
SCHOOL IMPROVEMENT PLAN

2005-2006



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

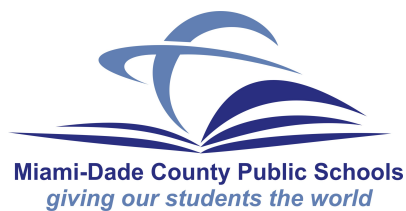
FeederPattern: Miami Palmetto Senior

Region: Regional Center V

District: 13 - Miami-Dade

Principal: Sharon Lee

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Ethel F. Beckford/Richmond Elementary School

Ethel F. Beckford/Richmond Elementary Zoology, Mathematics and Science (Zooms) Magnet is located in the West Perrine community and includes grades prekindergarten through five. The current student population is comprised of 2% white non-Hispanic, 75% black non-Hispanic, 21% Hispanic, 1% Asian/Indian and 1% Multiracial. Eighty-seven and a half percent (87.5%) of the students receive free or reduced priced meals based on family income. The school receives Title I funding based on the percentage of free/reduced meals.

The curriculum accentuates zoology, mathematics, science and technology utilizing cooperative learning and hands-on, integrated instructional strategies. The following programs are implemented in the school: Houghton Mifflin Reading Series, Scott Foresman-Addison Wesley Mathematics Series, Harcourt Science Series, Gifted, Academic Excellence Program, and Varying Exceptionalities.

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

The school-wide objectives for the 2005-2006 school year are:

Given instruction based on the Sunshine State Standards, students in grades 3-5 will increase their reading skills as evidenced by 75% achieving Level 3 or higher on the 2006 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students identified under No Child Left Behind as Students with Disabilities will improve their reading skills as evidenced by 44% scoring at a Level 3 or higher on the 2006 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students in grades 3-5 will increase their mathematics skills as evidenced by 74% achieving Level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Students with Disabilities in grades 3-5 will improve their mathematics skills as evidenced by 50% scoring at a Level 3 or higher in the 2006 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grade four will maintain or increase their writing skills as evidenced by 93% scoring 3.5 or higher on the 2006 FCAT Writing + test.

Given instruction based on the Sunshine State Standards, students in grade 5 will meet or exceed the District's mean scale score as documented on the 2006 FCAT Science Test.

Given the schoolwide emphasis on parental involvement, the school will demonstrate a 2% increase in parental interaction as evidenced by comparing the volunteer hourly logs for the 2005-2006 school year with those of the 2004-2005 school year.

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10% decrease in the number of outdoor suspensions during the 2005-2006 school year as compared to the 2004-2005 school year as documented by the 2005-2006 Student Case Management Reports/Suspension Reports.

Given an emphasis on the usage of technology in education, students in grades 4 and 5 will augment their usage of the FCAT Explorer Program as evidenced by a 10% increase during the 2005-2006 school year as compared to the 2004-2005 school year.

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grade four through five will improve their running skills as evidenced by 50% of the students improving their scores on the one mile subtest when comparing the pre and post test of the 2005-2006 FITNESSGRAM test.

Ethel F. Beckford/Richmond Elementary will increase attendance of students in AEP activities by 10% in the 2005-2006 school year when compared to the 2004-2005 school year attendance logs.

Ethel F. Beckford/Richmond Elementary School will improve its ranking on the State of Florida ROI index publication from the 13th percentile in 2003 to the 15th percentile on the next publication of the index.

In order to demonstrate learning gains and student achievement, appropriate strategies have been planned by the school's stakeholders. Strategies to be implemented include the use of technology, incorporating higher order thinking skills in instruction, tutoring, professional development, and parent workshops. The Organizational Performance Improvement Snapshot results indicate an increase in student achievement, a decrease in student retention and a decline in student suspensions. It further indicates the faculty and staff are satisfied with the overall performance of the leadership team. However, the results also indicate that 14% percent of the staff feel they have not been given the opportunity to express their opinions and 6% feel they do not have available information regarding the financial welfare of the organization. Thirty-five percent of the staff expressed a neutral opinion regarding knowledge of the financial status of the organization. In order to address the needs expressed in the OPIS, surveys will be conducted on a quarterly basis to provide opportunities for teachers to have input in the areas of concern regarding school operations. Also, opportunities regarding the financial welfare of the school will be provided during scheduled faculty meetings. The objectives, strategies and results of the OPIS will complement our mission to develop the whole child in an enriching academic environment designed to develop lifelong learners in pursuit of excellence and to address the needs of the organization.

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 F. Beckford/Richmond Elementary School

VISION

The vision of Ethel F. Beckford/Richmond Elementary School is to pursue educational excellence.

MISSION

The mission of Ethel F. Beckford/Richmond Elementary School is to empower all students in gaining the knowledge and skills needed to begin the journey of lifelong learning.

CORE VALUES

Ethel F. Beckford/Richmond Elementary School will uphold integrity, embrace respect, foster trust, promote responsibility, and demonstrate caring.

The school holds the following beliefs as the motivation for all endeavors undertaken by the school: We have high expectations for all our students. We are dedicated to quality: quality of service, quality of relationships, and quality of communication. We believe we should be, for all who are involved, a place of realized potential. We also believe that our responsibility is to our students, our employees, and our community.

School Demographics

Ethel F. Beckford/Richmond Elementary School is located on fifteen acres at 16929 S.W. 104th Avenue, Miami, FL 33157. It houses one building with 30 classrooms, a cafeteria/auditorium and media center. This 37 year-old school utilizes 97% of the building and has been retro-wired to provide internet and intranet access to 100% of the classrooms. The community the school serves is 75% African American and 87.5% of the families are dependent upon government services for assistance to meet the basic needs of the students.

The school serves 416 students, including standard curriculum students, 90 percent; Special Education students, 10 percent; Gifted students, 7 percent; Limited English Proficient students, 6 percent; pre-kindergarten students, 8.1 percent; students not promoted, 2 percent; and free and reduced lunch students, 87.5 percent. The average class size in the primary grades is 19:1 and in the intermediate grades 22:1. Paraprofessionals support classroom teachers and provide additional tutorial services during the school day.

The school employs 62 staff members. The members are; two administrators, twenty one classroom teachers, three special area teachers, one Spanish teacher, three special education teachers, one gifted teacher, one magnet lead teacher, one reading coach, one media specialist, one microsystems technician, one guidance counselor, one speech pathologist, five paraprofessionals, four clerical employees, one Community Involvement Specialist, five cafeteria workers, two cafeteria monitors, four custodial service workers, and four security monitors. The composition of the teaching staff is 85% female and 15% male. The ethnic composition of the faculty is 42% Anglo, 19% African American, 33% Hispanic, and 6% Asian.

The magnet program supports the major programs the school offers in mathematics, science and technology. The following programs are implemented in the school: Houghton Mifflin Reading Series, Scott Foresman-Addison Wesley Mathematics Series, Harcourt Science Series, Academic Excellence Program, Gifted, and Varying Exceptionalities.

For the past two years, the school has been awarded the Governor's A+ Plan for Education for having sustained improvement in student performance and the Dade Reading Council's Membership Award for the second highest membership in the district.

School partnerships have been established with the business community to provide additional resources and support services for the students. The partnerships include the Kirk Landon Foundation, in which the school participates in the Partnership to Advance School Success (PASS) grant program, Council for Educational Change, Miami-Dade Community College, Miami-Metro Zoo, Miami Children's Museum and Wachovia Bank.

Ethel F. Beckford/Richmond Elementary School has five National Board Certified Teachers with 100% of the teachers being highly qualified, the retention rate in the past two years has decreased from 28% to 13%, the students continue to demonstrate recognized improvement on the FCAT, and the faculty turnover is less than 10%. The school identified several issues concerning challenges and learning. Among these challenges are that the students are highly mobile, they seem reluctant to complete the necessary home learning assignments and have limited access to technology at home. Many parents/guardians lack the necessary skills to provide assistance with home learning assignments and school support through parental involvement activities.

School Foundation

Leadership:

According to the Organizational Performance Improvement Snapshot, the leadership overall score is 4.5. This score demonstrates the leadership team does set the direction for the school, shares the mission and vision of the school and creates a positive working environment. The data further indicates that opportunities for leadership improvement focus on ideas, opinions, and suggestions from the faculty and staff.

District Strategic Planning Alignment:

According to the Organizational Performance Improvement Snapshot, the strategic planning overall score is 4.1. This score indicates that the faculty does know if we are making progress on the work group's part of the plan. The data further indicates that improvement is needed in the solicitation of ideas and suggestions for future plans of the organization.

Stakeholder Engagement:

According to the Organizational Performance Improvement Snapshot, the stakeholder engagement overall score is 4.2. This score demonstrates a clear understanding of who our customers are and how their needs are addressed. The data further indicates the need to solicit opinions and suggestions regarding the satisfaction and/or dissatisfaction of work.

Faculty & Staff:

According to the Organizational Performance Improvement Snapshot, the faculty and staff overall score is 4.3. This score demonstrates that the faculty and staff work as a team, and the school is a safe and nurturing workplace. The data further indicates the need for more recognition of the staff for their job performance and the ability to make changes towards work improvement.

Data/Information/Knowledge Management:

According to the Organizational Performance Improvement Snapshot, the data/information/knowledge management overall score is 4.4. This data indicates a clear understanding of how to measure the quality of the work. The data further indicates that there is a need for disseminating information about the welfare of the organization.

Education Design:

According to the Organizational Performance Improvement Snapshot, the education design/process management overall score is 4.3. The data indicates that the organization has established good procedures for work and the necessary resources and materials are available to accomplish goals. The data further indicates organizational needs to collect information on the quality and process of their work.

Performance Results:

Based on the data gathered from the Organizational Performance Improvement Snapshot, the organization is

exhibiting success in most categories while demonstrating opportunities for improvement in other areas. The performance results of the school indicate an increase in student achievement, a decrease in student retention and a decline in student suspensions. These areas have been greatly impacted due to the members of the organization being satisfied with the workplace and the efficient utilization of their time and talents. As an opportunity for improvement, every effort will be made to provide information on the financial status of the organization.

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

The classroom teachers at Ethel F. Beckford/Richmond Elementary School are all (100%) certified Reading instructors. Presently there are five National Board Certified teachers employed at the school. In order to maintain the highly qualified status of the instructors, Ethel F. Beckford/Richmond Elementary will be an active participant in professional learning communities by providing professional development opportunities, inservice training, workshops, monitoring Professional Development Plans, and encouraging professional growth for continuous improvement.

• Highly Qualified, Certified Administrators:

The members of the administrative team are Sharon D. Lee, Principal and Dr. Maria V. Tercilla, Assistant Principal. The highly qualified administrators provide Ethel F. Beckford/Richmond Elementary with effective school leadership by building trust, creating a climate for teachers to discuss their practice, and helping individuals reach their potential. These behaviors enable students and staff to perform at high levels. The administrative team participated in the Florida Leadership Academy which strengthened their leadership skills and further enhanced their vision and educational focus that educating children is the primary goal. The vision of the team is to pursue educational excellence and continually strive for student achievement while building a school, community and culture that supports learning and growth for all stakeholders. The team's overall combined experience as educators is 53 years with each administrator working jointly to accomplish educational goals. The experience includes 35 years of teaching and 18 years of leadership responsibilities.

The principal has been an administrator for 12 years. Her level of education consists of Master and Bachelor of Science degrees. She was awarded the Paul W. Bell Reading Principal of the Year Award for 2002-2003. Additionally, she participated in the Florida International University's Executive Development Program, Miami-Dade County Public School's Executive Training Program and was recognized as a participant in the Educational Reform Movement and the first Southeast Regional Conference for the U.S. Blue Ribbon Schools of Excellence. At the school site, she serves as the instructional program manager, develops action plans for goal achievement, determines the tasks and jobs that need to be done, and considers the overall consequences of the school's culture. She analyzes data, conducts meetings with curriculum teams, provides opportunities for staff development, monitors the academic progress of students, and uses sound educational principles as a basis for instructional leadership. She encourages active parental involvement and communicates pertinent information to the home and community while promoting a positive school image. It is evidence of her effective and high quality leadership experience that the school grade increased from a "B" to an "A".

The assistant principal has been an administrator for five years. Her level of education consists of a Master and Bachelor of Science degrees. She completed the doctoral program at Nova Southeastern University and was awarded the Doctor of Education degree. She was the Assistant Principal of the Year for Region V for 2005 and a candidate for the district's Assistant Principal of the Year. She was a participant in the Leadership Development Institute for Teachers Program, and was nominated as the Global Teacher of the Year. At the school site, she supports the principal by taking responsibility for advocating high student achievement in continuous school improvement, building a school culture that provides the best teaching and learning environment and by monitoring the delivery of instructional programs. Due to her continued educational growth and development, student achievement has been demonstrated through FCAT achievement and promotion. She uses current research, processes data to create meaning, and measures achievement that supports results. She also establishes standards for task accomplishments along with time frames and checkpoints.

Student achievement is accomplished through a team effort and the collaboration of both administrators who, as educational leaders, promote the success of all students by facilitating the development, articulation, and implementation of a vision of learning that is shared and supported by a school community.

• Teacher Mentoring:

The following teacher mentoring programs are implemented at Ethel F. Beckford/Richmond Elementary: Professional Assessment Comprehensive Evaluation System (PACES)-Professional Growth Teams; and Miami-Dade County Public Schools-Beginning Teacher Orientation.

The beginning teachers are assigned a mentor who is highly qualified and/or National Board Certified who meets with them on a weekly basis to provide assistance with curriculum, lesson planning and classroom management.

• School Advisory Council:

• Extended Learning Opportunities

Based on the student performance data, Ethel F. Beckford/Richmond Elementary provides extended learning opportunities for Level 1 and 2 and Tier I, II, III students at before, during and after school programs. As a part of these tutorial services, the students are provided additional assistance in reading and math from 45 minutes to one hour two to four days a week. Highly qualified instructors from the school site are employed to provide this additional service. An additional extended learning service is provided through a Saturday Blitz tutorial prior to the administration of the Florida Comprehensive Assessment Test.

• School Wide Improvement Model

Ethel F. Beckford/Richmond Elementary currently utilizes the "8 Steps to Student Success" as the research-based School Improvement Model. This model was formulated from instructional practices and it includes the following: disaggregate test data, develop instructional timeline, deliver the instructional focus, administer frequent assessments, use tutorials to re-teach non-mastered target areas, provide enrichment opportunities for mastery students, reinforce learning through maintenance, and monitor progress. Together these steps must be repeated over and over again to achieve steady improvement.

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 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:

The students will maintain or increase the annual learning gains in reading on the 2006 FCAT Reading Test as compared to the 2005 FCAT Reading Test.

Needs Assessment

Analysis of the data indicates that 45% of the students in grades three, four, and five scored at Levels 1 and 2 on the 2005 FCAT Reading Test. The data further indicates the areas that need improvement are: in grade three, words and phrases; in grade four, reference and research and in grade five, main idea/author's purpose. The students identified in Levels 1 and 2 will receive intensive reading instruction through the use of the Voyager Program. Students scoring Level 3 and above demonstrated the ability to apply knowledge in comparisons in grades three and five, and main idea and author's purpose in grade four. Students in the lowest 25% will receive intensive reading instruction using Houghton Mifflin Reading Series, Voyager, and the Lexia Program. The needs assessment information will assist in the identification of strengths, weaknesses, the strategies and the plan of implementation to increase student achievement.

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades 3-5 will increase their reading skills as evidenced by 75% achieving Level 3 or higher on the 2006 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students identified under No Child Left Behind as Students with Disabilities will improve their reading skills as evidenced by 44% scoring at a Level 3 or higher on the 2006 administration of the FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Give teachers access to SPI so they can utilize the Academic Improvement Plan process to individualize instruction to meet the needs of students in Levels 1 and 2.	Administration, Classroom Teachers	8/16/2005	5/5/2006
Implement and monitor all components of the Comprehensive Research Reading Plan with emphasis on guided reading.	Classroom Teachers, Administration, Reading Coach, Media Specialist	8/8/2005	5/5/2006
Promote effective reading skills through FCAT Explorer.	Classroom Teachers, Lead Teacher	9/13/2005	5/5/2006
Utilize Accelerated Reader to monitor the independent reading level of students.	Media Specialist	8/15/2005	5/24/2006
Utilize the expertise of the Special Education and general education teachers to provide inclusion services to students with disabilities.	General Education Teachers, Special Education Teachers	8/8/2005	5/24/2006
Model reading lessons and conduct professional development workshops for teachers and staff members.	Reading Coach	9/26/2005	5/5/2006
Identify and place all FCAT Level 1 students in a strategic and intensive reading program and small group tutoring interventions during the day using the Voyager Passport Program.	Reading Coach	8/16/2005	5/5/2006

Research-Based Programs

Houghton Mifflin Reading Series

Lexia Program

Voyager Program

Soar to Success

STAR

Professional Development

Student Performance Indicators, Snapshot Data Analysis, Edusoft Data Analysis, Dade Reading Council Conference, DIBELS, CRISS, Technology Conference, FCAT Reading Strategies.

Evaluation

This objective will be evaluated by scores of the 2006 FCAT Reading Test as compared to the 2005 FCAT Reading Test. Interim reports and DIBELS will provide formative assessments which will be used to monitor progress toward the 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 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:

Students will demonstrate learning gains on the 2006 FCAT Mathematics Test as compared to the 2005 FCAT Mathematics Test.

Needs Assessment

Analysis of the data indicated that 39% of the students in grades three, four, and five scored at Level 1 and 2 on the 2005 FCAT Mathematics Test. The data further indicates the areas that need improvement are: in grade three, number sense; in grade four, algebraic thinking; and grade five, data analysis. The students identified in Levels 1 and 2 will receive intensive mathematics instruction through the use of the Scott Foresman-Addison Wesley Mathematics Program. Students scoring at Level 3 and above demonstrated the ability to apply knowledge in data analysis and measurement in grade three, data analysis and geometry in grade four, and geometry in grade five. Students in the lowest 25% will receive intensive mathematics instruction through the use of manipulatives and small group instruction. This information will assist in the identification of strengths, weaknesses, the strategies, and plan of implementation to increase student achievement.

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades 3-5 will increase their mathematics skills as evidenced by 74% achieving Level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Students with Disabilities in grades 3-5 will improve their mathematics skills as evidenced by 50% scoring at a Level 3 or higher in the 2006 administration of the FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Give teachers access to SPI so they can utilize the Academic Improvement Plan process to individualize instruction to meet the needs of Level 1 and 2 students.	Administration, Lead Teacher	8/16/2005	5/24/2006
Implement an uninterrupted daily 60-minute block in mathematics for grades kindergarten through five.	Classroom Teachers	8/8/2005	5/24/2006
Utilize concrete authentic materials and manipulatives to explore and learn mathematics skills.	Special Education Teachers	8/8/2005	5/24/2006
Use computer based models to represent mathematical concepts.	Special Education Teachers	8/8/2005	5/24/2006
Utilizing the Continuous Improvement Model administer interim mathematics assessments to monitor student progress and instruction.	Classroom Teachers, Administration	10/24/2005	1/31/2006
Implement before, during and after school tutorial programs to address the mathematics deficiencies of students, using a diagnostic prescriptive approach using Riverdeep.	Classroom Teachers, Paraprofessionals	9/19/2005	4/28/2006

Research-Based Programs

Scott Foresman-Addison Wesley Mathematics Series
Project M.I.N.D.

Professional Development

Student Performance Indicators, Snapshot Data Analysis, Edusoft, SMILE, Navigating through Data Analysis, Navigating through Algebra, Navigating through Measurement, Technology Conference, Hands-on-Mathematics.

Evaluation

This objective will be evaluated by scores of the 2006 FCAT Mathematics Test as compared to scores on the 2005 FCAT Mathematics Test. The district's interim assessments will provide formative assessments which will be used to monitor progress toward the 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 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:

Students will demonstrate improvement in narrative and expository writing on the 2006 FCAT Writing Test as compared to the 2005 FCAT Writing Test.

Needs Assessment

Analysis of the data indicates that 82 percent of the students scored at 3.5 or above. The data further indicates that the area that needs improvement in grade four is 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 based on the Sunshine State Standards, students in grade four will maintain or increase their writing skills as evidenced by 93% scoring 3.5 or higher on the 2006 FCAT Writing + test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Promote effective writing thematically through the use of instruction across the curriculum as evident in daily lesson planning.	Reading Coach, Classroom Teachers	8/8/2005	5/24/2006
Select, prepare, and organize materials for the implementation of the writing plan that will encompass grades 1-5.	Reading Coach, Classroom Teachers	8/8/2005	5/24/2006
Utilize Blast-Off activities to instruct in the writing process.	Classroom Teachers	8/8/2005	5/24/2006
Train and assist teachers in holistic scoring procedures for appropriate instruction utilizing the Continuous Improvement Model.	Administrators, Reading Coach	8/8/2005	5/24/2006
Give teachers access to SPI so they can utilize the Academic Improvement Plan process to individualize instruction to meet the needs of the students in Level 1 and 2.	Administrators, Reading Coach, Classroom Teachers	8/8/2005	5/24/2006

Research-Based Programs

Houghton Mifflin Reading Series
Blast-Off on Florida Writing

Professional Development

Writing strategies workshop, Technology Conference, CRISS training, Making Words Inservice, Best Practices.

Evaluation

This objective will be evaluated by scores on the 2006 FCAT Writing + Test. Monthly writing prompts will provide formative data which will be used to monitor progress toward the 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:

Students will maintain or increase the mean scale score in science on the 2006 FCAT Science Test.

Needs Assessment

Analysis of the data indicates that students in grade five scored a mean scale score of 300 on the 2005 FCAT Science Test. The data further indicates that the area that needs improvement is earth and space and scientific thinking.

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade 5 will meet or exceed the District's mean scale score as documented on the 2006 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Reinforce grade appropriate science content within the Language Arts curriculum through the use of non-fiction text during shared or guided reading in grades in grades 4 and 5.	Classroom Teachers	8/8/2005	5/24/2006
Conduct field experiences at Miami-Metro Zoo to reinforce the skills of the magnet program.	Classroom Teachers, Lead Teacher	9/14/2005	10/28/2005
Conduct the science fair to increase knowledge of the scientific method as evidenced by students in grades K-5 participating in the Science Fair.	Classroom Teachers, Lead Teacher	1/5/2006	4/21/2006
Utilize FOSS kits to enhance the scientific skills in grades 4 and 5.	Classroom Teachers, Lead Teacher	8/8/2005	5/24/2006
Implement district designed Science Scope and Sequence aligned to the Sunshine State Standards to provide consistency and purpose within the delivery of content utilizing the Continuous Improvement Model.	Administrators, Classroom Teachers	8/8/2005	5/24/2006

Research-Based Programs

Harcourt Science Series

SMILE

FOSS

Professional Development

Science software training, Magnet Conference, Technology Conference, Title I Instructional Fair, SMILE, Shark Valley Workshop, Biscayne Nature Center Workshop/Training.

Evaluation

The objective will be evaluated by the scores on the 2006 FCAT Science Test as compared to the 2005 FCAT Science Test. Quarterly animal log checks will provide formative assessment data which will be used to monitor progress.

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

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

GOAL 5 STATEMENT:

Parental involvement will increase through school activities by demonstrating an increase of parent attendance in scheduled activities.

Needs Assessment

Parental involvement in school related activities in reading, mathematics, science, and writing is greatly needed to promote student achievement. The volunteer hourly logs indicate that additional parental involvement is needed to support student progress during the 2006 school year. The needs assessment information will assist in identification of planned activities for parents to become more involved and participate in school related activities that will help promote student learning and achievement during the 2005-2006 school year.

Measurable Objective

Given the schoolwide emphasis on parental involvement, the school will demonstrate a 2% increase in parental interaction as evidenced by comparing the volunteer hourly logs for the 2005-2006 school year with those of the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Survey staff to determine the areas of need for volunteers.	Administrators	8/8/2005	5/24/2006
Provide parents with learning tips, information booklets, brochures and magazines to assist in the education of their child.	Administrators, Community Involvement Specialist	8/8/2005	5/24/2006
Utilize the parent resource center as a source to provide information to parents and accessibility to technology.	Administrators, Media Specialist, Community Involvement Specialist	8/8/2005	5/24/2006
Provide a warm and welcoming climate for parents at all times by providing training for office staff.	Administrators, Office staff, Classroom Teachers, Support Personnel	8/8/2005	5/24/2006
Plan events with flexible schedules in order to provide the opportunity for greater participation.	Administrators, Community Involvement Specialist, Classroom Teachers	8/8/2005	5/24/2006

Research-Based Programs

National Standards for Parental Involvement, Just Read Florida, Title I Parent Outreach Program, Ride the Wave to Success in the Classroom: Strategies that Enhance Parent and Family Involvement.

Professional Development

Using Parents as Volunteers workshop, The Educational Excellence School Advisory Council, The Master Teacher Video Series Parental Involvement.

Evaluation

The objective will be evaluated by the comparison of the number of parent participants on the volunteer hourly logs of 2006 as compared to the 2005 parental sign-in logs.

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.)

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

GOAL 6 STATEMENT:

Students will improve their personal and social behavior.

Needs Assessment

The personal and social behavior of the students has become less aggressive based on their participation in the Peer Mediation program, Character Education, and small group counseling. The need for further intervention is evident in the fact that students continue to react impulsively to minor situations as noted that 30 students were suspended during the 2004-2005 school year.

Measurable Objective

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10% decrease in the number of outdoor suspensions during the 2005-2006 school year as compared to the 2004-2005 school year as documented by the 2005-2006 Student Case Management Reports/Suspension Reports.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the Anti-Bullying program through biweekly lessons conducted by the counselor.	Counselor	9/12/2005	5/24/2006
Implement the Peer Mediation program through weekly meetings.	Counselor	8/30/2005	5/5/2006
Utilize the Code of Student Conduct to monitor the safety and behavior of students.	Administrators, Counselor, Classroom Teachers	8/8/2005	5/24/2006
Establish a school site safety plan and distribute materials on Board policy, student rights and responsibilities.	Administrators, Discipline Committee	8/24/2005	5/24/2006
Utilize the attitude component of the KAPOW program to further develop character education in fifth grade.	Barry University Coordinators, Classroom Teachers	8/24/2005	5/24/2006

Research-Based Programs

Kids and the Power of Work (KAPOW)

Peer Mediation

Professional Development

District counseling meetings

Peer Mediation training

Character Education training

Evaluation

The objective will be evaluated based on the data compared from outdoor suspensions in 2004-2005 to that in 2005-2006.

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.)

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<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

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

GOAL 7 STATEMENT:

Students will improve their academic achievement through the use of technology and will become technologically literate by the end of elementary school.

Needs Assessment

By the end of the 2005-2006 school year, students will demonstrate effective integration of technology through the use of FCAT Explorer resulting in improvement of student performance.

Measurable Objective

Given an emphasis on the usage of technology in education, students in grades 4 and 5 will augment their usage of the FCAT Explorer Program as evidenced by a 10% increase during the 2005-2006 school year as compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize technology to construct their own interpretations and focus on exploration.	Lead Teacher, Classroom Teachers	8/10/2005	5/5/2006
Utilize technology to make connections to community, state, and world outside of school.	Lead Teacher, Classroom Teachers	8/10/2005	5/5/2006
Use FCAT Explorer to articulate student learning goals and to provide explanations in grades 4 and 5.	Classroom Teachers, Lead Teacher	9/15/2005	5/5/2006
Utilize classroom incentives to increase the use of FCAT Explorer and log student use.	Lead Teacher, Classroom Teachers	8/10/2005	5/5/2006
Utilize FCAT Explorer to express multiple solutions to problems.	Lead Teacher, Classroom Teachers	8/10/2005	5/5/2006

Research-Based Programs

N/A

Professional Development

Excelsior Gradebook Training
Edusoft Training
Technology Conference

Evaluation

The objective will be evaluated based on the increased usage of the FCAT Explorer Program during 2005-2006 as compared 2004-2005.

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

Miami-Dade County Public Schools

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

GOAL 8 STATEMENT:

Students will demonstrate competency in the six national content standards for physical education. The six standards include competency in motor skills and movement patterns; understanding of movement concepts, principles, strategies, and tactics; participates regularly in physical activity; maintains a health-enhancing level of physical health; exhibits responsible personal and social behavior; and values physical activity for health, enjoyment, self-expression and/or social interaction.

Needs Assessment

The data from the 2004-2005 FITNESSGRAM summary indicates the need to increase the percentage of students tested from 93% to 99% of award recipients.

Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grade four through five will improve their running skills as evidenced by 50% of the students improving their scores on the one mile subtest when comparing the pre and post test of the 2005-2006 FITNESSGRAM test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Conduct physical fitness activities that support the components of the FITNESSGRAM.	Physical Education Teacher	8/8/2005	5/24/2006
Participate in activities that promote and encourage lifetime fitness for daily living.	Physical Education Teacher, Classroom Teachers	8/8/2005	5/24/2006
Exhibit personal and social behavior that respects self and others in physical activity settings.	Physical Education Teacher, Classroom Teachers	8/8/2005	5/24/2005
Administer the FITNESSGRAM pretest to determine the physical fitness status of the students.	Physical Education Teacher	11/3/2005	11/8/2005
Administer the FITNESSGRAM posttest to determine the physical fitness status of the students.	Physical Education Teacher	4/18/2005	5/24/2006

Research-Based Programs

Walk-Safe Program

M-DCPS Physical Education curriculum

Professional Development

District Physical Education meetings

Walk-Safe Training

Evaluation

The objective will be evaluated based on the results of the administration of the 2006 FITNESSGRAM, running the one mile test, as compared to the 2005 results.

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.)

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<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

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

GOAL 9 STATEMENT:

The students in the Academic Excellence Program will increase their development of intellectual growth, promote logical thinking, and instill a sense of self-confidence and self-worth.

Needs Assessment

The students will demonstrate growth in identifying general problems, formulating solutions, identifying patterns, using logic and evaluating actions.

Measurable Objective

Ethel F. Beckford/Richmond Elementary will increase attendance of students in AEP activities by 10% in the 2005-2006 school year when compared to the 2004-2005 school year attendance logs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Collect and interpret data of 2-5 grade students to determine eligibility for the AEP.	Principal, Assistant Principal, AEP Teacher	10/18/2005	5/5/2006
Record attendance to show evidence of participation in the program.	AEP Teacher	10/18/2005	5/5/2006
Utilize Chess strategies to apply logical thinking skills to increase attendance.	AEP Teacher	10/18/2005	5/5/2006
Promote attendance of the program through literature and phone calls to parents of eligible students.	AEP Teacher	10/18/2005	5/5/2006
Offer information to parents and promote parental involvement of AEP students in showcasing an end-of-year display of student work products.	AEP Teacher	10/18/2005	5/5/2006

Research-Based Programs

Academic Excellence Program curriculum
Chess

Professional Development

Chess Training Workshop
Multiple intelligence training

Evaluation

The objective will be evaluated by the increase in the number of students participating in the Academic Excellence Program as evidenced by the attendance logs.

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.)

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

GOAL 10 STATEMENT:

Ethel F. Beckford/Richmond Elementary School will rank at or above the 15th 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 F. Beckford/Richmond Elementary ranked at the 13th percentile on the State of Florida ROI index.

Measurable Objective

Ethel F. Beckford/Richmond Elementary School will improve its ranking on the State of Florida ROI index publication from the 13th percentile in 2003 to the 15th percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Become more informed about the use of financial resources in relation to school programs.	Principal	8/8/2005	5/24/2006
Collaborate with district on resource allocation.	Principal	8/8/2005	5/24/2006
Become familiar with the FLDOE website that provides ROI information.	Administration	8/8/2005	5/24/2006
Consider reconfiguration of existing resources.	Principal	8/8/2005	5/24/2006
Consider shared use of facility, partnering with community agencies.	Administration	8/8/2005	5/24/2006

Research-Based Programs

N/A

Professional Development

District provided Return on Investment Workshops/Training

District provided State Financial Expenditures Training

Evaluation

On the next State of Florida ROI index publication, Ethel F. Beckford/Richmond Elementary School will show progress towards reaching the 15th percentile.

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 recommends that continued funding be provided to enhance teaching and learning.

Training:

The EESAC recommends professional development training in reading, writing, mathematics, science, and technology.

Instructional Materials:

The EESAC recommends PASS and Title I funds be utilized to purchase instructional materials to increase student performance.

Technology:

The EESAC recommends a survey of software/hardware to determine the needs of the school. Additionally, utilize EESAC and PASS funds to purchase needed software.

Staffing:

The EESAC recommends that the administration continue to provide tutors to assist Level 1 and 2 students in addition to Tier I, II, and III students.

Student Support Services:

The EESAC recommends the utilization of parental and community support to assist in student achievement.

Other Matters of Resource Allocation:

The EESAC recommends the continued funding to support the animals in the classroom for the magnet program.

Benchmarking:

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

School Safety & Discipline:

The EESAC recommends that we continue to utilize the D.A.R.E. program, Walksafe program, Peer Mediation program, Bullying Prevention program, the Safety Patrols, school security, Jessica Lunsford Act, Do the Right Thing, and the school's discipline committee to assist with intervention strategies.

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