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# *SCHOOL IMPROVEMENT PLAN*

## *2006-2007*

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

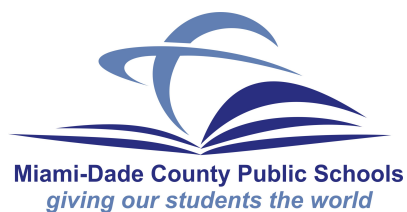
*FeederPattern:* Felix Varela Senior

*Region:* Regional Center VI

*District:* 13 - Miami-Dade

*Principal:* Raul Gutierrez

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



# SCHOOL IMPROVEMENT PLAN

## EXECUTIVE SUMMARY

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### *Dr. Gilbert L. Porter Elementary School*

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Dr. Gilbert L. Porter Elementary, “The School of Discovery”, is a creation of the collective visions and dreams written in a proposal by twenty-seven teaching professionals. In 1989, Dr. Joseph Fernandez, the Superintendent of Miami-Dade County Public Schools at that time, offered his employees a challenge. He called this endeavor the Saturn Project. In November of 1989, Miami-Dade County Public School Board voted to accept our proposal and this exciting school became a reality in 1991.

Dr. Gilbert L. Porter Elementary School is a neighborhood school located on nine acres (six for the main building and three for the Primary Learning Center) in an area of western Miami-Dade County. This school was built in 1991 and has serviced a vast number of residents that live within the community. The 15 year old school has been wired to provide Internet and Intranet access to 100% of the classrooms. The Media Center houses a state of the art closed circuit television system and Internet access via 21 computer stations. In 1997, a Primary Learning Center (PLC) was added to create ten new classrooms.

Looking back at our achievements and challenges, Dr. Gilbert L. Porter Elementary School has many reasons to be proud. We have received an "A" for the sixth time under the state of Florida A Plus Plan. In addition, we have met Adequate Yearly Progress for the past three years required by NCLB. Lastly, we have received the Platinum Award for superior school performance for the past four years.

This school’s multilingual population for the 2006-2007 school year consists of approximately 997 students in Pre-Kindergarten through fifth grades. The ethnic racial breakdown of the student population is 76 percent Hispanic, 14 percent White, six percent African American, and four percent Asian/Indian/Multicultural. Of our population, 16.8 percent of the students are Limited English Proficient (LEP). Forty three percent of our student population receive free or reduced lunch. Students With Disabilities (SWD) constitute seven percent of the student body, 84.21 percent are serviced with the inclusion model. In addition, 67 students are enrolled in the gifted program. This year, Teaching Enrichment Activities to Minorities (TEAM) is offered at our school in second and third grades with an enrollment of 38 students. Strategies utilized consistently with all students throughout the year include the Continuous Improvement Model, Comprehensive Research Based Reading Plan, Parental Involvement, and promoting active student learning through hands-on activities across the curriculum.

We, at Dr. Gilbert L. Porter Elementary, “The School of Discovery,” are most proud of our “Personalized Instructional Portfolios.” They are unique to our school. We are the only school in the Miami-Dade County area that spends the time, effort and expense to chronicle a student’s elementary education experience. It is a document containing a multimedia history of each student’s history at our school. Inside are copies of the student’s very first Pre-Kindergarten papers and other written indicators of academic growth throughout the formative years. This practice is repeated for each grade during each student’s school career.

Given instruction based on the Sunshine State Standards (SSS) 83 percent of students in grades three through five will achieve Level 3 or higher on the 2007 FCAT Reading Test.

Given instruction based on the Sunshine State Standards (SSS) 73 percent of students in grades three through five will achieve Level 3 or higher on the 2007 FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards (SSS) 86 percent of students in grade four will achieve a score of 3.5 or higher on the 2007 FCAT Writing Test.

Given instruction based on the Sunshine State Standards (SSS) 50 percent of students in grade five will achieve Level 3 or higher on the 2007 FCAT Science Test.

Given the need to establish a link between the school and community to support the effort of increasing the academic achievement of students, parental involvement recorded through volunteer hours will increase as evidenced by an increase of forty additional parent volunteers for the 2006-2007 school year.

Given an emphasis on an orderly learning environment, and after reviewing the 2005-2006 end of year attendance report, student attendance rate will be 96.3 percent as evidenced by the 2006-2007 end of year attendance report.

Given an emphasis on the use of technology, students in all grades will have additional access to computers.

Given instruction in physical education classes, it is recommended that students tested in grades two through five participate in the physical education program at Dr. Gilbert L. Porter Elementary and achieve an annual increase from the 2006 score of 67.8 percent to 69 percent as evidenced in the Miami-Dade County Public Schools Elementary FITNESS Gram Physical Fitness Test.

Given an emphasis on the After School Care activities, 55 percent of students participating in the After School Care Program will participate in extra-curricular activities as evidenced by the 2006-2007 end of the year attendance logs. All students will be given the opportunity to pursue areas of interest and special talents.

Dr. Gilbert L. Porter Elementary School will rank at the 88th percentile on the next State of Florida Return on Investment Index publication.

In order to achieve these objectives, appropriate strategies have been suggested and planned by the school's stakeholders. Strategies to be implemented include: timed reading, promoting independent reading, portfolio documentation, writing across the curriculum, continuing staff development, promoting physical fitness, utilizing technology, increasing attendance, decreasing discipline issues, providing hands-on activities and manipulatives, and the continuous monitoring of the School Improvement Plan (SIP).

The Organizational Performance Self Assessment Survey showed that staff satisfaction was high. Approximately 84 percent of the staff answered the Organizational Performance Self Assessment Survey with 4.0 or higher. Staff members are also highly satisfied with the total operation of the school. The survey identified Process Management and Strategic Planning, both with a 4.2 as areas for improvement. In order to address these areas, administration, staff

and community members will be encouraged to participate in the Strategic Planning and Process Management for the school by attending monthly and bi-monthly meetings.

# 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.

## **Dr. Gilbert L. Porter Elementary School**

### VISION

It is Dr. Gilbert L. Porter Elementary School's vision to maximize its cultural diversity, commit to provide academic excellence to all students while extending educational opportunities to the community, and continue to be a hub and beacon for the growth and development of each and every child served.

### MISSION

It is the mission of Dr. Gilbert L. Porter Elementary School to create an environment that provides the highest quality education focusing on each student's strengths, motivating parents, teachers, administrators and other non-instructional personnel to believe that in "The School of Discovery" every student is allowed to explore the depths of his or her potential and create an environment where every student succeeds in order to lead productive and fulfilling lives as lifelong learners and responsible citizens.

## CORE VALUES

### Excellence

We are committed to strive for the highest standards in academic excellence and organizational performance.

### Integrity

We facilitate the development of positive relationships with compassion, honesty and respect, enhancing the safety, and well-being of our stakeholders.

### Equity

We foster a learning culture that services every student in order to eliminate the achievement gap.

### Citizenship

We value the unique diversity of our community by cooperating as a team to ensure the educational success of our multi-cultural population. We recognize that our goal is to go beyond our professional responsibilities to promote democratic principles.

## *School Demographics*

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Dr. Gilbert L. Porter Elementary School is a neighborhood school located on nine acres (six for the main building and three for the Primary Learning Center) in an area of western Miami-Dade County. This school was built in 1991 and has serviced a vast number of residents that live within the community. The 15 year old school has been wired to provide Internet and Intranet access to 100% of the classrooms. The Media Center houses a state of the art closed circuit television system and Internet access via 21 computer stations. In 1997, a Primary Learning Center (PLC) was added to create ten new classrooms.

Dr. Gilbert L. Porter Elementary School is located in an ever-growing suburban predominantly middle income multi-ethnic community. This school's multilingual population for the 2006-2007 school year consists of approximately 997 students in Pre-Kindergarten through fifth grades. The ethnic racial breakdown of the student population is 76 percent Hispanic, 14 percent White, six percent African American, and four percent Asian/Indian/Multicultural. Of our population, 16.8 percent of the students are Limited English Proficient (LEP). Forty three percent of our student population receive free or reduced lunch. Students With Disabilities (SWD) constitute seven percent of the student body, 84.21 percent are serviced with the inclusion model. In addition, 67 students are enrolled in the gifted program. This year, Teaching Enrichment Activities to Minorities (TEAM) is offered at our school in second and third grades with an enrollment of 38 students.

This is the first year for the principal at this school. The administrative team is made up of one principal and two assistant principals. The faculty consists of: 46 certified classroom teachers, seven Special Education teachers, two elementary guidance counselors, two speech therapists (one full time, one part time), seven special area teachers, seven bilingual teachers, one reading coach, one media specialist and one media clerk. The support staff employed at the school is made up of three paraprofessionals, eight full time and one part time custodial/service workers, 11 cafeteria workers, and five clerical service providers. The teaching staff averages 13 years of teaching experience in the State of Florida. There are seven beginning teachers at our school. The ethnic makeup of the staff is 25 percent White, 16 percent African American and 59 percent Hispanic. Forty seven percent have Masters degrees and seven percent Specialist degrees.

Our building is fully wired to provide Intranet and Internet access in all classrooms. There is one computer laboratory which is equipped with 20 computers, offering on a weekly basis, to lower quartile students in grades two to five, the following programs for remediation and tutoring: Star, Riverdeep, FCAT Explorer and SuccessMaker Enterprise.

This past year Dr. Gilbert L. Porter Elementary School received a Title III grant that provided the school with Imagine Learning, an early childhood reading program. This program facilitates learning the English language for LEP students in the primary grades. The program is currently utilized in the PLC. In addition to Imagine Learning, Waterford Early Reading System is also being utilized at the PLC.

Our school collaborates with the University of Miami, Barry University, Florida International University and Miami-Dade Community College mentoring future educators. Business partnerships with Publix, Winn Dixie, Target, Univision Channel 23 and Wachovia Bank have provided the school with support in the form of contributions for special events, programs and in kind services in the form of Public Service Announcements.

Dr. Gilbert L. Porter Elementary enjoys a collaborative system of leadership which includes representatives from all stakeholders on the Educational Excellence School Advisory Council (EESAC.) Leaders in the school provide the technical support along with professional and personal growth opportunities that stakeholders need to make informed decisions. Innovative action is encouraged at Dr. Gilbert L. Porter Elementary and new ideas are considered and given ample opportunity to succeed.

Dr. Gilbert L. Porter's Parent Teacher Association (PTA) recognizes the need for parent participation in the education of their

children and the importance of being knowledgeable of current trends and practices that impact student learning. Our parent/volunteers have logged more than ten thousand hours and we have been the recipients of the Golden School Award for the past ten years.

Our goal is for each student to have a successful learning experience. We believe that our philosophy and dedication will have a profound impact on our students as they face new challenges.



# *School Foundation*

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## ***Leadership:***

The results of the Organizational Performance Improvement Snapshot (OPIS) indicate a score of 4.4 in the area of Leadership. The administrative team at Dr. Gilbert L. Porter Elementary School maintain high standards for the school's culture of student achievement, student involvement, teacher performance, quality administrative leadership and parental and community involvement. The mission/vision of the school are publicized daily and a safe, secure work environment is provided for all stakeholders.

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

The results of the Organizational Performance Improvement Snapshot (OPIS) indicate a score of 4.2 in the area of District Strategic Planning Alignment. Stakeholders, administrators, parents, teachers, students and community members, are involved in developing and implementing goals, programs and decisions for the school. Emphasis will be placed on increasing available information through grade level planning meetings, Literacy Team meetings, faculty meetings, PTA meetings and EESAC meetings to raise stakeholder participation.

## ***Stakeholder Engagement:***

The results of the Organizational Performance Improvement Snapshot (OPIS) indicate a score of 4.4 in the area of Stakeholder Engagement. The administrative team, teachers, and school staff, work diligently to create customer satisfaction at Dr. Gilbert L. Porter Elementary. A strong school alliance, a committed staff, and a well-rounded curriculum, are critical to the school's success to deliver an educational program that will ensure the total development of the student. Students, staff, parents, and community members will participate in monthly meetings to become more involved and informed.

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

The results of the Organizational Performance Improvement Snapshot (OPIS) indicate a score of 4.3 in the area of Faculty and Staff. Teaching staff and faculty members at Dr. Gilbert L. Porter Elementary School are supported and recognized for a job well done. Support is provided for all teachers, focusing on new staff members. Teachers are provided with appropriate opportunities for professional development at the school, region, and district level to enhance student achievement. Dr. Gilbert L. Porter Elementary School's Teacher Mentoring Program ascribes to the policies and procedures set forth in the District's Professional and Comprehensive Evaluation System (PACES) manual. New teachers are scheduled to participate in both district and site-sponsored orientations to familiarize them with Miami-Dade County's policies and procedures and facilitate their success in their new environments. Annual contract teachers are assigned a Professional Growth Team comprised of members who are mutually agreed upon by them and the site administration. Scheduling accommodations are made for mentoring teachers so that they can assist annual teachers in lesson planning, successful teaching practices (classroom visitations), rendering support that focuses on the successful completion of teaching requirements. Annual Teachers' activities are documented in activity logs which are maintained by the Professional Growth Teams to relate necessary feedback for growth.

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

The results of the Organizational Performance Improvement Snapshot (OPIS) indicate a score of 4.5 in the area of

Data/Information/Knowledgement Management. Data is disaggregated and used at the school level to increase knowledge and information concerning students' academic needs. Data is also used in survey format for students, parents, teachers and community members to enhance the knowledge base for administrators and teachers, and to improve the school environment. The use of data has assisted the staff in collaborating with parents, peers, and experts and helped to contribute to the content-related knowledge and communication within the school community environments.

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

The results of the Organizational Performance Improvement Snapshot (OPIS) indicate a score of 4.2 in the area of Process Management. The faculty and staff have adequate resources to facilitate the daily educational programs at Dr. Gilbert L. Porter Elementary. Our student population consists of several key student groups (Gifted, Students with Disabilities (SWD), Limited English Proficient Students (LEP), remedial and retained) whose academic needs vary from a challenging instructional program to a remedial instructional program. Dr. Gilbert L Porter Elementary School provides extended learning opportunities for all students. Individual tutoring is available during and after school. The research-based School Improvement Model at Dr. Gilbert L. Porter Elementary is the 8-Step Continuous Improvement Model (CIM), a data-driven, results-oriented improvement model.

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

The Organizational Performance Improvement Snapshot (OPIS) indicates that staff members are satisfied with the school effort to improve academic performance. The staff analyzes the quality of their work. Based on this analysis, they adjust the delivery of the lessons and techniques to meet the students' needs. The Leadership Team provides the opportunity for the staff to participate in professional development opportunities to address staff's needs.

## GOAL 1: READING

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

*Florida Education Priorities*

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

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 1 STATEMENT:**

All students at Dr. Gilbert L. Porter Elementary will be proficient readers.

**Needs Assessment**

Scores on the 2006 FCAT Reading Test indicated 82 percent of students have met the state required mastery level, 67 percent made learning gains, and 67 percent of the lowest 25 percentile made learning gains. Students in third grade scored 87 percent at or above FCAT achievement Level 3, an increase of 15 percentage points over scores on the 2005 FCAT. Students in fourth grade scored 72 percent at or above FCAT achievement Level 3, maintaining the same standards as the 2005 FCAT. Students in fifth grade scored 70 percent at or above FCAT achievement Level 3, an increase of one percentage point over scores on the 2005 FCAT. After an analysis of the 2006 FCAT results, it was determined that there was a need for improvement in the Multiple Representation of Information and Author's Purpose benchmarks.

**NCLB SUBGROUP TARGET**

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

## Measurable Objective

Given instruction based on the Sunshine State Standards (SSS) 83 percent of students in grades three through five will achieve Level 3 or higher on the 2007 FCAT Reading Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Facilitate Professional Development Activities for teachers in appropriate reading strategies, including CRISS, Reciprocal Teaching and Differentiated Instruction.	Administration, Reading Coach, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement Instructional Focus/Data activities and Teacher Directed Reading Instruction school-wide which highlight Multiple Representation of Information and Author's Purpose benchmarks in reading.	Administration, Reading Coach, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Involve teachers in Continuous Improvement Model through data-driven decision making by providing teachers with all available data. Enabling them to analyze the ongoing progress of their students.	Administration, Reading Coach, Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Incorporate enrichment activities through TEAM and AEP courses to maintain Level 3 and higher success.	Administration, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$500.00
Provide after school tutoring for students in the lowest 25 percentile.	Administration, Reading Coach, Teachers	10/2/2006	2/28/2007	Continuous Improvement Model	\$2000.00
Reinforce the Houghton Mifflin Reading series with Early / Soar to Success and Voyager Passport for identified students.	Reading Coach, Teachers	8/14/2006	5/30/07	District Strategic Plan	\$0.00
Utilize Accelerated Reader/STAR, Riverdeep, FCAT Explorer, Reading Plus, Leap Track, Quick Reads and SuccessMaker Enterprise to reinforce and enhance reading skills.	Media Specialist, Technology Committee, Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$2000.00
Provide pizza and ice cream parties, no homework passes, and the names of the leading students and classes on the morning announcements for achievement in Accelerated Reader goals.	Administration, PTA, Media Specialist	8/14/2006	5/30/2007	District-wide literacy plan	\$2000.00
Utilize Differentiated Instruction in order to focus on individualized needs in each	Administration, Reading Coach, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

classroom.	
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## **Research-Based Programs**

Houghton Mifflin Reading Series  
Early Success  
LeapTrack  
Quick Reads  
Soar to Success  
Accelerated Reader  
SuccessMaker Enterprise  
Voyager Passport  
Reading Plus

## **Professional Development**

Houghton Mifflin reading program  
Dynamic Indicators of Basic Early Literacy Skills (DIBELS K-3) CRISS  
Data analysis training  
Continuous Improvement Model  
Reciprocal Teaching  
Differentiated Instruction  
Reading Plus

## **Evaluation**

School site developed monthly and quarterly assessments  
District reading assessments  
Dynamic Indicators of Basic Early Literacy Skills (DIBELS K-3)  
Diagnostic Assessment of Reading (DAR K-5)  
2007 FCAT Reading results  
Gates MacGinitie Reading Test

## GOAL 2: MATHEMATICS

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

*Florida Education Priorities*

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

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 2 STATEMENT:**

All students at Dr. Gilbert L. Porter Elementary will be proficient in mathematics.

**Needs Assessment**

Scores on the 2006 FCAT Mathematics Test indicated 72 percent of students met the state required mastery level, and 55 percent made learning gains. Students in third grade scored 87 percent at or above FCAT achievement Level 3, an increase of seven percentage points over scores of the 2005 FCAT. Students in fourth grade scored 74 percent at or above FCAT achievement Level 3, an increase of 11 percentage points over scores of the 2005 FCAT. Students in fifth grade scored 41 percent at or above FCAT achievement Level 3, a decrease of fifteen percentage points over scores of the 2005 FCAT. After an analysis of the 2006 FCAT results, it was determined that there was a need for improvement in the Geometry and Spatial Awareness and Algebraic Thinking benchmarks.

**NCLB SUBGROUP TARGET**

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

## Measurable Objective

Given instruction based on the Sunshine State Standards (SSS) 73 percent of students in grades three through five will achieve Level 3 or higher on the 2007 FCAT Mathematics Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement Instructional Focus/Data activities and Teacher Directed Mathematics Instruction school-wide which highlight Geometry and Spatial Awareness and Algebraic Thinking benchmarks.	Administration, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize Harcourt Brace online, Riverdeep and Mathematics Blast Off to reinforce strategies and skills for lower quartile students in all grade levels.	Assistant Principal and Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Utilize Differentiated Instruction in order to focus on individualized needs in each classroom, with special emphasis on SPED students.	Administration, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Facilitate Professional Development Activities for teachers in appropriate mathematics strategies, including CRISS.	Administration, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Involve teachers in Continuous Improvement Model through data-driven decision making by providing teachers with all available data. Enabling them to analyze the ongoing progress of their students.	Administration, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Incorporate enrichment activities through TEAM and AEP courses to maintain Level 3 and higher success.	Administration, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$500.00
Utilize manipulatives to provide students at all grade levels with hands on activities to enhance instruction.	Administration, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$500.00
Provide after school tutoring for Limited English Proficient (LEP) students.	Administration, Teachers	10/1/2006	5/30/2007	District Strategic Plan	\$3000.00
Provide after school tutoring for students in the lowest 25 percentile.	Administration, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$2000.00

## **Research-Based Programs**

Harcourt Brace Math  
Riverdeep

## **Professional Development**

Manipulatives usage/training  
Student Performance Indicators data base  
Data analysis training  
Continuous Improvement Model  
Differentiated Instruction  
CRISS Strategies  
Riverdeep Training  
SuccessMaker Enterprise

## **Evaluation**

2007 FCAT Mathematics Test results  
Harcourt Brace assessments will be used to monitor progress  
School site developed monthly and quarterly assessments



## GOAL 3: WRITING

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **GOAL 3 STATEMENT:**

All students at Dr. Gilbert L. Porter Elementary will be proficient in writing.

### **Needs Assessment**

Scores on the 2006 FCAT Writing Test indicate that 85 percent of the fourth grade students have met the state required mastery level of 3.5 or higher. Further analysis of the 2006 FCAT Writing Test compared to the results of the 2005 FCAT Writing Test reveal that students mean score in Expository increased from 3.6 in 2005 to 4.1 in 2006. Scores in Narrative decreased from 3.7 in 2005 to 3.6 in 2006. Further improvement in Narrative writing will require a systematic, interdisciplinary approach to writing instruction between all core subjects.

### NCLB SUBGROUP TARGET

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

## Measurable Objective

Given instruction based on the Sunshine State Standards (SSS) 86 percent of students in grade four will achieve a score of 3.5 or higher on the 2007 FCAT Writing Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Incorporate a vivid vocabulary, Word-A-Day to build on vocabulary usage and produce a word wall.	Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Administer pre-writing tests for expository and narrative prompts. Use the results to guide lessons implementing strategies to target weaknesses.	Teachers	9/8/2006	4/10/2007	District Strategic Plan	\$0.00
Incorporate Teach Me Writing in grades K-3.	Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$2000.00
Utilize Write Time for Kids to expand and enhance cross-curricular writing.	Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$1000.00
Facilitate Professional Development Activities for teachers in appropriate writing strategies.	Administration, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Involve teachers in Continuous Improvement Model through data-driven decision making by providing teachers with all available data. Enabling them to analyze the ongoing progress of their students.	Administration, Teachers	08/14/2006	5/30/2007	District Strategic Plan	\$0.00
Incorporate enrichment activities through TEAM and AEP courses to maintain Level 3 and higher success.	Administration, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$500.00
Utilize monthly writing prompts for grades 1-5 to expose students to effective writing styles and techniques.	Reading Coach, Teachers	9/8/2006	4/16/2007	District-wide literacy plan	\$0.00
Implement Instructional Focus/Data activities and Teacher Directed Writing Instruction which highlight Narrative Writing.	Administration, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize Differentiated Instruction in order to focus on individualized needs in each classroom, with special emphasis on Narrative writing.	Administration, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide lessons utilizing the Houghton Mifflin Writing Component on the use of	Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

writing strategies such as magnified moments, vivid verbs, sentence variety, magic words, dialogue insertions and transitional phrases.	
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## **Research-Based Programs**

Teach Me Writing  
Write Time for Kids  
Houghton Mifflin Writing Component

## **Professional Development**

In-services for writing skills  
Holistic Scoring Rubric  
Writing Processes  
Teach Me Writing Program  
Vocabulary Development (word walls)  
Four components of writing: focus, organization, support and conventions.

## **Evaluation**

2007 FCAT Writing Test results  
Monthly and quarterly writing assessments  
Student Portfolios

## GOAL 4: SCIENCE

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

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

All students at Dr. Gilbert L. Porter Elementary will be proficient in Science.

### ***Needs Assessment***

Students in fifth grade achieved a mean scale score of 298 on the 2006 FCAT Science Test. These scores indicate that 31 percent of students achieved state mastery levels of 3 or higher. After analysis of the 2006 FCAT results, it was determined that there was a need for improvement in the Earth and Space Science and the Life and Environmental Science benchmarks.

## Measurable Objective

Given instruction based on the Sunshine State Standards (SSS) 50 percent of students in grade five will achieve Level 3 or higher on the 2007 FCAT Science Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide hands on exploration of scientific concepts through the Lowes Grant.	Administration, Teachers	8/14/2006	5/30/2007	Community Partnerships	\$2000.00
Provide hands-on science investigation for students during classroom activities using Science Lab equipment.	Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$300.00
Provide teachers with hands-on activities through F.O.S.S. Kits.	Administration, Science Lead Teacher, Teachers	8/14/2006	5/30/2007	Small Learning Communities	\$1000.00
Implement Instructional Focus/Data activities and Teacher Directed Science Instruction school-wide which highlight Earth and Space Science and Life and Environmental Science benchmarks.	Administration, Science Lead Teacher, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize Differentiated Instruction in order to focus on individualized needs in each classroom, with special emphasis on SPED students.	Administration, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Facilitate Professional Development Activities for teachers in appropriate science strategies.	Science Lead Teacher, Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Involve teachers in the Continuous Improvement Model through data-driven decision making by providing teachers with all available data. Enabling them to analyze the ongoing progress of their students.	Administration, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Incorporate enrichment activities through TEAM and AEP courses to maintain Level 3 and higher success.	Administration, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide parent professional development to promote awareness of school to work initiatives by providing exploration of science related careers.	Administration, Science Lead Teacher	8/14/2006	5/30/2007	School-to-Career	\$100.00
Provide after school tutoring for Limited English Proficient (LEP) students.	Administration, Teachers	10/1/2006	5/30/2007	District Strategic Plan	\$3000.00

## **Research-Based Programs**

Harcourt Science  
FCAT Coach Series  
Measure-Up Series  
Riverdeep

## **Professional Development**

District Level Science Training  
Overview of Pacing Guide

## **Evaluation**

2007 FCAT Science Test results  
Monthly and quarterly assessments

## GOAL 5: PARENTAL INVOLVEMENT

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

*Florida Education Priorities*

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

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

**GOAL 5 STATEMENT:**

Dr. Gilbert L. Porter Elementary School will provide opportunities for parental involvement.

**Needs Assessment**

Based on the school related activity log, 10,000 volunteer hours were logged by parents and volunteers of Dr. Gilbert L. Porter Elementary School thus earning the Golden Apple Award. The parental involvement log and volunteer records indicate that approximately ten percent of parents contribute to the overall goal of student achievement.

## Measurable Objective

Given the need to establish a link between the school and community to support the effort of increasing the academic achievement of students, parental involvement recorded through volunteer hours will increase as evidenced by an increase of forty additional parent volunteers for the 2006-2007 school year.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Maintain an on-going line of communication between home and school through newsletters, flyers, morning announcements and calendars (Standard I.)	Administration	8/14/2006	5/30/2007	Community Partnerships	\$300.00
Monitor parental involvement by the use of sign-in sheets (Standard IV.)	Administration, PTA	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Facilitate the use of parenting materials at the Parent Resource Center (Standard I, VI.)	Administration, PTA	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Increase parental volunteers to assist in activities throughout the school as documented by sign in sheets and logs (Standard II, III, IV.)	Administration, PTA	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Provide bi-monthly parent trainings through PTA (Standard V.)	PTA	8/14/2006	5/30/2007	Community Partnerships	\$200.00
Utilize Parent Academy and Office of Parental Involvement to facilitate parent training and involvement (Standard V.)	PTA	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Participate in monthly EESAC meetings (Standard V.)	Administration, Parents	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Monitor parent participation in schoolwide functions as documented by sign in sheets (Standard IV.)	Administration, PTA	8/14/2006	5/30/2007	Community Partnerships	\$500.00
Encourage school site personnel, parents and community combined efforts to address the needs of students and parents (Standard IV, VI.)	Administration, PTA, Reading Leader, Community Liason	8/14/2006	5/30/2007	Community Partnerships	\$0.00

## Research-Based Programs

National Standards for PTA



## **Professional Development**

Parent workshops  
EESAC Training

## **Evaluation**

Sign-in sheets  
Volunteer logs

## GOAL 6: DISCIPLINE & SAFETY

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **GOAL 6 STATEMENT:**

Provide a safe and orderly learning environment that promotes a high rate of student attendance.

### ***Needs Assessment***

Analysis of the end of the year attendance report indicates that school wide student attendance increased from 95.79 percent in 2004-2005, to 95.93 percent in 2005-2006. The end of year attendance report indicates that there is a need to reduce the percentage of students with 15 or more cumulative absences.

## Measurable Objective

Given an emphasis on an orderly learning environment, and after reviewing the 2005-2006 end of year attendance report, student attendance rate will be 96.3 percent as evidenced by the 2006-2007 end of year attendance report.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Create a school wide attendance committee that will meet bi-monthly.	Administration, Counselors, Social Worker, Teachers, Attendance Clerk, PTA Representative	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Maintain high student attendance by announcing classes with perfect attendance over the school's closed circuit television system.	Administration	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Promote high student attendance by rewarding winning classes with a visit from the principal to teach them for the day.	Administration	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Support high student attendance by rewarding winning classes with pizza or ice cream parties.	Administration, PTA	8/14/2006	5/30/2007	District Strategic Plan	\$500.00
Increase high student attendance by displaying photos of the winning classes (per month) on the school's web page.	Administration, Technology Leader	8/14/2006	5/30/2007	District Strategic Plan	\$100.00
Encourage high student attendance by raffling four bicycles per nine weeks for students with perfect attendance.	Administration, PTA	8/14/2006	5/30/2007	District Strategic Plan	\$500.00

## Research-Based Programs

N/A

## Professional Development

In house professional development for teachers in attendance procedures.

## Evaluation

2006-2007 end of year attendance report

## GOAL 7: TECHNOLOGY

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

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

### **GOAL 7 STATEMENT:**

It is the mission of Dr. Gilbert L. Porter Elementary School to provide the students, faculty, and staff equitable access to technology.

### **Needs Assessment**

Not all students have equitable access to the most up-to-date technology due to the fact that there is only one computer lab with 20 computers operating Windows XP. The need of Dr. Gilbert L. Porter Elementary School is to provide additional access to technology.

## Measurable Objective

Given an emphasis on the use of technology, students in all grades will have additional access to computers.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide in-services to educate parents about computer-assisted instruction.	Administration, Technology Committee, Teachers	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Utilize computer-assisted instructional programs across all subject areas.	Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$1000.00
Provide the opportunity to implement specific technological resources through the technology committee.	Technology Committee and Teachers	8/14/2006	5/30/2007	School-to-Career	\$500.00
Provide in-service training to teachers on the use of computer-assisted instruction such as Riverdeep, SuccessMaker Enterprise, LeapTrack and FCAT Explorer.	Administration, Technology Committee	8/14/2006	5/30/2007	District Strategic Plan	\$500.00
Create computer schedules in class to ensure that students have access to computers.	Administration, Teachers, Technology Committee	8/14/06	5/30/07	District Strategic Plan	\$0.00
Provide all teachers and students with access to the computer laboratory on a weekly basis.	Administration, Technology Committee, Teachers	8/14/2006	5/30/2007	Career Development Programs	\$0.00

### Research-Based Programs

Riverdeep  
 SuccessMaker Enterprise  
 FCAT Explorer  
 LeapTrack

### Professional Development

Riverdeep  
 SuccessMaker Enterprise  
 FCAT Explorer  
 LeapTrack

## **Evaluation**

2007 Riverdeep Report  
Computer Lab Sign-in Sheets  
SuccessMaker Reports

## GOAL 8: HEALTH & PHYSICAL FITNESS

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

#### *Florida Education Priorities*

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

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

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

Dr. Gilbert L. Porter Elementary School will promote the overall health and fitness of students.

### ***Needs Assessment***

Based on the 2006 Miami-Dade County Public Schools Elementary FITNESS Gram results reveal that 67.8 percent of all students tested in grades two through five have met the required Miami-Dade County standards. Given daily instruction in Physical Education, the students will develop personal fitness goals to improve in the areas of cardio-respiratory fitness, general endurance, body composition, flexibility and muscular strength.



## Measurable Objective

Given instruction in physical education classes, it is recommended that students tested in grades two through five participate in the physical education program at Dr. Gilbert L. Porter Elementary and achieve an annual increase from the 2006 score of 67.8 percent to 69 percent as evidenced in the Miami-Dade County Public Schools Elementary FITNESS Gram Physical Fitness Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide a schedule for daily instruction.	Administration	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide instruction and activities to enhance the students' fitness levels.	Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Ensure that opening routines address cardiovascular, flexibility, muscular strength and endurance.	Teachers	8/14/2006	5/30/2007	Communities of Practice	\$0.00
Progress towards fitness goals will be measured by practicing the tests in the Miami-Dade County Public School Elementary Physical Fitness Test.	Teachers	8/14/2006	4/30/2007	Continuous Improvement Model	\$0.00
Organize a field day for all grade levels to encourage competition and reward physical fitness.	Administration and Teachers	8/14/2006	5/30/2007	Communities of Practice	\$1000.00

## Research-Based Programs

FITNESS Gram

## Professional Development

Teacher workshops

## Evaluation

2006-2007 Fitness Gram results

Pre and Post Tests

Individual Physical Fitness Achievement

## GOAL 9: ELECTIVES & SPECIAL AREAS

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

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

### ***GOAL 9 STATEMENT:***

It is the mission of Dr. Gilbert L. Porter Elementary School to provide a variety of opportunities to promote student participation in school sponsored after school activities.

### ***Needs Assessment***

Sign-in sheets and attendance logs indicated that 51 percent of the students participating in the After School Care Program were participating in extra-curricular activities at the beginning of the 2006-2007 school year. Based on the extra curricular activities roster for 2005-2006, Dr. Gilbert L. Porter Elementary School needs to increase the student participation in the After School Care Program's extra curricular activities.

## Measurable Objective

Given an emphasis on the After School Care activities, 55 percent of students participating in the After School Care Program will participate in extra-curricular activities as evidenced by the 2006-2007 end of the year attendance logs. All students will be given the opportunity to pursue areas of interest and special talents.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide opportunities for parents, community members, and students to participate in after school programs, assemblies, shows and sports.	Administration, After School Care Staff	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Utilize resources provided by the community to enhance participation in the After School Care Program.	Administration, EESAC, Dade Partners	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Utilize the school's closed circuit television announcements to advertise after school programs.	Administration	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00
Establish open communication between student population, faculty and administration to provide a well-rounded After School Care Program.	Administration, Faculty, PTA	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Conduct a parental needs assessment to determine activities to be offered to promote participation.	Administration	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Implement multicultural experiences through participation in the After School Care Program.	After School Care Staff	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00
Provide after school tutoring to Limited English Proficient (LEP) students.	Administration, Teachers	10/1/2006	5/30/2007	District Strategic Plan	\$3000.00

## Research-Based Programs

N/A

## **Professional Development**

Teacher workshops

Parent workshops

## **Evaluation**

2006-2007 sign-in sheets and attendance logs

## GOAL 10: RETURN ON INVESTMENT

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

*Florida Education Priorities*

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

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

**GOAL 10 STATEMENT:**

Dr. Gilbert L. Porter Elementary School will rank at the 88th percentile or above statewide on the Return on Investment Index of value and cost effectiveness of its programs.

**Needs Assessment**

Dr. Gilbert L. Porter Elementary School is ranked at the 86th percentile of all elementary schools in the state of Florida according to The Return of Investment Index. The need of Dr. Gilbert L. Porter Elementary School is to increase the school's rank on the Return on Investment Index.

## Measurable Objective

Dr. Gilbert L. Porter Elementary School will rank at the 88th percentile on the next State of Florida Return on Investment Index publication.

### Action Steps

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

### Research-Based Programs

N/A

### Professional Development

EESAC Workshops

Money Matters Workshops

### Evaluation

Evaluation of progress will be documented on the next State of Florida Return on Investment Index Publication.

## *EESAC Compliance*

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

### ***Budget:***

The EESAC members will be provided with the opportunity to attend budget training and to make recommendations for expenditures based on the needs of the school. The EESAC would also like to allocate monies to rebuild the school playgrounds.

### ***Training:***

The EESAC recommended staff development in-service activities in reading, mathematics, science, writing and computer literacy. In addition, training for counselors and staff in the identification and prevention of bullying among students.

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

The EESAC recommended the purchase of additional instructional materials for science (FCAT preparation), a diagnostic assessment for mathematics, and materials for art and music.

### ***Technology:***

The EESAC recommended that students in all grade levels have daily access to the computers in the classrooms and in the computer lab on a weekly basis. They also recommended that the school improve its current technology status by adding additional computer equipment, updated software and by upgrading existing systems.

### ***Staffing:***

The EESAC recommended that the Reading Leader work with the students scoring in the lowest quartile in grades two through five.

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

The EESAC recommended that counselors continue to actively participate in the identification of students with special needs. The EESAC also recommended that tutoring should be provided to struggling students. A recommendation was made to bring the After School Care Program back to Dr. Gilbert L. Porter Elementary. Lastly, the EESAC recommended that more after school activities should be offered for students (i.e. basketball, drama, newspaper.)

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

The EESAC recommended an educational resource library for parent access and use, to be located at the Parent Resource Center. In addition, the EESAC recommended that the school purchase a set of Dr. Harry Wong's videos for in-house teacher workshops to motivate and train teachers.

***Benchmarking:***

The EESAC recommended recording the best practices of teachers and maintaining them in a notebook accessible to all faculty members.

***School Safety & Discipline:***

The EESAC recommended to establish a Discipline Committee and to reinstate the Safety Facilitators.



## *Budget Summary*

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Goal 1: Reading	\$6,500.00
Goal 2: Mathematics	\$6,000.00
Goal 3: Writing	\$3,500.00
Goal 4: Science	\$6,400.00
Goal 5: Parental Involvement	\$1,000.00
Goal 6: Discipline & Safety	\$1,100.00
Goal 7: Technology	\$2,000.00
Goal 8: Health & Physical Fitness	\$1,000.00
Goal 9: Electives & Special Areas	\$3,000.00
Goal 10: Return On Investment	\$0.00
<hr/>	
<b>Total:</b>	<b>\$30,500.00</b>

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

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

*Required Signatures:*

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*Principal*

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*EESAC Chair*

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*UTD Steward*

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*EESAC Parent Representative*

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*EESAC Business/Community Representative*

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*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.

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*Region Superintendent*