

---

# *SCHOOL IMPROVEMENT PLAN*

## *2005-2006*

---



*School Name:* 0251 - Ethel Koger Beckham Elementary School

*FeederPattern:* G. Holmes Braddock Senior

*Region:* Regional Center V

*District:* 13 - Miami-Dade

*Principal:* Maria Tavel-Visiedo

*Superintendent:* Rudolph F. Crew, Ed.D.



# SCHOOL IMPROVEMENT PLAN

## EXECUTIVE SUMMARY

---

### *Ethel Koger Beckham Elementary School*

---

Ethel Koger Beckham Elementary School is a state-of-the-art facility located in a predominantly middle socio-economic area in West Miami-Dade. Our student population of 823 students consists of: 3 percent White, 1 percent Black, 92 percent Hispanic, and 4 percent Asian/Indian/Multiracial. The features of the facility include a full pre-kindergarten (VPK) through fifth grade elementary that serves the needs of our students. 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, three ESE resource units in addition to three inclusion model classrooms. Academic Excellence is offered to fourth and fifth grade students in the area of Drama. The school currently houses Project Excel EVEN START, a family literacy program offered to parents during the school day. Additionally, the Journeys tutorial program has been developed to provide remediation and enrichment in the areas of Reading, Mathematics, and Writing to students in grades K-5.

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 2005-2006 School Improvement Plan:

Reading

Writing

Math

Science

Parental Involvement

Discipline / Safety

Technology

Health & 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. The school's primary goal is to "nurture every child's potential."

Given instruction using the Sunshine State Standards, all students, will maintain or improve annual learning gains as evidenced by 89% of students making learning gains on the 2006 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, students will maintain or improve annual learning gains in Mathematics as evidenced by 89% of the students making learning gains on the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade four will increase their Writing skills as evidenced by maintaining or improving the percent of students scoring at a 4.0 or above on the FCAT Writing Plus administered in the Spring of 2006.

Given instruction using the Sunshine State Standards and increased attention to the instruction of Science Process Skills, students in grade five will meet or exceed the 2006 district mean scale score on the 2006 administration of the FCAT Science Test.

Given schoolwide attention to the need for parental/family involvement in promoting student achievement, a minimum of six parent workshops/family nights will be made available for parents/families 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.

Given an emphasis on safety, discipline and instruction in the Peaceworks Conflict Resolution and PROUD curriculums a minimum of 94% of the survey participants will maintain a feeling of safety and security in their learning and working environment by responding agree or strongly agree when asked on the 2005-2006 School Climate Survey.

Given an emphasis on the use of educational technology, teachers will ensure that students in grades 2-5 have at least one opportunity per week to interact with technology during the 2005-2006 school year as documented by lab sign-in logs and classroom computer schedules.

Given instruction using the Sunshine State Standards, the percentage of students receiving a Gold or Silver award will increase by three percentage points as evidenced by a minimum of forty-six percent of students receiving an award as a result of their performance and scores earned on the 2006 FITNESSGRAM Physical Fitness Test.

Given instruction using the Sunshine State Standards, special area 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 four lesson plans.

Ethel Koger Beckham Elementary School will improve its ranking on the State of Florida ROI index publication from the ninety-second percentile in 2003 to the ninety-third percentile on the next publication of the index.

In reviewing the results of the Organizational Performance Improvement Snapshots Survey taken by ninety-two percent of employees, all categories earned an average score of 4.0 or above indicating an average response of frequently to always agreeing with the survey questions. Customer and Market Focus as well as Business Results have been identified as a focus for improvement as we strive to involve all stakeholders during the 2005-2006 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 ask customers if they were satisfied with their work. Employees almost always felt that they were allowed to make decisions to solve problems for their customers. Although these were positive results, in comparison to the results of the other questions, these three questions received the lowest rank. Therefore, making these areas a priority for the 2005-2006 school year.

For the coming year, we 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 providing customer service, assessing the needs of their customers and empowering themselves to solve problems. This will be achieved through in-services and round table discussions to increase their knowledge in this area and provide them with the tools to truly service their customers.

# 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.

## **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.

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.

## 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... NURTURING 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

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 of 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 NURTURING EVERY CHILD'S POTENTIAL.

## *School Demographics*

---

Ethel Koger Beckham Elementary School is located on 11 acres in West Miami-Dade County at 4702 SW 143 Court. The school 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 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 823 students from the surrounding neighborhoods, including standard curriculum students. Of these, 8.0 percent are classified as Specific Learning Disabled, 31.3 percent are LEP (Limited English Proficient), 15.0 percent are gifted, and 58.3 percent are Economically Disadvantaged as determined by the free or reduced price lunch status. The ethnic/racial make up of the student population is: 92 percent Hispanic, 3 percent White, 1 percent Black, and 4 percent Asian/Indian/Multiracial. The mobility index of the school is 11.

The school employs a total of 69 full-time staff members and 20 part-time staff members. Of this group, two are administrators, thirty-five are classroom teachers, seven are ESE teachers, one guidance counselor, one media specialist, fourteen paraprofessionals, six clerical employees, nine food service personnel, and seven custodial service workers. Forty-seven percent of the teaching staff have advanced degrees.

The Florida Department of Education has designated the school as an "A" school for four consecutive years. We have earned the Golden School Award for school volunteers for the past nine years, have placed within the top ten for attendance within the district, and have annually exceeded the student goal for United Way. It has become a challenge to increase parent participation and involvement in our efforts to promote family literacy. Therefore as recipients of a Family Literacy Grant we have been 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 continue to implement this grant we will work to continue providing these opportunities as well as additional services to promote family literacy and parent involvement.

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 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, 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."

# *School Foundation*

---

## ***Leadership:***

Based on the results of the "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 4.8 on a 5 point scale indicating the highest level of leadership.

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

Based on the results of the "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 4.6 on a 5 point scale indicating the highest level of involvement.

## ***Stakeholder Engagement:***

Based on the results of the "Organizational Performance Improvement Snapshot" survey, the employees feel that our customers are almost always satisfied as indicated by an average score of 4.6 on a 5 point scale indicating the highest level of satisfaction.

## ***Faculty & Staff:***

Based on the results of the "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 4.7. However 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 to this, all beginning and annual contract teachers are assigned a Professional Growth Team (PGT).

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

Based on the results of the "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 4.8 in the category of Measurement Analysis, and Knowledge Management and an average score of 4.7 in the area of Process Management on a 5 point scale indicating the highest level of awareness.

## ***Education Design:***

Schoolwide Improvement Model: 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. The school's administration will provide a strong instructional leadership that frames the school's vision and mission and turns it into a reality; 2. All stakeholders will have high expectations of 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.

Extended Learning Opportunities: An 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 fifth grade. The Ethel Koger Beckham Elementary School Chorus meets weekly with the Music teacher on Wednesdays to practice and prepare for performances held throughout the year. The Ethel Koger Beckham Elementary School 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 fourth and fifth grade after school to provide additional enrichment and critical thinking opportunities.

### ***Performance Results:***

Based on the results of the Organizational Performance Self Assessment Survey indicate that 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 impact 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.

## GOAL 1: READING

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

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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*

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"/>

### **GOAL 1 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**

An assessment of the data from the 2005 administration of the FCAT reveals that eighty-eight percent of all students in grades three through five have met high standards in Reading, however, twelve percent have not. Sixty-seven percent of our lowest performing students made learning gains. In addition to this, thirty-three percent of our lowest performing students did not make learning gains. Seventy-five percent of the students tested made learning gains in Reading, while twenty-five percent of all students tested did not make learning gains. Although, the percent of students making learning gains decreased, the percentage of students scoring FCAT level 3 and above increased from eighty-seven to eighty-eight percent. The third grade Reading data further reveals improvement in the area of Comparisons, and a decline in performance in the areas of Words/Phrases, Main Idea/Author's Purpose and Reference and Research. The data also shows an improvement in the area of Main Idea/Author's Purpose for fourth and fifth grade students. Additionally, fourth grade FCAT results indicate that there was a decrease in Words/Phrases as well as Comparisons, while Reference/Research remained the same. Fifth grade FCAT data denotes an increase in all subgroups of the FCAT Reading subtest with the exception of Words/Phrases remaining the same. Furthermore, all sub-groups identified by the No Child Left Behind Act met the proficiency target for Reading.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Measurable Objective

Given instruction using the Sunshine State Standards, all students, will maintain or improve annual learning gains as evidenced by 89% of students making learning gains on the 2006 administration of the FCAT Reading Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Establish a schoolwide vocabulary development program through a daily "word of the day" to enhance student vocabulary	Media Specialist	8/8/2005	5/26/2006
Implement instructional pacing schedules and CRRP to ensure the instruction of all reading strands prior to FCAT testing	Teachers	8/8/2005	5/26/2006
Utilize the STAR program to measure students progress in Reading	Teachers, Administrator	8/8/2005	5/26/2006
Implement Continous Improvement Model by utilizing assessment data to drive instruction and target areas for improvement to increase student achievement	Administrator, Teachers	8/1/2005	5/26/2006
Identify students on AIP and provide documented interventions as on plan to increase achievement in Reading	Administrator, Teachers	10/17/2005	3/9/2006
Implement tutorial program (Journeys) to provide remedial assistance to students in grades K-5 not making adequate progress as evidenced by attendance logs and student scores	Administrator	10/17/2005	3/9/2006

### Research-Based Programs

Ethel Koger Beckham Elementary will use the Houghton Mifflin state adopted research-based core reading program.

### Professional Development

Staff at Ethel Koger Beckham Elementary will attend professional development opportunities such as: Houghton Mifflin implementation training, DIBELS, CRISS, DAR (Diagnostic Assessments of Reading), 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 2006 FCAT Reading test. Quarterly assessment tests and teacher selected assessments will provide formative assessments which will be used to monitor progress towards this objective.

## GOAL 2: MATHEMATICS

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

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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*

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"/>

### **GOAL 2 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 2005 administration of the FCAT Mathematics Test reveals that eighty-eight percent of all students in grades three through five met high standards in Mathematics, while, twenty-two percent did not meet high standards. Seventy-six percent of students in grades three, four and five demonstrated acceptable levels of learning gains, therefore, twenty-four percent of the students in grades three, four and five did not demonstrate acceptable levels of learning gains. The data reveals an improvement in the area of Number Sense and Measurement, while the areas of Geometry, Algebraic Thinking and Data Analysis remained the same for third grade. Fourth grade maintained the level of proficiency in all tested benchmarks. Subsequently, fifth grade scores revealed a decline in the areas of Number Sense, Measurement, and Geometry while maintaining the level of proficiency in Algebraic Thinking and Data Analysis. Scores of all sub-groups identified by the No Child Left Behind Act met the proficiency criteria established for Mathematics.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Measurable Objective

Given instruction using the Sunshine State Standards, students will maintain or improve annual learning gains in Mathematics as evidenced by 89% of the students making learning gains on the 2006 FCAT Mathematics Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement mathematics problem of the day in all grades to enhance critical thinking skills and provide real life scenarios for mathematics application	Teachers	8/8/2005	5/26/06
Conduct school-wide mathematics activities to apply mathematics skills to real world experiences	Special Events Math Committee	8/8/05	5/26/06
Establish a schoolwide motivational mathematics program through a weekly "problem of the day" to enhance student knowledge in all strands	Media Specialist	8/8/05	5/26/06
Implement instructional pacing schedules to ensure the instruction of all mathematics strands prior to FCAT Testing	Adminstrator, Grade Level Chair Persons	8/8/05	5/26/06
Implement tutorial program (Journeys) to provide remedial assistance to students in grade 5 scoring at a level 1 or 2 on the FCAT Mathematics subtest as evidenced by attendance logs and student scores	Administrator	10/17/05	3/10/2006
Identify students on AIP and provide interventions as documented on plan to increase student achievement in Mathematics	Administrator, Teachers	8/8/2005	5/26/2005
Implement Continuous Improvement Model by utilizing assessment data to drive instruction and target areas for improvement to increase student achievement	Teachers and Administrator	8/8/2005	5/26/2006

### Research-Based Programs

Ethel Koger Beckham Elementary will use the Harcourt Brace state adopted research-based core mathematics program.



## **Professional Development**

Ethel Koger Beckham Elementary will provide professional development opportunities in Data Analysis and Instructional Implications for Mathematics Instruction, FCAT Mathematics 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 2006 FCAT Mathematics test. Quarterly assessment tests and teacher selected assessments will provide formative assessments which will be used to monitor progress towards this objective.

## GOAL 3: WRITING

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

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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*

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"/>

### **GOAL 3 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-five percent of students in grade four met high standards in Writing, indicating that five percent did not meet high standards in Writing. All sub-groups identified by the No Child Left Behind Act met the proficiency criteria established for Writing. Eighty-eight percent of all students tested scored a 3.5 or above on the Expository Writing, and eighty-nine percent of all students tested scored a level 3.5 or above in the Narrative Writing. Seventy-five percent of all students tested scored a 4.0 or above in the Expository Writing, and seventy-eight percent of all students tested scored a 4.0 or above in the Narrative Writing.

### NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<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"/>	<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 increase their Writing skills as evidenced by maintaining or improving the percent of students scoring at a 4.0 or above on the FCAT Writing Plus administered in the Spring of 2006.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Respond to writing prompts on a monthly basis as an ongoing assessment of student progress	Teachers	8/8/05	5/26/06
Make visible the implementation of writing across the curriculum through collected writing samples in student portfolios and classroom displays of student writing	Teachers	8/8/05	5/26/06
Implement daily language exercises to review grammar skills in support of the FCAT Writing Plus	Teachers	8/8/05	5/26/06
Implement Writer's Workshop (tutoring) to increase writing proficiency of students	Administrator, Teachers	8/8/05	5/26/06
Implement Continuous Improvement Model by utilizing assessment data to drive instruction and target areas for improvement in order to increase student achievement	Administrator, Teachers	8/8/05	5/26/06
Identify students on AIP and provide interventions as documented on plan to increase student achievement in Writing	Administrator, Teachers	8/8/2005	5/26/2006
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	8/8/05	5/26/06

### 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 2006 administration of the FCAT Writing Test as well as the District Developed Writing Pre-Test/Post Test administered in the Fall of 2005 and the Spring of 2006. Monthly writing assessments and a mid-year progress test will provide formative assessments which will be used to monitor progress towards this objective.

## GOAL 4: SCIENCE

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

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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*

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"/>

### **GOAL 4 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 2005 administration of the FCAT Science Test revealed that the school's mean scale score earned was 299. This earned score is three points higher than the state's mean scale score and thirteen points higher than the district's mean scale score. Scores also reveal an increase in the school's mean scale score of two points when compared to the school's mean scale score earned in the 2004 administration. Students continued to show strength in the areas of "Physical/Chemical" and "Scientific Thinking," while "Earth/Space" and "Life/Environments" moderately declined when compared to the scores on the 2004 administration of the FCAT Science Test.

## Measurable Objective

Given instruction using the Sunshine State Standards and increased attention to the instruction of Science Process Skills, students in grade five will meet or exceed the 2006 district mean scale score on the 2006 administration of the FCAT Science Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide opportunities for students in kindergarten through fifth grade to conduct scientific investigations in cooperative groups	Teachers	8/8/05	5/26/06
Use content reading and CRISS strategies during science lessons to facilitate student mastery of science concepts and Sunshine State Standards	Teachers	8/8/05	5/26/06
Conduct schoolwide Science Extravaganza to showcase student ability to apply the scientific method	Administrator, Teachers	1/9/2006	5/26/06
Implement Continuous Improvement Model by utilizing assessment data to drive instruction in order to target areas for improvement	Administrator, Teachers	8/8/05	5/26/06
Ensure grade level science plans reflect instruction of all strands and grade level specific topics as identified by the Sunshine State Standards	Administrator	8/8/05	5/26/06
Implement grade level timelines to include the identification of skills to be taught to ensure all Science Sunshine State Standards are being instructed prior to FCAT administration	Administrator, Teachers	8/8/05	5/26/06

### Research-Based Programs

Ethel Koger Beckham Elementary implements the Harcourt Brace 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 among grade levels, Science Process Skills in-service, 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 2006 administration of the FCAT Science Test. Site-selected pretest, progress and post test results for fifth grade students will provide formative assessments used to monitor progress towards this objective.

## GOAL 5: PARENTAL INVOLVEMENT

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

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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 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"/>

### **GOAL 5 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 2004-2005 demographics report, ninety-two percent of the families at Ethel Koger Beckham Elementary are Hispanic, four percent are Asian/Indian Multicultural, three percent are White, and one percent is Black. Of these fifty-eight percent are on free/reduced lunch. Parents often do not attend school workshops due to language barriers and babysitting needs. Parent Teacher Association survey and faculty and staff input indicate 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.



## Measurable Objective

Given schoolwide attention to the need for parental/family involvement in promoting student achievement, a minimum of six parent workshops/family nights will be made available for parents/families 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.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Work collaboratively with PTA to administer a needs assessment to parents in order to identify topics for workshops	Administrator	8/8/05	10/31/2005
Make available School Parent Resource Center with resource materials for families on how to assist in student achievement	Counselor	8/8/2005	5/26/2006
Recognize the talents of parents and family members by involving them as guest speakers, guest readers, tutors, and school volunteers	Administrator, Counselor	8/8/05	5/26/06
Provide workshop notes and handouts for parents who are unable to attend workshops	Administrator	8/8/05	5/26/06
Collaborative planning across grade levels will be used by teachers to plan and deliver workshops to parents and provide bilingual assistance	Administrator, Teachers	8/8/05	5/26/06
Send home grade level competencies during Open House in order to make parents aware of what will be expected of their child	Administrator	9/14/2005	9/14/2005
Target reading and mathematics when planning school-wide activities and promote parent participation by creating opportunities for their involvement	Special Events Committee	8/8/05	5/26/06

## 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 parent workshops conducted in addition to attendance logs and workshop agendas.

## GOAL 6: DISCIPLINE & SAFETY

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

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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*

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"/>

**GOAL 6 STATEMENT:**

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

**Needs Assessment**

According to the Organizational Performance Improvement Snapshot, from the ninety-two percent of the staff surveyed, all employees felt their workplace was safe. The 2004-2005 School Climate Survey revealed that ninety-four percent of the parents of Ethel Koger Beckham Elementary School students, when surveyed, agreed or strongly agreed that their child’s school is safe and secure. Conversely, five percent were undecided as to their feeling about the safety of their children, and three percent disagreed or strongly disagreed that their child’s school was safe and secure. Ninety-eight percent of the students agreed or strongly agreed that they felt safe at their school. Two percent of the students were undecided, and no students reportedly disagreed or strongly disagreed that their school was unsafe. However, eight percent of the students felt that violence was a problem at their school site. Even though only 8% of the students felt this was a problem our goal is for all children to feel safe in their learning environment.

## Measurable Objective

Given an emphasis on safety, discipline and instruction in the Peaceworks Conflict Resolution and PROUD curriculums a minimum of 94% of the survey participants will maintain a feeling of safety and security in their learning and working environment by responding agree or strongly agree when asked on the 2005-2006 School Climate Survey.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Continue to implement Character Education curriculum and incentive programs such as "Do the Right Thing", to promote good citizenship among students	Counselor, Teachers	8/8/05	5/26/06
Conduct counseling sessions with students who display disruptive behavior	Counselor	8/8/05	5/26/06
Create Behavior Contracts for students with disruptive behavior to monitor behavior and communicate progress to parents	Teachers	8/8/05	5/26/06
Continue to implement Peaceworks Curriculum through the I Care Cat Program, PROUD Curriculum as well as other activities to promote non-violence.	Counselor, Teachers	8/8/05	5/26/06
Create staff picture identification badges as well as parking decals to ensure only authorized staff are on campus	Administrator	8/8/05	5/26/06
Continue to adhere to the MDCPS Code of Student Conduct, to ensure disruptive behavior is dealt with in an appropriate manner	Administrator, Counselor, Teachers	8/8/05	5/26/06
Participate in the "Walk Safe" program to help students to practice safety procedures when walking and crossing the street	Administrator, Physical Education Teachers	10/3/05	10/17/05

## 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 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.

## **Evaluation**

Results of the 2005-2006 School Climate Survey will reveal that a minimum of 94% of the parents of Ethel Koger Beckham Elementary School students will agree or strongly agree that their child's school is safe and secure, while at least ninety-eight percent of the students will agree or strongly agree that they feel safe at their school. No more than eight percent of the students responding will feel that violence is a problem at their school site.

## GOAL 7: TECHNOLOGY

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

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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*

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"/>

**GOAL 7 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 School has two hundred ninety-eight computers. Only fifty-five percent of these computers run efficiently with updated, modern software. The remaining forty-five percent of the computers are non-modern because they are eight to ten years old. It is difficult for teachers to adequately incorporate technology into their instruction due to the lack of functioning computers in the classroom. Teachers use the twenty computers located in the media center to provide students with 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.

## Measurable Objective

Given an emphasis on the use of educational technology, teachers will ensure that students in grades 2-5 have at least one opportunity per week to interact with technology during the 2005-2006 school year as documented by lab sign-in logs and classroom computer schedules.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Create and implement computer lab schedule as well as a classroom schedule to ensure all students have access to technology	Administrator, Teachers	8/8/05	5/26/06
Utilize Riverdeep, FCAT Explorer, and Homeroom.com to enhance student learning in Reading and Mathematics	Administrator, Teachers	8/8/05	5/26/06
Provide opportunities for students in grades 2-5 to produce a minimum of two assignments using technology	Administrator, Teachers	8/8/05	5/26/06
Use email as schoolwide communication method	Administrator, Teachers	8/8/05	5/26/06
Provide students and parents with the necessary passwords and information needed to access district provided programs for use at home	Administrator, Media Specialist, Teachers	8/8/05	5/26/06
Create a technology committee to spearhead research on grant writing opportunities and community partnerships to increase our computer inventory	Administrator, Technology Committee	8/8/05	5/26/06
Use technology to retrieve, evaluate, and interpret student data	Administrator, Teachers	8/8/05	5/26/06

## Research-Based Programs

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

## **Professional Development**

Ethel Koger Beckham Elementary will provide professional development opportunities in the implementation and use of Riverdeep, Homeroom.com, FCAT Explorer and other applications 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.



## GOAL 8: HEALTH & PHYSICAL FITNESS

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

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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*

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"/>

### ***GOAL 8 STATEMENT:***

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

### ***Needs Assessment***

Assessment data on the 2005 FITNESSGRAM reveals that forty-three percent of the students in grades second through fifth received fitness awards. Fifteen percent of the students received Gold awards while twenty-eight percent received Silver awards. Therefore, fifty-seven percent of the students tested were unable to perform at the fitness level established for health and fitness and necessary to receive an award.

## Measurable Objective

Given instruction using the Sunshine State Standards, the percentage of students receiving a Gold or Silver award will increase by three percentage points as evidenced by a minimum of forty-six percent of students receiving an award as a result of their performance and scores earned on the 2006 FITNESSGRAM Physical Fitness Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Create and administer pre- and post tests to measure progress towards the FITNESSGRAM	Physical Educaiton Teachers	8/8/05	5/26/06
Implement daily fitness activities that improve cardiovascular, flexibility, as well as muscular strength and endurance	Physical Education Teachers	8/8/05	5/26/06
Implement a weekly Fitness Day each week to provide circuit training on each component of the FITNESSGRAM	Physical Education Teachers	8/8/05	5/26/06
Incorporate activities directly related to the components of the FITNESSGRAM in the Physical Education instructional plans	Physical Education Teachers	8/8/05	5/26/06
Promote the breakfast and lunch program to ensure students make healthy food choices	Administrator, Teachers, Cafeteria Manager	8/8/05	5/26/06
Encourage families to walk to school to enhance cardiovascular fitness	Administrator, Teachers	8/8/05	5/26/06

## 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.

## **Evaluation**

This objective will be evaluated by the percentage of students receiving Silver or Gold awards as a result of the scores earned on the 2006 FITNESSGRAM.

## GOAL 9: ELECTIVES & SPECIAL AREAS

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

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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*

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"/>

### ***GOAL 9 STATEMENT:***

Ethel Koger Beckham Elementary School 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 2005 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 could be implemented across the curriculum into special areas classes to support in the effort to increase student achievement.

## Measurable Objective

Given instruction using the Sunshine State Standards, special area 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 four lesson plans.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement FCAT Reading Task Cards when conducting student questioning.	Special Area Teachers	8/8/05	5/26/06
Expand student exposure to Geometry through Art instruction	Art Teacher	8/8/05	5/26/06
Expand student knowledge of Number Sense through the instruction of Music	Music Teacher	8/8/05	5/26/06
Implement writing across the curriculum to provide opportunities for student expression of ideas and elaboration	Special Area Teachers	8/8/05	5/26/06
Provide opportunities for implementation of science process skills across the curriculum	Special Area Teachers	8/8/05	5/26/06
Reinforce instruction of writing, grammar and reading comprehension skills through the instruction of Spanish using the Continuous Improvement Model	Spanish Teachers	8/8/05	5/26/06

### 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 four lesson plans to document the implementation of FCAT strategies to support the achievement of student learning gains on the 2006 administration of the FCAT Reading, Mathematics, Writing Plus and Science Test.

## GOAL 10: RETURN ON INVESTMENT

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

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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*

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"/>

### ***GOAL 10 STATEMENT:***

Ethel Koger Beckham Elementary School 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 2003, Ethel Koger Beckham Elementary ranked at the ninety-second 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.

## Measurable Objective

Ethel Koger Beckham Elementary School will improve its ranking on the State of Florida ROI index publication from the ninety-second percentile in 2003 to the ninety-third percentile on the next publication of the index.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement mentoring program for students experiencing academic difficulties in order to provide motivation for learning	Counselor, Faculty Mentors	8/8/05	5/26/06
Become more informed about the use of financial resources in relation to school programs	Administrator	8/8/05	5/26/06
Continue providing additional support to students scoring at Levels 1 and 2 in the areas of Reading and Mathematics	Administrator, Teachers	8/8/05	5/26/06
Consider shared use of facilities, and partnering with community agencies	Administrator	8/8/05	5/26/06
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks	Administrator	8/8/05	5/26/06
Collaborate with the district on resources allocations	Administrator	8/8/05	5/26/06

### 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 reaching the ninety-fifth 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 (SRI scores, SAT, FCAT, Writing Assessment Scores, Reading & Math 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 & Safety. Technology, Health & 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. Accelerated Reader, STAR, Riverdeep, Homeroom.com, and FCAT Explorer 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 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. Child Study Team conferences as well as academic improvement plan 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.

***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.

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

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*