

---

# *SCHOOL IMPROVEMENT PLAN*

## *2005-2006*

---



*School Name:* 2021 - Gloria Floyd Elementary School

*FeederPattern:* Miami Killian Senior

*Region:* Regional Center V

*District:* 13 - Miami-Dade

*Principal:* Eliseo Hernandez

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



# SCHOOL IMPROVEMENT PLAN

## EXECUTIVE SUMMARY

---

### *Gloria Floyd Elementary School*

---

Gloria Floyd Elementary School is a multicultural school, prekindergarten through fifth grade, in a middle class neighborhood. It draws students from the surrounding areas with a diverse population. Forty-two percent of the students are on free or reduced lunch. Gloria Floyd Elementary addresses the needs of students through its self-contained autistic program, inclusion programs, and gifted program. After analyzing pertinent data, the Educational Excellence School Advisory Council and the faculty have identified the following objectives as the schoolwide priority for the 2005-2006 school year.

Given instruction using the Sunshine State Standards, third, fourth and fifth grade students will increase their reading skills, as evidenced by a 5 percentage point increase in the percent of students making adequate learning gains on the 2006 FCAT Reading Test as compared to the 2005 FCAT Reading Test.

Given instruction using the Sunshine State Standards, third, fourth and fifth grade students will increase their mathematics skills, as evidenced by a 5 percentage point increase in the percent of students making adequate learning gains on the 2006 FCAT Mathematics Test as compared to the 2005 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students with disabilities will increase their mathematics skills, as evidenced by 50% scoring at or above Level 3 on the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, fourth grade students will improve their writing skills as evidenced by 78% of all fourth grade students achieving high standards on the 2006 FCAT Writing Plus Test.

Given instruction using the Sunshine State Standards, fifth grade students will improve their science skills as evidenced by meeting or exceeding the District mean scale score on the 2006 FCAT Science Test.

Given schoolwide emphasis on parental involvement the school will demonstrate a 5% increase in the number of parents attending parent workshops as evidenced by comparing workshop sign-in sheets for the 2004-2005 and the 2005-2006 school year.

Given schoolwide emphasis on attendance, kindergarten through fifth grade students will increase their percentage of attendance from 95.15 percent for the 2004-2005 school year to 95.23 percent for the 2005-2006 school year as documented by the Percentage of Attendance Report.

Given an emphasis on the use of technology in education, teachers will increase their utilization of technology into the classroom, as evidenced by 80% of the teachers participating in at least two professional development activities during the 2005-2006 school year.

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades two through five will increase their physical fitness as evidenced by a three percent increase in the percent of students earning the Gold Award on the 2006 FITNESSGRAM as compared to the 2005 FITNESSGRAM.

Given an emphasis on increasing student interest and appreciation of the fine arts, 35 students will participate in the Art Club as documented by the Art Club Roster for the 2005-2006 school year.

Gloria Floyd Elementary will improve its ranking on the State of Florida Return on Investment (ROI) index publication from the 47th percentile in 2003 to the 50th percentile on the next publication of the index.

The results of the Organizational Performance Improvement Snapshot survey indicated Business Results and Process Management as the two areas in need of improvement. Business Results received a ranking of 4.0 and Process Management received a ranking of 3.9 based on a ranking scale of 1 through 5. Staff members would like to know how well the organization is doing financially and would like to get more resources to do their job. In order to improve these areas, staff will be trained on understanding the school budget. Curriculum committees will be involved in the acquisition and distribution of educational resources. The accomplishment of these objectives will enhance our mission to prepare our students to become productive citizens in a complex, multicultural community.

# 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.

## **Gloria Floyd Elementary School**

### VISION

Our vision includes the goals and dreams of our entire community of students, parents, teachers, administrators and community stakeholders. We are dedicated to challenging and motivating all students to reach the highest levels of academic, personal, social and career development. By providing a variety of instructional strategies and strategies, Gloria Floyd students will become productive, literate, and responsible citizens in our multicultural society.

### MISSION

At Gloria Floyd Elementary each child is unique in his or her own way. Each students must be educationally and emotionally supported by the stakeholders. We strive to encourage all of our students to develop and maximize their individual skills in the areas of academics, school-to-career, creative arts, and social skills. Educating the whole child is our goal.

## CORE VALUES

### Excellence

We pursue the highest standards in academic achievement for all our students.

### Equity

We foster an environment that meets the individual needs of all students in a multicultural setting.

### Citizenship

We value the diversity of our community by working as a team to promote democratic principles.

## *School Demographics*

---

Gloria Floyd Elementary School is a multicultural school, pre-kindergarten through fifth grade with approximately 750 students. The school is situated in a middle class neighborhood, which draws from the surrounding areas with a diverse population. The ethnic composition includes 49.5% Hispanic, 24.9% African-American, 18.3% White, and 7.3% Asian/Indian/Multiracial/Native American. Forty-two percent of the students are on free or reduced lunch. Eighteen percent of the students are special education students. Limited English Proficient (LEP) students make up 15.3% of the school.

Forty-two percent of the teachers earned a Master's degree and five percent earned a Doctorate. The teachers average 15 years of teaching experience and 7% of the teachers are beginning teachers. The school has many programs to address the students' individual needs, such as self-contained autistic classes, inclusion programs, gifted, ESE resource rooms, and Spanish for native and non-native speakers of Spanish.

# *School Foundation*

---

## ***Leadership:***

Results from the Organizational Performance Improvement Snapshot Survey revealed that Leadership was one of the highest ranked categories receiving a ranking of 4.2 based on a ranking scale of 1 through 5. The majority of the staff knows the mission and vision of the school. They feel that their supervisor creates a productive and positive work environment. A relative weakness was that employees felt they were not as involved with the day to day operations of the school.

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

Results from the Organizational Performance Improvement Snapshot Survey revealed that Strategic Planning received a ranking of 3.9 based on a ranking scale of 1 through 5. The stakeholders know the parts of the organization's plan that will affect their work. The EESAC and employees were involved in the development of the goals and objectives of the School Improvement Plan. The school has several committees composed of representatives from different grade levels. The committees include Language Arts, Mathematics/Science, Technology, and Safety.

## ***Stakeholder Engagement:***

Results from the Organizational Performance Improvement Snapshot Survey revealed that Customer and Market Focus was one of the highest ranked categories receiving a ranking of 4.2 based on a ranking scale of 1 through 5. The results of the 2004-2005 School Climate Survey Parent Form indicate that parents are very satisfied with the school. Ninety-six percent of the parents believe that the teachers make learning interesting and relevant. Ninety-four percent of the parents responded that the school is effectively teaching reading and mathematics to the students. Ninety-three percent of the parents felt that their child is getting a good education at the school. An area of concern for parents was technology, only 56% of the parents felt that the school was effectively teaching students to use computers.

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

Results from the Organizational Performance Improvement Snapshot Survey revealed that Human Resource Focus received a ranking of 4.0 based on a ranking scale of 1 through 5. The faculty and staff know that they can make changes that will improve their work. There are several levels of teams in the school organization. The grade levels and departments meet on a monthly basis to analyze data, discuss instructional needs, and plan instructional activities. Grade level/department chairpeople meet with the administrative team to review progress and discuss instructional issues. Curriculum committees such as the Language Arts/Reading, Mathematics/Science, and Technology work as a team to review data and make schoolwide recommendations to improve the instructional program. New teachers to the school are assigned to a professional growth team. This team meets with the beginning teacher on a regular basis.

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

Results from the Organizational Performance Improvement Snapshot Survey revealed that Measurement, Analysis, and Knowledge Management was the highest ranked category receiving a ranking of 4.3 based on a ranking scale of

1 through 5. Employees feel that they know how to analyze the quality of their work and use this analysis to make decisions about their work. The employees are familiar with the Plan Do Study Act model of school improvement. Data is shared and analyzed within grade levels, among grade levels and by curriculum committees.

### ***Education Design:***

Results from the Organizational Performance Improvement Snapshot Survey revealed that Process Management received a ranking of 3.9 based on a ranking scale of 1 through 5. The stakeholders have a good process for doing their work. The school follows the Plan Do Study Act model of school improvement. Summative and formative data is gathered and analyzed by the faculty and administration. Data is shared at the grade level groups and at curriculum committee meetings. Instructional strategies are developed to meet the needs identified from the data. Once the strategies are implemented, formative evaluations are used to monitor the success of the strategies. The school provides tutorial programs throughout the school year to improve the academic achievement of all students. Paraprofessionals provide tutoring to selected students during the school day. The After School Care Program employs two teachers to provide tutoring at the end of the school day. A Saturday Academy provides free tutoring for identified students on Saturdays.

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

The results from the 2004 STaR technology survey revealed that several areas in technology are below the district's average. Teacher access to technology ranked 0.5 on a scale of 0 to 4, while the district's average was 1.3. Teacher use of technology and teacher technology standards were other areas of concern. Student access to technology and student use of technology ranked about the same as the district's rank. A technology committee was formed this year to develop a school technology plan. The committee will identify areas of improvement and develop strategies to improve technology availability and usage for students, teachers and staff.



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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **GOAL 1 STATEMENT:**

Students in grades three, four, and five at Gloria Floyd Elementary will continue to show improvement in reading skills. Learning gains will improve as evidenced on the 2006 FCAT administration of the FCAT Reading Test.

### **Needs Assessment**

A review of the data reveals that 65% of all third, fourth and fifth grade students tested made learning gains in reading and that 51% of the lowest 25% made adequate progress. There is a need to increase the percentage of students making adequate learning gains in reading.

### 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, third, fourth and fifth grade students will increase their reading skills, as evidenced by a 5 percentage point increase in the percent of students making adequate learning gains on the 2006 FCAT Reading Test as compared to the 2005 FCAT Reading Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Increase student participation in the Accelerated Reader Program for students in grades one through five.	Classroom Teacher, Media Specialist	8/15/2005	5/24/2006
Conduct FCAT preparation workshops to familiarize parents with test taking strategies and skills.	Assistant Principal, Classroom Teachers	11/9/2005	1/18/2006
Provide reading tutorials for students scoring Level 1 or Level 2 on the 2005 FCAT during the day and through the Saturday Academy beginning in November.	Principal, Assistant Principal, Classroom Teachers	10/11/2005	5/12/2006
Ensure that teachers utilize FCAT task cards during guided reading instruction.	Principal, Classroom Teachers	8/15/2005	5/24/2006
Give teachers access to SPI so they can utilize the Academic Improvement Plan process to individualize instruction to meet the needs of their level one and two (or lower performing) students while assessing their departmental action plans.	Principal	8/04/2005	05/24/2006
Implement the Comprehensive Research-Based Reading Program and assess progress using Houghton Mifflin Unit Tests. Academic data will be reviewed during monthly progress sharing meetings according to the Continuous Improvement Model.	Classroom Teacher	8/08/2005	5/24/2006

### Research-Based Programs

Houghton Mifflin Basal Series, Voyager Passport, Soar to Success, Early Success

## **Professional Development**

Professional development will be provided by the district and will be aligned to Professional Development Plans. Training should include utilizing CRISS, Soar to Success, and Early Success in the classroom.

## **Evaluation**

This objective will be evaluated by the percentage of students in grades three through five demonstrating adequate learning gains on the 2006 administration of the FCAT Reading Test. Site-based assessments will also be used to monitor student progress.

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 2 STATEMENT:**

Students in grades three, four, and five at Gloria Floyd Elementary will continue to show improvement in mathematics skills. Learning gains will improve on the 2006 FCAT Mathematics Test.

**Needs Assessment**

A review of the 2005 FCAT Mathematics scores revealed that 75% of the students scored Level 3 and above. Sixty-two percent of the students made adequate learning gains in mathematics a nine percentage point decrease from the 2004 administration. Only 43% of the Students with Disabilities scored at or above a Level 3.

There is a need to increase the percent of students making adequate learning gains in mathematics and to increase the percent of Students with Disabilities scoring at or above Level 3 on the FCAT Mathematics Test.

**NCLB SUBGROUP TARGET**

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

## Measurable Objective

Given instruction using the Sunshine State Standards, third, fourth and fifth grade students will increase their mathematics skills, as evidenced by a 5 percentage point increase in the percent of students making adequate learning gains on the 2006 FCAT Mathematics Test as compared to the 2005 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students with disabilities will increase their mathematics skills, as evidenced by 50% scoring at or above Level 3 on the 2006 FCAT Mathematics Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize FCAT Explorer and Riverdeep Software to enhance mathematics instruction.	Classroom Teachers	8/15/2005	5/24/2006
Utilize ESE teachers to provide mathematics tutoring for students with disabilities in the Saturday Academy.	Assistant Principal, ESE Program Specialist	11/19/2005	4/03/2006
Conduct FCAT preparation workshops to familiarize parents with test taking strategies and skills.	Principal, Assistant Principal, Grade Level Chairpersons	11/09/2005	1/18/2006
Increase instructional support for students with disabilities in inclusionary settings.	Principal, ESE Program Specialist	8/08/2005	5/24/2006
Provide mathematics tutorials for students scoring Level 1 or Level 2 on the 2005 FCAT during the day and through the Saturday Academy beginning in November.	Principal, Assistant Principal, Classroom Teachers	9/05/2005	5/08/2006
Give teachers access to SPI so they can utilize the Academic Improvement Plan process to individualize instruction to meet the needs of their level one and two (or lower performing) students while assessing their departmental action plans.	Principal, Classroom Teachers	8/04/2005	5/24/2006
Incorporate the use of manipulatives in mathematics instruction to develop problem-solving skills and timed mathematics drills to increase speed and accuracy in computation. Weekly math quizzes and unit tests will be used to assess progress according to the Continuous Improvement Model.	Principal, Classroom Teachers	9/05/2005	5/24/2006

## **Research-Based Programs**

Houghton Mifflin Mathematics Core Series and Resources

## **Professional Development**

Professional Development will be provided by the district and will be aligned to Professional Development Plans.

## **Evaluation**

These objectives will be evaluated by the percentage of students in grades three through five demonstrating adequate learning gains and the percent of students with disabilities scoring at or above a Level 3 on the 2006 FCAT Mathematics Test. Site-based assessments will also be used to monitor student progress.

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 3 STATEMENT:**

Fourth grade students at Gloria Floyd Elementary, when given instruction using the Sunshine State Standards will continue to increase their writing skills.

**Needs Assessment**

A review of the data reveals that 66% of all fourth grade students scored 3.5 or above in the area of Expository Writing, while 79% scored 3.5 or above in the area of Narrative Writing. The data also revealed that 77% of all fourth grade students scored 3.5 or above on their combined writing score. There is a need to increase the percentage of students scoring 3.5 or above on the FCAT Writing Plus Test.

**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, fourth grade students will improve their writing skills as evidenced by 78% of all fourth grade students achieving high standards on the 2006 FCAT Writing Plus Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide writing tutoring to all fourth grade students who scored below a 3.0 on the 2005 FCAT Test Administration. Tutoring will be provided either during the day or via Saturday Academy.	Principal, Assistant Principal, Classroom Teachers	10/11/2005	5/24/2006
Provide staff development in the area of writing to increase awareness of strategies that can be used to increase elaboration and details in student writing.	Principal, Assistant Principal	10/7/2005	5/5/2006
Give teachers access to SPI so they can utilize the Academic Improvement Plan process to individualize instruction to meet the needs of their level one and two (or lower performing) students while assessing their departmental action plans.	Principal, Classroom Teachers	8/04/2005	5/24/2006
Train teachers with the "Four Squares of Writing Method" to be incorporated during Language Arts instruction on a weekly basis and assessed through monthly writing prompts.	Grade Level Chairperson, Classroom Teachers	10/18/2005	5/24/2006
Administer monthly writing prompts to all students in K-5 grade. Teachers will exchange prompts for scoring. Data will be analyzed and instruction adjusted according to the Continuous Improvement Model.	Assistant Principal, Classroom Teachers	8/24/2005	5/12/2006

## Research-Based Programs

Houghton Mifflin Basal Series Writing Component

## Professional Development

Professional development will be provided by the district and will be aligned to Professional Development Plans. Training will be provided on the "Four Squares of Writing Method" and FCAT writing strategies.



## **Evaluation**

This objective will be evaluated by the 2006 FCAT Writing Plus Test Scores. Monthly Prompts will be administered and used to monitor progress.

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

### ***GOAL 4 STATEMENT:***

Fifth grade students at Gloria Floyd Elementary will increase their science skills to meet or exceed the district's mean scale score.

### ***Needs Assessment***

An analysis of the data from the 2005 FCAT Science Test revealed that fifth grade students scored one point below the district mean scale score of 286. Scientific thinking was the weakest strand in which only 50% of the possible points were earned compared to 58% for the district. There is a need to increase the science skills of the fifth grade students.

## Measurable Objective

Given instruction using the Sunshine State Standards, fifth grade students will improve their science skills as evidenced by meeting or exceeding the District mean scale score on the 2006 FCAT Science Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Incorporate scientific method and hands-on science experiments during science instruction.	Classroom Teachers	8/08/2005	5/24/2006
Purchase Measuring Up Science workbooks and diagnostic tests to implement instruction and monitor progress of science benchmarks.	Principal, Classroom Teachers	10/11/2005	11/14/2005
Utilize Riverdeep online software to enhance and reinforce science instruction.	Classroom Teachers	9/05/2005	5/24/2006
Provide training for teachers on hands-on science and science process skills.	Principal, Assistant Principal	10/11/2005	12/15/2005
Incorporate science fair projects for all students in grades three through five to develop science process skills.	Assistant Principal, Classroom Teachers	1/9/2006	5/1/2006
Meet quarterly with the science committee to review student progress and adjust instruction according to the Continuous Improvement Model	Assistant Principal, Science Committee Chairperson	9/05/2005	4/03/2006

### Research-Based Programs

Harcourt Brace Core Science resources and support materials, Riverdeep Science Software

### Professional Development

Professional Development will be provided by the district and will focus on improving science process skills for student using hands-on science.

### Evaluation

This objective will be evaluated by the fifth grade mean scale score on the 2006 FCAT Science Test.

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 5 STATEMENT:***

Given school-wide emphasis on parental involvement in workshops and school activities the school will demonstrate an increase in parental interaction and involvement.

### ***Needs Assessment***

Data analysis indicates that during the 2004-2005 school year less than 50% of all parents attend parent workshops, Open House Nights, PTA sponsored activities and other informative parent forums provided by the school. There is a need to increase the number of parents attending parent workshops.

## Measurable Objective

Given schoolwide emphasis on parental involvement the school will demonstrate a 5% increase in the number of parents attending parent workshops as evidenced by comparing workshop sign-in sheets for the 2004-2005 and the 2005-2006 school year.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Maintain a Parent Resource Center in the Media Center to encourage and provide information on parental involvement.	Principal, Media Specialist and Counselor	8/8/2005	5/24/2006
Inform parents of PTA meetings and parent workshops via written communications and the school marquee to increase parent participation.	Principal, Teachers	8/8/2005	5/24/2006
Promote parent participation in the Parent Academy by distributing flyers and via the Gloria Floyd PTA website.	Principal	10/24/2005	5/24/2006
Provide FCAT Parent Workshops in the areas of: Math, Reading, Writing, Science and Test Taking Strategies.	Assistant Principal and Classroom Teachers	11/8/2005	4/03/2006
Produce and distribute a monthly parent newsletter to inform parents of upcoming school events and parent workshops.	Principal	11/1/2005	5/24/2006

## Research-Based Programs

The National Parent Teacher Association(PTA) Standards for Parent and Family Involvement Programs

## Professional Development

Professional development will be provided through parent workshops, EESAC and the Parent Academy.

## Evaluation

This objective will be evaluated by comparing parent workshop sign-in rosters for the 2005-2006 school year and compared with the 2004-2005 school year.

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

### ***GOAL 6 STATEMENT:***

Kindergarten through fifth grade students at Gloria Floyd Elementary will improve their attendance.

### ***Needs Assessment***

Based on the attendance data from the 2004-2005 school year, the students at Gloria Floyd Elementary accumulated 6,991 total absences. Students missed 41,946 hours of instructional time. There is a need to increase attendance for students in grades kindergarten through fifth.

## Measurable Objective

Given schoolwide emphasis on attendance, kindergarten through fifth grade students will increase their percentage of attendance from 95.15 percent for the 2004-2005 school year to 95.23 percent for the 2005-2006 school year as documented by the Percentage of Attendance Report.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Notify parents of absence and tardy procedures implemented in the school via parent handbook and written notices.	Principal	8/08/2005	5/24/2006
Implement Truancy Intervention Program (TIP).	Assistant Principal, Counselor	8/08/2005	5/24/2006
Request home visits by the school social worker for students with ten or more cumulative absences.	Classroom Teacher, Registrar, Counselor, Social Worker	8/08/2005	5/24/2006
Identify and monitor students with five or more cumulative absences and provide counseling to students and parents on improving attendance.	Classroom Teacher, Registrar, Counselor	8/08/2005	5/24/2006
Review and monitor attendance procedures with teachers regarding excused and unexcused absences.	Principal and Assistant Principal	8/08/2005	5/24/2006

## Research-Based Programs

None

## Professional Development

Professional development will focus on implementing the Truancy Intervention Program procedures.

## Evaluation

The 2005-2006 school year attendance percentage for kindergarten through fifth grade students will increase by .08 percentage points from the 2004-2005 school year as reported in the Percentage of Attendance Report.

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

### ***GOAL 7 STATEMENT:***

Gloria Floyd Elementary teachers will increase their understanding on how to integrate technology into the classroom.

### ***Needs Assessment***

The results from the 2004 STaR technology survey revealed that several areas in technology are below the district's average. Teacher access to technology ranked 0.5 on a scale of 0 to 4, while the district's average was 1.3. Teacher use of technology and teacher technology standards were other areas of concern. Student access to technology and student use of technology ranked about the same of the district's rank. There is a need to increase teacher use of technology in the classroom.



## Measurable Objective

Given an emphasis on the use of technology in education, teachers will increase their utilization of technology into the classroom, as evidenced by 80% of the teachers participating in at least two professional development activities during the 2005-2006 school year.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Establish school technology committee to develop technology plan and provide feedback on meeting the technology needs of the school.	Principal	8/08/2005	5/24/2006
Schedule professional development opportunities for teachers for managing the Accelerated Reader Program and FCAT Explorer.	Principal, Assistant Principal, Media Specialist	10/11/2005	1/18/2006
Develop and administer a survey to assess the professional development needs of the teachers.	Principal, Assistant Principal	10/24/2005	11/7/2005
Select technology mentor teachers in each grade level to assist teachers with the implementation of technology.	Assistant Principal	10/11/2005	5/24/2006
Develop grant writing teams and apply for grants to fund technology acquisition and professional development activities.	Principal, Assistant Principal	10/11/2005	5/24/2006

## Research-Based Programs

None

## Professional Development

Professional development will be provided by the district and will be aligned to Professional Development Plans. School-based professional development will be scheduled on effectively managing the Accelerated Reader Program and FCAT Explorer.

## Evaluation

This objective will be evaluated based on the percent of teachers which participate in at least two professional development activities relating to technology as evidenced by participation rosters.

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

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

Students at Gloria Floyd Elementary will increase their level of physical fitness as measured by the FITNESSGRAM.

### ***Needs Assessment***

Scores on the 2004-2005 FITNESSGRAM for Gloria Floyd Elementary revealed that 93% of the students tested in grades two through five earned a Gold or Silver Award for Fitness. Only 66.5% of the students tested earned a Gold Award for fitness. There is a need to increase the physical fitness of the students.

## Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades two through five will increase their physical fitness as evidenced by a three percent increase in the percent of students earning the Gold Award on the 2006 FITNESSGRAM as compared to the 2005 FITNESSGRAM.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Ensure that students in grades two through five receive thirty minutes of physical education each day.	Principal	8/08/2005	5/24/2006
Plan Field Day activities which promote fitness and motivate students to improve their health.	Physical Education Teachers	8/08/2005	5/24/2006
Attend professional growth opportunities physical education teachers which emphasize activities to increase student fitness.	Physical Education Teachers	8/08/2005	5/24/2006
Monitor physical education program to ensure that teachers select activities which emphasize improvement in cardiovascular fitness, flexibility, and muscular strength.	Principal, Assistant Principal	8/08/2005	5/24/2006
Administer the FITNESSGRAM as a pre-test to determine baseline measures.	Physical Education Teachers	10/11/2005	10/21/2005

## Research-Based Programs

FITNESSGRAM Physical Education Testing Program, Carol M. White Physical Education Program Grant

## Professional Development

Professional development will be provided by the district and will be aligned to Professional Development Plans.

## Evaluation

This objective will be evaluated based on the percent of students in grades two through five who earn the Gold Award on the 2006 FITNESSGRAM.

## GOAL 9: ELECTIVES & SPECIAL AREAS

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

*Florida Education Priorities*

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

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

**GOAL 9 STATEMENT:**

The students of Gloria Floyd will increase their interest and appreciation of the fine arts.

**Needs Assessment**

A review of the data indicates that only twenty-three fourth and fifth grade students participated in the Art Club for 2004-2005 school year. There is a need to increase interest and appreciation of the fine arts.

## Measurable Objective

Given an emphasis on increasing student interest and appreciation of the fine arts, 35 students will participate in the Art Club as documented by the Art Club Roster for the 2005-2006 school year.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Display student art work with select Dade Partners.	Art Teacher	10/14/2005	5/5/2006
Create portfolios to present at Southwood auditions.	Art Teacher, Students	10/17/2005	2/17/2006
Recruit new members for the Art Club by making presentations to students in grades three through five.	Assistant Principal, Art Teacher	10/12/2005	11/07/2005
Provide students with graphic design software during Art Club and in class, to build an awareness of careers in the Arts field.	Art Teacher	10/12/2005	5/17/2006
Invite local artists from the community to speak with students about thier techniques and career.	Art Teacher	11/14/2005	5/17/2006
Visit Virtual Museums on-line as well as take field trips to The Fine Arts Museum downtown.	Art Teacher	10/12/2005	5/17/2006

## Research-Based Programs

None

## Professional Development

The art teacher will participate in various district sponsored art workshops during the 2005-2006 school year.

## Evaluation

This objective will be evaluted by reviewing the Art Club Roster maintained throughout the 2005-2006 school year.

## GOAL 10: RETURN ON INVESTMENT

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

*Florida Education Priorities*

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

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 10 STATEMENT:**

Gloria Floyd Elementary School will rank at or above the 90th percentile statewide in the Return on Investment (ROI) index of value and cost effectiveness of its programs.

**Needs Assessment**

The most recent data supplied from the Florida Department of Education (FLDOE) indicate that in 2003, Gloria Floyd ranked at the 47th percentile on the State of Florida ROI index.

## Measurable Objective

Gloria Floyd Elementary will improve its ranking on the State of Florida Return on Investment (ROI) index publication from the 47th percentile in 2003 to the 50th percentile on the next publication of the index.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Become more informed about the use of financial resources in relation to school programs.	Principal	8/8/2005	5/24/2006
Collaborate with the district on resource allocation.	Principal	8/8/2005	5/24/2005
Consider reconfiguration of existing resources or taking advantage of a broader base, e.g. grants, volunteer networks.	Principal	8/08/2005	5/24/06

## Research-Based Programs

None

## Professional Development

None

## Evaluation

On the next State of Florida ROI index publication, Gloria Floyd Elementary will show progress toward reaching the 50th percentile.

## *EESAC Compliance*

---

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

### ***Budget:***

The principal reviews the school budget with the EESAC. The EESAC makes recommendations on the utilization of EESAC funds.

### ***Training:***

The EESAC recommends to plan workshops to familiarize parents with strategies to assist their child with the FCAT.

### ***Instructional Materials:***

The EESAC reviews instructional materials used in the classroom.

### ***Technology:***

The EESAC identifies the areas of concern for technology and reviews the technology surveys.

### ***Staffing:***

The EESAC reviews the allocation of personnel to support the instructional program.

### ***Student Support Services:***

The EESAC recommends that the school develop a plan to improve schoolwide attendance.

### ***Other Matters of Resource Allocation:***

The EESAC recommends to use the PTA, business partners, and grants to support the activities and objectives within the School Improvement Plan.

### ***Benchmarking:***

The EESAC recommends benchmark activities used in the School Improvement Plan.



***School Safety & Discipline:***

The EESAC reviews the school's discipline plan and issues addressed by the school's safety committee.

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*