
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 2021 - Gloria Floyd Elementary School

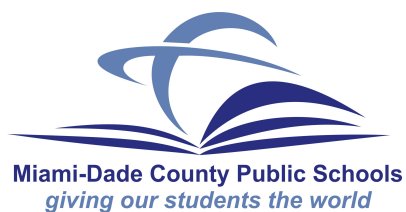
FeederPattern: Miami Killian Senior

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 2006-2007 school year.

Given instruction using the Sunshine State Standards, third, fourth and fifth grade students will increase their reading skills, as evidenced by 75% of students scoring Level 3 or above on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, third, fourth and fifth grade students will increase their mathematics skills, as evidenced by 83% of students scoring Level 3 or above on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students with disabilities will increase their mathematics skills, as evidenced by 56% scoring Level 3 or above on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, fourth grade students will improve their writing skills as evidenced by 77% of all fourth grade students achieving 3.5 or higher on the 2007 FCAT Writing Plus Test.

Given instruction using the Sunshine State Standards, fifth grade students will improve their science skills as evidenced by 61% scoring at a Level 3 or above on the 2007 administration of the FCAT Science Test.

Given schoolwide emphasis on parental involvement the school will demonstrate a 5% enrollment in Parent Academy courses as evidenced by the Parent Academy Rosters.

Given schoolwide emphasis on attendance, kindergarten through fifth grade students will increase their percentage of attendance from 94.33 percent for the 2005-2006 school year to 94.41 percent for the 2006-2007 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 2006-2007 school year as documented by sign-in rosters.

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades two through five will increase their physical fitness as evidenced by 75% of the students earning the Gold Award on the 2007 FITNESSGRAM as compared to the 2006 FITNESSGRAM.

Given an emphasis on increasing student interest and appreciation of the fine arts, 40 students will participate in the Drama Club as documented by the Drama Club Roster for the 2006-2007 school year.

Gloria Floyd Elementary will improve its ranking on the State of Florida Return on Investment (ROI) index publication from the 50th percentile in 2004-2005 to the 55th percentile on the next publication of the index.

The results of the Organizational Performance Improvement Snapshot survey indicated Business Results and Strategic Planning as the two areas in need of improvement. Business Results received a ranking of 4.0 and Strategic Planning 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 680 students. The school is situated in a middle class neighborhood, which draws from the surrounding areas with a diverse population. The ethnic composition includes 54% Hispanic, 20% African-American, 17% White, and 9% Asian/Indian/Multiracial/Native American. Thirty-seven 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 16% of the school.

The teaching staff is comprised of 44% White, 34% Hispanic, 16% African-American, and 5% Asian/Pacific/Indian. Thirty-seven percent of the teachers earned a Master's degree and three percent earned a Doctorate or Specialist degree. Four teachers have National Board Certification. The teachers' average 14 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 2005-2006 School Climate Survey Parent Form indicate that parents are very satisfied with the school. Ninety-three percent of the parents responded that the school is effectively teaching reading and mathematics to the students. Eighty-five 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 4.1 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 4.2 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 4.0 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 teachers to provide free tutoring at the end of the school day.

Performance Results:

The results from the 2004-2005 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 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. The percentage of students scoring a Level 3 or higher will increase as evidenced on the 2007 FCAT administration of the FCAT Reading Test.

Needs Assessment

A review of the data reveals that 74% of third, fourth and fifth grade students scored a Level 3 or higher on the FCAT Reading Test. Only 47% of the lowest 25% made adequate learning gains. 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 1	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 75% of students scoring Level 3 or above on the 2007 FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Increase student participation in the Accelerated Reader Program for students in grades one through five.	Classroom Teacher, Media Specialist	8/14/2006	5/30/2007	District-wide literacy plan	\$300.00
Give teachers access to SPI so they can utilize the academic achievement data to individualize instruction to meet the needs of their level one and two (or lower performing) students while assessing their departmental action plans.	Principal	8/10/2006	05/30/2007	District Strategic Plan	\$0.00
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	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Conduct FCAT preparation workshops to familiarize parents with test taking strategies and skills.	Assistant Principal, Department Chairperson	10/16/2006	1/12/2007	Community Partnerships	\$0.00
Provide reading tutorials for students scoring Level 1 or Level 2 on the 2006 FCAT during the day. Provide enrichment for Level 3 and above students through the After School Enrichment Tutoring.	Principal, Assistant Principal, Classroom Teachers	10/3/2006	5/11/2007	District-wide literacy plan	\$6000.00
Increase student use of online software (FCAT Explorer and Riverdeep) for students in grades 3-5 emphasizing Words/Phrases and Reference/Research content clusters.	Assistant Principal, Department Chairperson	9/11/2006	5/30/2007	District Strategic Plan	\$0.00
Ensure that teachers utilize FCAT task cards during guided reading instruction and utilize Soar to Success, Early Success, and Voyager for interventions.	Principal, Classroom Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00

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 Voyager, Soar to Success, and Early Success in the classroom.

Evaluation

This objective will be evaluated by the percentage of students scoring Level 3 or above on the 2007 administration of the FCAT Reading Test. District interim assessments and tutorial evaluations will 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

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<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. The percentage of students scoring Level 3 or above will increase on the 2007 FCAT Mathematics Test.

Needs Assessment

A review of the 2006 FCAT Mathematics scores revealed that 78% of the students scored Level 3 and above. Only 43% of the Students with Disabilities scored at or above a Level 3. Measurement and Algebraic Thinking were the two weakest content clusters.

There is a need to increase the percent of students 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 83% of students scoring Level 3 or above on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students with disabilities will increase their mathematics skills, as evidenced by 56% scoring Level 3 or above on the 2007 FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize ESE teachers to provide mathematics tutoring for students with disabilities during after school tutoring.	Assistant Principal, ESE Program Specialist	10/9/2006	2/5/2007	District Strategic Plan	\$800.00
Conduct FCAT preparation workshops to familiarize parents with test taking strategies and skills.	Principal, Assistant Principal, Grade Level Chairpersons	11/06/2006	1/26/2007	Community Partnerships	\$0.00
Increase instructional support for students with disabilities in inclusionary settings.	Principal, ESE Program Specialist	9/18/2006	5/30/2007	Inclusion	\$7000.00
Give teachers access to SPI so they can utilize the academic achievement data 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	8/10/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize FCAT Explorer and Riverdeep Software to enhance mathematics instruction.	Classroom Teachers	8/21/2006	5/30/2007	District Strategic Plan	\$0.00
Provide mathematics tutorials for students scoring Level 1 or Level 2 on the 2006 FCAT during the day and Level 3 and above students will receive enrichment through the After School Tutoring program beginning in October.	Principal, Assistant Principal, Classroom Teachers	10/16/2006	5/04/2007	District Strategic Plan	\$6000.00
Incorporate the use of manipulatives in mathematics instruction to develop algebraic thinking and measurement skills. Weekly math quizzes and unit tests will be used to assess progress according to the Continuous Improvement Model.	Principal, Classroom Teachers	9/05/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Houghton Mifflin Mathematics Core Series and Resources

Professional Development

Professional Development will be provided by the district. Teachers will attend professional development courses, such as "Navigating through Algebra" and "Riverdeep."

Evaluation

These objectives will be evaluated by the percent of students in grades three, four and five and the percent of students with disabilities scoring at or above a Level 3 on the 2007 FCAT Mathematics Test. District interim assessments and tutorial evaluations 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

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<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 82% of all fourth grade students scored 3.5 or above in the area of Expository Writing, while 67% scored 3.5 or above in the area of Narrative Writing. The data also revealed that 76% 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 77% of all fourth grade students achieving 3.5 or higher on the 2007 FCAT Writing Plus Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide writing tutoring to all fourth grade students who scored below a 3.0 on the 2006 FCAT Test Administration. Tutoring will be provided during the day and through after school tutoring.	Principal, Assistant Principal, Classroom Teachers	10/16/2006	5/18/2007	District-wide literacy plan	\$2000.00
Give teachers access to SPI so they can utilize the academic achievement data 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	8/04/2006	5/30/2007	District Strategic Plan	\$0.00
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	10/24/2006	12/20/2006	District-wide literacy plan	\$0.00
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	8/21/2006	5/14/2007	District Strategic Plan	\$0.00

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 writing strategies to increase details and support.

Evaluation

This objective will be evaluated by the 2007 FCAT Writing Plus Test Scores. The district's pre- and post writing tests and 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

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<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. The percent of students scoring a Level 3 or above will increase on the 2007 administration of the FCAT Science Test.

Needs Assessment

An analysis of the data from the 2006 FCAT Science Test revealed that 36% of fifth grade students scored at or above a Level 3. Earth and Space was the weakest strand in which only 43% of the possible points were earned. 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 61% scoring at a Level 3 or above on the 2007 administration of the FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Administer interim assessments to monitor progress towards science benchmarks.	Principal, Classroom Teachers	8/21/2006	5/14/2007	District Strategic Plan	\$0.00
Utilize Riverdeep online software to enhance and reinforce science instruction.	Classroom Teachers	8/28/2006	5/30/2007	District Strategic Plan	\$0.00
Incorporate science fair projects for all students in grades three through five to develop science process skills.	Assistant Principal, Classroom Teachers	1/9/2007	5/1/2007	District Strategic Plan	\$0.00
Meet quarterly with the department chairpeople to review student progress and adjust instruction according to the Continuous Improvement Model	Assistant Principal, Department Chairperson	9/05/2006	4/30/2007	Continuous Improvement Model	\$0.00
Provide training for teachers on hands-on science and science process skills.	Principal, Assistant Principal	10/9/2006	12/15/2006	District Strategic Plan	\$0.00
Incorporate scientific method and hands-on science experiments during science instruction with an emphasis on Earth/ Space science.	Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

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 (Hands-On Science K-5) and earth science skills (Elementary Earth Science Classroom).

Evaluation

This objective will be evaluated by the percent of fifth grade scoring a Level 3 or higher on the 2007 FCAT Science Test. The Edusoft Science Interim Assessment will be used to monitor progress.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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<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

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<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

Attendance rosters during the 2005-2006 school year indicate that less than 50% of all parents attended parent workshops, Open House Nights, PTA sponsored activities and other informative parent forums provided by the school. There is a need to increase communication between the home and school, and provide parent workshops to promote and support parenting skills.

Measurable Objective

Given schoolwide emphasis on parental involvement the school will demonstrate a 5% enrollment in Parent Academy courses as evidenced by the Parent Academy Rosters.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Promote parent participation in the Parent Academy by distributing flyers and hosting courses at the school.	Principal	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Produce and distribute a monthly parent newsletter to inform parents of upcoming school events and parent workshops.	Principal	9/1/2006	5/30/2007	Community Partnerships	\$0.00
Inform parents of PTA meetings and parent workshops via written communications and the school marquee to increase parent participation. (PTA Standard I)	Principal, Teachers	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Provide FCAT Parent Workshops in the areas of: Math, Reading, Writing, Science and Test Taking Strategies. (PTA Standard III)	Assistant Principal and Classroom Teachers	10/9/2006	1/31/2007	Community Partnerships	\$0.00
Maintain a Parent Resource Center in the Media Center to encourage and provide information on parental involvement. (PTA Standard VI)	Principal, Media Specialist and Counselor	8/14/2006	5/30/2007	Community Partnerships	\$0.00

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 provided by the Parent Academy and school-developed workshops focusing on FCAT preparation and helping at home.

Evaluation

This objective will be evaluated by a 5% enrollment in Parent Academy Courses as evidenced by the Parent Academy enrollment rosters.

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"/>

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<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 2005-2006 school year, the students at Gloria Floyd Elementary accumulated 7,844 total absences. 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 94.33 percent for the 2005-2006 school year to 94.41 percent for the 2006-2007 school year as documented by the Percentage of Attendance Report.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Notify parents of absence and tardy procedures implemented in the school via parent handbook and written notices.	Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement Truancy Intervention Program (TIP).	Assistant Principal, Counselor	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Request home visits by the school social worker for students with ten or more cumulative absences.	Classroom Teacher, Registrar, Counselor, Social Worker	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Identify and monitor students with five or more cumulative absences and provide counseling to students and parents on improving attendance.	Classroom Teacher, Registrar, Counselor	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Review and monitor attendance procedures with teachers regarding excused and unexcused absences.	Principal and Assistant Principal	8/14/2005	5/30/2007	District Strategic Plan	\$0.00
Implement Falcon Pride Points school-wide incentive program to reward perfect attendance.	Assistant Principal, Counselor, Department Chairperson	10/2/2006	5/30/07	District Strategic Plan	\$500.00

Research-Based Programs

None

Professional Development

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

Evaluation

The 2006-2007 school year attendance percentage for kindergarten through fifth grade students will increase by .08 percentage points from the 2005-2006 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 a 2006 school-developed Teacher Technology Survey reveal that approximately 60% of the teachers did not know how to create a PowerPoint presentation or use an Excel spreadsheet. Nearly 40% wanted professional development on the resources available through the Dadeschools.net Portal. 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 2006-2007 school year as documented by sign-in rosters.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Schedule professional development opportunities for teachers for managing the Accelerated Reader Program, FCAT Explorer and Teacher Portal.	Principal, Assistant Principal, Media Specialist, Department Chairperson	10/11/2006	4/20/2007	District Strategic Plan	\$0.00
Select technology mentor teachers in each grade level to assist teachers with the implementation of technology.	Assistant Principal	10/9/2006	5/30/2007	Mentoring Opportunities	\$0.00
Develop and administer a survey to assess the professional development needs of the teachers.	Principal, Assistant Principal	10/9/2006	11/6/2006	Continuous Improvement Model	\$0.00
Develop grant writing team and apply for grants to fund technology acquisition and professional development activities.	Principal, Assistant Principal	10/11/2006	5/30/2007	Community Partnerships	\$0.00
Provide in-house professional development for teachers on using MS PowerPoint and MS Excel in the classroom.	Assistant Principal, Microsystems Technician	10/16/2006	12/18/2006	District Strategic Plan	\$0.00

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, FCAT Explorer and the Dadeschools.net Teacher Portal.

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"/>

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<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 2005-2006 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 72% of the students tested earned a Gold Award for fitness. There is a need to increase the cardiovascular fitness and strength 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 75% of the students earning the Gold Award on the 2007 FITNESSGRAM as compared to the 2006 FITNESSGRAM.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Ensure that students in grades two through five receive thirty minutes of physical education each day.	Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Plan Field Day activities which promote fitness and motivate students to improve their health.	Physical Education Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Attend professional growth opportunities physical education teachers which emphasize activities to increase student fitness.	Physical Education Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Monitor physical education program to ensure that teachers select activities which emphasize improvement in cardiovascular fitness, flexibility, and muscular strength.	Principal, Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

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 75% of students in grades two through five who earn the Gold Award on the 2007 FITNESSGRAM.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 twelve fourth and fifth grade students participated in the Drama Club for 2005-2006 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, 40 students will participate in the Drama Club as documented by the Drama Club Roster for the 2006-2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Recruit new members for the Drama Club by making presentations to students in grades three through five.	Assistant Principal, Drama Club Sponsor	9/11/2006	9/25/2006	Expanding arts opportunities	\$0.00
Provide theater games to enhance student creativity.	Drama Club Sponsors	9/17/2006	5/7/2007	District Strategic Plan	\$0.00
Participate in professional development activities to promote and enhance appreciation of the fine arts.	Principal, Drama Club Sponsors	9/14/2006	10/16/2006	District Strategic Plan	\$0.00
Provide students with opportunities to meet and discuss drama and acting with professionals in the community.	Drama Club Sponsor	10/12/2006	5/17/2007	School-to-Career	\$0.00
Coordinate and produce two major musical productions for the school and the community.	Drama Club Sponsor	9/11/2006	5/7/2007	Career Development Programs	\$2000.00

Research-Based Programs

None

Professional Development

The drama club sponsors will participate in district sponsored workshops during the 2006-2007 school year.

Evaluation

This objective will be evaluated by reviewing the Drama Club Roster maintained throughout the 2006-2007 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

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

GOAL 10 STATEMENT:

Gloria Floyd Elementary School will rank at or above the 55th 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 2004-2005, Gloria Floyd ranked at the 50th 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 50th percentile in 2004-2005 to the 55th percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Become more informed about the use of financial resources in relation to school programs.	Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Collaborate with the district on resource allocation.	Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Consider reconfiguration of existing resources or taking advantage of a broader base, e.g. grants, volunteer networks.	Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Consider shared use of facilities, and partnering with community agencies.	Principal	8/14/2006	5/30/2007	Community Partnerships	\$0.00

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 55th percentile.

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><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></p>

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.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$6,300.00
Goal 2: Mathematics	\$13,800.00
Goal 3: Writing	\$2,000.00
Goal 4: Science	\$0.00
Goal 5: Parental Involvement	\$0.00
Goal 6: Discipline & Safety	\$500.00
Goal 7: Technology	\$0.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$2,000.00
Goal 10: Return On Investment	\$0.00
Total:	\$24,600.00

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

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

Additionally, the signature of the Region Superintendent/District Administrator certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

Region Superintendent