
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 0251 - Ethel Koger Beckham Elementary School

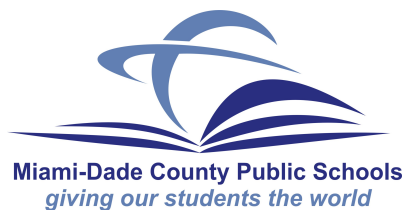
FeederPattern: G. Holmes Braddock Senior

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 821 students consists of: 4.1 percent White, 0.5 percent Black, 92.7 percent Hispanic, and 2.6 percent Asian/Indian/Multiracial. According to the 2005-2006 NCLB School Public Accountability Report, of these, 10.6% are disabled, 61.3% are Economically Disadvantaged, and 53.5% are LEP. 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, four ESE resource units in addition to three inclusion model classrooms. Academic Excellence is offered to first and second 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 2006-2007 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, students will improve their reading skills as evidenced by eighty-five percent of students in grades 3-5 scoring at or above a level 3 on the 2007 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, students will improve their mathematics skills as evidenced by eighty percent of students in grades 3-5 scoring at or above a level 3 on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in the Students with Disability subgroup will improve their mathematics skills as evidenced by fifty-six percent of students in grades 3-5 scoring at or above a level 3 on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade four will increase their Writing skills as evidenced by ninety-five percent of students scoring at a 3.5 or above on the FCAT Writing Plus administered in the Spring of 2007.

Given instruction using the Sunshine State Standards and increased attention to the instruction of Science Process Skills, a minimum of fifty percent of students in grade five will meet proficiency level by scoring at or above level 3 on the 2007 administration of the FCAT Science Test.

Given schoolwide attention to the need for parental/family involvement in promoting student achievement, a minimum of fifty-five percent of parents will attend workshops/family nights at least once in order to increase their knowledge of the content material assessed in all subject areas, as well as strategies for implementation at home to increase student achievement and promote involvement as documented by 2006-2007 attendance logs and workshop agendas.

Given an emphasis on safety, discipline and instruction in the Peaceworks Conflict Resolution and PROUD curriculums, a minimum of ninety-four percent of the School Climate Survey participants will respond to having a feeling of safety and security in their learning and working environment by responding agree or strongly agree when asked on the 2007 School Climate Survey.

Given an emphasis on the use of educational technology, teachers will ensure that students in grades two through five have at least one opportunity per week to interact with technology during the 2006-2007 school year as documented by lab sign-in logs and classroom computer schedules.

Given instruction using the Sunshine State Standards, forty-eight percent of students earning a Gold or Silver award will increase by two percentage points as evidenced by a minimum of forty-eight percent of students earning an award as a result of their performance and scores earned on the 2007 FITNESSGRAM Physical Fitness Test.

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

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

In reviewing the results of the Organizational Performance Improvement Snapshots Survey taken by eighty-three 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 2006-2007 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 2006-2007 school year. For the coming year, we will work towards increasing communication among all stakeholders to ensure they are kept abreast of our financial status through faculty/staff meetings as well as EESAC meetings. We plan to provide additional information to all staff regarding 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. This is our school's motto is NURTURING EVERY CHILD'S POTENTIAL.

MISSION

Every child comes to our school with strengths and abilities.

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

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.

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 821 students from the surrounding neighborhoods, including standard curriculum students. Of these, 10.6 percent are classified as Specific Learning Disabled, 53.5 percent are LEP (Limited English Proficient), 16 percent are gifted, and 61.3 percent are Economically Disadvantaged as determined by the free or reduced price lunch status. The ethnic/racial make up of the student population is: 92.7 percent Hispanic, 4.1 percent White, 0.5 percent Black, and 2.6 percent Asian/Indian/Multiracial. The mobility index of the school is 13.

The school employs a total of seventy-five full-time staff members and thirty-four part-time staff members. Ten percent of the staff is White, seventeen percent is Black, and seventy-three percent is Hispanic. Of this group, two are administrators, thirty-five are classroom teachers, eight are SPED teachers, one guidance counselor, one media specialist, fourteen paraprofessionals, six clerical employees, nine food service personnel, and six custodial service workers. Forty-five percent of the teaching staff have advanced degrees including one National Board Certified Teacher. Ninety-eight percent of the teachers teach in-field while eighty-eight of all classes are taught by highly-qualified teachers.

The Florida Department of Education has designated the school as an "A" school for five consecutive years. We have earned the Golden School Award for school volunteers for the past ten 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, following instructional pacing guides, integration of science and technology, manipulatives, writing portfolios, reading logs, long range curriculum mapping, collaborative planning, professional development, monitoring of student data, implementation of the continuous improvement model and consistent monitoring of the School Improvement Plan. The school's primary goal is to "nurture every child's potential."

School Foundation

Leadership:

Based on the results of the 2006 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 2006 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 4.7 on a 5 point scale indicating the highest level of involvement.

Stakeholder Engagement:

Based on the results of the 2006 Organizational Performance Improvement Snapshot survey, the employees feel that our customers are almost always satisfied as indicated by an average score of 4.7 on a 5 point scale indicating the highest level of satisfaction.

Faculty & Staff:

Based on the results of the 2006 Organizational Performance Improvement Snapshot survey, employees feel that the school has a true team approach to the overall functioning of the school as evidenced by earning an average score of 4.8. 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 2006 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 4.7 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 third through 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 first and second grade during the school day 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

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 2006 administration of the FCAT reveals that ninety-two percent of all students in grades three through five have scored a level 3 or higher in Reading, however eight percent of the students have not met proficiency. Sixty-nine percent of our lowest performing students made learning gains, a two percentage point increase from the previous year. In addition to this, thirty-one percent of our lowest performing students did not make learning gains. Seventy-eight percent of the students tested made learning gains in Reading, while twenty-two percent of all students tested did not make learning gains. The percentage of students scoring FCAT level 3 and above increased from eighty-eight percent to ninety-two percent. The third grade Reading data further reveals improvement in Words/Phrases, Main Idea/Purpose, and Reference/Research as well as a decline in Comparisons. The fourth grade data also shows an improvement in Words/Phrases, Comparisons, and Reference/Research content areas but a decline in Main Idea/ Purpose. Additionally, fifth grade FCAT results indicate that there was a decrease in Words and Phrases and Comparisons and an increase in Main Idea/Purpose and Reference Research. Still, the lowest percentage was scored in Reference/Research. Furthermore, all sub-groups identified by the No Child Left Behind Act exceeded the proficiency target for Reading with eighty-four percent of the total population scoring at or above a level 3 on the 2006 FCAT.

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 improve their reading skills as evidenced by eighty-five percent of students in grades 3-5 scoring at or above a level 3 on the 2007 administration of the FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize the STAR program to measure students progress in Reading.	Teachers, Administrator	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
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	10/02/2006	2/23/2007	Continuous Improvement Model	\$9000.00
Identify students on PMP and provide documented interventions as on plan to increase achievement in Reading.	Administrator, Teachers	10/16/2006	05/30/2007	District-wide literacy plan	\$0.00
Establish a schoolwide vocabulary development program through a daily "word of the day" to enhance student proficiency in "Words/Phrases".	Media Specialist	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Implement Continous Improvement Model by utilizing assessment data to drive instruction to increase student achievement in the areas of Comparisons, Words/Phrases, and Main Idea/Purpose and Referece/Research.	Administrator, Teachers	8/7/2006	5/30/2007	Continuous Improvement Model	\$0.00
Implement district provided instructional pacing schedules and CRRP (to include intervention programs using Early Success, Soar to Success and Voyager) in order to maintain or improve the number of students scoring at a level 3 or higher on the FCAT.	Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

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

Professional Development

Staff at Ethel Koger Beckham Elementary will attend professional development opportunities such as: Houghton Mifflin, 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 2007 FCAT Reading test. District Interim Assessments as well as benchmark assessments for the tutorial program 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

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 2006 administration of the FCAT Mathematics Test reveals that eighty-eight percent of all students in grades three through five scored a level 3 or above in Mathematics, while, twenty-two percent did not meet high standards. Sixty-five percent of students in grades three, four and five demonstrated acceptable levels of learning gains, therefore, thirty-five percent of the students in grades three, four and five did not demonstrate acceptable levels of learning gains. This eleven percentage point decline in the percent of students making learning gains reveals necessary additional focus in this area. The data reveals a strength in the areas of Number Sense and Measurement, although proficiency rates for all math content areas remained the same for third grade. Fourth grade maintained the level of proficiency in all tested benchmarks with an increase in Data Analysis and Number Sense and all other areas remaining the same. Subsequently, fifth grade scores revealed a decline in the percent of students scoring proficiency in the area of Algebraic Thinking and Measurement, an increase in Geometry, while Number Sense and Data Analysis remained the same. Additionally, seventy-nine percent of students in grades 3-5 in all sub-groups identified by the No Child Left Behind Act scored a level 3 or above on the FCAT Mathematics test with the exception of Students with Disabilities subgroup for which thirty-five percent met proficiency.

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

Measurable Objective

Given instruction using the Sunshine State Standards, students will improve their mathematics skills as evidenced by eighty percent of students in grades 3-5 scoring at or above a level 3 on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in the Students with Disability subgroup will improve their mathematics skills as evidenced by fifty-six percent of students in grades 3-5 scoring at or above a level 3 on the 2007 administration of the FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Conduct school-wide mathematics activities to apply mathematics skills to real world experiences.	Special Events Math Committee	8/14/06	5/30/07	District Strategic Plan	\$0.00
Identify students on PMP and provide interventions as documented on plan to increase student achievement in Mathematics.	Administrator, Teachers	10/16/2006	5/30/2007	Continuous Improvement Model	\$0.00
Implement mathematics problem of the day in all grades to enhance critical thinking skills and provide real life scenarios for mathematics application.	Teachers	8/14/2006	5/30/07	Continuous Improvement Model	\$0.00
Implement a mathematics pull-out model to provide small group instruction to students in grades 3-5 in the lowest 25%.	Administrator	8/21/2006	05/30/07	District Strategic Plan	\$0.00
Incorporate guided math groups into mathematics instructional block to provide individualized remediation and enrichment opportunities.	Teachers	10/2/2006	5/30/2007	District Strategic Plan	\$0.00
Students in the SWD subgroup will participate in weekly peer tutoring program with students participating in the gifted program.	Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement Continuous Improvement Model by utilizing assessment data to drive instruction to increase student achievement in the areas of Algebraic Thinking and Number Sense.	Teachers and Administrator	8/7/2006	5/30/2007	Continuous Improvement Model	\$0.00
Implement district provided instructional pacing schedules to ensure the instruction of all mathematics strands prior to FCAT Testing in order to maintain or improve the	Adminrator, Grade Level Chair Persons	8/14/06	5/30/07	Continuous Improvement Model	\$0.00

number of students scoring at a level 3 or higher.					
Implement before and after school 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	10/02/06	2/26/2007	Continuous Improvement Model	\$4500.00

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 and Science Test Specifications Overview, Best Practices sharing by grade level, and other professional development opportunities made available through the School District in the area of Mathematics.

Evaluation

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

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-three percent of students in grade four scored 3.5 or above in Writing, indicating that seven 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. Ninety-seven percent of all students tested scored a 3.5 or above on the Expository Writing, and eighty-four percent of all students tested scored a level 3.5 or above in the Narrative Writing. Ninety-five percent of all students tested scored a 4.0 or above in the Expository Writing, and sixty-eight percent of all students tested scored a 4.0 or above in the Narrative Writing. The data further reveals a strength in Expository writing when compared to Narrative.

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 ninety-five percent of students scoring at a 3.5 or above on the FCAT Writing Plus administered in the Spring of 2007.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Make visible the implementation of writing across the curriculum through collected writing samples in student portfolios and classroom displays of student writing.	Teachers	8/14/06	5/30/07	District-wide literacy plan	\$0.00
Implement daily language exercises to review grammar skills in support of the FCAT Writing Plus.	Teachers	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
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	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Identify students on PMP and provide interventions as documented on plan to increase student achievement in Writing.	Administrator, Teachers	10/16/2006	5/30/2007	District Strategic Plan	\$0.00
Implement Writer's Workshop (tutoring) to increase writing proficiency of students.	Administrator, Teachers	10/02/06	2/2/2007	Continuous Improvement Model	\$4500.00
Implement Continuous Improvement Model by utilizing assessment data to drive instruction and target areas for improvement in order to increase student achievement.	Administrator, Teachers	8/1/06	5/30/07	Continuous Improvement Model	\$0.00
Implement narrative writing wheel to expose students to a variety of instructional strategies to improve writing proficiency.	Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

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 2007 administration of the FCAT Writing Test as well as the District Developed Writing Pre-Test/Post Test administered in the Fall of 2006 and the Spring of 2007. 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

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 2006 administration of the FCAT Science Test revealed that the school's mean scale score earned was 310. This earned score is eleven points higher than the state's mean scale score and twenty-two points higher than the district's mean scale score. Scores also reveal an increase in the school's mean scale score of eleven points when compared to the school's mean scale score earned in the 2006 administration. Additionally, the data indicates that forty percent of students met proficiency levels in Science by scoring at or above a level 3. Students continue to show strength in the area of Life/Environment. Proficiency levels in decreased in the areas of Physical/Chemical and Earth/Space while there was no change in Life/Environment and Scientific Thinking.

Measurable Objective

Given instruction using the Sunshine State Standards and increased attention to the instruction of Science Process Skills, a minimum of fifty percent of students in grade five will meet proficiency level by scoring at or above level 3 on the 2007 administration of the FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement Continous Improvement Model by utilizing assessment data to drive instruction in order to target areas for improvement.	Administrator, Teachers	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Implement district provided instructional pacing guides to ensure all Science Sunshine State Standards are being instructed prior to FCAT administration.	Administrator, Teachers	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Provide opportunities for students in kindergarten through fifth grade to conduct scientific investigations in cooperative groups.	Teachers	8/14/06	5/30/07	District Strategic Plan	\$0.00
Use content reading and/or CRISS strategies during science lessons to facilitate student mastery of science concepts and Sunshine State Standards.	Teachers	8/14/06	5/30/07	District-wide literacy plan	\$0.00
Conduct schoolwide Science Extravaganza to showcase student ability to apply the scientific method with emphasis on Physical/Chemical and Earth/Space.	Administrator, Teachers	1/8/2007	5/30/07	District Strategic Plan	\$0.00

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 2007 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

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 2005-2006 school accountability report, 92.7 percent of the families at Ethel Koger Beckham Elementary are Hispanic, 2.6 percent are Asian/Indian Multicultural, 4.1 percent are White, and 0.5 percent is Black. Of these 61 percent are on free/reduced lunch. Attendance logs and workshop agendas indicate that fifty percent of parents attended at least one workshop/family night during the 2005-2006 school year. 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 fifty-five percent of parents will attend workshops/family nights at least once in order to increase their knowledge of the content material assessed in all subject areas, as well as strategies for implementation at home to increase student achievement and promote involvement as documented by 2006-2007 attendance logs and workshop agendas.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Recognize the talents of parents and family members by involving them as guest speakers, guest readers, tutors, and school volunteers (National PTA Standard I)	Administrator, Counselor	8/14/06	5/30/07	District Strategic Plan	\$0.00
Make available School Parent Resource Center with resource materials for families on how to assist in student achievement (National PTA Standard II).	Counselor	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Collaborative planning across grade levels will be used by teachers to plan and deliver workshops to parents and provide bilingual assistance (National PTA Standard II).	Administrator, Teachers	8/14/06	5/30/07	Community Partnerships	\$0.00
Send home grade level competencies in order to make parents aware of what will be expected of their child (National PTA Standard I).	Administrator	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Target reading and mathematics when planning school-wide activities and promote parent participation by creating opportunities for their involvement (National PTA Standard III).	Special Events Committee	8/14/06	5/30/07	Community Partnerships	\$0.00
Work collaboratively with PTA to administer a needs assessment to parents in order to identify topics for workshops (National PTA Standard I).	Administrator	8/14/06	11/3/2006	Community Partnerships	\$0.00

Research-Based Programs

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

Professional Development

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

Evaluation

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

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

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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 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 2005-2006 School Climate Survey, from the eighty-three percent of the staff surveyed, all employees felt their workplace was safe. The 2005-2006 School Climate Survey also revealed that ninety-eight percent (a four percentage point increase) 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, two 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-six percent of the students agreed or strongly agreed that they felt safe at their school. Two percent of the students were undecided, and two percent of students reportedly disagreed that their school was safe. However, six percent (a two percentage point decrease) of the students felt that violence was a problem at their school site. Even though only six percent of the students surveyed 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 ninety-four percent of the School Climate Survey participants will respond to having a feeling of safety and security in their learning and working environment by responding agree or strongly agree when asked on the 2007 School Climate Survey.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Continue to implement Peaceworks Curriculum through the I Care Cat Program, PROUD Curriculum, and Antibullying Curriculum, as well as other activities to promote non-violence.	Counselor, Teachers	8/14/06	5/30/07	District Strategic Plan	\$0.00
Conduct counseling sessions with students who display disruptive behavior.	Counselor	8/14/06	5/30/07	District Strategic Plan	\$0.00
Create Behavior Contracts for students with disruptive behavior to monitor behavior and communicate progress to parents.	Teachers	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Continue to adhere to the MDCPS Code of Student Conduct, to ensure disruptive behavior is dealt with in an appropriate manner.	Administrator, Counselor, Teachers	8/14/06	5/30/07	District Strategic Plan	\$0.00
Participate in the "Walk Safe" program to help students to practice safety procedures when walking and crossing the street.	Administrator, Physical Education Teachers	10/2/2006	10/16/2006	District Strategic Plan	\$0.00
Continue to implement "Kids for Character" curriculum and incentive programs such as "Do the Right Thing", to promote good citizenship among students.	Counselor, Teachers	8/14/06	5/30/07	District Strategic Plan	\$0.00

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 2006-2007 School Climate Survey will reveal that a minimum of ninety-eight percent of the parents of Ethel Koger Beckham Elementary School students surveyed will agree or strongly agree that their child's school is safe and secure, while at least ninety-six percent of the students surveyed will agree or strongly agree that they feel safe at their school. No more than six 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

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 one hundred seventy 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 and to be considered obsolete. 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. Increased student technology usage will promote student achievement and provide opportunities to motivate students.

Measurable Objective

Given an emphasis on the use of educational technology, teachers will ensure that students in grades two through five have at least one opportunity per week to interact with technology during the 2006-2007 school year as documented by lab sign-in logs and classroom computer schedules.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize Riverdeep, and FCAT Explorer to enhance student learning in Reading and Mathematics	Administrator, Teachers	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Provide opportunities for students in grades 2-5 to produce a minimum of two assignments using technology	Administrator, Teachers	8/14/06	5/30/07	District Strategic Plan	\$0.00
Create a technology committee to spearhead research on grant writing opportunities and community partnerships to increase our computer inventory	Administrator, Technology Committee	8/14/06	5/30/07	Community Partnerships	\$0.00
Provide students and parents with the necessary passwords and information needed to access district provided programs for use at home	Administrator, Media Specialist, Teachers	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Create and implement computer lab schedule as well as a classroom schedule to ensure student access to technology	Administrator, Teachers	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Utilize Accelerated Reader and STAR programs to monitor student comprehension and motivate students to read.	Administrator, Teachers	8/14/06	5/30/07	District Strategic Plan	\$0.00

Research-Based Programs

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

Professional Development

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

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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 8 STATEMENT:

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

Needs Assessment

Assessment data on the 2006 FITNESSGRAM reveals that forty-six percent of the students in grades second through fifth received fitness awards. Sixteen percent of the students received Gold awards while thirty percent received Silver awards. Therefore, fifty-four 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, forty-eight percent of students earning a Gold or Silver award will increase by two percentage points as evidenced by a minimum of forty-eight percent of students earning an award as a result of their performance and scores earned on the 2007 FITNESSGRAM Physical Fitness Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Administer pre- and post tests to measure progress towards the FITNESSGRAM.	Physical Educaiton Teachers	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Implement daily fitness activities that improve cardiovascular, flexibility, as well as muscular strength and endurance.	Physical Education Teachers	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Implement a weekly Fitness Day each week to provide circuit training on each component of the FITNESSGRAM.	Physical Education Teachers	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Incorporate activities directly related to the components of the FITNESSGRAM in the Physical Education instructional plans.	Physical Education Teachers	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Promote the breakfast and lunch program to ensure students make healthy food choices.	Administrator, Teachers, Cafeteria Manager	8/14/06	5/30/07	District Strategic Plan	\$0.00

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 earning Silver or Gold awards based on the scores earned on the 2007 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

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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:

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 2006 administration of the FCAT, a need for additional instructional support in the areas of Reading, Writing, Mathematics, and Science were noted. Instructional strategies in support of FCAT benchmarks will be implemented across the curriculum into special areas classes to support in the effort to increase student achievement. This will provide constant reinforcement of FCAT strategies across the curriculum to support the learning gains of the lowest 25% as well as the entire student population.

Measurable Objective

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

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement FCAT Reading Task Cards when conducting student questioning.	Special Area Teachers	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Expand student exposure to Geometry through Art instruction.	Art Teacher	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Expand student knowledge of Number Sense through the instruction of Music.	Music Teacher	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Implement writing across the curriculum to provide opportunities for student expression of ideas and elaboration.	Special Area Teachers	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Provide opportunities for implementation of science process skills across the curriculum.	Special Area Teachers	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Reinforce instruction of writing, grammar and reading comprehension skills through the instruction of Spanish using the Continuous Improvement Model.	Spanish Teachers	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Expand student exposure to Measurement through Physical Education instruction.	Physical Education Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

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

Professional Development

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

Evaluation

This objective will be measured by a minimum of five lesson plans to document the implementation of FCAT strategies to support the achievement of student learning gains on the 2007 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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

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 2004, Ethel Koger Beckham Elementary ranked at the ninety-first percentile on the State of Florida Return on Investment (ROI) index. This school is in the upper third of all elementary schools in the state in the Return on Investment measure. When compared to other elementary schools in the state, the school is ranked in the upper third on percent of students making learning gains and in the middle third on money spent per student in the school. In order to increase the ROI index, the school will need to maintain or improve the learning gains of all students.

Measurable Objective

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

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Become more informed about the use of financial resources in relation to school programs.	Administrator	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Continue providing additional support to students scoring at Levels 1 and 2 in the areas of Reading and Mathematics.	Administrator, Teachers	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Consider shared use of facilities, and partnering with community agencies.	Administrator	8/14/06	5/30/07	Community Partnerships	\$0.00
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Administrator	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Collaborate with the district on resources allocations.	Administrator	8/14/06	5/30/07	Continuous Improvement Model	\$0.00

Research-Based Programs

Not Applicable

Professional Development

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

Evaluation

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

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.</i>

Budget:

The EESAC recommended the purchase of instructional materials as a result of consistently reviewing student academic progress throughout the school year and during monthly meetings (SAT, FCAT, Writing Assessment Scores, Reading and ath 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, 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.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$9,000.00
Goal 2: Mathematics	\$4,500.00
Goal 3: Writing	\$4,500.00
Goal 4: Science	\$0.00
Goal 5: Parental Involvement	\$0.00
Goal 6: Discipline & Safety	\$0.00
Goal 7: Technology	\$0.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$0.00
Goal 10: Return On Investment	\$0.00
Total:	\$18,000.00

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