

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Gloria Floyd Elementary School (2021)

Feeder Pattern - Miami Killian Senior

Regional Center V

District 13 - Miami-Dade

Principal - Eliseo Hernandez

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Gloria Floyd Elementary School is a multicultural school, pre-kindergarten through fifth grade with approximately 630 students in the Miami Killian Senior High School Feeder Pattern. The school was built in 1979 on 10 acres of land. There are four portable classrooms and a new building was added in 1997. 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, and 17% White, and 9% Asian/Indian/Multiracial/Native American. Forty-one percent of the students are on free or reduced lunch. Twenty-one percent of the students are special education students. English Language Learners (ELL) students make up 25% of the school. Approximately 13% of the students scored Level 1 and 19% scored Level 2 on the 2007 administration of the FCAT Mathematics Test. Thirteen percent of the students scored Level 1 and 14% scored Level 2 on the 2007 administration of the FCAT Reading Test. The student teacher ratio in pre-kindergarten through third grade is 17.7 and 22.3 for grades four and five. The average school attendance for students was 95% for the 2006-2007 school year. The teaching staff in comprised of 44% White, 33% Hispanic, 18% African-American, and 5% Asian/Pacific/Indian. Forty-two percent of the teachers earned a Master's degree and five percent earned a Doctorate or Specialist degree. Four teachers have National Board Certification. The teachers' average 15 years of teaching experience and 5% 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. After analyzing pertinent data, the Educational Excellence School Advisory Council and the faculty have identified percentage of students meeting high expectations, attendance, and the integration of technology as areas of concern. The following objectives will serve to address these areas of concern during the 2007-2008 school year:

Given instruction based on the Sunshine State Standards, the percent of students meeting high standards in grades three through five will increase by 5 percentage points on the 2008 administration of the FCAT Reading Test as compared to the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, the percent of students meeting high standards in grades three through five will increase by 5 percentage points on the 2008 administration of the FCAT Mathematics Test as compared to the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Black students will increase their mathematics skills as evidenced by 62% meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by a 5 percentage point increase in the percent of students achieving high standards on the 2008 administration of the FCAT Writing+.

Given instruction based on the Sunshine State Standards, the percentage of students meeting high standards in grade five will increase by 25 percentage points on the 2008 administration of the FCAT Science Test as compared to the 2007 administration of the FCAT Science Test.

Given the school wide emphasis on parental and community involvement, the school will demonstrate an increase of five percentage points in the percent of parents enrolled in Parent Academy courses as evidenced by comparing the Parent Academy attendance rosters for the 2006-2007 school year to the 2007-2008 school year.

Given school wide emphasis on attendance, kindergarten through fifth grade students will increase their percentage of attendance from 95.00 percent for the 2006-2007 school year to 95.40 percent for the 2007-2008 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 2007-2008 school year as documented by sign-in rosters.

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades four through five will improve their running skills as evidenced by 50% of the students meeting high standards in running the one mile test on the 2007-2008 administration of the FITNESSGRAM Test.

Given emphasis on the benefits of participating in advanced academic programs, the number of students enrolled in the Academic Excellence Program will increase by 10% during the 2007-2008 school year.

Gloria Floyd Elementary Return on Investment (ROI) percentile ranking will increase by at least one percentage point.



School Improvement Plan 2007-2008



The results of the Organizational Performance Improvement Snapshot survey indicated Human Resource Focus and Strategic Planning as the two areas in need of improvement. Human Resource Focus received a ranking of 4.1 and Strategic Planning received a ranking of 4.0 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.



School Improvement Plan 2007-2008



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.

2021 - GLORIA FLOYD ELEMENTARY SCHOOL

VISION

At Gloria Floyd Elementary School we envision our students receiving a state of the art educational experience, in a multicultural setting, which will nurture and encourage them to become effective communicators, critical thinkers, and productive citizens.

MISSION

Our mission at Gloria Floyd Elementary School, in cooperation with the parents and the community, is to provide a well-rounded education, in a safe learning environment which will enable all of our students to reach their highest potential.
"Educating the whole child is our goal."

CORE VALUES

We are committed to uphold honesty, promote integrity, develop positive attitudes, embrace respect, and foster cooperation.

School Demographics

Gloria Floyd Elementary School is a multicultural school, pre-kindergarten through fifth grade with approximately 630 students in the Miami Killian Senior High School Feeder Pattern. The school was built in 1979 on 10 acres of land. There are four portable classrooms and a new building was added in 1997. 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, and 17% White, and 9% Asian/Indian/Multiracial/Native American. Forty-one percent of the students are on free or reduced lunch. Twenty-one percent of the students are special education students. English Language Learners (ELL) students make up 25% of the school. Approximately 13% of the students scored Level 1 and 19% scored Level 2 on the 2007 administration of the FCAT Mathematics Test. Thirteen percent of the students scored Level 1 and 14% scored Level 2 on the 2007 administration of the FCAT Reading Test. The student teacher ratio in pre-kindergarten through third grade is 17.7 and 22.3 for grades four and five. The average school attendance for students was 95% for the 2006-2007 school year.

The teaching staff is comprised of 44% White, 33% Hispanic, 18% African-American, and 5% Asian/Pacific/Indian. Forty-two percent of the teachers earned a Master's degree and five percent earned a Doctorate or Specialist degree. Four teachers have National Board Certification. The teachers' average 15 years of teaching experience and 5% 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. After analyzing pertinent data, the Educational Excellence School Advisory Council and the faculty have identified percentage of students meeting high expectations, attendance, and the integration of technology as areas of concern.

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 4.3 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 Leadership was one of the highest ranked categories receiving a ranking of 4.3 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.

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 2006-2007 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 chair people 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 school wide 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. Results from the Organizational Performance Improvement Snapshot Survey revealed that Measurement, Analysis, and Knowledge Management was the highest ranked category receiving a ranking of 4.4 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 4.1 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.



School Improvement Plan 2007-2008



Performance Results:

The results from a school-develop technology survey revealed that student access to computers and integration of technology was of concern. Teacher use of technology and teacher technology standards was another area 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. The technology committee will also write grants to secure funding for technology.



School Improvement Plan 2007-2008



Schools Graded 'C' or Below

Professional Development:

Disaggregated Data :

Informal and Formal Assessments:

Alternative Instructional Delivery Methods :



School Improvement Plan
2007-2008



Schools Offering Primarily Grades 6 through 12

Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.) :

Reading Goal

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

Florida Education Priorities

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"/>

Reading Statement

Students will increase their reading skills.

Needs Assessment

A review of the data reveals that 81% of third, fourth and fifth grade students scored a Level 3 or higher on the 2007 administration of the FCAT Reading Test. This reflects a two percentage point decrease from the 2006 administration of the FCAT Reading Test. There is a need to increase the percentage of students meeting high standards in reading.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, the percent of students meeting high standards in grades three through five will increase by 5 percentage points on the 2008 administration of the FCAT Reading Test as compared to the 2007 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Increase student participation in the Accelerated Reader Program for students in grades one through five.	Principal, Assistant Principal,	8/20/07	6/05/08	District-wide Literacy Plan	0
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.	Principal, Assistant Principal,	8/20/07	6/05/08	District-wide Literacy Plan	0
Conduct FCAT preparation workshops to familiarize parents with test taking strategies and skills.	Principal, Assistant Principal,	10/10/07	11/09/07	Other/ Not Applicable	0
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, Reading Leader	8/27/07	5/23/08	District-wide Literacy Plan	12000
Increase student use of online software (FCAT Explorer and Riverdeep) for students in grades 3-5 emphasizing Words/Phrases and Reference/Research content clusters.	Principal, Assistant Principal, Classroom Teacher, Reading Leader	9/04/07	6/05/08	District-wide Literacy Plan	0
Ensure that teachers utilize FCAT task cards during guided reading instruction and utilize Soar to Success, Early Success, and Voyager for interventions.	Principal, Assistant Principal, Classroom Teacher, Reading Leader	8/20/07	6/05/08	District-wide Literacy Plan	0
Utilize the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Principal, Assistant Principal	9/04/07	6/05/08	Continuous Improvement Model	0

Research-Based Programs

Houghton Mifflin Basal Series, Voyager Passport and Accelerated Reader

Professional Development

Professional development will be provided by the region and will be aligned to Professional Development Plans. Training should include utilizing Voyager, Accelerated Reader in the classroom.

Evaluation

This objective will be evaluated by the percentage of students scoring Level 3 or above on the 2008 administration of the FCAT Reading Test. District interim assessments and tutorial evaluations will be used to monitor student progress.

Mathematics Goal

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

Florida Education Priorities

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"/>

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

Mathematics Statement

Students will increase their mathematics skills.

Needs Assessment

A review of the 2007 FCAT Mathematics scores revealed that 77% of the students scored Level 3 and above. Only 55% of the Black students 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
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, the percent of students meeting high standards in grades three through five will increase by 5 percentage points on the 2008 administration of the FCAT Mathematics Test as compared to the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Black students will increase their mathematics skills as evidenced by 62% meeting high standards on the 2008 administration of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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	8/27/07	5/23/08	Other/ Not Applicable	12000
Conduct FCAT preparation workshops to familiarize parents with test taking strategies and skills.	Principal, Assistant Principal, Classroom Teachers	10/10/07	11/09/07	Other/ Not Applicable	0
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, Assistant Principal, Classroom Teachers	8/20/07	6/05/08	Continuous Improvement Model	0
Utilize FCAT Explorer and Riverdeep Software to enhance mathematics instruction.	Principal, Assistant Principal, Classroom Teachers	9/04/07	6/05/08	Other/ Not Applicable	0
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, Assistant Principal, Classroom Teachers, Math Liaison	8/20/07	6/05/08	Other/ Not Applicable	0
Utilize the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Principal, Assistant Principal	9/04/07	6/05/08	Continuous Improvement Model	0

Research-Based Programs

Houghton Mifflin Mathematics Core Series and Resources

Professional Development

Professional Development will be provided by the region. 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 through five and the percent of Black students scoring at or above a Level 3 on the 2008 FCAT Mathematics Test. District interim assessments and tutorial evaluations will also be used to monitor student progress.

Writing Goal

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

Florida Education Priorities

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"/>

Writing Statement

Students will increase their writing skills.

Needs Assessment

A review of the data reveals that 63% of all fourth grade students scored 3.5 or above on the expository prompt, while 70% scored 3.5 or above on the narrative prompt. The data also revealed that 66% of all fourth grade students scored 3.5 or above on their combined writing score. Only 38% of the students scored Level 3 or above on the multiple-choice portion of the FCAT Writing+. There is a need to increase the percentage of students scoring 3.5 or above on the FCAT Writing+.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by a 5 percentage point increase in the percent of students achieving high standards on the 2008 administration of the FCAT Writing+.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide tutoring to all fourth grade students who scored below a 3.0 on the 2007 FCAT Writing Pre-test. Tutoring will be provided during the day and through after school tutoring.	Principal, Assistant Principal, Classroom Teachers	8/27/07	5/23/08	District-wide Literacy Plan	0
Develop scope and sequence for writing instruction that incorporates pre-writing, drafting, vocabulary and writing conventions.	Principal, Assistant Principal, Literacy Leadership Team	9/10/07	9/21/07	District-wide Literacy Plan	0
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,	11/7/07	11/28/07	Other/ Not Applicable	0
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.	Principal, Assistant Principal, Classroom Teachers	8/27/07	5/23/08	Continuous Improvement Model	0

Research-Based Programs

Houghton Mifflin Basal Series Writing Component

Professional Development

Professional development will be provided by the region 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 percentage of students achieving high standards on the 2008 FCAT Writing+. The district's pre- and post- writing tests and monthly prompts will be administered and used to monitor progress.

Science Goal

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

Florida Education Priorities

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

Science Statement

Students will improve their science skills.

Needs Assessment

An analysis of the data from the 2007 administration of the FCAT Science Test revealed that 41% of fifth grade students met high standards in science. Scientific Thinking was the weakest strand in which only 50% of the possible points were earned. There is a need to increase the science skills of the fifth grade students.

Measurable Objective

Given instruction based on the Sunshine State Standards, the percentage of students meeting high standards in grade five will increase by 25 percentage points on the 2008 administration of the FCAT Science Test as compared to the 2007 administration of the FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Administer interim assessments to monitor progress towards science benchmarks.	Principal, Assistant Principal, Classroom Teachers	8/27/07	5/23/08	Other/ Not Applicable	0
Utilize Riverdeep online software to enhance and reinforce science instruction.	Principal, Assistant Principal, Classroom Teachers	8/27/07	5/23/08	Other/ Not Applicable	0
Incorporate science fair projects for all students in grades three through five to develop science process skills.	Principal, Assistant Principal, Classroom Teachers	4/07/08	5/30/08	Other/ Not Applicable	0
Meet quarterly with the department chairpersons to review student progress and adjust instruction according to the Continuous Improvement Model	Principal, Assistant Principal, Department Chairperson	10/25/07	06/05/08	Continuous Improvement Model	0
Provide training for teachers on hands-on science and science process skills.	Principal, Assistant Principal, Classroom Teachers, Professional Dev. Liaison	10/17/07	10/24/07	Other/ Not Applicable	0
Incorporate scientific method and hands-on science experiments during science instruction with an emphasis on Earth/ Space science.	Principal, Assistant Principal, Classroom Teachers	8/27/07	5/23/08	Other/ Not Applicable	0
Utilize the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Principal, Assistant Principal	08/27/07	05/23/08	Continuous Improvement Model	0

Research-Based Programs

Scott Foresman Science resources and support materials, Riverdeep Science Software

Professional Development

Professional Development will be provided by the region and will focus on improving science process skills and earth science skills for student using hands-on science as presented in the Scott Foresman Science series.

Evaluation

This objective will be evaluated by the percent of fifth grade students meeting high standards on the 2008 administration of the FCAT Science Test. The Edusoft Science Interim Assessment will be used to monitor progress.

Parental Involvement Goal

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

Florida Education Priorities

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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"/>

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

Parental Involvement Statement

School will increase the enrollment of parents in Parent Academy courses.

Needs Assessment

Parent Academy attendance rosters during the 2006-2007 school year indicate that only 9% of all parents attended Parent Academy workshops. 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 the school wide emphasis on parental and community involvement, the school will demonstrate an increase of five percentage points in the percent of parents enrolled in Parent Academy courses as evidenced by comparing the Parent Academy attendance rosters for the 2006-2007 school year to the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Promote parent participation in the Parent Academy by distributing flyers and hosting courses at the school.	Principal, Assistant Principal, Classroom Teachers, PTA	09/07/07	5/27/08	Other/ Not Applicable	0
Produce and distribute a monthly parent newsletter to inform parents of upcoming school events and parent workshops.	Principal, Assistant Principal	08/20/07	06/05/08	Other/ Not Applicable	0
Inform parents of PTA meetings and parent workshops via written communications and the school marquee to increase parent participation. (PTA Standard I)	Principal, Assistant Principal, PTA	8/20/07	06/05/08	Other/ Not Applicable	0
Provide FCAT Parent Workshops in the areas of: Math, Reading, Writing, Science and Test Taking Strategies. (PTA Standard III)	Principal, Assistant Principal and Classroom Teachers	10/10/07	11/09/07	Other/ Not Applicable	0
Maintain a Parent Resource Center in the Media Center to encourage and provide information on parental involvement. (PTA Standard VI)	Principal, Assistant Principal, Counselor, Parent Liaison	8/20/07	6/05/08	Other/ Not Applicable	0

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 an increase in enrollment in Parent Academy courses as evidenced by the Parent Academy enrollment rosters.

Discipline & Safety Goal

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

Florida Education Priorities

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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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"/>

Discipline & Safety Statement

Kindergarten through fifth grade students will increase their attendance.

Needs Assessment

Based on the attendance data from the 2006-2007 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 school wide emphasis on attendance, kindergarten through fifth grade students will increase their percentage of attendance from 95.00 percent for the 2006-2007 school year to 95.40 percent for the 2007-2008 school year as documented by the Percentage of Attendance Report.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Notify parents of absence and tardy procedures implemented in the school via parent handbook and written notices.	Principal, Assistant Principal, Classroom Teachers	8/20/07	6/05/08	Other/ Not Applicable	0
Request home visits by the school social worker for students with ten or more cumulative absences	Principal, Assistant Principal, Classroom Teacher	8/20/07	6/05/08	Other/ Not Applicable	0
Identify and monitor students with five or more cumulative absences and provide counseling to students and parents on improving attendance.	Principal, Assistant Principal, Classroom Teacher	8/20/07	6/05/08	Other/ Not Applicable	0
Review and monitor attendance procedures with teachers regarding excused and unexcused absences.	Principal and Assistant Principal	8/14/2005	5/30/2007	Other/ Not Applicable	0
Implement Falcon Pride Points school wide incentive program to reward perfect attendance.	Principal, Assistant Principal, Classroom Teachers	8/20/07	6/05/08	Other/ Not Applicable	1500

Research-Based Programs

None

Professional Development

Professional development will focus on understanding and implementing the new board-approved attendance policy.

Evaluation

The 2007-2008 school year attendance percentage for kindergarten through fifth grade students will be compared to the 2006-2007 school year as reported in the Percentage of Attendance Report.

Technology Goal

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

Florida Education Priorities

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

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

Technology Statement

Teachers will increase their integration of technology into the classroom.

Needs Assessment

The results from a 2007 school-developed Teacher Technology Survey reveal that approximately 60% of the teachers needed more training on utilizing the Excelsior Electronic Gradebook. Nearly 40% wanted professional development on the resources available through the dadeschools.net Teacher 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 2007-2008 school year as documented by sign-in rosters.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Schedule professional development opportunities for teachers for managing the Accelerated Reader Program, FCAT Explorer and Teacher Portal.	Principal, Assistant Principal, Classroom Teachers, Professional Development Liaison	08/16/07	10/08/07	Other/ Not Applicable	0
Select technology mentor teachers in each grade level to assist teachers with the implementation of technology.	Principal, Assistant Principal, Classroom Teachers	8/16/07	10/8/07	Other/ Not Applicable	0
Develop and administer a survey to assess the professional development needs of the teachers.	Principal, Assistant Principal, Classroom Teachers, Professional Development Liaison	8/16/07	8/31/07	Other/ Not Applicable	0
Develop grant writing team and apply for grants to fund technology acquisition and professional development activities.	Principal, Assistant Principal	8/16/07	10/08/07	Other/ Not Applicable	0

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.

Health & Physical Fitness Goal

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

Florida Education Priorities

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

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

Health & Physical Fitness Statement

Students will increase their cardiovascular fitness and strength.

Needs Assessment

Scores on the 2007-2008 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 four through five will improve their running skills as evidenced by 50% of the students meeting high standards in running the one mile test on the 2007-2008 administration of the FITNESSGRAM Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Ensure that students in grades two through five receive thirty minutes of physical education each day.	Principal, Assistant Principal, Physical Education Teachers	8/20/07	6/05/08	Student Wellness	0
Plan Field Day activities which promote fitness and motivate students to improve their health.	Principal, Assistant Principal, Physical Education Teachers	3/17/08	3/28/08	Student Wellness	0
Attend professional growth opportunities physical education teachers which emphasize activities to increase student fitness.	Principal, Assistant Principal, Physical Education Teachers	8/20/07	6/05/08	Student Wellness	0
Monitor physical education program to ensure that teachers select activities which emphasize improvement in cardiovascular fitness, flexibility, and muscular strength.	Principal, Assistant Principal, Physical Education Teachers	8/20/07	6/05/08	Student Wellness	0

Research-Based Programs

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

Professional Development

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

Evaluation

This objective will be evaluated based on percentage of students in grades four through five who meet high standards on the one mile test on the 2007-2008 administration of the FITNESSGRAM Test.

Electives & Special Areas Goal

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

Florida Education Priorities

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"/>

Electives & Special Areas Statement

Increase the number of students participating in the Academic Excellence Program.

Needs Assessment

A review of the data indicates that 40 fourth and fifth grade students participated in the Academic Excellence Program Drama Club for 2006-2007 school year. There is a need to increase the number of students participating in the Academic Excellence Program.

Measurable Objective

Given emphasis on the benefits of participating in advanced academic programs, the number of students enrolled in the Academic Excellence Program will increase by 10% during the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Recruit new members for the Drama Club by making presentations to students in grades three through five.	Principal, Assistant Principal, AEP Sponsors	8/20/07	8/31/07	Academic Enrichment Opportunities	0
Provide theater games to enhance student creativity.	Principal, Assistant Principal, AEP Sponsors	9/10/07	5/12/08	Academic Enrichment Opportunities	0
Participate in professional development activities to promote and enhance appreciation of the fine arts.	Principal, Assistant Principal, AEP Sponsors	9/10/07	5/12/08	Academic Enrichment Opportunities	0
Provide students with opportunities to meet and discuss drama and acting with professionals in the community.	Principal, Assistant Principal, AEP Sponsors	8/20/07	5/12/08	Academic Enrichment Opportunities	0
Coordinate and produce two major musical productions for the school and the community.	Principal, Assistant Principal, AEP Sponsors	8/20/07	5/12/08	Academic Enrichment Opportunities	500

Research-Based Programs

None

Professional Development

The Academic Excellence Program sponsors will participate in district sponsored workshops during the 2007-2008 school year.

Evaluation

This objective will be evaluated based on the number of students participating in the Academic Excellence Program (AEP) during the 2007-2008 school year, as evidenced by the AEP roster.

Return On Investment Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Return On Investment Statement

Gloria Floyd Elementary School will increase 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 Return on Investment (ROI) percentile ranking will increase by at least one percentage point.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Become more informed about the use of financial resources in relation to school programs.	Principal, Assistant Principal	8/20/07	6/05/08	Business Process Redesign	0
Collaborate with the district on resource allocation.	Principal, Assistant Principal	8/20/07	6/05/08	Business Process Redesign	0
Consider reconfiguration of existing resources or taking advantage of a broader base, e.g. grants, volunteer networks.	Principal, Assistant Principal	8/20/07	6/05/08	Business Process Redesign	0
Consider shared use of facilities, and partnering with community agencies.	Principal, Assistant Principal	8/20/07	6/05/08	Business Process Redesign	0

Research-Based Programs

None

Professional Development

None

Evaluation

This objective will be evaluated based on Gloria Floyd Elementary percentile ranking on the next State of Florida ROI index publication.

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
Reading	12000
Mathematics	12000
Writing	0
Science	0
Parental Involvement	0
Discipline & Safety	1500
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	500
Return On Investment	0
Total	26000



School Improvement Plan 2007-2008



Date of Review: _____

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

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