

# SCHOOL IMPROVEMENT PLAN 2007 - 2008

## Ethel Koger Beckham Elementary School (0251)

Feeder Pattern - G. Holmes Braddock Senior

Regional Center V

District 13 - Miami-Dade

Principal - Maria Tavel-Visiedo

Superintendent - Rudolph F. Crew, Ed.D.



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## EXECUTIVE SUMMARY

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Ethel Koger Beckham Elementary School is a state-of-the-art facility located in a predominantly middle socio-economic area in West Miami-Dade within the G. Holmes Braddock Senior High Feeder Pattern. The facility, which opened for the 1996-1997 school year, consists of a media center, cafeteria with a stage, administration building, two classroom buildings of two stories each, physical education shelter, faculty parking, bicycle parking, covered walkways, central plaza, one story classrooms, primary play area, hard court, playing fields, and parent drop-off areas. Our student population of 763 students, of which 34 participate in the Voluntary Pre-Kindergarten (VPK), consists of: 3.5 percent White, 0.4 percent Black, 93.5 percent Hispanic, and 2.5 percent Asian/Indian/Multiracial. According to the 2006-2007 No Child Left Behind (NCLB) School Public Accountability Report, of these, 10.5 percent are disabled, 63 percent receive free or reduced lunch, and 55.9 percent are English Language Learner (ELL). Of these, 11.1 percent are Level 1, and 12 percent are Level 2 in Reading, while 5 percent are Level 1 and 13 percent are Level 2 in Mathematics. The predominant focus of the school is to provide the opportunity for each student to grow into his or her full capacity. Ethel Koger Beckham Elementary strives to meet the individual needs of all students by providing a variety of programs for students. The school currently has four gifted education units, four Special Education (SPED) resource units in addition to two inclusion model classrooms. For the 2006-2007 school year, the average student attendance was 97 percent and two percent of students in grades Kindergarten through five were retained. Of these students, eight were in Kindergarten, one was in first grade, and five were third graders. For this school year, the average class size is as follows: VPK, 17; Kindergarten, 18; First Grade, 21; Second Grade, 20; Third Grade, 20; Fourth Grade, 18; Fifth Grade, 24; and SPED, 13. The Journeys tutorial program has been developed to provide remediation and enrichment in the areas of Reading, Mathematics, and Writing to students in grades Kindergarten through five. Ethel Koger Beckham Elementary has been awarded two competitive grants for the 2007-2008 school year: The Toyota Family Literacy Program and the Adult Education and Family Literacy Education for Households. Both these grants will assist the school in expanding family literacy among all our stakeholders. In addition, Ethel Koger Beckham Elementary School has been designated as a Title I school for the 2007-2008 school year. Together with our Community Partners: Dairy Queen, McDonald's, Publix Supermarket, Roadhouse Grill Restaurant, Super Wheels Skating Center, Tamiami Restaurant/Cafeteria, Thunder Wheels Skating Center, Tony Roma's Restaurant, Wachovia Bank and Walmart, Ethel Koger Beckham Elementary will manage all available resources to meet the educational needs of all students. Some committee sponsored activities include guest speakers from among our Community Partners who participate in our annual Multicultural Career Day.

The Educational Excellence School Advisory Council has identified the following schoolwide priorities as the focus of its objectives as related to student achievement for the 2007-2008 School Improvement Plan:

- Reading
- Writing
- Math
- Science
- Parental Involvement
- Discipline / Safety
- Technology
- Health and Physical Fitness
- Special Areas
- Return on Investment

The strategies to be implemented include those which provide multiple opportunities for students to succeed in learning, such as: utilization of the Sunshine State Standards and Competency-Based Curriculum, integration of science and technology, manipulatives, writing portfolios, reading logs, long range curriculum mapping, collaborative planning, professional development, monitoring of student data, implementation of the Continuous Improvement Model and consistent monitoring of the School Improvement Plan. These strategies will continue to foster strengths in the area of Reading and Writing as well as provide added focus to Mathematics and Science, which are the weakest performing areas. The school's primary goal is to "nurture every child's potential."

Given instruction using the Sunshine State Standards, students will improve their reading skills as evidenced by ninety percent or more of students in grades three through five scoring at or above a Level 3 on the 2008 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades three through five will demonstrate skilled proficiency in mathematics as evidenced by ninety percent or more of students meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade four will demonstrate their skill proficiency in writing, as evidenced by ninety percent or more of students meeting high standards on the 2008 FCAT Writing+.

Given instruction using the Sunshine State Standards, the number of students meeting high standards in grade five will increase from fifty-one percent to sixty-one percent on the 2008 administration of the FCAT Science Test as compared to the 2008 administration of the FCAT Science Test.

Given schoolwide attention to the need for parental/family involvement in promoting student achievement, a minimum of fifty-five percent of parents will attend workshops/family nights at least once in order to increase their knowledge of the content material assessed in all subject areas, as well as strategies for implementation at home to increase student achievement and promote involvement as documented by 2007-2008 attendance logs and workshop agendas.

Given an emphasis on safety, discipline and instruction in the Peaceworks Conflict Resolution and PROUD curriculums, a minimum of ninety-five percent of the School Climate Survey participants will respond to having a feeling of safety and security in their learning and working environment by responding agree or strongly agree when asked on the 2008 School Climate Survey.

Given an emphasis on the use of educational technology, teachers will ensure that students in grades Kindergarten through five have at least one opportunity per week to interact with technology during the 2007-2008 school year as documented by lab sign-in logs and classroom computer schedules.

Given instruction based on the Miami-Dade County Public Schools Mandated FITNESSGRAM Standards, students in grades three through five will demonstrate a ten percent increase in the number of students earning a Gold or Silver award when comparing Pre and Post Test results on the 2008 FITNESSGRAM Physical Fitness Test.

Given instruction using the Sunshine State Standards, Art, Music, Physical Education and Spanish teachers will implement FCAT strategies in the areas of Reading, Writing, Mathematics or Science to increase student knowledge and proficiency as evidenced by a minimum of five annual lesson plans.

Ethel Koger Beckham Elementary will improve its ranking on the State of Florida ROI index publication from the ninety-first percentile in 2004 to the ninety-second percentile on the next publication of the index.

In reviewing the results of the Organizational Performance Improvement Snapshots Survey taken by ninety-three percent of employees, ninety-eight percent of the categories earned an average score of 4.0 or above indicating an average response of frequently to always agreeing with the survey questions. Human Resource Focus, as well as Business Results, has been identified as a focus for improvement as we strive to continue to involve all stakeholders during the 2007-2008 school year. These areas were selected due to the fact that questions from these categories received the lowest rank. Employees felt that they frequently knew how well their organization was doing financially and that they frequently felt that they can make changes that will improve their work. Although these were positive results, in comparison to the results of the other questions, these two questions received the lowest rank at 4.7. Therefore, making these areas a priority for the 2007-2008 school year. For the coming year, we will work towards increasing communication among all stakeholders to ensure they are kept abreast of our financial status through faculty/staff meetings as well as EESAC meetings. We plan to provide additional information to all staff regarding empowering staff to make changes that will improve their work. This will be achieved through in-services and round table discussions to increase their knowledge in these areas and provide them with the tools to improve their work.



# School Improvement Plan 2007-2008



## MIAMI-DADE COUNTY PUBLIC SCHOOLS

### VISION

We are committed to provide educational excellence for all.

### MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

### CORE VALUES

#### *Excellence*

We pursue the highest standards in academic achievement and organizational performance.

#### *Integrity*

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

#### *Equity*

We foster an environment that serves all students and aspires to eliminate the achievement gap.

#### *Citizenship*

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

## 0251 - ETHEL KOGER BECKHAM ELEMENTARY SCHOOL

### VISION

The predominant purpose of education is to provide the opportunity for each child to grow into his or her full capacity. Education is about opening doors, opening minds, opening possibilities. The staff at Ethel Koger Beckham Elementary School will "Nurture Every Child's Potential." Our staff believes that building character in our children enables them to reach their potential: intellectually, physically, and morally. Our teaching is directed to the whole child; making our school a caring community, conducive to teaching and learning. This is why our school's motto is "Nurture Every Child's Potential."

### MISSION

Every child comes to our school with strengths and abilities.

The staff of Ethel Koger Beckham Elementary School is committed to connect these abilities with deeper and wider ways of knowing... finding the intelligence... building character within our students... seeing each child as an individual with unique hopes, dreams, skills, and needs... "Nurture Every Child's Potential."

Ethel Koger Beckham Elementary will accomplish highest student achievement within a safe school environment that is staffed by dedicated and well qualified teachers.

### CORE VALUES



# School Improvement Plan 2007-2008



Ethel Koger Beckham Elementary School believes that:

All students and school staff have a right to schools that are safe, orderly and drug free;

All students and school staff have a right to be treated with courtesy and respect;

All students and school staff have a right to work and learn in school districts, schools, and classrooms that have high academic standards;

All students and school staff have a right to learn and work in well-equipped schools;

All students and school staff have a right to learn and work in schools where teachers know their subject matter and how to teach it;

All students and school staff have a right to be supported by parents, the community, public officials and businesses in their efforts to uphold high standards of conduct and achievement.

Ethel Koger Beckham Elementary will provide students with a high quality educational program where all students are expected to achieve and receive the support to do so.

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### **School Demographics**

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Ethel Koger Beckham Elementary School is located on 11 acres in West Miami-Dade County at 4702 SW 143 Court. Ethel Koger Beckham Elementary School, which opened for the 1996-1997 school year, consists of a media center, cafeteria with a stage, administration building, two classroom buildings of two stories each, physical education shelter, faculty parking, bicycle parking, covered walkways, central plaza, one story classrooms, primary play area, hard court, playing fields, and parent drop-off areas. The building was repainted during the 2006-2007 school year. The school is part of the G. Holmes Braddock Senior High Feeder Pattern, which consists of eight elementary schools, three middle schools, and one high school. All schools in the feeder pattern are designated as an A except for the high school which received a C. Students at Ethel Koger Beckham Elementary School transition to Howard D. McMillan Middle School and Howard Doolin Middle School, which service grades six through eight.

The media center is at the "hub" of the school, being completely accessible to the classrooms on either side of the complex. Ethel Koger Beckham Elementary School serves 729 students in grades kindergarten through five, and 34 VPK students from the surrounding neighborhoods. Of these, 10.5 percent are classified as SPED, 55.9 percent are ELL, 18 percent are gifted, and 63 percent are Economically Disadvantaged as determined by the free or reduced price lunch status. The ethnic/racial make up of the student population is: 93.5 percent Hispanic, 3.5 percent White, 0.4 percent Black, and 2.5 percent Asian/Indian/Multiracial. According to the NCLB School Public Accountability Report, the following subgroups are represented in our school: Hispanic, Economically Disadvantaged, ELL, and Students With Disabilities (SWD). Of these, 11.1 percent are Level 1, and 12 percent are Level 2 in Reading, while 5 percent are Level 1 and 13 percent are Level 2 in Mathematics. The mobility index of the school is 10, while the average student attendance is 97 percent. For the 2006-2007 school year, two percent of students in grades Kindergarten through five were retained. Of these students, eight were in Kindergarten, one was in first grade, and five were third graders. For this school year, the average class size is as follows: VPK, 17; Kindergarten, 18; First Grade, 21; Second Grade, 20; Third Grade, 20; Fourth Grade, 18; Fifth Grade, 24; and SPED, 13. The teacher to student ratio is as follows: VPK, 17:1; Kindergarten through Third Grade, 18.46:1; and Fourth and Fifth Grade, 19.83:1. This is in compliance with the state mandated class size reduction. This includes four co-teachers, of which two are assisting in third grade, one in fourth grade, and one in first grade.

The school employs a total of seventy-six full-time staff members and twenty-five part-time staff members. Seven percent of the staff is White, four percent is Black, and eighty-nine percent is Hispanic. Of this group, two are administrators, two are Reading Coaches, forty-seven are instructional staff, eight are SPED teachers, two hourly teachers, one guidance counselor, one media specialist, twelve paraprofessionals, seven clerical employees, ten food service personnel, two security monitors and six custodial service workers. Forty-one percent of the teaching staff have advanced degrees including three National Board Certified Teachers. One hundred percent of the teachers teach in-field while ninety-seven of all classes are taught by highly-qualified teachers. Our average instructional staff attendance was 96 percent for the 2006-2007 school year. The Leadership Team at Ethel Koger Beckham Elementary consists of the principal and the assistant principal, along with the following teachers: Marisol Lirio, Reading Coach; Silvia Lopez, Media Specialist; Anna Cue, Union Steward; Ana Sanchez-Ponte, SPED Teacher; Raquel Casas, ESOL Teacher; Ingrid Lucia, Primary Teacher; and Patricia Coakley, Intermediate Teacher.

The Florida Department of Education has designated the school as an "A" school for six consecutive years. We have earned the Golden School Award for school volunteers for the past eleven years, have placed within the top ten for attendance within the district, and have annually exceeded the student goal for United Way. Our instructional staff has twice received Performance Pay for outstanding student learning gains in the past five years. Additionally, Ethel Koger Beckham Elementary receives Annual Performance Excellence Recognition Platinum Awards issued by Miami-Dade County Public Schools. It has become a challenge to increase parent participation and involvement in our efforts to promote family literacy. Therefore, as recipients of the Adult Education and Family Literacy Education for Households and the Toyota Family Literacy Program, we will be able to combine our efforts in providing more opportunities for parents to be involved in literacy activities with their children and increase their awareness of their child's educational program. As we implement these grants, we will work to continue providing these opportunities as well as additional services to promote family literacy and parent involvement.

Ethel Koger Beckham Elementary incorporates special programs in order to offer extended learning opportunities. Academic Enhancement Program (Journeys) has been established to promote extended learning opportunities for all students. This program consists of before, after and during school tutoring programs for students not making adequate progress or meeting state standards. The program includes a Writer's Workshop for students in fourth grade, a Reading Workshop for students in kindergarten through fifth grade, and a Mathematician's Workshop for students in fourth and fifth grade. The Ethel Koger Beckham Elementary Chorus meets weekly with the Music teacher on Wednesdays to practice and prepare for performances held throughout the year. The Ethel Koger Beckham Elementary Art Club meets weekly with the Art teacher on Wednesdays to enrich their artistic talents and prepare for exhibits held at the school and throughout the community. An Academic Excellence Program is available for students in first and second grade to provide additional enrichment and critical thinking opportunities. Students in grades four and five also partake in a school-sponsored Geography club where they participate in the annual Elementary Dade Schools' Geography Bee. Fifth grade students likewise are involved in Future Educators of America and Safety Patrols. In addition, the school offers a cheerleading program where students in grades two through five learn cheers and perform at school functions. Likewise, a school sponsored soccer team provides additional recreational opportunities for students in grades three through five.

Ethel Koger Beckham Elementary School enjoys a collaborative system of leadership that includes representatives from all stakeholder groups in its primary decision-making group, the Education Excellence School Advisory Council. Leaders in the school



# School Improvement Plan 2007-2008



provide the technical support and professional and personal growth opportunities that stakeholders need in order to make informed decisions. Innovation is encouraged and new ideas are given every opportunity to succeed. Ethel Koger Beckham Elementary School provides multiple opportunities for students to succeed in learning through the utilization of the Sunshine State Standards and Competency-Based Curriculum, following instructional pacing guides, integration of science and technology, manipulatives, writing portfolios, reading logs, long range curriculum mapping, collaborative planning, professional development, monitoring of student data, implementation of the continuous improvement model and consistent monitoring of the School Improvement Plan. The school's primary goal is to "nurture every child's potential."

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## ***School Foundation***

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### **Leadership:**

Based on the results of the 2007 Organizational Performance Improvement Snapshot survey, the leadership almost always sets direction for the school, shares the mission and vision of the school, creates a positive working environment, and involves its employees in the day to day operation of the school based on an average score of 4.9 on a 5 point scale indicating the highest level of leadership.

### **District Strategic Planning Alignment:**

Based on the results of the 2007 Organizational Performance Improvement Snapshot survey, the employees feel that they almost always are involved and included in the development of the goals and objectives of the school as evidenced by earning an average score of 4.8 on a 5 point scale indicating the highest level of involvement.

### **Stakeholder Engagement:**

Based on the results of the 2007 Organizational Performance Improvement Snapshot survey, the employees feel that our customers are almost always satisfied as indicated by an average score of 4.8 on a 5 point scale indicating the highest level of satisfaction.

### **Faculty & Staff:**

Based on the results of the 2007 Organizational Performance Improvement Snapshot survey, employees feel that the school has a true team approach to the overall functioning of the school as evidenced by earning an average score of 4.8. When employees were asked, "The people I work with cooperate and work as a team", the results were a 4.8 on a 5 point scale indicating the highest level of satisfaction. The success of the staff's level of satisfaction is mainly due to our teacher-mentoring program, teacher learning communities, collaborative planning, school-wide committees, grade level and department meetings as well as an open door policy established by the school leadership. The school's teacher mentoring program at Ethel Koger Beckham Elementary consists of assigning a mentor teacher to all beginning teachers to assist them in accordance with the guidelines and requirements of PACES as well as in student assessments, classroom management and other school programs and initiatives. In addition, all beginning and annual contract teachers are assigned a Professional Growth Team (PGT).

### **Data/Information/Knowledge Management:**

Based on the results of the 2007 Organizational Performance Improvement Snapshot survey, employees felt that they had sufficient knowledge and ability to utilize data to monitor their own progress as well as the progress of the school and its students as evidenced by earning an average score of 4.9 in the category of Measurement Analysis and Knowledge Management and, an average score of 4.8 in the area of Process Management on a 5 point scale indicating the highest level of awareness.

### **Education Design:**

The research-based School Improvement Model used at Ethel Koger Beckham Elementary is the Continuous Improvement Model. This model will be implemented by assuring that the following occurs: 1. A strong instructional leadership that frames the school's vision and mission and turns it into a reality; 2. Stakeholders' high expectations for student achievement; 3. A core instructional program for reading, writing, mathematics, and science; 4. Securing a school climate conducive to teaching and learning; 5. Frequent assessments and evaluations of pupils achievement as a basis for program improvement.

### **Performance Results:**

Based on the results of the 2007 Organizational Performance Improvement Snapshot survey, employees are almost always satisfied with all areas of the school's functioning, working environment, systems in place and their involvement in the decision-making process. These results reflect the level of satisfaction among employees and stakeholders which directly impacts a school's functioning as well as student achievement. Ethel Koger Beckham Elementary School continues to be recognized as an A school for its academic achievement, has an exemplary attendance rate, and maintains low levels of incidents which are all conducive to high performance results.





# School Improvement Plan 2007-2008



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## ***Schools Graded 'C' or Below***

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**Professional Development:**

**Disaggregated Data :**

**Informal and Formal Assessments:**

**Alternative Instructional Delivery Methods :**



School Improvement Plan  
2007-2008



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***Schools Offering Primarily Grades 6 through 12***

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**Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.) :**

### Reading Goal

**Alignment of Objective to the Florida Department of Education and the District Strategic Plan**

**Florida Education Priorities**

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

**Miami-Dade County Public Schools**

**District Strategic Plan**

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

**Reading Statement**

All Ethel Koger Beckham Elementary School students will make annual learning gains sufficient to acquire the knowledge, skills and competency to master state standards in Reading.

**Needs Assessment**

According to the Florida Kindergarten Readiness Screener (FLKRS), ninety-five percent of Kindergarten students were proficient in all subsets of the Early Childhood Observation System (ECHOS). Similarly, students demonstrated strength in Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and Letter Naming Fluency (LNF) as demonstrated by seventy-two percent of Kindergarten students scoring proficiency levels. Student data yields a need for improvement in the area of Initial Sound Fluency (ISF) as demonstrated by sixty-two percent of students achieving proficiency targets. DIBELS 2006-2007 Progress Monitoring Data reveals that an average of seventy-four percent of students in grades Kindergarten through three are reading at an instructional level. Oral reading fluency is an area in need of improvement for second and third graders, since only sixty-eight percent and fifty-five percent of students respectively, performed on benchmark. An assessment of the data from the 2007 administration of the FCAT reveals that ninety percent of all students in grades three through five have scored a Level 3 or higher in Reading, a two percentage point decrease from 2006. Eighty-two percent of our lowest performing students made learning gains, a thirteen percentage point increase from the previous year. In addition, eighty percent of the students tested made learning gains in Reading, a two percentage point increase from 2006. The third grade Reading data further reveals improvement in Words/Phrases and Comparison and a decline in Main Idea/Purpose and Reference/Research. The fourth grade data shows an improvement in the areas of Main Idea/Purpose, Reference/Research, a decline in Words/Phrases, and demonstrated no change in Comparison. Additionally, fifth grade FCAT results indicate that there was a decrease in Main Idea/Purpose, Reference/Research and Words and Phrases, and an increase in Comparisons. Overall, the areas with most need of improvement are Reference/Research for third grade and Words and Phrases for grades four and five. Furthermore, all subgroups identified by the No Child Left Behind Act exceeded the proficiency target for Reading with eighty-two percent of the total population scoring at or above a Level 3 on the 2007 FCAT. For the 2007-2008 school year, students will improve their reading skills as evidenced by ninety percent or more of students in grades three through five scoring at or above a Level 3 on the 2008 administration of the FCAT Reading Test.

***NCLB Subgroup Target***

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Measurable Objective

Given instruction using the Sunshine State Standards, students will improve their reading skills as evidenced by ninety percent or more of students in grades three through five scoring at or above a Level 3 on the 2008 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement tutorial program (Journeys) to provide remedial assistance to students in grades Kindergarten through five not making adequate progress as evidenced by attendance logs and student scores.	Administrator	10/01/07	2/29/08	Continuous Improvement Model	9000
Identify students on PMP and provide documented interventions as on plan to increase achievement in Reading.	Administrator, Teachers	8/20/07	6/5/08	District-wide Literacy Plan	0
Establish schoolwide vocabulary development programs utilizing both "word of the day" presentations on televised morning announcements and the web-based Accelerated Vocabulary program to enhance student proficiency in Words/Phrases.	Media Specialist	8/20/07	5/30/08	Continuous Improvement Model	0
Implement district provided instructional pacing schedules and CRRP (to include intervention programs using Early Success, Soar to Success and Voyager) in order to maintain or improve the number of students scoring at a level 3 or higher on the FCAT.	Teachers	8/20/07	6/5/08	Continuous Improvement Model	0
Utilize the web-based STAR and Accelerated Reader programs to measure students' progress in Reading.	Teachers, Administrator, Media Specialist	8/20/07	6/5/08	Continuous Improvement Model	0
Implement the Continuous Improvement Model by utilizing assessment data to drive instruction to increase student achievement in the areas of Comparisons, Words/Phrases, Main Idea/Purpose and Reference/Research.	Administrator, Teachers	8/20/07	6/5/08	Continuous Improvement Model	0
Establish partnership with Future Educators of America students and Pre-Kindergarten through first grade students to create a buddy readers system and promote a love of reading.	Teachers	10/1/07	6/5/08	Academic Enrichment Opportunities	0
Execute systematic instruction for achieving Sunshine State Standards in information and media literacy in order to increase student achievement in the area of Reference/Research.	Media Specialist, Teachers	8/20/07	6/5/08	Continuous Improvement Model	0

### Research-Based Programs

Ethel Koger Beckham Elementary will use the Houghton Mifflin state adopted research-based core reading program including Early Success, Soar to Success and Voyager.

### Professional Development

Staff at Ethel Koger Beckham Elementary will attend professional development workshops such as: Houghton Mifflin, DIBELS, CRISS, Diagnostic Assessments of Reading (DAR), Renaissance Place (web-based Accelerated Reader Enterprise, STAR, Accelerated Vocabulary), Using Data to Guide and Improve Instruction, FCAT Reading Test specifications overview, Best Practices sharing by grade levels and departments, and other Professional Development opportunities made available by the school district in the area of Reading.

### Evaluation

This objective will be evaluated by the scores of the 2008 FCAT Reading test. District Interim Assessments, DIBELS, FLKRS as well as benchmark assessments for the tutorial program, will provide formative assessments which will be used to monitor progress towards this objective.

## Mathematics Goal

### *Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

#### *Florida Education Priorities*

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

#### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

### **Mathematics Statement**

All Ethel Koger Beckham Elementary School students will make annual learning gains sufficient to acquire the knowledge, skills and competency to master state standards in the area of Mathematics.

### **Needs Assessment**

An assessment of the data from the 2007 administration of the FCAT Mathematics Test reveals that eighty-nine percent of all students in grades three through five scored a Level 3 or above in Mathematics, a one percentage point increase from previous year. Seventy percent of students in grades three, four and five demonstrated acceptable levels of learning gains, a five percentage point increase from 2006. Further, seventy-one percent of our lowest performing students made learning gains. The data reveals a strength in the areas of Number Sense and Measurement, although proficiency rates for all math content areas remained the same for third grade. Fourth grade maintained the level of proficiency in all tested benchmarks with an increase in Geometry and Number Sense, a decrease in Data Analysis, and Algebraic Thinking remained the same. Moreover, fifth grade scores revealed an increase in the percent of students scoring at proficiency in the areas of Algebraic Thinking, Measurement, and Number Sense while Geometry and Data Analysis remained the same. Overall, Algebraic Thinking and Data Analysis are the weakest areas among all grades. The 2006-2007 FCAT Assessment data further reveals eighteen percent of students in grades three through five are Level 1 and 2 in Mathematics. In addition, eighty-three percent of students in grades three through five in all subgroups identified by the No Child Left Behind Act scored a Level 3 or above on the FCAT Mathematics test. For the 2007-2008 school year students in grades three through five will demonstrate skilled proficiency in mathematics as evidenced by ninety percent or more of students meeting high standards on the 2008 administration of the FCAT Mathematics Test.

### **NCLB Subgroup Target**



# School Improvement Plan 2007-2008



TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will demonstrate skilled proficiency in mathematics as evidenced by ninety percent or more of students meeting high standards on the 2008 administration of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Conduct school-wide mathematics activities to apply mathematics skills to real world experiences.	Special Events Mathematics Committee	8/20/07	6/5/08	Continuous Improvement Model	0
Identify students on PMP and provide interventions as documented on plan to increase student achievement in Mathematics.	Administrator, Teachers	8/20/07	6/5/08	Continuous Improvement Model	0
Implement mathematics Problem of the Day in all grades to enhance critical thinking skills and provide real life scenarios for mathematics application, focusing on Algebraic Thinking and Data Analysis.	Teachers	8/20/07	6/5/08	Continuous Improvement Model	0
Schedule additional personnel support during Mathematics in grades three through five in order to conduct guided Mathematics groups targeting students performing among the lowest twenty-five percent.	Administrators, Teachers	8/20/07	6/5/08	Continuous Improvement Model	0
Students in the SWD subgroup will participate in a weekly peer tutoring program with students participating in the gifted program.	Teachers	8/20/07	6/5/08	Continuous Improvement Model	0
Implement district provided instructional pacing schedules to ensure the instruction of all mathematics strands prior to FCAT Testing in order to maintain or improve the number of students scoring at a Level 3 or higher.	Adminstrator, Grade Level Chair Persons	8/20/07	6/5/08	Continuous Improvement Model	0
Implement before and after school tutorial program (Journeys) to provide remedial assistance to students in grades four and five scoring at a Level 1 or 2 on the FCAT Mathematics subtest as evidenced by attendance logs and student scores.	Administrator	10/1/07	2/29/08	Continuous Improvement Model	5500
Implement the Continuous Improvement Model by utilizing assessment data to drive instruction in order to increase student achievement in the areas of Algebraic Thinking and Data Analysis.	Teachers and Administrator	8/20/07	6/5/08	Continuous Improvement Model	0

### Research-Based Programs

Ethel Koger Beckham Elementary will use the Harcourt Brace state adopted research-based core mathematics program and the FCAT Coach (Mathematics tutorial program).

### Professional Development

Ethel Koger Beckham Elementary will provide professional development opportunities in Data Analysis and Instructional Implications for Mathematics Instruction, FCAT Mathematics and Science Test Specifications Overview, Best Practices sharing by grade level, and other professional development opportunities made available through the School District in the area of Mathematics.

### Evaluation

This objective will be evaluated by the scores of the 2007 FCAT Mathematics test. District Interim Assessment tests as well as benchmark assessments in our tutorial program will provide formative assessments which will be used to monitor progress towards this objective.



## Writing Goal

### *Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

#### **Florida Education Priorities**

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

#### **Miami-Dade County Public Schools**

#### **District Strategic Plan**

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

### **Writing Statement**

All Ethel Koger Beckham Elementary students will acquire the knowledge, skills and competency to master state standards in Writing.

### **Needs Assessment**

The assessment of data reveals that ninety-three percent of students in grade four scored 3.5 or above in Writing, indicating students have maintained proficiency levels from the previous year. All subgroups identified by the No Child Left Behind Act met the proficiency criteria established for Writing. Ninety-six percent of all students tested scored a 3.5 or above on the Expository Writing, demonstrating a one percentage point decrease, while eighty-seven percent of all students tested scored a Level 3.5 or above in the Narrative Writing, a three percentage point increase from the previous year. Eighty-three percent of all students tested scored a 4.0 or above in the Expository Writing, and seventy-six percent of all students tested scored a 4.0 or above in the Narrative Writing. The data further reveals, although there was a slight decline in Expository Writing, improvements were made in Narrative Writing, and overall students' strength is in Expository Writing when compared to Narrative Writing. The majority of the students are scoring 4.0 on both Expository and Narrative Writing. The instructional focus for writing this year will be to increase the number of students scoring a 4.5 and above. For the 2007-2008 school year, students in grade four will demonstrate their skill proficiency in writing, as evidenced by ninety percent or more of students meeting high standards on the 2008 FCAT Writing+.

### **NCLB Subgroup Target**

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Measurable Objective

Given instruction using the Sunshine State Standards, students in grade four will demonstrate their skill proficiency in writing, as evidenced by ninety percent or more of students meeting high standards on the 2008 FCAT Writing+.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Make visible the implementation of writing across the curriculum through collected writing samples in student portfolios and classroom displays of student writing.	Teachers	8/20/07	6/5/08	District-wide Literacy Plan	0
Implement daily language exercises to review grammar skills and focus on magnifying the moments in support of the FCAT Writing+.	Teachers	8/20/07	6/5/08	Continuous Improvement Model	0
Implement schoolwide writing plan for introduction and assessment of writing skills at each grade level to ensure instruction of all writing strategies prior to fourth grade.	Administrator, Teachers	8/20/07	6/5/08	Continuous Improvement Model	0
Identify students on PMP and provide interventions as documented on plan to increase student achievement in Writing.	Administrator, Teachers	8/20/07	6/5/08	Continuous Improvement Model	0
Implement Writer's Workshop (tutoring) to increase writing proficiency of students.	Administrator, Teachers	10/1/07	2/29/08	Continuous Improvement Model	4500
Implement narrative writing wheel to expose students to a variety of instructional strategies to improve writing proficiency.	Teachers	8/20/07	6/5/08	Continuous Improvement Model	0
Implement the Continuous Improvement Model by utilizing assessment data to drive instruction and target areas for improvement in order to increase student achievement.	Administrator, Teachers	8/20/07	6/5/08	Continuous Improvement Model	0

### Research-Based Programs

Ethel Koger Beckham Elementary implements the Houghton Mifflin State-Adopted, research-based core Language Arts program.

### Professional Development

Staff at Ethel Koger Beckham Elementary will receive professional development in Data Analysis and Instructional Implications for Writing Instruction, Best Practices sharing by grade level, Holistic Scoring of writing prompts, and other professional opportunities made available through the school district in the area of writing instruction.

### Evaluation

This objective will be evaluated by the scores of the 2008 administration of the FCAT Writing+ Test as well as the District Developed Writing Pre-Test/Post Test administered in the Fall of 2007 and the Spring of 2008. Mid-year progress test will provide formative assessments which will be used to monitor progress towards this objective.

## Science Goal

### *Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

#### *Florida Education Priorities*

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

#### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

### **Science Statement**

Ethel Koger Beckham Elementary students make annual learning gains sufficient to acquire the knowledge, skills and competencies needed to master state standards in the area of Science.

### **Needs Assessment**

Scores on the 2007 administration of the FCAT Science Test revealed that the school's mean scale score earned was 320. This earned score is eighteen points higher than the state's mean scale score and thirty-four points higher than the district's mean scale score. Scores also reveal an increase in the school's mean scale score of ten points when compared to the school's mean scale score earned in the 2006 administration. Additionally, the data indicates that fifty-one percent of students met proficiency levels in Science by scoring at or above a Level 3, indicating an eleven percentage point increase from 2006. Students show strength in the area of Physical/Chemical. Proficiency levels decreased in the areas of Life/Environment and improved in Physical/Chemical and Earth/Space, and there was no change in Scientific Thinking. Yet, the lowest proficiency levels were achieved in the areas of Earth/Space. For the 2007-2008 school year the number of students meeting high standards in grade five will increase from fifty-one percent to sixty-one percent on the 2008 administration of the FCAT Science Test as compared to the 2008 administration of the FCAT Science Test.

### Measurable Objective

Given instruction using the Sunshine State Standards, the number of students meeting high standards in grade five will increase from fifty-one percent to sixty-one percent on the 2008 administration of the FCAT Science Test as compared to the 2008 administration of the FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement district provided instructional pacing guides to ensure all Science Sunshine State Standards are being instructed prior to FCAT administration.	Administrator, Teachers	8/20/07	6/5/08	Continuous Improvement Model	0
Provide opportunities for students in kindergarten through fifth grade to conduct scientific investigations as well as participate in hands on activities and demonstrations that apply science to real life experiences.	Teachers	8/20/07	6/5/08	Continuous Improvement Model	0
Use content reading and/or CRISS strategies during science lessons to facilitate student mastery of science concepts and Sunshine State Standards.	Teachers	8/20/07	6/5/08	District-wide Literacy Plan	0
Conduct schoolwide Science Extravaganza to showcase student ability to apply the scientific method with emphasis on Earth/Space.	Administrator, Teachers	4/7/07	5/2/08	Continuous Improvement Model	0
Implement the Continuous Improvement Model by utilizing assessment data to drive instruction in order to target areas for improvement.	Administrator, Teachers	8/20/07	6/5/08	Continuous Improvement Model	0

### Research-Based Programs

Ethel Koger Beckham Elementary implements the Scott Foresman state-adopted, research based core science program.

### Professional Development

Ethel Koger Beckham Elementary will provide professional development opportunities in FCAT Science Benchmarks Overview, Best Practices sharing by grade level, Science Process Skills in-service, as well as training in the newly adopted Scott Foresman science program, and other professional development opportunities provided by the school district in the area of science instruction.

### Evaluation

This objective will be evaluated by the scores earned on the 2008 administration of the FCAT Science Test. District Science Interim Assessment results for fifth grade students will provide formative assessments used to monitor progress towards this objective.

## Parental Involvement Goal

### *Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

#### **Florida Education Priorities**

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

#### **Miami-Dade County Public Schools**

#### **District Strategic Plan**

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

### **Parental Involvement Statement**

Ethel Koger Beckham Elementary believes that all parents and guardians should be active partners with the school in increasing student achievement and achieving school improvement.

### **Needs Assessment**

According to the 2006-2007 school accountability report, 93.5 percent of the families at Ethel Koger Beckham Elementary are Hispanic, 2.5 percent are Asian/Indian Multicultural, 3.5 percent are White, and 0.4 percent is Black. Of these 61.4 percent are on free/reduced lunch. Attendance logs and workshop agendas indicate that fifty percent of parents attended at least one workshop/family night during the 2006-2007 school year. Parent sign-in logs for the 2006-2007 school year demonstrate an increase in parental involvement due to the school providing translation services at workshops, sending home bilingual communications, and providing babysitting services during activities. However, providing more flexible schedules of workshops would further accommodate parents. Parent Teacher Association survey and faculty and staff input indicates that parents struggle to assist students because they lack knowledge of the content material being assessed in all subject areas as well as the strategies needed to help students achieve more. For the 2007-2008 school year, a minimum of fifty-five percent of parents will attend workshops/family nights at least once in order to increase their knowledge of the content material assessed in all subject areas, as well as strategies for implementation at home to increase student achievement and promote involvement as documented by attendance logs and workshop agendas.

### Measurable Objective

Given schoolwide attention to the need for parental/family involvement in promoting student achievement, a minimum of fifty-five percent of parents will attend workshops/family nights at least once in order to increase their knowledge of the content material assessed in all subject areas, as well as strategies for implementation at home to increase student achievement and promote involvement as documented by 2007-2008 attendance logs and workshop agendas.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Recognize the talents of parents and family members by involving them as guest speakers, guest readers, tutors, and school volunteers (National PTA Standard I).	Administrator, Counselor, Teachers	8/20/07	6/5/08	Continuous Improvement Model	0
Make available School Parent Resource Center with resource materials for families on how to assist in student achievement (National PTA Standard II).	Community Involvement Specialist	8/20/07	6/5/08	Continuous Improvement Model	1000
Collaborative planning across grade levels will be used by teachers to plan and deliver workshops to parents and provide bilingual assistance and flexible scheduling (National PTA Standard II).	Administrator, Teachers	8/20/07	6/5/08	Continuous Improvement Model	0
Work collaboratively with PTA to administer a needs assessment survey to parents in order to identify topics for workshops (National PTA Standard I).	Administrator	8/20/07	6/5/08	Continuous Improvement Model	0
Invite parents to quarterly student showcase where students will receive honor roll awards as well as share journal writings and favorite books with parents (National PTA Standard III).	Teachers	8/20/07	6/5/08	Continuous Improvement Model	0
Extend Media Center hours in order to provide parents and students with homework assistance (National PTA Standard II).	Administrator	10/1/07	6/5/08	Education Innovation	6000

### Research-Based Programs

Ethel Koger Beckham Elementary implements the Families Building Better Readers blueprint activities through home school communications, as well as other programs sponsored by the School District and the Florida Department of Education. The National PTA Standards for Parental Family Involvement will be used as a resource to develop activities.

### Professional Development

In-service training will be provided for teachers on parental involvement and district guidelines regarding school volunteers, mentoring programs and fostering home-school communication.

### Evaluation

This objective will be evaluated by the number of parents attending workshops as documented by attendance logs and workshop agendas.

### Discipline & Safety Goal

**Alignment of Objective to the Florida Department of Education and the District Strategic Plan**

**Florida Education Priorities**

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

**Miami-Dade County Public Schools**

**District Strategic Plan**

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

**Discipline & Safety Statement**

Ethel Koger Beckham will maintain a safe and secure learning and working environment for all students and staff.

**Needs Assessment**

According to the 2006-2007 School Climate Survey, from the seventy-five percent of the staff surveyed, all employees felt their workplace was safe. The 2006-2007 School Climate Survey also revealed that ninety-four percent of the parents surveyed agreed or strongly agreed that their child’s school is safe and secure. Conversely, one percent was undecided as to their feeling about the safety of their children, and five percent disagreed or strongly disagreed that their child’s school was safe and secure. Ninety-five percent of the students surveyed agreed or strongly agreed that they felt safe at their school. Five percent of the students were undecided, and none of students surveyed (a two percentage point decrease) reportedly disagreed that their school was safe. However, seven percent (a one percentage point increase) of the students felt that violence was a problem at their school site. Even though only seven percent of the students surveyed felt this was a problem, our goal is for all children to feel safe in their learning environment. Anti-bullying curriculum instruction during the 2006-2007 school year increased student awareness with regards to recognizing bullying behavior, hence, reporting of bullied children and bullying behavior increased ten percent as evidenced by counselor logs. For the 2007-2008 school year, a minimum of ninety-five percent of the School Climate Survey participants will respond to having a feeling of safety and security in their learning and working environment by responding agree or strongly agree when asked on the 2008 School Climate Survey.

### Measurable Objective

Given an emphasis on safety, discipline and instruction in the Peaceworks Conflict Resolution and PROUD curriculums, a minimum of ninety-five percent of the School Climate Survey participants will respond to having a feeling of safety and security in their learning and working environment by responding agree or strongly agree when asked on the 2008 School Climate Survey.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Continue to implement Peaceworks Curriculum through the I Care Cat Program, PROUD Curriculum, and Anti-bullying Curriculum, as well as other activities to promote non-violence.	Counselor, Teachers	8/20/07	6/5/08	Continuous Improvement Model	0
Conduct counseling sessions with students who display disruptive behavior.	Counselor	8/20/07	6/5/08	Student Wellness	0
Create Behavior Contracts for students with disruptive behavior to monitor behavior and communicate progress to parents.	Teachers	8/20/07	6/5/08	Continuous Improvement Model	0
Continue to adhere to the MDCPS Code of Student Conduct, to ensure disruptive behavior is dealt with in an appropriate manner.	Administrator, Counselor, Teachers	8/20/07	6/5/08	Continuous Improvement Model	0
Participate in the "Walk Safe" program to help students to practice safety procedures when walking and crossing the street.	Administrator, Physical Education Teachers	10/1/07	10/15/07	Healthcare & Healthy Choices	0
Continue to implement "Kids for Character" curriculum and incentive programs such as "Do the Right Thing" to promote good citizenship among students.	Counselor, Teachers	8/20/07	6/5/08	Continuous Improvement Model	0
Implement the "Power of Little Minds" student character development and motivational program to provide positive ways of being and behaviors.	Teachers	8/20/07	6/5/08	Education Innovation	0

### Research-Based Programs

Ethel Koger Beckham Elementary School will use the Peaceworks Foundation, "Kids for Character" and "Do the Right Thing" programs as the research-based programs for safety and discipline.

### Professional Development

Ethel Koger Beckham Elementary will provide professional development opportunities on how to address and prevent disruptive behavior and promote conflict resolution in addition to participating in training made available through the school district. Additionally, teachers will participate in in-house workshops on how to implement the "Power of Little Minds" student character development and motivational program.

### Evaluation

Results of the 2007-2008 School Climate Survey will reveal that a minimum of ninety-five percent of the parents and students of Ethel Koger Beckham Elementary School surveyed will agree or strongly agree that their child's school is safe and secure. No more than six percent of the students responding will feel that violence is a problem at their school site.



## Technology Goal

### *Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

#### *Florida Education Priorities*

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

#### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

### Technology Statement

Ethel Koger Beckham Elementary will have a minimum of five functioning computers in each classroom in order to facilitate the incorporation of technology across the curriculum to supplement instruction of the Sunshine State Standards and assist teachers in implementing innovative instructional practices.

### Needs Assessment

Ethel Koger Beckham Elementary has one hundred seventy computers. Ninety percent of these computers run efficiently with updated, modern software. The remaining ten percent of the computers are non-modern and to be considered obsolete. There were sixty obsolete computers that were replaced, which raised our percentage of working computers. Although most of our computers are working properly, the average student stations per classroom is three computers, which does not provide for sufficient access to technology. Teachers use the twenty computers located in the media center to provide students with additional access to technology. However, this is often an inconvenience due to time spent traveling to and from the media center. Having enough computers in the classroom will facilitate the classroom management of technology and increased usage by students. Increased student technology usage will promote student achievement and provide opportunities to motivate students. The District Technology Refresh Program will be providing each classroom teacher a wireless laptop in order to facilitate the use of the electronic gradebook. In turn, this will provide an additional student station per class. However, newly acquired technology will also prove necessary for additional Professional Development for teachers to effectively integrate instruction using technology. Similarly, the increase of computer inventory has made it difficult to maintain computers running effectively since our school shares with another school our Microsystems Technician. A full-time technician assigned to our school would further contribute to the maximizing of technology usage at Ethel Koger Beckham Elementary. For the 2007-2008 school year, teachers will ensure that students in grades Kindergarten through five have at least one opportunity per week to interact with technology during as documented by lab sign-in logs and classroom computer schedules.

### Measurable Objective

Given an emphasis on the use of educational technology, teachers will ensure that students in grades Kindergarten through five have at least one opportunity per week to interact with technology during the 2007-2008 school year as documented by lab sign-in logs and classroom computer schedules.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize Riverdeep and FCAT Explorer to enhance student learning in Reading and Mathematics.	Administrator, Teachers	8/20/07	6/5/08	Continuous Improvement Model	0
Provide opportunities for students in grades 2-5 to produce a minimum of two assignments using technology.	Administrator, Teachers	8/20/07	6/5/08	Continuous Improvement Model	0
Implement a technology committee in order to provide professional opportunities for teachers to share best practices associated with the integration of technology into the curriculum.	Administrator, Technology Committee	8/20/07	6/5/08	Continuous Improvement Model	0
Provide students and parents with the necessary passwords and information needed to access district provided programs for use at home.	Administrator, Media Specialist, Teachers	8/20/07	6/5/08	Continuous Improvement Model	0
Implement computer lab schedule as well as a classroom schedule to ensure weekly student access to technology.	Administrator, Teachers	8/20/07	6/5/08	Continuous Improvement Model	0
Utilize web-based Renaissance Place (web-based Accelerated Reader Enterprise, STAR, Accelerated Vocabulary) reading program to monitor student comprehension and motivate students to read.	Administrator, Media Specialist, Teachers	8/20/07	6/5/08	Continuous Improvement Model	0

### Research-Based Programs

Ethel Koger Beckham Elementary will use the following research-based programs: Riverdeep, Accelerated Reader, and STAR.

### Professional Development

Ethel Koger Beckham Elementary will provide professional development opportunities in the implementation and use of Riverdeep, FCAT Explorer and other applications, such as Edusoft, Renaissance Place (Accelerated Reader Enterprise, STAR, Accelerated Vocabulary), and Promethean Activeboard, as needed and made available through the district as documented by teacher sign-in logs. Best practices on managing technology in the classroom and implementing it across the curriculum will also be scheduled for staff members.

### Evaluation

An increase in the number of students using technology will be evident by an increase in the number of student log-ins to educational research-based programs sponsored by Miami-Dade County Public Schools as well as computer lab sign-in sheets and teacher schedules.

## Health & Physical Fitness Goal

### *Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

#### **Florida Education Priorities**

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

### **Health & Physical Fitness Statement**

Ethel Koger Beckham Elementary will improve the level of health and fitness of all students.

### **Needs Assessment**

Assessment data on the 2007 FITNESSGRAM reveals that forty-nine percent of the students in grades third through fifth received fitness awards, a three percentage point increase from 2006. Twenty percent of the students received Gold awards while thirty percent received Silver awards. Therefore, fifty percent of the students tested were unable to perform at the fitness level established for health and fitness and necessary to receive an award. A need to incorporate FITNESSGRAM subtests into the Physical Education activities of students in grades Pre-Kindergarten through first has been determined. Students need to be exposed to the different physical skills necessary to succeed in the FITNESSGRAM prior to entering second grade in order to improve student physical readiness. Further, Physical Education teachers need to collaborate and share best practices with primary teachers in order to make activities developmentally appropriate for students in grades Pre-Kindergarten through first. Additionally, students and parents need to increase awareness of the importance of physical activities and healthy eating habits. For the 2007-2008 school year, students in grades three through five will demonstrate a ten percent increase in the number of students earning a Gold or Silver award when comparing Pre and Post Test results on the 2008 FITNESSGRAM Physical Fitness Test.

### Measurable Objective

Given instruction based on the Miami-Dade County Public Schools Mandated FITNESSGRAM Standards, students in grades three through five will demonstrate a ten percent increase in the number of students earning a Gold or Silver award when comparing Pre and Post Test results on the 2008 FITNESSGRAM Physical Fitness Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement daily fitness activities that improve cardiovascular, flexibility, as well as muscular strength and endurance.	Physical Education Teachers	8/20/07	6/5/08	Continuous Improvement Model	0
Implement a weekly Fitness Day in grades Pre-Kindergarten through five to provide circuit training on each component of the FITNESSGRAM.	Physical Education Teachers	8/20/07	6/5/08	Continuous Improvement Model	0
Promote the breakfast and lunch program to ensure students make healthy food choices.	Administrator, Teachers, Cafeteria Manager	8/20/07	6/5/08	Healthcare & Healthy Choices	0
Administer pre and post tests to measure progress towards the FITNESSGRAM.	Physical Educaiton Teachers	8/20/07	6/5/08	Continuous Improvement Model	0
Incorporate activities directly related to the components of the FITNESSGRAM in the Physical Education instructional plan.	Physical Education Teachers	8/20/07	6/5/08	Continuous Improvement Model	0
Promote good eating habits by having students in grades Pre-Kindergarten through five participate in "Fitness and Nutrition Week."	Teachers	11/11/07	11/29/07	Healthcare & Healthy Choices	0

### Research-Based Programs

Ethel Koger Beckham Elementary will use the District Physical Fitness Testing Program- FITNESSGRAM as the Physical Fitness research-based program while following the Miami-Dade County Public Schools Competency Based Curriculum. Ethel Koger Beckham Elementary also follows the USDA's Child Nutrition Programs-- School Breakfast, National School Lunch, After-School Snacks, and the Summer Food Service Program.

### Professional Development

Ethel Koger Beckham Elementary will provide professional development opportunities sponsored by the school district as well as professional development opportunities that support the USDA's Child Nutrition Programs-- School Breakfast, National School Lunch, After-School Snacks, and the Summer Food Service Program. Professional Development opportunities will be made available for Physical Fitness teachers to collaborate with teachers in grades Pre-Kindergarten through first.

### Evaluation

This objective will be evaluated by the percentage of students earning Silver or Gold awards based on the scores earned on the 2008 FITNESSGRAM.

## Electives & Special Areas Goal

### *Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

#### *Florida Education Priorities*

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

### **Electives & Special Areas Statement**

Ethel Koger Beckham Elementary will align and implement strategies to increase student achievement in the areas of Reading, Writing, Mathematics and Science across the curriculum.

### **Needs Assessment**

Based on student achievement results on the 2007 administration of the FCAT, a need for additional instructional support in the areas of Reading, Writing, Mathematics, and Science were noted. Instructional strategies in support of FCAT benchmarks will be implemented across the curriculum into special area classes to support in the effort to increase student achievement. This will provide constant reinforcement of FCAT strategies across the curriculum to support the learning gains of the lowest twenty-five percent as well as the entire student population. For the 2007-2008 school year, Art, Music, Physical Education and Spanish teachers will implement FCAT strategies in the areas of Reading, Writing, Mathematics or Science to increase student knowledge and proficiency as evidenced by a minimum of five annual lesson plans.

### Measurable Objective

Given instruction using the Sunshine State Standards, Art, Music, Physical Education and Spanish teachers will implement FCAT strategies in the areas of Reading, Writing, Mathematics or Science to increase student knowledge and proficiency as evidenced by a minimum of five annual lesson plans.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement FCAT Reading Task Cards when conducting student questioning.	Special Area Teachers	8/20/07	6/5/08	Continuous Improvement Model	0
Expand student exposure to Geometry, Language Arts and/or Science through Art instruction.	Art Teacher	8/20/07	6/5/08	Continuous Improvement Model	0
Expand student knowledge of Number Sense through the instruction of Music.	Music Teacher	8/20/07	6/5/08	Continuous Improvement Model	0
Provide opportunities for implementation of Mathematics and Science process skills across the curriculum.	Special Area Teachers	8/20/07	6/5/08	Continuous Improvement Model	0
Reinforce instruction of writing, grammar and reading comprehension skills through the instruction of Spanish using the Continuous Improvement Model.	Spanish Teachers	8/20/07	6/5/08	Continuous Improvement Model	0
Expand student exposure to Measurement through Physical Education instruction.	Physical Education Teachers	8/20/07	6/5/08	Continuous Improvement Model	0
Implement writing across the curriculum to provide opportunities for student expression of ideas and elaboration.	Special Area Teachers	8/20/07	6/5/08	Continuous Improvement Model	0

### Research-Based Programs

Special Area teachers will be able to use the research-based programs used by classroom teachers in each of the academic areas mentioned as a resource for implementation of strategies.

### Professional Development

Special Area teachers will participate in professional development opportunities related to the implementation of FCAT Reading Task Cards, FCAT Item Specifications in Reading and Mathematics, the implementation of Science Process Skills and the components of the FCAT Writing Test as well as other opportunities made available through the school district.

### Evaluation

This objective will be measured by a minimum of five lesson plans to document the implementation of FCAT strategies to support the achievement of student learning gains on the 2008 administration of the FCAT Reading, Mathematics, Writing+ and Science Test.

## Return On Investment Goal

### *Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

#### *Florida Education Priorities*

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

#### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

### **Return On Investment Statement**

Ethel Koger Beckham Elementary will rank at or above the ninety-fifth percentile statewide in the ROI index of value and cost effectiveness of its programs.

### **Needs Assessment**

The most recent data supplied from the FLDOE indicate that in 2004, Ethel Koger Beckham Elementary ranked at the ninety-first percentile on the State of Florida Return on Investment (ROI) index. This school is in the upper third of all elementary schools in the state in the Return on Investment measure. When compared to other elementary schools in the state, the school is ranked in the upper third on percent of students making learning gains and in the middle third on money spent per student in the school. In order to increase the ROI index, the school will need to maintain or improve the learning gains of all students. For the 2007-2008 school year, Ethel Koger Beckham Elementary will improve its ranking on the State of Florida ROI index publication from the ninety-first percentile in 2004 to the ninety-second percentile on the next publication of the index.

### Measurable Objective

Ethel Koger Beckham Elementary will improve its ranking on the State of Florida ROI index publication from the ninety-first percentile in 2004 to the ninety-second percentile on the next publication of the index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Become more informed about the use of financial resources in relation to school programs.	Administrator	8/20/07	6/5/08	Continuous Improvement Model	0
Continue providing additional support to students scoring at Levels 1 and 2 in the areas of Reading and Mathematics.	Administrator, Teachers	8/20/07	6/5/08	Continuous Improvement Model	0
Consider shared use of facilities, and partnering with community agencies.	Administrator	8/20/07	6/5/08	Continuous Improvement Model	0
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Administrator	8/20/07	6/5/08	Continuous Improvement Model	0
Collaborate with the district on resources allocations.	Administrator	8/20/07	6/5/08	Continuous Improvement Model	0

### Research-Based Programs

Not Applicable

### Professional Development

Ethel Koger Beckham Elementary will participate in opportunities made available through the school district on the Return on Investment index.

### Evaluation

This objective will be measured by showing progress toward annually increasing to the ninety-second percentile on the next publication of the State of Florida ROI index.



**EESAC Compliance**

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high 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.</i>

**Budget:**

The EESAC recommended the purchase of instructional materials as a result of consistently reviewing student academic progress throughout the school year and during monthly meetings (SAT, FCAT, Writing Assessment Scores, Reading and Mathematics Benchmark Tests, report card grades). The EESAC has had continuous input in all aspects of the budget including how EESAC funds will be used as well as how funds awarded to the school are spent.

**Training:**

The EESAC recommended intensive and consistent staff development to ensure that teachers were fully prepared with the tools necessary to instruct students for success in Reading, Mathematics, Writing, Science, Parental Involvement, Discipline and Safety, Technology, Health and Physical Fitness, and Special Areas. EESAC funds have been and will continue to be utilized as needed to provide professional development opportunities for staff members.

**Instructional Materials:**

The EESAC recommended that instructional materials based on students' and teachers' needs be purchased. Specific attention was given to Reading/Language Arts, and Mathematics instruction.

**Technology:**

The EESAC recommended that the infusion of technology into all academic areas continue to be a priority. Funds were allocated to upgrade equipment and software. Renaissance Place (web-based Accelerated Reader Enterprise, STAR, and Accelerated Vocabulary), Riverdeep, FCAT Explorer, and Promethean Activeboard are being used to increase student achievement.

**Staffing:**

The EESAC recommended that teacher/student ratios be reviewed and assistance be offered to teachers during the Reading/Language Arts, as well as the Mathematics block to reduce class size. This was accomplished by coordinating schedules and maximizing the services of hourly personnel.

**Student Support Services:**

The EESAC recommended that the pre-referral and referral process for students be reviewed by the School Support Team (SST) as well as Progress Monitoring Plan (PMP) conferences be conducted to support the implementation of educational strategies to meet the needs of all of our students. IEP and EP meetings will be monitored to ensure that exceptional student education programs continue meeting the needs of our students.

**Other Matters of Resource Allocation:**

The EESAC recommended that students continue to be exposed to multicultural perspectives and the community through the world of work. Therefore, students will participate in a "Walk Around the World," which combines the School to Work Initiative to Multicultural Education.



# School Improvement Plan 2007-2008



## **Benchmarking:**

The EESAC recommends that strategies selected for each objective in the School Improvement Plan be reviewed at Council meetings to report the status of each objective and coordinating strategies.

## **School Safety & Discipline:**

The EESAC recommended that the school safety committee continue meeting on a regular basis and continue implementing the "Do the Right Thing" Program and monitor the School Safety Patrols. The safety committee was also instructed to report any concerns to the EESAC for further assistance. In addition, staff members will be apprised of emergency procedures for critical incidents.

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***Budget Summary***

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Reading	9000
Mathematics	5500
Writing	4500
Science	0
Parental Involvement	7000
Discipline & Safety	0
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
<b>Total</b>	<b>26000</b>



# School Improvement Plan 2007-2008



Date of Review: \_\_\_\_\_

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

\_\_\_\_\_  
\_\_\_\_\_

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

*Required Signatures:*

\_\_\_\_\_  
*Principal*

\_\_\_\_\_  
*EESAC Chair*

\_\_\_\_\_  
*UTD Steward*

\_\_\_\_\_  
*EESAC Parent Representative*

\_\_\_\_\_  
*EESAC Business/Community Representative*

\_\_\_\_\_  
*EESAC Student Representative, as applicable*

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

\_\_\_\_\_  
*Region Superintendent*