

School Name and Number : 4511 - Dr. Gilbert L. Porter Elementary School

School Performance Excellence Plan

Principal: Fredric G. Zerlin

Telephone #: (305) 382-0792

High School Feeder Pattern: 7781 - Felix Varela Senior

ACCESS Center Six

Board District #: 7 - Mr. Frank J. Cobo

Title I Budget and Waivers

This school is receiving Title I funding and its Title I Budget is appended to this document.

This school is currently operating under a waiver of state, school board, and/or labor contract mandate(s). The pertinent waiver(s) is/are appended to this document.



2003 - 2004 SCHOOL PERFORMANCE EXCELLENCE PLAN (SCHOOL IMPROVEMENT PLAN)

School Name: 4511 - Dr. Gilbert L. Porter Elementary School

School Performance Grades	2003	2002	2001	2000	1999
	<u>A</u>	<u>A</u>	<u>B</u>	<u>A</u>	<u>C</u>

Vision/Mission/Belief Statement(s):

VISION: It is Dr. Gilbert L. Porter Elementary School's vision to maximize its cultural diversity by offering the most comprehensive educational opportunities to every student, extending those same opportunities into the community, while continuing to be a hub and a beacon for the growth and development of each and every child that is served.

MISSION: It is the mission of Dr. Gilbert L. Porter Elementary School to create an environment that focuses on the child's strengths; to motivate parents, teachers, administrators, and non-instructional personnel to believe that, at "The School of Discovery," all children are allowed to explore the depths of their potential; and to create an environment for learning where every child succeeds.

Title I Schoolwide Program: No

Comprehensive School Reform Program: No

SACS Accreditation Process: No

School Profile/ Needs Assessment:

EXECUTIVE SUMMARY

Dr. Gilbert L. Porter Elementary School

Dr. Gilbert L. Porter Elementary School's multi-ethnic, multilingual population of 1284 students is located in an ever-growing suburban area. After analyzing and evaluating pertinent data such as the School Demographic and Academic Profile, Florida Comprehensive Assessment Test Performance data, Stanford Achievement Test reports, Florida Writing Assessment Tests results, School Report Card, School Improvement Plan results from 2002-2003, and the 2001-2002 Florida School Report, Dr. Gilbert L. Porter Elementary School, in conjunction with the Educational Excellence School Advisory Council, has identified the following objectives as schoolwide priorities for the 2003-2004 school year.

Given instruction using the Sunshine State Standards (SSS), students in grades three through five will increase their reading skills as evidenced by 72 percent of students reaching the state required mastery level, 71 percent making annual learning gains and 61 percent scoring in the lowest 25 percent making annual learning gains as documented by scores of the 2004 FCAT Reading test, while 31% of each subgroup identified in the NCLB requirements will score at state mastery level.

Given instruction using the Sunshine State Standards(SSS), Grade Level Expectations (GLE's), students in grade four will increase their writing skills as evidences by 92 percent of students reaching the state required mastery level as documented by scores of the 2004 FCAT Writing test.

Given instruction using Sunshine State Standards (SSS), students in grades three through five will increase their mathematics skills as evidenced by 70 percent of the students reaching the state required mastery level and 71 percent making annual learning gains as documented by scores of the 2004 FCAT Mathematics Test while 38% of each subgroup identified in the NCLB requirements will score at state mastery level.

Given instruction using the Sunshine State Standards (SSS) Grade Level Expectations (GLE's), students in grade five will increase their science skills as evidenced by students scoring a mean scale score of 304 as documented by scores of the 2004 FCAT Science Test.

In order to achieve these objectives, appropriate strategies have been suggested and planned by the school's stakeholders. Strategies to be implemented include responding to literature, promoting independent reading, incorporating career awareness, utilizing portfolio assessment, infusing technology throughout the curriculum, continuing staff development and monitoring the School Performance Excellence Plan. These strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Student Education (ESE) students.

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

1. ENVIRONMENT

1.1 Pedagogy

This item explores the teaching process at the school, including programs, services, and delivery systems.

Major Programs:

- Sunshine State Standards
- Competency-Based Curriculum
- Comprehensive Reading Plan
- Comprehensive Mathematics and Science Plan

Additional Delivery Models:

Dr. Gilbert L. Porter Elementary provides basic educational services based on the Sunshine State Standards and the Competency-Based Curriculum to students in pre-kindergarten through fifth grade. Additionally, through the Exceptional Student Education department, services are provided for the students with disabilities and gifted students. Along with the Sunshine State Standards and the Competency-Based Curriculum, instruction is provided through the Comprehensive Reading Plan, Comprehensive Math and Science Plan, Drug Awareness Resistance Education (DARE) Program, Project Plus Program and other bilingual programs. Learning is extended beyond regular school hours through the After-School Enrichment Program. This program provides tutoring, SSS enhancement, assistance with homework as well as classes in computers, music, dance, drama, and team sports.

Student Services:

Support Services are provided to the students by the counselors. This includes the use of Project P.R.O.U.D. (Peacefully Resolving Our Unsettled Differences) and Project P.I.N. (Proudly Infusing Nonviolence). In addition, counselors are scheduled into each classroom once a week for general counseling. They also have special concern groups that meet weekly as well as individuals who need one on one counseling. Consultations are held twice a year with each classroom teacher to review every child's progress. At these consultative meetings, students are identified for academic concerns, emotional concerns and social concerns. Action is recommended based on the needs delineated for each student identified. Follow-up and monitoring of services being provided is done to ensure that each student receives the program that would best suit his or her needs.

1.2 Culture

This item explores the culture of the school, included are the vision, mission, and core values of the school.

Vision:

It is Dr. Gilbert L. Porter Elementary School's vision to maximize its cultural diversity by offering the most comprehensive educational opportunities to every student, extending those same opportunities into the community, while continuing to be a hub and a beacon for the growth and development of each and every child that is served.

Mission:

It is the mission of Dr. Gilbert L. Porter Elementary School to create an environment that focuses on the child's strengths; to motivate parents, teachers, administrators, and non-instructional personnel to believe that, at "The School of Discovery," all children are allowed to explore the depths of their potential; and to create an environment for learning where every child succeeds.

Core Values:

Vision Statement:

It is Dr. Gilbert L. Porter Elementary's vision to maximize its cultural diversity by offering the most comprehensive educational opportunities to every student, extending those same opportunities into the community, while continuing to be a hub and a beacon for the growth and development of each and every child that we service.

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

Mission Statement:

It is the mission of Dr. Gilbert L. Porter Elementary School to create an environment that focuses on the child's strengths; to motivate parents, teachers, administrators, and non-instructional personnel to believe that at "The School of Discovery," all children are allowed to explore the depths of their potential; and to create an environment for learning where every child succeeds.

Core Values:

Dr. Gilbert L. Porter Elementary has dedicated itself to the children and staff. The life, well being and ability to learn of each student in the school is valued. A high performance level as well as high standards from each staff member is valued. Additionally, our commitment to serving the entire child - socially, emotionally, academically - is valued.

1.3 Human Resources

This item describes the people who carry out the work of the school.

Dr. Gilbert L. Porter Elementary employs a staff of 94 full-time and 40 part-time members. This group consists of three administrators, 60 classroom teachers, six ESE teachers, one full-time media specialist, one full-time para-professional, four part-time paraprofessionals thirteen custodial/service workers, two counselors, and ten clerical service providers. Sixty-four percent of the instructional staff have advanced degrees. The teaching staff averages ten years of teaching experience in the state of Florida. Presently, there is one teacher new to the school.

1.4 Building Resources

This item explores budgetary commitments for facilities, technologies, and equipment.

Dr. Gilbert L. Porter Elementary is a fourteen-year-old facility located on six acres at 15851 SW 112 Street in southwest Miami-Dade County. The main campus consists of eight buildings housing 47 classrooms. The 2003 -2004 percent of utilization is 100%. Adjacent to the main building is a six-year old Primary Learning Center, which houses an additional ten classrooms. There is one portable on the premises, which is used as a science lab. There is a full service media center, which houses a closed circuit television studio and a newly remodeled computer lab. The school is 100% wired for internet/intranet access and approximately 99% of the staff has access to electronic mail. There are currently 339 computers between the two campuses with an average of five computers per classroom, as well as television presenters (equipment that allows for the displaying of computer activities on television) for each class from grades two through five. Teacher's workrooms have been wired for telephone usage, and the amount of telephone lines has increased from four to ten. A voice mail system is in place for parents to contact teachers and other staff members. The school has placed courtyard benches in its main courtyard. These benches seat approximately 700 students. There has also been the creation of various gardens (butterfly garden, reading garden, Saturn Courtyard, and two patios) around the main campus. A parking lot has been added between the main campus and the Primary Learning Center. The cafetorium has recently been equipped with state of the art lighting and sound equipment. Various types of athletic equipment have been purchased and there is a one ball to two students ratio. The music department has recently purchased three new violas and three new clarinets for the orchestra. As the year progresses, we intend to purchase some flutes.

1.5 Constraints

This item explores standards, laws, and rules that strongly influence the school to take action.

Please refer to Appendix A and B for legislative issues.

2. RELATIONSHIPS

2.1 Student

This item explores the unique requirements, expectations, and needs of the key student groups.

Dr. Gilbert L. Porter Elementary serves 1284 students from the surrounding neighborhood, including standard curriculum students (79 percent), Limited English proficient (LEP) students (16 percent) and students receiving free or reduced-price meals (38 percent). The ethnic/racial makeup of the student population is 74 percent Hispanic, 15 percent White, 6 percent African American and 5 percent Asian/Indian/Multicultural. The mobility rate of the school is 26 percent.

To serve the needs of the community of working single parent or two parent households, the Enrichment Program's offering of before school care and after

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

school care is highly utilized. These programs are two-fold. They not only offer the needed care, but also tutorial, home-learning assistance, and SSS skills improvement classes. Additionally, students artistically inclined have the opportunity to participate in team sports, dance groups, drama and Stellar Strings instruction. Throughout the year the Porter Dancers, Saturn Singers, and Stellar Strings perform at school assemblies. The Porter Players drama club has an annual theatrical performance.

2.2 Stakeholder

This item explores the unique requirements, expectations, and needs of the key stakeholder groups, including parents/caregivers and the surrounding community/businesses.

Dr. Gilbert L. Porter Elementary endeavors to form a partnership with the community. Each year, either a Parent-Teacher Association (PTA) sponsored breakfast or dinner is planned for parents to come to school and meet the principal. These are usually scheduled on Saturdays to encourage optimum parent participation. Teachers are also encouraged to attend. Flyers are sent home to notify the parents. These have been extremely popular in the community, especially for those new to the school. There is always a full house.

In addition, the (PTA) and the guidance department jointly offer quarterly Parent-Awareness Meetings in the evenings. Each meeting focuses on a different topic. These may include parenting skills, helpful hints in disciplining children, how to assist in home-learning, and in understanding and preparing for the SSS.

In its efforts to keep the community well informed a Curriculum Fair is offered annually, where again, parents are invited to visit the school on Saturday. Teachers representing each grade level give presentations showcasing textbooks, and curriculum used, do sample lessons, and give tips on how to best help their child at home.

Career Day is a popular and informative venture. The counselors coordinate this event with the help of the parents and community. A survey is sent soliciting parents' assistance to share information about their occupation with the students. The Fire and Police Department in the community are also included.

The community also enjoys the benefits of using the school as a meeting place for the Girl Scouts of America on Monday nights, in addition to before and after school care services for 321 students daily through the school-run program.

2.3 Human Resources

This item explores the unique requirements, expectations, and needs of the faculty and staff.

Please refer to Staff Development (Appendex C).

2.4 Supplier and Partner

This item explores the unique requirements, expectations, and needs of the key supplier groups, including providers of goods and services such as social services, food, transportation, and key partners such as other schools, workforce connections, and community connections.

Dr. Gilbert L. Porter Elementary enjoys a collaborative relationship with Florida International and Nova Southeastern University. Students from the universities are given field experience opportunities in the classroom that includes tutoring, buddy-reading, and mentoring for Porter's at-risk students. Simultaneously, teachers at Porter provide supervision and guidance to the university students.

Almost all students leaving Porter after fifth grade will attend Hammocks Middle School. The staff from Porter works closely with the Hammocks Middle School on articulation issues to ensure that entering sixth graders are prepared with the background they need to be successful in middle school.

Porter's active commitment to the community has recruited numerous business partnerships that provide the students with incentives for the various on-going programs to improve reading, attendance, honor roll and discipline. Porter's invaluable community partners include: Publix, Domino's Pizza, Winn-Dixie, Hair Cuttery, Amici's Pizza, Block Buster Video, Don Carters Kendale Lanes, Regal Cinemas, Target, Tony Roma's, Longhorn Steakhouse, Mailboxes etc., Macaroni Grill, Chili's and Shells. Their exemplary support for the educational goals permeates throughout the entire school community.

Aside from the Dade-Partners, Dr. Gilbert L. Porter Elementary enjoys a prodigious turnout of volunteers, having logged more than 10,000 volunteer hours for

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

the past ten years. An award was received for this accomplishment for the 2002-2003 school year. Volunteers help teachers in the classroom with tutoring, mentoring, and in any capacity a teacher may deem necessary. Their help has been an integral part in the success of the school.

3. COMPETITION

3.1 Position:

This item explores the competitive position and explores the factors which strongly influence students to enroll at this school instead of a competing school.

Dr. Gilbert L. Porter Elementary School has consistently grown over the past several years to the present enrollment of 1284. The Florida Department of Education grades Porter as an A school. Porter is proud of its numerous awards and honors. Porter was a National finalist for the Blue Ribbon Schools of Excellence Award. The Commissioner of Education presented Porter with the Florida School of Recognition Award. The Stellar Strings Orchestral group placed high in state competition. Porter has been honored by the United Way for consistently achieving above and beyond district expectations. Porter has had several staff members as region and/or district award nominees, including, "Principal of the Year," "Exceptional Student Education (ESE) Principal of the Year," "Office Employee of the Year" and "Paraprofessional of the Year." Another award Porter is proud of is The Golden School Award for more than 10,000 hours of volunteer work for thirteen consecutive years.

3.2 Competitors

This item explores the alternate schools available to students.

Our Lady of Lourdes Catholic Elementary School is close to the boundary of Dr. Gilbert L. Porter Elementary School. Lourdes is not approved by the Florida Department of Education to receive vouchers. There are two charter schools which impact Porter's enrollment: Archimedean Academy and Spiral Tech Elementary Charter School. Dr. Gilbert L. Porter Elementary School is a target school for the Expressive Arts Center magnet program at R.R. Moton Elementary School. With the Florida Department of Education's A grade and the extensive After School menu of programs offered, Dr. Gilbert L. Porter Elementary remains the school of choice in the community.

3.3 Mode

This item explores the Critical Success Factors for the areas identified by the school as being essential to the achievement of the vision/mission of the school.

Dr. Gilbert L Porter Elementary School encourages a collaborative leadership style that includes representatives from all stakeholder groups on its Educational Excellence School Advisory Council (EESAC). An Administrative Cabinet helps advise and communicate the pulse of the school. Porter's principal provides the financial and technical support as well as professional growth opportunities that groups need in order to provide quality educational experiences for the students.

3.4 Dynamics

This item explores the changing threats and opportunities to which the school must respond.

Enrollment at Dr. Gilbert L. Porter Elementary School has consistently increased since its opening fourteen years ago. Recent boundary changes included Porter annexing part of Jack D. Gordon Elementary School's boundary. This factor, among others, have helped to increase Porter's enrollment. Porter's creative principal continues to procure funds for school program needs. Porter maintains a progressive technology program. Each classroom utilizes several Internet ready stations in addition to the school's centrally located computer laboratory. Porter continues to collaborate with a myriad of businesses in the community.

4. CHALLENGES

4.1 Learning

This item explores the challenges the school faces in providing educational activities that result in student learning.

Dr. Gilbert L. Porter Elementary School has identified several challenges in learning. Among these are:

16% of the students at Porter start school with no English communication skills, needing English as a Second Language (ESOL) instruction. Even after exiting the program, they may continue to experience second language acquisition problems in language arts, which hinders their progress in this area and also in comprehension of other areas of instruction.

The continued growth of the surrounding neighborhoods has resulted in capacity classrooms. Efforts have been made to reduce class sizes in fourth and fifth

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

grade by providing extra teachers to provide more intensive instruction to those children indicating such a need.

A large percentage of students come from two working or single working parent families. These parents work at some distance from the neighborhood, which is a suburb on the far edges of a large metropolis. Due to this distance, students are often out of contact with their parents for the majority of their wakened hours. Some of these parents often are totally uninvolved in the child's school life, and do little to offer support to the school and the child's involvement in school.

Another large segment of the students live in multi-family homes, which often does not allow the child enough individual attention from his or her caretaker/guardian.

26% of Porter students are from transient families, coming and going abruptly during the school year, which has a deleterious effect on their school progress.

4.2 Faculty

This item explores the challenges the school faces in ensuring the quality of teachers, providing for the satisfaction of the faculty, and the challenges the school faces in the delivery of educational programs.

Dr. Gilbert L. Porter Elementary School has identified several issues concerning challenges in relationships with faculty. Among these are:

Classrooms are growing as the surrounding neighborhoods continue to grow.

Teachers have telephones in their classrooms to call the main office. In their workroom, they have access to telephones that can communicate with the main office, other classrooms and connect to an outside line. To enhance communication between home and school, voice mail for teachers is available and encouraged. Teachers also have access to the world wide web and can communicate with parents through that avenue.

Each classroom has at least five computers; some are equipped with more. The bilingual classrooms have between four and ten computers as part of the Compass Learning Program. The media center has a computer lab and at least eight other computers.

At Porter there are sufficient materials purchased. To date, there are sufficient texts available for every student in every subject. Classroom teachers have overhead projectors, tape recorders, record players, listening stations, television sets for viewing closed-circuit television or set stations with educational programs and video cassette players.

Standardized Testing results have shown a need to emphasize critical thinking skills in reading and algebraic thinking and data analysis in mathematics. Teachers at Porter have indicated a need for assistance from the district in providing for alternative instructional strategies for remediating students. This assistance would include providing instruction and demonstrations.

4.3 Operational and External Forces

This item explores the challenges the school faces in internal daily operations and in interactions with the surrounding community.

At Dr. Gilbert L. Porter Elementary School, several issues concerning challenges in relationships with Operational and External Forces have been identified. They are:

The mobility rate of the families having an adverse effect on student achievement; the large percentage of LEP and exited ESOL students at Porter that have an effect upon the level of achievement in language arts, as some exited students continue to experience interference with the second language comprehension; the large number of students who come from dual working parent or single working parent homes who do not receive the parental support needed due to the small amount of time they spend with their children; the amount of time between purchasing materials from M-DCPS-approved vendors and receiving the materials; and the number of multi-family households that attend Porter.

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

4.4 Process Improvement

This item explores the challenges the school faces in improving educational program design, student support services, operational and strategic planning processes, cycle time, data usage, and organizational learning.

Dr. Gilbert L. Porter Elementary School has identified the following issues concerning challenges in Process Improvement: SSS scores indicate a need to provide more intensive language arts instruction to all ESOL and exited ESOL students; SSS scores indicate a necessity for instructional focus on critical thinking skills and higher level thinking skills in reading, and algebraic thinking and data analysis in mathematics; teachers and parents express a concern about placing students in classes, especially kindergarten students, before (ESOL) testing, resulting in movement of students after they have established student-teacher relationships. (This is especially true at the beginning of the school year, when massive class transfers must be done.); the length of time between referral and eventual placement of students who have indicated a need for adaptive instruction is considered too long by parents; and the length of time between district mandating of programs and training of staff members who are to implement the programs.

5. IMPROVEMENT

5.1 Education Design and Support Processes

This item explores the methods the school is using to address the Opportunities For Improvement that were identified in item 4. CHALLENGES, 4.1 Learning.

Dr. Gilbert L. Porter Elementary School has identified several issues concerning improvement in educational design and support process improvement.

Teacher surveys indicate a lack of money to purchase necessary supplies, materials and incentives needed to support creative behavior incentive programs and/or science hands-on activities in the class. An analysis of Student Case Management reports for the 2002-2003 school year indicates numerous incidents related to a lack of conflict resolution skills. There were violations occurring in the categories general disruptive conduct, fighting, provocative language and rude and discourteous behavior. In order to address this need, Porter will participate in the Project P.R.O.U.D. (Peacefully Resolving Our Unsettled Differences) Program and the Project P.I.N. (Proudly Infusing Non-violence) Program. Four faculty members have been selected as school-site facilitators. This program will involve training second through fifth grade students to serve as peer mediators.

5.2 Education Delivery Process

This item explores the methods the school is using to address the Opportunities For Improvement that were identified in item 4. CHALLENGES, 4.2 Faculty.

Dr. Gilbert L. Porter Elementary School has identified several issues concerning improvement in educational delivery process.

First, with a 16% (ESOL/LEP) population, it is essential to continue to address the reading comprehension skills of these students. As they exit the (ESOL) program, many times their oral language skills are ahead of their comprehension skills, which may impact their performance. In order to address this need, Porter will use a model in first through fifth grades, which spreads the (LEP) students amongst the ESOL-endorsed teachers, rather than using a pullout model. Level I and II students with a monolingual teacher receive Curriculum Content in the Home Language(CCHL)services. It is hoped that this will enable the instructional program to focus on reading comprehension rather than on an oral language program.

The scores from the 2002-2003 SSS Reading test indicate that 31% of the students in grades three through five did not meet high standards in reading. In order to address this need, Porter has set up an additional homeroom section in second through fifth grade classrooms. These homeroom classes will hold an identified group of low-performing students who need additional support in the basic skills areas of mathematics and reading. Moreover, these classes offer an exceptional student/teacher ratio of 20:1.

Third, analysis of the Professional Assessment Comprehensive Evaluation System (PACES) and SSS Reading Comprehension scores indicate that teachers need to increase their efficacy in providing students with skills to enable thinking. Porter will arrange for services to train teachers in thinking skills education. This training will be provided on professional development days.

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

5.3 Operational and External Forces Processes

This item explores the methods the school is using to address the Opportunities For Improvement that were identified in item 4. CHALLENGES, 4.3 Operational and External Forces.

Dr. Gilbert L. Porter Elementary School has identified several issues concerning Operational and External Forces.

One issue is the large number of (LEP) students entering the school from Argentina and other Latin-American countries. In order to address this concern, Porter has been successful in creating small self-contained classes in second, third, fourth and fifth grades that provide intensive language arts instruction to levels I and II ESOL students. In addition there are a large number of classes staffed with ESOL-endorsed teachers to assimilate level III and IV ESOL students in grades kindergarten through fifth grades. Bilingual services have been offered to parents throughout the school community. Official notifications and communications are generally done in Spanish and English.

Yet another issue is the frequency with which some of the students take extended trips to South America for a variety of reasons. This has led to excessive absences, which many times have seriously impacted student performances. In order to address these concerns, Porter has taken measures to raise parent awareness via newsletters, L & R Communication announcements and accurate reporting of these absences as unexcused if appropriate. Parents are encouraged to make sensible decisions regarding student withdrawals if they anticipate extended absences due to travel outside of the country.

5.4 Organizational Processes

This item explores the methods the school is using to address the Opportunities For Improvement that were identified in item 4. CHALLENGES, 4.4 Process Improvement.

Dr. Gilbert L. Porter Elementary School has identified several issues concerning challenges in process improvement. Among these are student scores on the SSS Reading test indicating that 31% of students in grades three through five did not meet high standards in reading, specifically the ESE and LEP students. In order to address this need, Porter has made several personnel moves that is felt will bolster the third grade team. Additionally, a second grade and a third grade basic skills homeroom class with 20 students each have been created to provide these students with more intensive instruction in the language arts-reading area. Finally, the ESOL Level I and II students in grades two, three, four and five are placed in small classes to provide them with more intensive instruction in all curriculum areas, especially language arts.

Also, the Enrichment Program will offers an after school tutorial model for students in grades three, four and five. The reading leaders will provide support and "Best Practices" modeling to assist with the reading concerns.

A schedule, which has been prepared and distributed to faculty, includes frequent grade level and grade chairpersons meetings. It is felt that close monitoring of teacher/student needs and concerns will be possible through better and more frequent communication.

School Profile/ Needs Assessment: (continued)

OVERALL ANALYSIS OF ASSISTANCE PROVIDED BY EESAC

The following information will explain how the EESAC has assisted in the preparation of the School PEP relative to the following issues:

Budget:

The EESAC reviewed the school budget and made recommendations for expenditures relating to increasing technology infusion and providing for small classes for students scoring at the lowest quartile.

Training:

The EESAC recommended training in technology and science.

Instructional Materials:

The EESAC recommended purchasing materials and equipment to facilitate technology infusion in the classroom and increased hands on science instruction.

Technology:

The EESAC recommended increasing the number of computers in the classroom, adapting the school to wireless transmission and more classroom teacher training in infusing technology in the classroom.

Staffing:

The EESAC recommended the creation of small basic classrooms with a teacher-student ratio of 1:20 for grades two through five for the students scoring in the lowest 25%ile of the SSS reading tests; and continuing with the part time paraprofessional in the science exploration lab when teachers are scheduled to use it.

Student Support Services:

The EESAC recommended weekly counseling sessions with every classroom in addition to small groups based on specific concerns and one on one counseling.

School Safety and Discipline:

The EESAC recommended continued use of the safety facilitators and a structured dismissal plan for bus students and car-pool students.

Other Matters of Resource Allocation:

There were no other resource allocations that the EESAC committee made for the curriculum planning at this time.

Benchmarking:

The EESAC recommended the continuation of the practice of holding focus meetings with each individual classroom teacher at the beginning of the year, and the sharing of Best Practices among faculty members by submitting written descriptions to be kept in a notebook accessible to all faculty members.

School Data Summary: (compare the last 5 years, if available)

ACCOUNTABILITY DATA

School Performance Grades

2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
A	A	B	A	C

2002-2003	Reading	Math	Writing	Grade Points
% Meeting High Standards	69	67	89	225
% Making Learning Gains	68	68		136
Adequate Progress of Lowest 25% in the school?	58			58
Total School Grade Points	195	135	89	419

2001-2002	Reading	Math	Writing	Grade Points
% Meeting High Standards	68	66	72	206
% Making Learning Gains	70	79		149
Adequate Progress of Lowest 25% in the school?	75			75
Total School Grade Points	213	145	72	430

School Data Summary: (compare the last 5 years, if available)

FCAT Sunshine State Standards (SSS) (all curriculum groups)

Grade Level: 03

Year	Reading							Mathematics						
	Number of students tested	Mean Score	1	2	3	4	5	Number of students tested	Mean Score	1	2	3	4	5
2002-2003	201	299	22	16	35	21	5	201	316	14	17	35	27	7
2001-2002	239	299	20	14	39	21	6	239	314	14	15	40	26	5
2000-2001	214	296						212	294					

Grade Level: 04

Year	Reading							Mathematics						
	Number of students tested	Mean Score	1	2	3	4	5	Number of students tested	Mean Score	1	2	3	4	5
2002-2003	239	306	23	17	33	20	8	239	297	21	28	35	13	4
2001-2002	255	300	31	15	28	19	8	254	292	25	30	29	12	4
2000-2001	233	294	29	21	27	17	6	233	280					
1999-2000	207	300	30	14	26	24	6							
1998-1999	181	287	36	20	29	14	1							

School Data Summary: (compare the last 5 years, if available)

FCAT Sunshine State Standards (SSS) (all curriculum groups)

Grade Level: 05

Year	Reading					Mathematics								
	Number of students tested	Mean Score	1	2	3	4	5	Number of students tested	Mean Score	1	2	3	4	5
2002-2003	247	294	23	18	30	25	4	247	336	17	21	27	24	11
2001-2002	265	288	26	19	28	23	3	265	330	17	26	23	23	11
2000-2001	241	286						241	330	19	26	21	24	10
1999-2000								202	324	22	29	21	15	13
1998-1999								223	314	19	40	26	14	0

School Data Summary: (compare the last 5 years, if available)

FCAT Writing (all curriculum groups)

Grade Level: 04

Test Prompt: Combined

Year	Number of students	Mean Score	Percent of Students in Each Score										
			1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0
2002-2003	235	3.8	0	0	0	5	16	21	35	14	6	3	0
2001-2002	250	3.3	1	0	10	6	28	15	17	7	10	0	2
2000-2001	226	3.6	4	0	5	2	29	11	28	8	12	0	1
1999-2000	211	3.6	1	0	8	5	19	15	19	9	15	1	3
1998-1999	182	3	3	3	13	9	27	18	20	3	1	0	0

Test Prompt: Expository

Year	Number of students	Mean Score	Percent of Students in Each Score										
			1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0
2002-2003	119	3.6	0	0	0	6	22	27	24	14	3	2	0
2001-2002	127	3.2	1	0	14	8	30	17	13	3	7	0	3
2000-2001	116	3.6	3	0	3	3	28	11	31	9	10	0	1
1999-2000	105	3.6	2	0	12	5	24	7	21	6	15	2	5
1998-1999	89	2.8	4	3	18	17	28	13	10	2	1	0	0

School Data Summary: (compare the last 5 years, if available)

FCAT Writing (all curriculum groups)

Grade Level: 04

Test Prompt: Narrative

Year	Number of students	Mean Score	Percent of Students in Each Score										
			1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0
2002-2003	116	4	0	0	0	3	10	15	46	13	8	3	1
2001-2002	123	3.5	2	0	7	4	26	12	20	11	12	1	1
2000-2001	110	3.5	5	0	6	1	31	10	25	6	13	1	1
1999-2000	106	3.6	1	0	3	5	14	24	17	13	15	1	2
1998-1999	93	3.3	1	3	9	2	27	23	29	4	1	0	0

School Name: Dr. Gilbert L. Porter Elementary School

District Name: Miami-Dade County Public Schools

Performance Grade: A

School Performance Excellence Goal: # 1 : Reading

Aligns with District Goal # 1 2 3

State Goal #: 3 4 6 8

National Goal #: N/A

Other : See below

Principles of School Performance Excellence

1	2	3	4	5	6	7
School Leadership	Strategic Planning for School Improvement	Student and Stakeholder Relationships	Data-Driven Decision-Making	Human Resource Focus	Educational Design, Services, and Support	Performance Results
()	(x)	(x)	(x)	(x)	()	(x)

Needs Assessment

Scores on the 2003 FCAT Reading Test indicated that 69 percent of students have met the state required mastery level, 68 percent have made learning gains and 58 percent, 8 percent more than the required 50 percent, of students scoring in the lowest 25 percent have made annual learning gains.

Objective

Given instruction using the Sunshine State Standards (SSS), students in grades three through five will increase their reading skills as evidenced by 72 percent of students reaching the state required mastery level, 71 percent making annual learning gains and 61 percent scoring in the lowest 25 percent making annual learning gains as documented by scores of the 2004 FCAT Reading test, while 31% of each subgroup identified in the NCLB requirements will score at state mastery level.

Definition of Adequate Progress:

Adequate progress will be deemed to have been achieved if 72 percent of the students reach the state required mastery level, if 71 percent make annual learning gains, and if 61 percent scoring in the lowest 25 percent make annual learning gains in the 2004 FCAT Reading test.

Evaluation:

This objective will be evaluated by scores of the 2004 FCAT Reading test. Quarterly reports will provide formative assessment which will be used to monitor progress toward the objective.

SAC members involved in the development of this objective:

Names:	Names:	Names:
Zerlin, Fredric G	Bowers, David B	
Cooper, Benjamin		
Porras, Patricia		
Ramos, Maria		

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . Continue to implement the Competency-Based Curriculum and the Sunshine State Standards in the area of Reading.	Teachers, *Assistant Principals	Accelerated Reader Books, Software, Textbooks, STAR Reading, Computers, Library books, Trade books, SRA Kits	Sep. '03	Jun. '04
2 . Utilize the computer-assisted instruction to promote Accelerated Reader, FCAT Explorer, Riverdeep, and internet research projects.	*Technology Instructor, Classroom teacher, *Assistant principals	Computer, Accelerated Reader Books, Software	Sep. '03	Jun. '04
3 . Provide K-5 teachers with staff development in integrating technology, utilizing software provided by the adopted reading/language arts basal series, CRISS and other reading/language arts Best Practices.	Teachers, Assistant Principals, *Technology instructors	Reading textbooks, CRISS Manuals, Best Practices notebook	Sep. '03	Jun. '04
4 . Continue to provide small-group tutoring and self-contained basic skills classrooms as the delivery model for students scoring in the lowest quartile on the FCAT.	Classroom teacher, *Assistant principal	Blast-Off to Reading workbooks, AIM Higher workbooks	Sep. '03	Jun. '04
5 . Schedule curriculum focus sessions with each second through fifth grade teacher in September to analyze trends and target strategies based on student performance data administered at the beginning of the school year and the previous school year.	Reading Leaders, *Curriculum Specialist, Assistant Principals	School testing data, Charts	Sep. '03	Jun. '04
6 . Provide lower class size (1-18) to LEP students as well as the utilization of the Jostens software program.	*Assistant Principal, Technology Instructor, Bilingual Chairperson	Jostens Software and Hardware, ESOL textbooks and reading materials	Sep. '03	Jun. '04

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
7. Provide ESE students with incentives for increase use of the FCAT Explorer program, AR as well as other appropriate software.	*Technology Instructor, Media Specialist, ESE Teachers, Assistant Principal	FCAT Explorer, AR, M-DCPS student portal	Sep. '03	Jun. '04
8. Implement strategies to meet testing standards for all NCLB subgroups	Classroom teachers, Assistant Principals, Curriculum Specialist	Computer, Reading Textbooks, CRISS Manuals, Best Practices Notebooks, Blast-Off to Reading Workbooks, AIM Higher Workbooks	Sep. '03	Jun. '04

Strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Education students (ESE). All staff members will participate in the implementation of this plan.

School Name: Dr. Gilbert L. Porter Elementary School

District Name: Miami-Dade County Public Schools

Performance Grade: A

School Performance Excellence Goal: # 2 : Writing

Aligns with District Goal # 1 2 3

State Goal #: 3 4 6 8

National Goal #: N/A

Other : See below

Principles of School Performance Excellence

1	2	3	4	5	6	7
School Leadership	Strategic Planning for School Improvement	Student and Stakeholder Relationships	Data-Driven Decision-Making	Human Resource Focus	Educational Design, Services, and Support	Performance Results
()	(x)	(x)	(x)	(x)	()	(x)

Needs Assessment

Results of the 2003 FCAT Writing test indicates that 89 percent of students have met the state required mastery level.

Objective

Given instruction using the Sunshine State Standards(SSS), Grade Level Expectations (GLE's), students in grade four will increase their writing skills as evidences by 92 percent of students reaching the state required mastery level as documented by scores of the 2004 FCAT Writing test.

Definition of Adequate Progress:

Adequate progress will be deemed to have been achieved if 92 percent of the students reach the state required mastery level on the 2004 FCAT Writing Test.

Evaluation:

The objective will be evaluated by scores of the 2004 FCAT Writing test. Quarterly reports will provide formative assessment which will be used to monitor progress toward the objective.

SAC members involved in the development of this objective:

Names:		Names:		Names:	
Zerlin, Fredric G		Bowers, David B			
Cooper, Benjamin					
Boulos, Jamy					
Porras, Patricia					

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . Continue to implement the Competency-Based Curriculum and the Sunshine State Standards in the area of Writing.	Classroom teachers, *Assistant Principal	Textbooks, AIM Higher workbooks, Blast-Off workbooks, Florida Writes Workbook	Sep. '03	Jun. '04
2 . Schedule the SSS Writes focus sessions with each third and fourth grade teacher in September to analyze trends and target strategies based on student performance data gathered in September 2003 and the previous school year.	Reading Leaders, Curriculum Specialist, *Assistant Principals	School testing data, Charts	Sep. '03	Jun. '04
3 . Model effective writing techniques by providing monthly writing prompts and providing feedback to the students relative to their writing performance.	Classroom teachers, *Reading Leaders, Assistant Principals	Writers Handbook, School textbooks	Sep. '03	Jun. '04
4 . Provide on-site professional development activities in writing and provide assistance in standardizing the holistic scoring rubric used for FCAT Writes.	Assistant Principals, *Reading Leaders	School textbooks	Sep. '03	Jun. '04
5 . Identify a target group of students comprising the lowest scoring on the SSS Writing Test and/or other academic indicators and provide them with intensive instruction in the SSS GLEs.	Classroom teacher, Assistant principal *Curriculum Specialist	School textbooks, Blast-Off Workbooks	Sep. '03	Jun. '04

Strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Education students (ESE). All staff members will participate in the implementation of this plan.

School Name: Dr. Gilbert L. Porter Elementary School

District Name: Miami-Dade County Public Schools

Performance Grade: A

School Performance Excellence Goal: # 3 : Mathematics

Aligns with District Goal # 1 2 3

State Goal #: 3 4 6 8

National Goal #: N/A

Other : See below

Principles of School Performance Excellence

1	2	3	4	5	6	7
School Leadership	Strategic Planning for School Improvement	Student and Stakeholder Relationships	Data-Driven Decision-Making	Human Resource Focus	Educational Design, Services, and Support	Performance Results
()	(x)	(x)	(x)	(x)	()	(x)

Needs Assessment

Result of the 2003 FCAT Mathematics test indicate that 67 percent of students have met the state required mastery level and that 68 percent have made annual learning gains.

Objective

Given instruction using Sunshine State Standards (SSS), students in grades three through five will increase their mathematics skills as evidenced by 70 percent of the students reaching the state required mastery level and 71 percent making annual learning gains as documented by scores of the 2004 FCAT Mathematics Test while 38% of each subgroup identified in the NCLB requirements will score at state mastery level.

Definition of Adequate Progress:

Adequate progress will be deemed to have been achieved if 70 percent of students reach the state required mastery level and if 71 percent make annual learning gains in the 2004 FCAT Mathematics test.

Evaluation:

This objective will be evaluated by scores of the 2004 FCAT Mathematics test. Quarterly reports will provide formative assessment which will be used to monitor progress towards the objective.

SAC members involved in the development of this objective:

Names:		Names:		Names:	
Zerlin, Fredric G		Bowers, David B			
Cooper, Benjamin					
Schienberg, Leigh					
Boulos, Jamy					

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . Continue to implement the Competency-Based Curriculum and Sunshine State Standards in the area of Mathematics.	Classroom teachers, *Assistant Principal	School textbooks, AIM Higher workbooks, Math Advantage workbooks	Sep. '03	Jun. '04
2 . Continue to implement the Comprehensive Mathematics and Science Plan.	Curriculum Specialist, Classroom Teachers, *Assistant Principals	School textbooks, AIM Higher workbooks, Math Advantage workbooks	Sep. '03	Jun. '04
3 . Schedule the curriculum focus sessions with each second through fifth grade teacher in September 2003 to analyze trends and target strategies based on student data collected.	Reading Leaders, Curriculum Specialist, *Assistant Principals	School testing data, Charts	Sep. '03	Jun. '04
4 . Utilize the Curriculum Specialist to provide demonstration lessons, curriculum guidance and on-going staff development in mathematics.	*Curriculum Specialist, Assistant Principals	Test Item and Performance Task Specifications, AIM Higher workbook, Math Bank	Sep. '03	Jun. '04
5 . Identify a target group of students comprised of the lowest scoring ten percent on the SSS Mathematics Test and provide intensive instruction in the SSS GLEs.	Classroom teachers, *Assistant Principals	School textbooks, School testing data, Blast-Off to Math	Sep. '03	Jun. '04
6 . Provide mathematics instruction in an inclusion setting for ESE students to increase achievement level.	*Assistant Principal, ESE Teachers, Classroom Teachers	Reorganization of personnel for Math Inclusion Model	Sep. '03	Jun. '04

Strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Education students (ESE). All staff members will participate in the implementation of this plan.

School Name: Dr. Gilbert L. Porter Elementary School

District Name: Miami-Dade County Public Schools

Performance Grade: A

School Performance Excellence Goal: # 4 : Science

Aligns with District Goal # 1 2 3

State Goal #: 3 4 6 8

National Goal #: N/A

Other : See below

Principles of School Performance Excellence

1	2	3	4	5	6	7
School Leadership	Strategic Planning for School Improvement	Student and Stakeholder Relationships	Data-Driven Decision-Making	Human Resource Focus	Educational Design, Services, and Support	Performance Results
(x)	(x)	(x)	(x)	(x)	()	(x)

Needs Assessment

Scores on the 2003 FCAT Science test indicate that the average score of 302 was higher than the district mean score of 270 and the state mean score of 285.

Objective

Given instruction using the Sunshine State Standards (SSS) Grade Level Expectations (GLE's), students in grade five will increase their science skills as evidenced by students scoring a mean scale score of 304 as documented by scores of the 2004 FCAT Science Test.

Definition of Adequate Progress:

Adequate progress will be deemed to have been achieved if students score a mean scale score of 304 on the 2004 FCAT Science Test.

Evaluation:

The objective will be evaluated by scores of the 2004 FCAT Science Test. Quarterly reports will provide formative assessment which will be used to monitor progress toward the objective.

SAC members involved in the development of this objective:

Names:		Names:		Names:	
Zerlin, Fredric G		Bowers, David B			
Cooper, Benjamin					
Ramos, Maria					
Porras, Patricia					

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . Continue to implement the Competency-Based Curriculum and Sunshine State Standards in the area of Science.	Curriculum Specialist, Classroom Teachers, *Assistant Principals	School textbooks, FOSS kits, Science Exploration Lab	Sep. '03	Jun. '04
2 . Continue to implement the Comprehensive Mathematics and Science Plan.	Classroom teachers, Curriculum Specialist, *Assistant Principals	School textbooks, FOSS kits, Science Exploration Lab	Sep. '03	Jun. '04
3 . Provide a hands-on science investigation laboratory for student to utilize one to two times a week.	Classroom teachers, Curriculum Specialist, Paraprofessional, *Assistant Principals	Science Exploration Lab	Sep. '03	Jun. '04
4 . Utilize the Curriculum Specialist to provide demonstration lessons, curriculum guidance and on-going staff development in science.	Curriculum Specialist, *Assistant Principals	School textbooks, FOSS kits, Science Exploration Lab	Sep. '03	Jun. '04
5 . Incorporate state-of-the-art computer software into science lessons to strengthen science skills.	Technology instructor, Classroom teachers, Science lab paraprofessional, Curriculum Specialist, *Assistant Principals	Computers, Science software, Internet projects	Sep. '03	Jun. '04

Strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Education students (ESE). All staff members will participate in the implementation of this plan.

Adequate Progress Statement for the entire School Performance Excellence Plan:

A Progress Assessment meeting is scheduled for each school at the end of each school year. Present are to be the school principal, the Educational Excellence School Advisory Council (EESAC) chair, the United Teachers of Dade steward, an EESAC parent representative, the EESAC community/business representative, and the EESAC student representative, if there is one. The Progress Assessment meeting is held at the Region office or supervising District office. At this meeting, the EESAC makes a presentation of findings. Included in the presentation are data that identify the Strengths and Opportunities for Improvement (OFIs) of the school. These results provide guidance for the future direction of the school and are included, as appropriate, as objectives and strategies in the subsequent School Performance Excellence Plan. NOTE: This meeting is subject to Florida's Government-in-the-Sunshine Law.

In the event that a school does not make progress on an objective found in the School Board-approved School Performance Excellence Plan, the Region office or supervising District office will collaborate with the EESAC to determine whether, and in what format, that objective will be readdressed.

The school must also meet the Florida Definition of Adequate Progress. Florida's High-Quality Education System states that if a school fails to meet criteria set forth in Florida State Board of Education Rule 6A-1.09981 pertaining to School Performance Grades, the school cannot be said to have made adequate progress.

Mid-Year Review of School Performance Excellence Plan:

A mid-year review of the implementation of the current School Performance Excellence Plan will be conducted. This meeting, conducted by the Region Director or supervising District administrator, is subject to Florida's Government-in-the-Sunshine Law. This review will provide useful information for revising School Performance Excellence Plans for the following year and for assessing where resources need to be targeted for the remainder of the school year. A self-study of the progress made in implementing the current School Performance Excellence Plan at each school site will constitute a major portion of the mid-year review.

The following 10 essential components for Title I Schoolwide Program have been reviewed and addressed as required by Title I, Part A, Section 1114 of No Child Left Behind.
(if applicable)

- Comprehensive Needs Assessment of the Entire Plan
- Schoolwide Reform Strategies
- Instruction by Highly Qualified Teachers
- High-quality and Ongoing Professional Development
- Strategies to Attract High Quality Qualified Teachers to High-need Schools
- Strategies to Increase Parental Involvement
- Plans for Assisting Preschool Children
- Measures to Include Teachers in the Decisions Regarding the Use of Academic Assessments
- Activities to Ensure that Students Who Experience Difficulty Mastering the Proficient or Advanced Levels of Academic Achievement Standards Shall be Provided with Effective, Timely Additional Assistance
- Coordination and Integration of Federal, State and Local Services and Programs.

All of the following 11 essential components for the Comprehensive School Reform Program has been reviewed and addressed as required by Title I, Part F of No Child Left Behind.
(if applicable)

- Proven Scientifically-Based Strategies and Methods
- Comprehensive Design with Aligned Components
- Continuous Professional Development
- Measurable Goals and Benchmarks for Student Academic Achievement
- Support within School
- Support for School Personnel
- Meaningful Parental and Community Involvement
- High Quality External Technical Support and Assistance
- Annual Evaluation
- Coordination of General Resources
- Coordination of Scientifically-Based Resources

All of the following 7 components of an Effective School Improvement Framework have been reviewed and addressed as required by the Quality School Improvement Process by the SACS Commission on Elementary and Middle Schools.

(if applicable)

- A process for stakeholders' participation in school improvement planning
- The identification, development, and analysis of information that is summarized in a profile of the students, school, and community.
- A list of beliefs and a mission statement that represent community expectations and student needs, and provide direction and focus for the work of a school.
- A list of clearly defined goals and performance expectations for student learning, and comprehensive assessment of students' performance on each.
- A comprehensive analysis of the instructional and organizational effectiveness of a school.
- An action plan for school improvement that details strategies for addressing areas identified through the planning process as needing improvement.
- An implementation process that provides for continuous monitoring and annual assessments of the plan and supplies the data for making necessary revisions.

All of the following 7 elements for the school improvement process have been reviewed and addressed as required by the SACS Commission on Secondary and Middle Schools.

(if applicable)

- Identification of the students, school, and community the school serves.
- Development of the beliefs and mission of the school; basis for the school's existence.
- Completion of a comprehensive needs assessment that focuses on areas that relate to student performance.
- Identification of specific goals for student learning.
- Adoption of a process that must support and enable the school to conduct a self-evaluation of the effectiveness of the instructional and organizational practices within the school.
- Development and implementation of an action plan for improvement.
- Development of an action plan ensuring the capacity of the school to evaluate its progress and provide for accountability to its intended goals.

APPENDIX A

The School Advisory Council has reviewed and addressed *all* of the following required components of a School Performance Excellence Plan as pursuant to Section 230.23, Florida Statutes.

State Education Goals:

- Goal 1: Readiness to Start School
- Goal 2: Graduation Rate for Postsecondary Education and Employment
- Goal 3: Student Performance
- Goal 4: Learning Environment
- Goal 5: School Safety and Environment
- Goal 6: Teachers and Staff
- Goal 7: Adult Literacy
- Goal 8: Parental, Family and Community Involvement

Based on an analysis of student achievement and school performance data:

- FCAT Reading Sunshine State Standards
- FCAT Math Sunshine State Standards
- FCAT Writing Sunshine State Standards
- FCAT Science Sunshine State Standards

Issues relative to:

- budget
- training
- instructional materials
- technology
- staffing
- student support services
- specific school safety
- discipline strategies
- other matters of resource allocation

School District Goals:

APPENDIX B

Goal I: School to Career

Focus: Students will be prepared for graduation, employment, postsecondary education, and to become responsible citizens and lifelong learners.

Objectives:

- Ia. Improve student achievement emphasizing reading, writing skills, mathematics, and science.
- Ib. Monitor and assess the implementation of standards for students in the areas of academic, career, and personal/social development.
- Ic. Expand opportunities for students to participate in cultural and physical fitness experiences.
- Id. Decrease the number of schools receiving "D" and "F" grades and increase the number of schools receiving "A" and "B" grades on the State's School Accountability Report.
- Ie. Integrate technology and its proficient use for all students and faculty into the instructional program to facilitate learning, with the intent of producing technologically skilled graduates.
- If. Enhance vocational/technical programs and adult education programs to meet the demands of business and industry.
- Ig. Broaden the scope of civic, law, and character education programs offered in the district to provide all students with necessary skills.
- Ih. Narrow the achievement gap between minority and non-minority students.
- Ii. Increase the number of students and adults who are bilingual and biliterate.
- Ij. Increase public educational choice options.

Goal II: Effective Learning Environment

Focus: Enhance the safety of students and staff, and increase the quality of the learning environment

Objectives:

- Ila. Reduce the percentage of incidents related to violence, weapons, drugs, vandalism, and truancy.
- Ilb. Strengthen counseling and academic programs for all at-risk students with particular emphasis placed on at-risk students located at alternative schools and juvenile justice centers.
- Ilc. Reduce school overcrowding.
- Ild. Increase skills, knowledge, and professionalism of school staff.
- Ile. Increase the number of educationally productive partnerships with the community.
- Ilf. Increase opportunities for parents and guardians to become active partners in achieving educational success for all students.
- Ilg. Promote the community focus of schools as neighborhood learning and cultural centers for both students and other members of the community

Goal III: Efficient Management Practices

Focus: Ensure that school system operations conform to the highest business and professional standards of effectiveness, ethics, and efficiency

Objectives:

- IIIa. Improve the financial planning and management process to ensure that resources are allocated and expended according to district needs and priorities.
- IIIb. Decrease the average duration of new construction, additions, and renovations and ensure that Capital Outlay programs/projects are completed within budget.
- IIIc. Improve the delivery of services such as maintenance, classroom materials, and transportation.
- IIId. Ensure that personnel maintain professional standards and effectively fulfill their assigned responsibilities.
- IIIe. Improve the perception of the Miami-Dade School District for various stakeholders.

APPENDIX C

PROFESSIONAL DEVELOPMENT

Provided or in Progress in the Area of Reading Instruction

TRAINING	PERCENT TRAINED	OTHER TRAINING
<i>Project B.E.A.R. for first grade</i>	Teachers: 38 Administrators: 33 Others: 0	Administrators need training.
<i>Reading Assessment</i>	Teachers: 50 Administrators: 0 Others: 0	Classroom teachers need to be given inservice in reading assessment.
<i>Reading Standards and Reading Strategies</i>	Teachers: 4 Administrators: 0 Others: 0	All classroom teachers need inservice in this area.
<i>Reading First</i>	Teachers: 32 Administrators: 0 Others: 0	All Classroom teachers need to attend this inservice.
<i>SPP/DRA Testing</i>	Teachers: 100 Administrators: 100 Others: 0	Only new teachers need inservice in this area.
<i>Project O.W.L.</i>	Teachers: 38 Administrators: 33 Others: 0	New teachers and administrators need training in this area.
<i>Reading Assessment for LEP teachers</i>	Teachers: 3 Administrators: 0 Others: 0	All LEP teachers would benefit from this inservice.
<i>FCAT Explorer</i>	Teachers: 4 Administrators: 0 Others: 0	All classroom teachers need this inservice.
<i>Compass Training for ESOL teachers</i>	Teachers: 23 Administrators: 0 Others: 0	All ESOL teachers need this inservice.
<i>Home Language Arts</i>	Teachers: 25 Administrators: 0 Others: 0	This inservice would be helpful to all CCHL instructors.

APPENDIX C

PROFESSIONAL DEVELOPMENT

Provided or in Progress in the Area of Writing Instruction

TRAINING	PERCENT TRAINED	OTHER TRAINING
<i>Demonstration Inservice on BEST Practices</i>	Teachers: 32 Administrators: 33 Others: 0	All classroom teachers need this inservice.
<i>Zelda Glazer Writing Institute</i>	Teachers: 4 Administrators: 0 Others: 0	All teachers would benefit greatly from this inservice.
<i>Holistic Scoring of Writing Prompts</i>	Teachers: 8 Administrators: 0 Others: 0	No further training needed at this time.
<i>Preparing for FCAT Writes: Great Beginnings</i>	Teachers: 100 Administrators: 0 Others: 0	As needed for review
<i>Preparing for FCAT Writes: Great Endings</i>	Teachers: 100 Administrators: 0 Others: 0	As needed for review
<i>Preparing for FCAT Writes: Magnifying the Moment</i>	Teachers: 100 Administrators: 0 Others: 0	As needed for review
<i>Preparing for FCAT Writes: Awesome Adjectives and Vivid Verbs</i>	Teachers: 100 Administrators: 0 Others: 0	As needed for review
<i>Preparing for FCAT Writes: Editing</i>	Teachers: 100 Administrators: 33 Others: 0	As needed for review

Provided or in Progress in the Area of Mathematics Instruction

TRAINING	PERCENT TRAINED	OTHER TRAINING
<i>BEST Practices in Math for ESE Teachers - Phase II</i>	Teachers: 67 Administrators: 0 Others: 0	The remaining 33 percent needs to be trained in this area

APPENDIX C

PROFESSIONAL DEVELOPMENT

Provided or in Progress in the Area of Mathematics Instruction

TRAINING	PERCENT TRAINED	OTHER TRAINING
<i>Equity Math and Science for New Teachers</i>	Teachers: 100 Administrators: 0 Others: 0	Other teachers besides new teachers could use this training
<i>Mathematics</i>	Teachers: 2 Administrators: 0 Others: 0	All regular classroom teachers need this class.
<i>S.M.I.L.E. Science and Math Integrated in Language Experience</i>	Teachers: 8 Administrators: 0 Others: 0	All classroom teachers would benefit greatly from this workshop.
<i>Riverdeep</i>	Teachers: 100 Administrators: 100 Others: 0	Any new teachers need this inservice.

Provided or in Progress in the Area of Science Instruction

TRAINING	PERCENT TRAINED	OTHER TRAINING
<i>FCAT Science Preparation</i>	Teachers: 2 Administrators: 0 Others: 0	All classroom teachers need intensive instruction in teaching hands-on science.
<i>Science for ESE teachers</i>	Teachers: 33 Administrators: 0 Others: 0	All ESE teachers need this inservice.
<i>Science FCAT</i>	Teachers: 4 Administrators: 0 Others: 0	All classroom teachers would benefit from this inservice.

Other Professional Development Provided or in Progress

TRAINING	PERCENT TRAINED	OTHER TRAINING
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APPENDIX C

PROFESSIONAL DEVELOPMENT

Other Professional Development Provided or in Progress

TRAINING	PERCENT TRAINED	OTHER TRAINING
<i>Technology Inservice</i>	Teachers: 1 Administrators: 0 Others: 0	The entire staff needs training in technology.
<i>Higher Order Thinking for Gifted Teachers</i>	Teachers: 33 Administrators: 0 Others: 0	All gifted teachers and even regular classroom teachers need to take this to develop higher order thinking instruction in the classroom.
<i>School to Career</i>	Teachers: 1 Administrators: 0 Others: 0	Further training of teachers would help teachers link the skills taught in reading, mathematics and science to careers.
<i>Project-Based Internet</i>	Teachers: 1 Administrators: 0 Others: 0	Teachers do need the skills and knowledge to infuse technology into all academic areas.
<i>ESE Programs</i>	Teachers: 50 Administrators: 0 Others: 0	As the program changes, teachers need to be kept abreast.
<i>E.S.O.L. Placement Test for ESE teachers</i>	Teachers: 33 Administrators: 0 Others: 0	All ESE teachers need to attend this inservice.
<i>EP for Gifted</i>	Teachers: 33 Administrators: 0 Others: 0	All gifted teachers need this inservice.
<i>Sexual Abuse workshop</i>	Teachers: 1 Administrators: 0 Others: 0	All teachers need to take this inservice.
<i>Grant Writing</i>	Teachers: 2 Administrators: 0 Others: 0	This inservice would be beneficial to those individuals who wish to get grants to develop programs within their classroom or school.
<i>Spring Registration Procedures for Registrars</i>	Teachers: 0 Administrators: 33 Others: 100	Other office employees would benefit from this inservice.

APPENDIX C

PROFESSIONAL DEVELOPMENT

Other Professional Development Provided or in Progress

TRAINING	PERCENT TRAINED	OTHER TRAINING
<i>After School Care Programs</i>	Teachers: 50 Administrators: 0 Others: 0	These inservices are beneficial in keeping after school care managers apprised of new guidelines and procedures in running the after school care program.
<i>Autism disorder</i>	Teachers: 33 Administrators: 0 Others: 0	This inservice is helpful to ESE teachers who may have autistic students in their classes.
<i>ACCESS Centers: New Pathways</i>	Teachers: 0 Administrators: 33 Others: 0	Assistant Principals need to have this information.
<i>No Child Left Behind Act: Implications for Education</i>	Teachers: 0 Administrators: 33 Others: 0	All administrators and teachers should be made aware of the implications of this act.
<i>Failure is Not an Option: How High Achieving Schools Succeeds with All Students</i>	Teachers: 0 Administrators: 33 Others: 0	This would be beneficial for all administrators.
<i>Building Learning Communities</i>	Teachers: 0 Administrators: 33 Others: 0	All administrators would benefit from this inservice.
<i>ABC Process</i>	Teachers: 0 Administrators: 33 Others: 0	This inservice is helpful to all administrators.
<i>META and LEP Compliance</i>	Teachers: 0 Administrators: 33 Others: 0	This inservice would be helpful to all administrators.
<i>Civil Rights Compliance and Sexual Harassment</i>	Teachers: 0 Administrators: 33 Others: 0	All administrators would benefit from this inservice.
<i>State Custodian Certification 12 month</i>	Teachers: 0 Administrators: 0 Others: 13	All custodians would find this beneficial.

APPENDIX C

PROFESSIONAL DEVELOPMENT

Other Professional Development Provided or in Progress

TRAINING	PERCENT TRAINED	OTHER TRAINING
<i>Plant Operations Orientation</i>	Teachers: 0 Administrators: 0 Others: 25	No further training in needed in this area.
<i>Supervision for Head Custodians</i>	Teachers: 0 Administrators: 0 Others: 13	This inservice is beneficial for all custodians.

SCHOOL PERFORMANCE EXCELLENCE PLAN REVIEW AND ACCEPTANCE SIGNATURES

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

The original signature page; including signatures of EESAC members is on file at the Region/District Supervisor's Office.

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

4511 – DR. GILBERT L. PORTER ELEMENTARY SCHOOL

Alternative Supplement Model (Waiver #454)

Galaxy Non-Instructional Representative	\$ 400	\$ 400
Curriculum Resource Specialists (1 @ \$1,000)	\$1,000	\$1,000
Technology Sponsors (3 @ \$1,000)	\$3,000	\$3,000
Student Council Advisor(s)	\$ 600	\$ 600
Safety Facilitators (1 @ \$750)	\$ 750	
Reading Leader (2 <u>1</u> @ \$600 <u>\$1,000</u>)	\$1,200	\$1,000
<u>Orchestra Sponsor</u>		<u>\$1,000</u>
TOTAL SUPPLEMENTS:	\$6,950	<u>\$7,000</u>