving, critical thinking strategies, math competitions, the use of the Successmaker, technology lab, NCS Learn, thinking and writing activities about concepts, math games and puzzles, problems of the day, and other appropriate strategies in order to improve achievement.	*Assistant Principal, Magnet Lead Teacher, Classroom Teachers	Manipulatives, computers	Aug. '03	Jun. '04
3. Provide workshops to enable parents to assist their children to achieve academically in mathematics.	*Principal, Community Involvement Specialist	Workshop, media center	Aug. '03	Jun. '04
4. Provide and monitor staff development in instructional strategies, curriculum and assessment in mathematics that incorporate the Sunshine State Standards.	Principal, *Assistant Principal, Magnet Lead Teacher	Inservice opportunities	Aug. '03	Jun. '04
5. Establish and monitor the implementation of long range plans to ensure that instructions of the Sunshine State Standards are being met.	*Principal, Assistant Principal, Classroom Teachers	Nine week plans	Aug. '03	Jun. '04
6. Provide incentives to improve and/or increase attendance for all identified NCLB subgroups.	*Principal, Assistant Principal, Media Specialist, Classroom Teachers	Awards, Certificates, Promotional Materials, Morning Announcements, Positive Notes	Aug. '03	Jun. '04

Strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Education students (ESE). All staff members will participate in the implementation of this plan.

**School Name:** Ethel F. Beckford/Richmond Elementary School

**District Name:** Miami-Dade County Public Schools

**Performance Grade:**   C  

**School Performance Excellence Goal:** # 4 : Science

**Aligns with District Goal #**   2  

**State Goal #:**   3 4  

**National Goal #:**   N/A  

**Other :**   See below  

**Principles of School Performance Excellence**

1	2	3	4	5	6	7
School Leadership	Strategic Planning for School Improvement	Student and Stakeholder Relationships	Data-Driven Decision-Making	Human Resource Focus	Educational Design, Services, and Support	Performance Results
( )	( x )	( x )	( x )	( )	( )	( )

**Needs Assessment**

Scores of the 2002-2003 FCAT Science Test indicate that the mean scale score is 271.

**Objective**

Given instruction using the Sunshine State Standards, students in grade 5 will improve their science skills as evidenced by an increase of 2 percentage points in the mean scale score as documented by the 2004 FCAT Science Test when compared to the results of the 2003 FCAT Science Test.

**Definition of Adequate Progress:**

Adequate progress will be deemed to have been achieved if 30 percent of students score at or above 271 mean scale score.

**Evaluation:**

The objective will be evaluated by scores of the 2004 FCAT Science Test. Quarterly reports will provide formative assessment data which will be used to monitor progress.

**SAC members involved in the development of this objective:**

Names:	Names:	Names:
Cordy, Sharon		
Hernandez, Cindy		
Kelley, Michael		

## Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . Utilize the Competency Based Curriculum and the Sunshine State Standards	*Assistant Principal, Classroom Teachers, Lead Teacher	Competency Based Curriculum Sunshine State Standards	Sep. '03	Jun. '04
2 . Implement the Comprehensive Math and Science Plan	Assistant Principal, Classroom Teachers, *Lead Teacher	District Level Math and Science Plan	Sep. '03	Jun. '04
3 . Utilize data as statistical analysis of the FCAT Science Test to identify opportunities for improvement.	*Principal, Assistant Principal, Lead Teacher, Classroom Teachers	District Data Analysis	Sep. '03	Jun. '04
4 . Incorporate Science computer software into lessons to strengthen skills.	Classroom Teachers, Microsystems Tech., *Media Specialist	Computer software	Sep. '03	Jun. '04
5 . Utilize supplemental materials to support classroom instruction	*Assistant Principal, Classroom Teachers, Lead Teacher	Science related materials	Sep. '03	Jun. '04

Strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Education students (ESE). All staff members will participate in the implementation of this plan.



## **Adequate Progress Statement for the entire School Performance Excellence Plan:**

A Progress Assessment meeting is scheduled for each school at the end of each school year. Present are to be the school principal, the Educational Excellence School Advisory Council (EESAC) chair, the United Teachers of Dade steward, an EESAC parent representative, the EESAC community/business representative, and the EESAC student representative, if there is one. The Progress Assessment meeting is held at the Region office or supervising District office. At this meeting, the EESAC makes a presentation of findings. Included in the presentation are data that identify the Strengths and Opportunities for Improvement (OFIs) of the school. These results provide guidance for the future direction of the school and are included, as appropriate, as objectives and strategies in the subsequent School Performance Excellence Plan. NOTE: This meeting is subject to Florida's Government-in-the-Sunshine Law.

In the event that a school does not make progress on an objective found in the School Board-approved School Performance Excellence Plan, the Region office or supervising District office will collaborate with the EESAC to determine whether, and in what format, that objective will be readdressed.

The school must also meet the Florida Definition of Adequate Progress. Florida's High-Quality Education System states that if a school fails to meet criteria set forth in Florida State Board of Education Rule 6A-1.09981 pertaining to School Performance Grades, the school cannot be said to have made adequate progress.

## **Mid-Year Review of School Performance Excellence Plan:**

A mid-year review of the implementation of the current School Performance Excellence Plan will be conducted. This meeting, conducted by the Region Director or supervising District administrator, is subject to Florida's Government-in-the-Sunshine Law. This review will provide useful information for revising School Performance Excellence Plans for the following year and for assessing where resources need to be targeted for the remainder of the school year. A self-study of the progress made in implementing the current School Performance Excellence Plan at each school site will constitute a major portion of the mid-year review.

The following 10 essential components for Title I Schoolwide Program have been reviewed and addressed as required by Title I, Part A, Section 1114 of No Child Left Behind.  
(if applicable)

- Comprehensive Needs Assessment of the Entire Plan
- Schoolwide Reform Strategies
- Instruction by Highly Qualified Teachers
- High-quality and Ongoing Professional Development
- Strategies to Attract High Quality Qualified Teachers to High-need Schools
- Strategies to Increase Parental Involvement
- Plans for Assisting Preschool Children
- Measures to Include Teachers in the Decisions Regarding the Use of Academic Assessments
- Activities to Ensure that Students Who Experience Difficulty Mastering the Proficient or Advanced Levels of Academic Achievement Standards Shall be Provided with Effective, Timely Additional Assistance
- Coordination and Integration of Federal, State and Local Services and Programs.

All of the following 11 essential components for the Comprehensive School Reform Program has been reviewed and addressed as required by Title I, Part F of No Child Left Behind.  
(if applicable)

- Proven Scientifically-Based Strategies and Methods
- Comprehensive Design with Aligned Components
- Continuous Professional Development
- Measurable Goals and Benchmarks for Student Academic Achievement
- Support within School
- Support for School Personnel
- Meaningful Parental and Community Involvement
- High Quality External Technical Support and Assistance
- Annual Evaluation
- Coordination of General Resources
- Coordination of Scientifically-Based Resources

All of the following 7 components of an Effective School Improvement Framework have been reviewed and addressed as required by the Quality School Improvement Process by the SACS Commission on Elementary and Middle Schools.

*(if applicable)*

- A process for stakeholders' participation in school improvement planning
- The identification, development, and analysis of information that is summarized in a profile of the students, school, and community.
- A list of beliefs and a mission statement that represent community expectations and student needs, and provide direction and focus for the work of a school.
- A list of clearly defined goals and performance expectations for student learning, and comprehensive assessment of students' performance on each.
- A comprehensive analysis of the instructional and organizational effectiveness of a school.
- An action plan for school improvement that details strategies for addressing areas identified through the planning process as needing improvement.
- An implementation process that provides for continuous monitoring and annual assessments of the plan and supplies the data for making necessary revisions.

All of the following 7 elements for the school improvement process have been reviewed and addressed as required by the SACS Commission on Secondary and Middle Schools.

*(if applicable)*

- Identification of the students, school, and community the school serves.
- Development of the beliefs and mission of the school; basis for the school's existence.
- Completion of a comprehensive needs assessment that focuses on areas that relate to student performance.
- Identification of specific goals for student learning.
- Adoption of a process that must support and enable the school to conduct a self-evaluation of the effectiveness of the instructional and organizational practices within the school.
- Development and implementation of an action plan for improvement.
- Development of an action plan ensuring the capacity of the school to evaluate its progress and provide for accountability to its intended goals.

## APPENDIX A

The School Advisory Council has reviewed and addressed *all* of the following required components of a School Performance Excellence Plan as pursuant to Section 230.23, Florida Statutes.

### State Education Goals:

- Goal 1: Readiness to Start School
- Goal 2: Graduation Rate for Postsecondary Education and Employment
- Goal 3: Student Performance
- Goal 4: Learning Environment
- Goal 5: School Safety and Environment
- Goal 6: Teachers and Staff
- Goal 7: Adult Literacy
- Goal 8: Parental, Family and Community Involvement

### Based on an analysis of student achievement and school performance data:

- FCAT Reading Sunshine State Standards
- FCAT Math Sunshine State Standards
- FCAT Writing Sunshine State Standards
- FCAT Science Sunshine State Standards

### Issues relative to:

- budget
- training
- instructional materials
- technology
- staffing
- student support services
- specific school safety
- discipline strategies
- other matters of resource allocation

## School District Goals:

## APPENDIX B

### Goal I: School to Career

**Focus:** Students will be prepared for graduation, employment, postsecondary education, and to become responsible citizens and lifelong learners.

**Objectives:**

- Ia. Improve student achievement emphasizing reading, writing skills, mathematics, and science.
- Ib. Monitor and assess the implementation of standards for students in the areas of academic, career, and personal/social development.
- Ic. Expand opportunities for students to participate in cultural and physical fitness experiences.
- Id. Decrease the number of schools receiving "D" and "F" grades and increase the number of schools receiving "A" and "B" grades on the State's School Accountability Report.
- Ie. Integrate technology and its proficient use for all students and faculty into the instructional program to facilitate learning, with the intent of producing technologically skilled graduates.
- If. Enhance vocational/technical programs and adult education programs to meet the demands of business and industry.
- Ig. Broaden the scope of civic, law, and character education programs offered in the district to provide all students with necessary skills.
- Ih. Narrow the achievement gap between minority and non-minority students.
- Ii. Increase the number of students and adults who are bilingual and biliterate.
- Ij. Increase public educational choice options.

### Goal II: Effective Learning Environment

**Focus:** Enhance the safety of students and staff, and increase the quality of the learning environment

**Objectives:**

- Ila. Reduce the percentage of incidents related to violence, weapons, drugs, vandalism, and truancy.
- Ilb. Strengthen counseling and academic programs for all at-risk students with particular emphasis placed on at-risk students located at alternative schools and juvenile justice centers.
- Ilc. Reduce school overcrowding.
- Ild. Increase skills, knowledge, and professionalism of school staff.
- Ile. Increase the number of educationally productive partnerships with the community.
- Ilf. Increase opportunities for parents and guardians to become active partners in achieving educational success for all students.
- Ilg. Promote the community focus of schools as neighborhood learning and cultural centers for both students and other members of the community

### Goal III: Efficient Management Practices

**Focus:** Ensure that school system operations conform to the highest business and professional standards of effectiveness, ethics, and efficiency

**Objectives:**

- IIIa. Improve the financial planning and management process to ensure that resources are allocated and expended according to district needs and priorities.
- IIIb. Decrease the average duration of new construction, additions, and renovations and ensure that Capital Outlay programs/projects are completed within budget.
- IIIc. Improve the delivery of services such as maintenance, classroom materials, and transportation.
- IIId. Ensure that personnel maintain professional standards and effectively fulfill their assigned responsibilities.
- IIIe. Improve the perception of the Miami-Dade School District for various stakeholders.

## APPENDIX C

### PROFESSIONAL DEVELOPMENT

#### Provided or in Progress in the Area of Reading Instruction

TRAINING	PERCENT TRAINED	OTHER TRAINING
<i>Heads Up Reading Training</i>	Teachers: 5 Administrators: 0 Others: 0	Training as needed
<i>Project B.E.A.R</i>	Teachers: 5 Administrators: 50 Others: 0	Training as needed
<i>Reading</i>	Teachers: 42 Administrators: 50 Others: 0	Ongoing
<i>Project O.W.L.</i>	Teachers: 5 Administrators: 50 Others: 0	Ongoing
<i>Scott Foresman Reading</i>	Teachers: 100 Administrators: 50 Others: 0	Training as needed

#### Provided or in Progress in the Area of Writing Instruction

TRAINING	PERCENT TRAINED	OTHER TRAINING
<i>Project Right Beginnings</i>	Teachers: 10 Administrators: 50 Others: 0	Ongoing
<i>Lightspan Writing Workshop</i>	Teachers: 10 Administrators: 0 Others: 0	Training as needed
<i>FCAT Writing</i>	Teachers: 42 Administrators: 50 Others: 0	Ongoing



## APPENDIX C

### PROFESSIONAL DEVELOPMENT

#### Provided or in Progress in the Area of Mathematics Instruction

TRAINING	PERCENT TRAINED	OTHER TRAINING
<i>Math Staff Development</i>	Teachers: 5 Administrators: 0 Others: 0	Ongoing
<i>Math Forum</i>	Teachers: 5 Administrators: 0 Others: 0	Training as needed
<i>Math and Science</i>	Teachers: 5 Administrators: 0 Others: 0	Training as needed
<i>Acaletics Math</i>	Teachers: 74 Administrators: 0 Others: 0	Training as needed
<i>Math workshop</i>	Teachers: 16 Administrators: 0 Others: 0	Training as needed

#### Provided or in Progress in the Area of Science Instruction

TRAINING	PERCENT TRAINED	OTHER TRAINING
<i>Science Inservice</i>	Teachers: 5 Administrators: 0 Others: 0	Training as needed
<i>Science Inservice</i>	Teachers: 5 Administrators: 0 Others: 0	Training as needed

#### Other Professional Development Provided or in Progress

TRAINING	PERCENT TRAINED	OTHER TRAINING
----------	--------------------	----------------

## APPENDIX C

### PROFESSIONAL DEVELOPMENT

#### Other Professional Development Provided or in Progress

TRAINING	PERCENT TRAINED	OTHER TRAINING
<i>Technology Conference</i>	Teachers: 100 Administrators: 0 Others: 0	Training as needed
<i>Technology Contact</i>	Teachers: 5 Administrators: 0 Others: 0	Training as needed
<i>Music Conference</i>	Teachers: 5 Administrators: 0 Others: 0	Traning as needed
<i>EP Procedures</i>	Teachers: 5 Administrators: 0 Others: 0	Training as needed
<i>Hepatitis Training</i>	Teachers: 63 Administrators: 0 Others: 0	Ongoing
<i>Network Management</i>	Teachers: 5 Administrators: 50 Others: 0	Ongoing
<i>Human Growth and Development</i>	Teachers: 10 Administrators: 0 Others: 0	Ongoing
<i>Title I Instructional Fair</i>	Teachers: 30 Administrators: 50 Others: 0	Ongoing

# SCHOOL PERFORMANCE EXCELLENCE PLAN REVIEW AND ACCEPTANCE SIGNATURES

**This School Performance Excellence Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.**

**The original signature page; including signatures of EESAC members is on file at the Region/District Supervisor's Office.**

**Additionally, the signature of the Region Superintendent/District Supervisor certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.**

DATE 07/14/2003  
 TIME 18:32:12

MIAMI - DADE COUNTY PUBLIC SCHOOLS  
 TITLE I BUDGET SYSTEM  
 LOCATION 4651 - 59 ETHEL F. BECKFORD/RICHMOND

PAGE 168  
 PRODUCT T22808201

LINE	FUNC	PROG	OBJT	JOB CODE	DESCRIPTION	POS	SALARY		TOTAL
							DIRECT	FRINGE	
2	5100	4363	5144	0000	TEACHER		0	0	0
4	5100	4363	5145	4252	COMPUTER LAB SPECIALIST	1	18,638	8,540	27,178
10	5100	4363	5149		TEMP INSTRUCTOR (1 DAY)	20	2,200	260	2,460
12	5100	4363	5150		HOURLY-PARA (1 HR)	3600	32,400	7,200	39,600
14	5100	4363	5310		PROFESSIONAL & TECHNICAL		0	0	25,000
15	5100	4363	5331		TRAVEL OUT-COUNTY		0	0	4,000
18	5100	4363	5390		OTHER PURCHASED SERVICES		0	0	5,000
19	5100	4363	5399		PRINTING & DUPLICATING		0	0	1,000
20	5100	4363	5510		SUPPLIES		0	0	25,000
21	5100	4363	5621		CAPITALIZED AV. MATERIALS		0	0	500
22	5100	4363	5622		NON-CAPITALIZED AV. MAT'L		0	0	500
25	5100	4363	5643		CAPITALIZED COMPUTER HARD		0	0	500
26	5100	4363	5644		NON-CAPITALIZED COMPUTER		0	0	500
27	5100	4363	5691		CAPITALIZED SOFTWARE		0	0	500
28	5100	4363	5692		NON-CAPITALIZED SOFTWARE		0	0	500
31	7800	4363	5332		FIELD TRIPS		0	0	500
35	6150	4363	5150	4039	HOURLY - CIS (1 HR)	900	8,100	1,800	4,469
37	6150	4363	5330		TRAVEL REIMBURSEMENT		0	0	9,900
38	6150	4363	5510		SUPPLIES		0	0	300
									500

TOTAL AVAILABLE REVENUE 147,407  
 LESS TOTAL SCHOOL BUDGET 147,407  
 EQUALS AMOUNT OVER/UNDER 0

4651 -- ETHEL F. BECKFORD/RICHMOND ELEMENTARY SCHOOL

**Alternative Supplement Model (Waiver #466)**

<del>Club/Activities Sponsors (9 @ \$600)</del> .....	<del>\$5,400</del>
<del>Bus Supervisor</del> .....	<del>\$ 700</del>
<del>School Safety Patrol/Intramural Sponsor</del> .....	<del>\$1,300</del>
<del>Intramural Sponsor (part-time)</del> .....	<del>\$ 700</del>
<del>Before/After School Intramural Sponsor</del> .....	<del>\$1,400</del>
 TOTAL SUPPLEMENTS: .....	 \$9,500