

Miami-Dade County Public Schools

# Ethel Koger Beckham K 8 Center



2017-18 Schoolwide Improvement Plan

## Ethel Koger Beckham K 8 Center

4702 SW 143RD CT, Miami, FL 33175

<http://beckham.dadeschools.net/>

### School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-8	Yes	75%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	A	A*	A

*\*Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

This plan is pending approval by the Dade County School Board.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2017-18 DA Category and Statuses for Ethel Koger Beckham K 8 Center

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

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

##### b. Provide the school's vision statement.

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, and opening possibilities. The staff at Ethel Koger Beckham Elementary School will "Nurture Every Child's Potential." Our staff believes that building character in our children enables them to reach their potential: intellectually, physically, and morally. Our teaching is directed to the whole child; making our school a caring community, conducive to teaching and learning. This is why our school's motto is "Nurture Every Child's Potential."

#### 2. School Environment

##### a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Establishing the home-school connection is an important goal at Ethel Koger Beckham Elementary. Families are encouraged to engage in meaningful ways in their child's education and stay informed of their learning progress. Early in the school year, Open House provides an opportunity for parents to meet their child's teachers and become aware of grade level expectations. Teachers of students in grades PK-3 use a home communicator system to update parents on their child's progress. All parents have access to their child's grades through our website's Parent Portal. Periodically, teachers will schedule parent workshops featuring topics of interest. ConnectEd, an automated telephone system, keeps parents abreast of important school information. Additionally, we have an app through MDCPS by which parents can access school information from their mobile devices as well as receive push notifications. Parents are encouraged to volunteer their time and expertise for special events and activities such as Career Day, Book Fairs, and weekly fundraising efforts. Guidance and monitoring systems allow students opportunities to connect to an adult advocate within the school.

##### b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

One of the top priorities of our school leaders is to provide a safe, clean and healthy environment for all students and staff. School leaders have adopted and created clear definitions and expectations for maintaining safety, cleanliness and a healthy environment, which have been shared with all stakeholders. School personnel and students are accountable for maintaining these expectations. A Critical Incident Response Team comprised of faculty and staff is in place to manage and respond to critical or severe weather-related events. The entire school participates in monitored, monthly fire drills. The Walk Safe Program, Jump for Heart Program, and Presidential Active Lifestyle Awards Challenge serve to promote healthy habits among students. Parents receive regular communications on safety issues such as the existence of sexual predators in the area. A staff of full-time custodians maintain the cleanliness of the school, and a competent cafeteria staff oversees the sanitation of the cafeteria and kitchen. Measures are in place that allow for continuous tracking of safety, cleanliness

and a healthy school environment including awareness of student food allergies. Such measures include school-site maintenance schedules and a system for maintenance requests, sponsorship of clubs and organizations such as cheerleading, FEA, Art Club, chorus and safety patrol, among others, provide teachers the opportunity to gain significant insight and serve more than just their own students. As advocates, school personnel interacts with students in activities that enhance learning, thinking and life skills.

**c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.**

Ethel Koger Beckham Elementary provides support services aimed at fulfilling the different categories of physical, social and emotional needs of its students through an array of services and programs. All students are enrolled in Physical Education classes or provided with outdoor activities which fulfill district mandates. Consideration is given to students with conditions that require modification of activities. Emotional and social needs of our students are met through clubs and organizations designed for specific purposes. Additional programs include art club, chorus, Beckham Bears Cheerleading, EKB Soccer, Future Educators of America, Student Council, Beary Best Newspaper Club, and Beckham Elementary Student Television. The Imagineers at Work program, designed for students in Special Education classes, raises self-esteem as its members produce crafts for fundraising purposes.

**d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.**

Ethel Koger Beckham Elementary personnel has designed and implemented a clearly defined, systematic process to determine the counseling, referral, educational and career needs of all students. School-based assessments provide initial information to determine students' academic needs and possible referral to the Response to Intervention Process (RtI). Student Services Teams (SSTs) for initial cases, as well as for reevaluations, are in place to provide special students with access to the general curriculum in the least restrictive environment. Behavioral intervention plans are also in place for students according to need. Teacher referrals to the school counselor provide for individual and/or small group counseling sessions. A partnership with the community department of Miami-Dade police provides anti-bullying prevention and cyber safety presentations for students and parents. Parents of Special Education students are encouraged to become involved in their child's education through their collaboration with Imagineers at Work and informational talks presented at a Parent's Breakfast during Disability Awareness Week.

### 3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

**a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.**

The early warning indicators that pertain to Ethel Koger Beckham Elementary are as follows: no students attendance is below 90 percent; no suspensions have taken place within the last three years in or out of school; eight students demonstrated course failure in English Language Arts or Mathematics; and thirteen students scored a Level 1 on the statewide, standardized assessments in English Language Arts or Mathematics.

**b. Provide the following data related to the school's early warning system**

**1. The number of students by grade level that exhibit each early warning indicator:**



Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	2	1	0	3	2	0	0	0	0	0	0	0	0	8
Level 1 on statewide assessment	0	1	1	3	4	4	0	0	0	0	0	0	0	13

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	1	0	0	2	6	3	0	0	0	0	0	0	0	12	

**c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.**

Our Reading Interventions and Journeys tutorial programs, along with self-paced, i-Ready instructional program, support a variety of learning styles and needs. Ethel Koger Beckham Elementary teachers implement the school's instructional process to support student achievement. Students are provided with clear objectives and expectations as well as prompt feedback after assessments. Results of these assessments assist teachers in incorporating highly effective strategies to address student differentiated instructional needs. Additionally, through Title 1 funds, hourly personnel assist classroom teachers in the implementation of differentiated instruction to reduce early warning system indicators.

**B. Family and Community Engagement**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

**1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

No

**1. PFEP Link**

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

**2. Description**

Ethel Koger Beckham Elementary engages parents and families to be active participants in their child's education. Parents are encouraged to be school volunteers and take part in a variety of school activities. Parents are informed of activities and school events via Connect Ed messages, monthly calendars and the school's website. The parent resource center provides parents with information regarding how to support student success and increase parent involvement.

**2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.**



Leaders communicate effectively with appropriate and varied representatives from stakeholder groups. Parents receive information through the Parent Newsletter, school website, MDCPS school App, ConnectEd telephone system and various parent meetings held throughout the year. Feedback from the School Climate Survey provides opportunities for stakeholders to shape decisions and work collaboratively on school improvement. School leaders' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership. Volunteer sign-in sheets, Title I parent participation logs and evidence of Parent Teacher Association support are evidence of community involvement in school events. Chairpersons' and faculty meetings sign-in sheets are evidence of collaboration between leaders and faculty on school improvement efforts that support the school's purpose and direction.

## C. Effective Leadership

### 1. School Leadership Team

#### a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Sanchez, Cecilia	Principal
Lirio, Marisol	Assistant Principal
Blanco-Pastor, Lourdes	School Counselor
Sanchez-Ponte, Ana	Teacher, ESE
Casas, Raquel	Teacher, K-12
Rosario, Gracelynn	Teacher, K-12
Zarraluqui, Beatriz	Teacher, K-12
Lucia, Ingrid	Teacher, K-12
Cue, Anna	Teacher, K-12
Yglesias, Melissa	Teacher, K-12

#### b. Duties

##### **1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.**

The Ethel Koger Beckham Elementary MTSS/Rtl Leadership Team is composed of vital support personnel including: Cecilia Sanchez- Principal, Marisol Lirio- Assistant Principal, Lourdes Blanco-Pastor- Counselor, Gracelynn Rosario - Reading Liaison - Teacher, Melissa Yglesias - Primary Teacher, Ingrid Lucia - Mathematics Liaison - Teacher, Ana Cue - Science Liaison, Ana Sanchez-Ponte- SPED Teacher, and Raquel Casas- ELL Teacher and Betsy Zaraluqui - PD Liaison. These team members are selected based on their expertise in the various content areas and represent the student population and academic programs. A significant area of strength consists of Ethel Koger Beckham Elementary's leadership and staff's ability to foster a culture consistent with the school's purpose and direction. Decisions and actions are aligned toward continuous improvement to achieve goals and objectives. High standards are encouraged and expected of all students in all courses of study, evidenced by our high standardized assessment scores which include those of Special Education students. When necessary, support is provided through intervention sessions and differentiated instruction evident in grade-level planning and collaboration across departments. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership and professional growth. General faculty meetings are held to disperse information, discuss scores, and encourage participation and input across departments. Art,

Music, Spanish, Media Specialist and Physical Education teachers collaborate with classroom teachers and take responsibility for student success. Teacher learning communities are provided with opportunities to develop short and long range plans, and are encouraged to attend training sessions that will assist them in carrying out these goals. Agendas from faculty, grade-level, and leadership team meetings attest to a culture characterized by collaboration and a sense of community.

**2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.**

The school-based leadership team and teachers gather, analyze and monitor current data from G2D to be used to make school-wide instructional decisions and to differentiate instruction vertically and horizontally throughout the grade levels and in specific learning environments. The following systems are used to gather and monitor student progress: Pre-tests, iReady, SAT, FSA/FCAT, student grades and class performance. Additional data sources are considered such as student attendance, behavior issues and student referrals to special education. Implementation of programs and the use of instructional personnel are modified to address the students' academic needs throughout the school year.

#### Title I, Part A

Ethel Koger Beckham Elementary provides services to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided as well as ensure support services are provided to students. Curriculum Liaisons at Ethel Koger Beckham Elementary develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. In addition, they identify systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervention services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. The CIS schedules meetings and activities, encourages parents to support their child's education, provides materials through the Parent Resource Center, Ethel Koger Beckham Elementary School website ([beckham.dadeschools.net](http://beckham.dadeschools.net)) and MDCPS app, as well as encourage parental participation in the decision-making processes at the school site. Other components that are integrated into the school-wide program include an extensive Parental Program, Supplemental Educational Services and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students as applicable.

#### Title I, Part C- Migrant Not Applicable

#### Title I, Part D Not Applicable

#### Title II Not Applicable

Title III  
Ethel Koger Beckham Elementary utilizes Title III funds to supplement and enhance the academic program for English Language Learners (ELL) and migrant students. Grant monies are used in the

implementation of the Journeys Tutorial Program servicing all levels of ELL students including Level 5 students who have exited the program within the past two years. Remedial instruction is provided in reading, mathematics, and science in grades kindergarten through five as applicable.

Title VI, Part B – NA  
Not Applicable

Title X- Homeless

Ethel Koger Beckham Elementary currently collaborates with the Title X/Homeless Assistance Program in conjunction with parents and community members to ensure a successful educational experience for the homeless students in our community. Students enrolled and participating in the Project Up-Start will receive assistance with attendance, transportation, tutoring and counseling as needed while the Homeless Liaison provides training for the school registrar regarding procedures for student enrollment and entitlements.

Supplemental Academic Instruction (SAI)  
Not Applicable

Violence Prevention Programs  
Not Applicable

Nutrition Programs

- 1) Ethel Koger Beckham Elementary adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after-school care snacks, follow the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs - N/A  
Not Applicable

Head Start  
Not Applicable

Adult Education  
Not Applicable

Career and Technical Education

Ethel Koger Beckham Elementary holds an annual Multicultural Career Day that invites professionals from our community to share with our students the education and skills necessary to be successful in their careers.

Job Training  
Not Applicable

Other

Involve parents in the planning and implementation of the Title I Program while extending an open invitation to Ethel Koger Beckham Elementary's parent resource center in order to inform parents of our available programs, their rights under No Child Left Behind and student services available at our school. Conduct informal parent surveys to determine specific needs of our parents and schedule workshops/events with flexible times to accommodate as needed. This supports our school mission "Nurturing Every Child's Potential" while empowering parents to build knowledge to further support their child's education. Increase parental engagement/involvement through developing our school's

Title I School-Parent Compact. Additionally, we are scheduling School Counselor led workshops addressing environmental and social concerns. All workshops and events will be supported by Ethel Koger Beckham Elementary's Title I School Parent Compact, Title I Parent Involvement Plan, Title I Annual Meeting, and additional documents necessary in order to comply with dissemination and reporting requirements.

## 2. School Advisory Council (SAC)

### a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Natalie Romero	Teacher
Carlos Hernandez	Business/Community
Gilbert Caamano	Business/Community
Barbara Trujillo	Teacher
Melissa Yglesias	Teacher
Claire Araujo	Teacher
Pablo Quiles	Parent
Gonzalo Añon	Parent
Manuel Fraga	Parent
Cecilia Sanchez	Principal
Alina Asencio	Education Support Employee
Yamile Castillo	Education Support Employee
Gracelynn M. Rosario	Teacher
Beatriz Zarraluqui	Teacher
Yvette Amador Gonzalez	Education Support Employee
Carlos Prats	Parent
Andres Jomarron	Parent
Jorge Santos	Parent
Melanie Añon	Student
Gabriel Fraga	Student
Pauline Rivera	Business/Community

### b. Duties

**1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

#### a. Evaluation of last year's school improvement plan

In evaluating last year's school improvement plan for Ethel Koger Beckham Elementary, the goals and strategies implemented were reviewed and discussed by the School Advisory Council. After reviewing results of the available 2017 student performance data, suggestions on which strategies were effective and which needed to be revised were documented and addressed in the current year's school improvement plan.

*b. Development of this school improvement plan*

In developing the School Improvement Plan, the SAC assisted in reviewing all applicable student performance data, reviewing last year's strategies, and recommending new strategies to improve areas of need. The purpose of the SAC at Ethel Koger Beckham Elementary is to implement the state system of school improvement and accountability, to assist in the preparation and evaluation of the School Improvement Plan, and to assist in the preparation of the school's annual budget. It shall also be the sole body responsible for final decision-making at the school relating to implementation of the state system of school improvement and accountability. Since the barriers are evident in all areas, the committee suggested in order to be most effective, all curriculum core areas will be addressed through one overarching goal and strategy.

*c. Preparation of the school's annual budget and plan*

In order to prepare Ethel Koger Beckham Elementary's annual budget and plan, the budget was reviewed with the SAC by the principal. Thereafter, school trend data such as enrollment, standardized assessment scores, as well as educational program implementation needs were discussed.

**2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.**

The school improvement funds were allocated to purchase Grammar and Vocabulary Workshop books, to support the reading program at Ethel Koger Beckham Elementary. The amount allocated to support the reading program totaled \$3,857.

**3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.**

Yes

*a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.*

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Sanchez, Cecilia	Principal
Sanchez-Ponte, Ana	Teacher, ESE
Casas, Raquel	Teacher, K-12
Yglesias, Melissa	Teacher, K-12
Lirio, Marisol	Assistant Principal
Rosario, Gracelynn	Teacher, K-12
Zarraluqui, Beatriz	Teacher, K-12
Rojas, Katherine	Teacher, K-12

**b. Duties**

**1. Describe how the LLT or similar group promotes literacy within the school, if applicable.**

The major initiative the Literacy Leadership Team at Ethel Koger Beckham Elementary will implement this school year is in-depth discussions and planning for the Florida State Standards Curriculum as

well as the necessary actions at the school level to provide support to teachers, parents and students. Cecilia C. Sanchez, Principal and Marisol S. Lirio, Assistant Principal initiate meetings and review student assessment data. The strengths and weaknesses are reviewed and plans for how to remediate, enrich and provide interventions are discussed. Team members provide recommendations and share concerns dealing with literacy and data. An action plan is devised and executed. Professional Development will be provided to guide teachers and staff in the implementation and monitoring process throughout the school year in addition to providing staff with the most recent data and iReady scores.

#### **D. Public and Collaborative Teaching**

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

##### **1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.**

All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership and professional growth. General faculty meetings are held to disperse information, discuss scores, and encourage participation and input across departments. Art, Music, Spanish and Physical Education teachers collaborate with classroom teachers and take responsibility for student success. Teacher learning communities are provided with opportunities to develop short and long range plans, and are encouraged to attend training sessions that will assist them in carrying out these goals. Agendas from faculty, grade-level, and leadership team meetings attest to a culture characterized by collaboration and a sense of community. All staff members meet both formally and informally in learning communities to improve instruction and student learning. Such collaborative meetings consistently take place within grade levels and content areas. Chairpersons' and general faculty meetings provide platforms for dissemination and examination of school-wide data. Such meetings promote discussions of best practices and cross-curricular action plans extending collaboration across grade levels and including other members of school personnel such as Counselor, Media Specialist, and special area teachers. Articulation meetings are held at year's end to review student data and decide future placement. These meetings extend to our feeder pattern schools as our fifth graders leave the elementary school for the middle school setting.

##### **2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.**

Ethel Koger Beckham Elementary actively participates each school year in the preparation of future educators by providing opportunities for intern teachers from Florida International University, Miami-Dade College and Barry University to complete their internship experiences with expert teachers. In turn, expert teachers prepare the new recruits for their future success as educators. Additionally, teachers are encouraged to take leadership roles throughout the school community as liaisons in their areas of expertise in order to promote best practices among educators.

##### **3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.**

The mentoring program at Ethel Koger Beckham Elementary is composed of expert teachers who guide their mentee's and support instruction throughout the school year. Pairings are made according to core curriculum subjects taught or grade level commonality.

Planned Mentoring Activities:

- Mentors will plan effectively with mentees
- Monthly meetings will be conducted to review and monitor student academic progress



## E. Ambitious Instruction and Learning

### 1. Instructional Programs and Strategies

#### a. Instructional Programs

**1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.**

The school administration is committed to providing sufficient instructional time, material and fiscal resources that support Florida's standards and the purpose and direction of the school. Instructional time is protected in policy and practice. Teachers' schedules include the required times for Reading and Language Arts, Math, and content areas, as well as Physical Education, Art, Music and Spanish. School leaders secure material and fiscal resources to meet the needs of all students as evidenced by the number of computers and electronic boards available in classrooms and labs. Presently, all classrooms contain electronic boards, and mobile laptop carts have been secured to increase student opportunities to engage with technology. This allows for the core instructional program to be implemented through the use of technology. The After School Care program provides homework help and accessibility to district computerized programs such as iReady. The staff at Ethel Koger Beckham Elementary participates in numerous professional learning opportunities that are aligned to Florida Standards. Staff is encouraged to participate and remain informed about professional development opportunities offered on the district's Professional Development portal. Besides face to face training, Ethel Koger Beckham Elementary teachers take part in district-created webinars as well as video trainings accessible 24/7 by all staff. Personnel, who receive specific training on a focus topic, are often designated to deliver in-house training, thus extending capacity to a wider audience. These various methods allow for more staff to be trained, thereby improving best practices instruction, student achievement and ensure alignment with the Florida Standards.

#### b. Instructional Strategies

**1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.**

Ethel Koger Beckham Elementary personnel have designed and implemented a clearly defined, systematic process to determine the counseling, referral, educational and career needs of all students. School-based assessments provide initial information to determine students' academic needs and possible referral to the Response to Intervention Process (RtI). School Support Teams (SSTs) for initial cases, as well as for reevaluations, are in place to provide special students with access to the general curriculum in the least restrictive environment. Behavioral intervention plans are also in place for students according to need. In addition, we provide reading interventions during the school day and before/after school care tutorials for those students displaying reading and mathematics deficiencies. Teacher referrals to the school counselor provide for individual and/or small group counseling sessions. Additionally, Ethel Koger Beckham Elementary ensures that the diverse needs of every student are met by maintaining our schedule with an uninterrupted 90 minute Language Arts/Reading block and 30 minute Writing block, providing differentiated instruction in the core content areas, and administering progress monitoring assessments that are aligned to the Language Arts Florida Standards (LAFS) and Math Florida Standards (MAFS) and use student data to guide instruction.

**2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**



**Strategy: Extended School Day**

**Minutes added to school year: 2,160**

Ethel Koger Beckham Elementary offers extended learning opportunities for students in grades 3-5 throughout the school year by providing support in English Language Arts, Mathematics, Writing (for fourth and fifth grade students) and Science (for fifth grade students) before and after school as academic support for qualifying students, as well as enrichment activities for students to promote academic performance at or above their grade level.

**Strategy Rationale**

The learning sessions are provided by highly qualified teachers in our school using research-based supplemental materials with detailed lesson plans based on students' academic performance data and teacher recommendations.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Sanchez, Cecilia, pr0251@dadeschools.net

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Student assessment data gathered from i-Ready, District Developed Interim Assessments and Topic

Assessments is analyzed to determine effectiveness of the tutorial programs in the Core Academic Areas.

## 2. Student Transition and Readiness

### a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

**1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.**

Ethel Koger Beckham Elementary School has two Voluntary Pre-Kindergarten (VPK) classes that utilize the Scholastic Big Day Curriculum addressing pre-academic skills. Teachers focus on developing students' oral language skills via modeling answering in complete sentences, probing and prompting students to speak in complete sentences and reviewing stories orally. VPK teachers also promote students becoming more independent and self sufficient in order to facilitate the transition to Kindergarten. VPK students are evaluated using the Florida VPK Assessment. In addition, district personnel from the Division of Early Childhood provide feedback and support on the progress of the program. The classroom teachers are responsible for all assessments and evaluations. Communication with parents in the form of memorandums, newsletters, flyers, orientation meetings, workshops, school webpage, telephone communications and face to face contact occurs on a continuous basis. VPK teachers and parents create a partnership to make parents aware of the expectations and demands of Kindergarten in order to help students transition smoothly. Title I Administration assists Ethel Koger Beckham Elementary by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full-time, highly-qualified teacher and two paraprofessionals. This will assist with providing young children with a variety of meaningful learning experiences in environments

that give them opportunities to create knowledge through initiatives shared with supportive adults. Administrators and VPK teachers conduct an informative meeting for parents of students transitioning from VPK to Kindergarten for the following school year. The purpose of the meeting is to create a heightened awareness of Kindergarten procedures and policies at our school such as attendance, curriculum, school readiness and tools for a successful year in Kindergarten.

#### **b. College and Career Readiness**

**1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**

N/A

**2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.**

N/A

**3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.**

N/A

**4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.**

N/A

## School Improvement Goals

*The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.*

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

**G1.**      If core instruction is increased in all content areas then student achievement will improve.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.*

**G1. If core instruction is increased in all content areas then student achievement will improve.** 1a

G096867

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	94.0
AMO Math - ELL	92.0
AMO Math - SWD	86.0
AMO Math - ED	92.0
Math Gains	83.0
Math Lowest 25% Gains	75.0
AMO Reading - All Students	90.0
AMO Reading - ED	88.0
AMO Reading - ELL	84.0
AMO Reading - Hispanic	89.0
AMO Reading - SWD	85.0
ELA/Reading Gains	84.0
ELA/Reading Lowest 25% Gains	94.0
FCAT 2.0 Science Proficiency	82.0
AMO Math - Hispanic	94.0
CELLA Listening/Speaking Proficiency	61.0
CELLA Reading Proficiency	48.0
CELLA Writing Proficiency	49.0

**Targeted Barriers to Achieving the Goal** 3

- Students experience challenges when answering context based questions that require higher order critical thinking skills.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- McGraw Hill- Reading Wonders and Wonder Works, Houghton Mifflin Harcourt - Go Math!, Scott Foresman Science, McGraw Hill Social Studies, MyOn, Microsoft Office 365 Tools, TigTag Software, Science Speed Bag Workbook, iReady, Gizmos, Essential Labs

**Plan to Monitor Progress Toward G1.** 8

Evaluate student progress monitoring data across the curriculum.

**Person Responsible**

Cecilia Sanchez

**Schedule**

Quarterly, from 8/21/2017 to 8/21/2017

**Evidence of Completion**

Mathematics Topic Assessments, Science Topic Assessments, Quarterly Science Assessments, ELA e-Assessments, Pre/post Science assessments, iReady Diagnostics and Progress Monitoring data in Reading and Mathematics

## Action Plan for Improvement

*For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.*

### Problem Solving Key

**G** = Goal

**B** =  
Barrier


**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

**G1.** If core instruction is increased in all content areas then student achievement will improve. 1

 G096867

**G1.B1** Students experience challenges when answering context based questions that require higher order critical thinking skills. 2

 B260584

**G1.B1.S1** Through the use of instructional technology applications, students will be able to make real life connections and integrate content specific vocabulary and ideas to develop a deeper understanding and expand higher order thinking across the curriculum. 4

 S275980

### Strategy Rationale

To increase student engagement and rigor.

### Action Step 1 5

Provide professional development on the integration of myON Reader to support student mastery of content specific vocabulary.

#### Person Responsible

Cecilia Sanchez

#### Schedule

Monthly, from 10/2/2017 to 10/2/2017

#### Evidence of Completion

Sign In Sheets, Agendas, Sway Presentation, Student Usage Reports

### Action Step 2 5

Provide professional development and utilize on-line assessments (e-Assessments, iReady, District Developed Topic Assessments) to monitor the understanding of concepts across the curriculum.

#### Person Responsible

Cecilia Sanchez

#### Schedule

Monthly, from 8/21/2017 to 6/7/2018

#### Evidence of Completion

Student Performance Data, Student Usage Reports

### Action Step 3 **5**

Utilization of Science essential labs to provide opportunities for students to make real life connections and integrate knowledge and ideas.

#### **Person Responsible**

Cecilia Sanchez

#### **Schedule**

Monthly, from 8/21/2017 to 6/7/2018

#### **Evidence of Completion**

Authentic student work samples and teacher lesson plans

### Plan to Monitor Fidelity of Implementation of G1.B1.S1 **6**

Teachers will implement instructional technology applications and essential labs in order to make real life connections and integrate content specific vocabulary and ideas to develop a deeper understanding and expand higher order thinking across the curriculum.

#### **Person Responsible**

Cecilia Sanchez

#### **Schedule**

Quarterly, from 8/21/2017 to 6/7/2018

#### **Evidence of Completion**

Authentic Student Work Samples, Instructional Technology Usage Reports, Student Performance Data

### Plan to Monitor Effectiveness of Implementation of G1.B1.S1 **7**

Teachers will provide opportunities for students to answer context based questions that require higher order critical thinking skills across the curriculum.

#### **Person Responsible**

Cecilia Sanchez

#### **Schedule**







Monthly, from 8/21/2017 to 6/7/2018

#### **Evidence of Completion**

Teacher Lesson Plans, Authentic Student Work Samples



## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G1.MA1  M399500	Evaluate student progress monitoring data across the curriculum.	Sanchez, Cecilia	8/21/2017	Mathematics Topic Assessments, Science Topic Assessments, Quarterly Science Assessments, ELA e-Assessments, Pre/post Science assessments, iReady Diagnostics and Progress Monitoring data in Reading and Mathematics	8/21/2017 quarterly
G1.B1.S1.A1  A371193	Provide professional development on the integration of myON Reader to support student mastery of...	Sanchez, Cecilia	10/2/2017	Sign In Sheets, Agendas, Sway Presentation, Student Usage Reports	10/2/2017 monthly
G1.B1.S1.MA1  M399488	Teachers will provide opportunities for students to answer context based questions that require...	Sanchez, Cecilia	8/21/2017	Teacher Lesson Plans, Authentic Student Work Samples	6/7/2018 monthly
G1.B1.S1.MA1  M399489	Teachers will implement instructional technology applications and essential labs in order to make...	Sanchez, Cecilia	8/21/2017	Authentic Student Work Samples, Instructional Technology Usage Reports, Student Performance Data	6/7/2018 quarterly
G1.B1.S1.A2  A371194	Provide professional development and utilize on-line assessments (e-Assessments, iReady, District...	Sanchez, Cecilia	8/21/2017	Student Performance Data, Student Usage Reports	6/7/2018 monthly
G1.B1.S1.A3  A371195	Utilization of Science essential labs to provide opportunities for students to make real life...	Sanchez, Cecilia	8/21/2017	Authentic student work samples and teacher lesson plans	6/7/2018 monthly

## V. Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** If core instruction is increased in all content areas then student achievement will improve.

**G1.B1** Students experience challenges when answering context based questions that require higher order critical thinking skills.

**G1.B1.S1** Through the use of instructional technology applications, students will be able to make real life connections and integrate content specific vocabulary and ideas to develop a deeper understanding and expand higher order thinking across the curriculum.

### PD Opportunity 1

Provide professional development on the integration of myON Reader to support student mastery of content specific vocabulary.

#### Facilitator

Marisol S. Lirio

#### Participants

Instructional Staff

#### Schedule

Monthly, from 10/2/2017 to 10/2/2017

### PD Opportunity 2

Provide professional development and utilize on-line assessments (e-Assessments, iReady, District Developed Topic Assessments) to monitor the understanding of concepts across the curriculum.

#### Facilitator

Marisol S. Lirio

#### Participants

Instructional Staff

#### Schedule

Monthly, from 8/21/2017 to 6/7/2018

## VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

## VII. Budget

1	G1.B1.S1.A1	Provide professional development on the integration of myON Reader to support student mastery of content specific vocabulary.	\$0.00
2	G1.B1.S1.A2	Provide professional development and utilize on-line assessments (e-Assessments, iReady, District Developed Topic Assessments) to monitor the understanding of concepts across the curriculum.	\$0.00
3	G1.B1.S1.A3	Utilization of Science essential labs to provide opportunities for students to make real life connections and integrate knowledge and ideas.	\$0.00
Total:			\$0.00