
SCHOOL IMPROVEMENT PLAN

2005-2006



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

FeederPattern: Felix Varela Senior

Region: Regional Center VI

District: 13 - Miami-Dade

Principal: Mariana Gonzalez

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Dr. Gilbert L. Porter Elementary School

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.

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 fifth time under the state of Florida A Plus Plan. In addition, we have met the Adequate Yearly Progress the past two years required by NCLB. Lastly, we have received the Platinum Award for superior school performance for the past four years.

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 using the Sunshine State Standards (SSS) and Grade Level Expectations (GLE), students in grades three to five will improve their reading skills as evidenced by 80 percent of the students reaching the state required mastery level, documented by scores on the 2006 FCAT Reading Test.

Given instruction using Sunshine State Standards (SSS) and Grade Level Expectations (GLE), students in grades three to five will improve mathematics skills as evidenced by 75 percent of the students scoring at or above the state required mastery level, documented by scores on the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards (SSS) and Grade Level Expectations (GLE), students in fourth grade will increase their writing skills as evidenced by 79 percent of students reaching the state required mastery level, documented by scores of the 2006 FCAT Writing Test.

Given instruction using the Sunshine State Standards (SSS) and Grade Level Expectations (GLE), students' mean scale science scores in grade five will increase by two points, as documented on the 2006 FCAT Science Test.

Given the need to establish a link between the school and community to support the effort of improving the academic achievement of students, parental involvement recorded through volunteer hours will increase as evidenced by an increase of two percent.

Given an emphasis on an orderly learning environment, and after reviewing the 2004-2005 end of the year attendance report, student attendance will improve by 0.5 percent as evidenced by the 2005-2006 end of the year attendance report.

Given an increased emphasis on the use of technology, students in grades 3-5 will increase their use of technology by 20 percent, as documented by the difference between the September 2005 and April 2006 Riverdeep report.

Given instruction in physical education classes it is recommended that students tested in grades two to five participate in the physical education program at Dr. Gilbert L. Porter Elementary and achieve an annual increase of three percent from the 2005 score of 62.7 percent to 65.7 percent as evidenced in the Miami-Dade County Public Schools Elementary Physical Fitness Test.

Given an increased emphasis on school sponsored after school activities, student participation in the after school dance club, will increase by one percent.

Dr. Gilbert L. Porter Elementary School will improve its ranking on the State of Florida Return on Investment Index publication from the 62nd percentile in 2003, to the 64th percentile on the next publication of the index.

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 is high. Staff members are also highly satisfied with the total operation of the school. The survey identified two areas of institutional weakness. These are: Strategic Planning and Leadership. In order to address these weaknesses, and improve upon these two areas, administration, staff and community members will be encouraged to participate in the strategic planning and in the organizational plan 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

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 2005-2006 school year consists of approximately 1,267 students in Pre-Kindergarten through fifth grade. The ethnic racial breakdown of the student population is 74 percent Hispanic, 14 percent White, seven percent African American, and five percent Asian/Indian/Multicultural. Of our population, 14.3 percent of the students are Limited English Proficient (LEP). Our records indicate that 42.5 percent of our student population receives free or reduced lunch. Students with disabilities (SWD), constitute 12 percent of the student body, 90 percent of which are serviced with the inclusion model. In addition, 90 students are enrolled in the gifted programs. This year, for the first time, Teaching Enriched Activities to Minorities (TEAM), is offered at our school in second grade with an enrollment of 26 students.

This is the second year for the administrative team at this school. The administrative team is made up of one principal and two assistant principals. The faculty consists of: 64 certified classroom teachers, six ESE teachers, two elementary guidance counselors, one speech therapist, seven special area teachers, one reading coach, one media specialist and one media clerk. The support staff employed at the school is made up of two paraprofessionals, one full time and one hourly, eight custodial/service workers, nine cafeteria workers, and six clerical service providers. The teaching staff averages 11 years of teaching experience in the state of Florida. Presently, there are eight new teachers at our school this year. The ethnic makeup of the staff is 30 percent white, 22 percent black and 48 percent Hispanic. Approximately 43 percent have Masters degree and eight percent Specialist degrees.

Our building is fully wired to provide Intranet and Internet access in 100 percent of the 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; Accelerated Reader (AR), Star, Riverdeep and FCAT Explorer. The Science lead teacher schedules rotating classes in the Science Laboratory for students in grades three to five in a co-teaching model with hands techniques and lessons.

This past year Dr. Gilbert L. Porter Elementary School applied for and won a Title III grant that provided the school with the Waterford Program, 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 Primary Learning Center (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'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

Leadership:

The results of the OPIS with a score of 3.9 indicate that the administrative team at Dr. Gilbert L. Porter Elementary School improves and maintains 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 OPIS with a score of 3.3 indicate that all 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 OPIS with a score of 4.2 indicate that 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 and bi-monthly meetings to become more involved and informed.

Faculty & Staff:

The results of the OPIS with a score of 4.2 indicate the 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 and transfer teachers. 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 PACES manual. New teachers are identified and 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: 1. lesson planning; 2. successful teaching practices (classroom visitations); and 3. rendering support that focuses on the successful completion of teaching requirements. The Annual Teacher's 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 OPIS with a score of 4.0 indicate 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 OPIS with a score of 4.4 indicate that the daily educational program at Dr. Gilbert L. Porter Elementary School is customized to meet the needs of our diverse student population. Our student population also 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. Personalized tutoring is available during the school day, Monday through Friday, beginning in August for all Level 1 students. Each day of the week, any student can receive help with needed skills and/or FCAT preparation through their classroom teacher. Level 1 students are also given the opportunity to attend summer school for further remediation. 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. This will be the first year of implementation at Dr. Gilbert L. Porter Elementary School, which will include professional development for the administrative team, Literacy Team and staff. All steps of the model will be implemented this year.

Performance Results:

The Organizational Performance Self Assessment Survey with a score of 4.6 indicate 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 fit the student's 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

It is the mission of Dr. Gilbert L. Porter Elementary School to provide a variety of literacy opportunities so that all students are able to read on or above grade level.

Needs Assessment

Scores on the 2005 FCAT Reading Test indicated that school wide, 77 percent of students have met the state required mastery level, 73 percent made learning gains, and 64 percent of the lowest 25 percentile (14 percent more than the required 50 percent) made learning gains. Students in third grade scored 72 percent at or above FCAT achievement level 3, an increase of three percent points over scores on the 2004 FCAT. Students in fourth grade scored 72 percent at or above FCAT achievement level 3, an increase of two percentage points over scores on the 2004 FCAT. Students in fifth grade scored 69 percent at or above FCAT achievement level 3, an increase of seven percentage points over scores on the 2004 FCAT.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards (SSS) and Grade Level Expectations (GLE), students in grades three to five will improve their reading skills as evidenced by 80 percent of the students reaching the state required mastery level, documented by scores on the 2006 FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize Accelerated Reader/STAR, Riverdeep, FCAT Explorer, computer-assisted resources to reinforce and enhance reading skills.	Media Specialist, Technology Committee, Teachers	8/8/2005	5/24/2006
Facilitate the availability of Guided Reading leveled books to enhance flexible grouping and literacy circles.	Reading Coach, Teachers	8/8/2005	5/24/2006
Provide daily 120 minute block of uninterrupted reading instruction for students in Kindergarten through 5th grades.	Teachers	8/8/2005	5/24/2006
Develop an Academic Improvement Plan (AIP) for each low performing student.	Teacher	9/1/2005	5/24/2006
Implement the Comprehensive Research-Based Reading Plan (CRRP) with intensive focus on Guided Reading and Vocabulary Development.	Principal	08/08/2005	5/24/2006
Analyze and utilize data from 2005 FCAT Reading Test to identify strengths and weaknesses in student performance and develop instructional strategies for focused reading lessons.	Principal, Reading Coach, Teachers	8/8/2005	5/24/2006

Research-Based Programs

The state adopted core reading program is Houghton Mifflin. Voyager is used as an additional intervention tool with lower quartile students in grades two to five.

Professional Development

Teachers will be provided with the opportunity to participate in professional development workshops and in-services which include training in the Houghton Mifflin reading program, Dynamic Indicators of Basic Early Literacy Skills (DIBELS K-3) and CRISS training for selected teachers. Additional inservices and training for teachers in the use of Student Performance Indicators database, and the Automated Academic Improvement Plan. Faculty facilitators will provide training on FCAT Explorer, OWL and BEAR Reading programs.

Evaluation

Weekly, monthly and quarterly assessments will be administered to monitor student progress and redirect learning activities. This objective will be evaluated by the results of the FCAT Reading Test administered in February 2006. District reading assessments, Dynamic Indicators of Basic Early Literacy Skills (DIBELS K-3), Diagnostic Assessment of Reading (DAR K-5), and Continuous Improvement Model (CIM 3-5) will be used. Assessments will be directed by the reading coach and compiled data will be shared with the classroom teachers.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

It is the mission of Dr. Gilbert L. Porter Elementary School to provide a variety of mathematical opportunities to increase the students' understanding of computation, concepts and numerical values.

Needs Assessment

Scores on the 2005 FCAT Mathematics Test indicated that school wide, 72 percent of students have met the state required mastery level, and 71 percent made learning gains. Students in third grade scored 80 percent at or above FCAT achievement level 3, an increase of four percentage points over scores of the 2004 FCAT. Students in fourth grade scored 63 percent at or above FCAT achievement level 3, an increase of five percentage points over scores of the 2004 FCAT. Students in fifth grade scored 56 percent at or above FCAT achievement level 3, an increase of two percentage points over scores of the 2004 FCAT.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using Sunshine State Standards (SSS) and Grade Level Expectations (GLE), students in grades three to five will improve mathematics skills as evidenced by 75 percent of the students scoring at or above the state required mastery level, documented by scores on the 2006 FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Integrate mathematics vocabulary into daily instruction.	Teachers	8/8/2005	5/24/2006
Utilize district recommended mathematics scope and sequence for Kindergarten through fifth grades.	Teachers	8/8/2005	5/24/2006
Use Harcourt Brace online and Riverdeep to reinforce strategies and skills for lower quartile students in all grade levels.	Assistant Principal and Teachers	8/8/2005	5/26/2006
Provide 60 minutes of uninterrupted mathematics instruction on a daily basis.	Assistant Principal and Teachers	8/8/2005	5/26/2006
Use manipulatives to provide students at all grade levels with hands on activities to enhance instruction.	Assistant Principal and Teachers	8/8/2005	5/24/2006
Analyze and disaggregate data from the 2005 FCAT Mathematics Test to identify students' strengths and weaknesses and develop an instructional plan.	Principal and Teachers	8/8/2005	5/24/2006

Research-Based Programs

The state adopted mathematics series is Harcourt Brace. Riverdeep and Harcourt Brace online will be used in the classroom.

Professional Development

Professional development training for teachers will include using manipulatives to enhance the mathematics curriculum, the use of the Student Performance Indicators data base to determine areas of strength and weakness for individual students in all grade levels.

Evaluation

This objective will be evaluated by the results of the 2006 Mathematics Test. Weekly, monthly and quarterly assessments will be used to redirect the students' learning activities. Harcourt Brace assessments will be used as an additional monitoring tool to assess mathematics benchmarks.

GOAL 3: WRITING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

It is the goal of Dr. Gilbert L. Porter Elementary to improve the student's writing. At the "School of Discovery," each student is encouraged to explore the depths of his/her writing potential, as they incorporate focus, organization, support and conventions in their writing.

Needs Assessment

Scores on the 2005 FCAT Writing Test indicate that 76 percent of the fourth grade students have met the state required mastery level.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards (SSS) and Grade Level Expectations (GLE), students in fourth grade will increase their writing skills as evidenced by 79 percent of students reaching the state required mastery level, documented by scores of the 2006 FCAT Writing Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Administer pre-writing tests for expository and narrative prompts. Use the results to guide lessons implementing strategies to target weaknesses.	Teachers	10/3/2005	4/30/2006
Provide lessons on the use of writing strategies such as magnified moments, vivid verbs, sentence variety, magic words, dialogue insertions and transitional phrases.	Teachers	8/8/2005	5/24/2006
Incorporate a vivid vocabulary, Word-A-Day to build on vocabulary usage and produce a word wall.	Teachers	8/8/2005	5/24/2006
Incorporate Teach Me Writing in grades K-3.	Teachers	8/8/2005	5/24/2006
Utilize monthly writing prompts for grades 1-5 to expose students to effective writing styles and techniques.	Teachers/Reading Coach	10/3/2005	4/28/2006
Utilize Write Time for Kids to expand and enhance cross-curricular writing.	Teachers	9/5/2005	5/24/2006

Research-Based Programs

Instructional staff will use Teach Me Writing, Write Time for Kids to provide research-based instruction to students.

Professional Development

Teachers will be provided with the opportunity to participate in inservices for writing skills, holistic scoring rubric, writing process, Teach Me Writing Program, vocabulary development (word walls) and the four components of writing: focus, organization, support and conventions.

Evaluation

This objective will be evaluated by the results of the 2005 FCAT Writing Test. Weekly, monthly, and quarterly writing assessments will be used to monitor the writing objectives.

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.)

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Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

It is the mission of Dr. Gilbert L. Porter Elementary School to create learning environments that focus on the scientific method and process.

Needs Assessment

Fifth grade students demonstrated mastery level by achieving a mean scale score of 294 on the 2005 FCAT Science Test.

Measurable Objective

Given instruction using the Sunshine State Standards (SSS) and Grade Level Expectations (GLE), students' mean scale science scores in grade five will increase by two points, as documented on the 2006 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Continue to implement the SSS and the GLE's	Assistant Principal, Teacher	8/8/2005	5/24/2006
Conduct staff development workshops to promote teaching science process skills.	Science lead teacher	8/8/2005	5/24/2006
Promote awareness of school to work initiatives by providing exploration of science related careers	Principal	8/8/2005	5/26/2006
Conduct a parent workshop to promote better understanding of science process skills.	Administration and teacher	8/8/2005	5/24/2006
Provide the computer assisted science program Riverdeep for students and parents	Principal	8/8/2005	5/26/2006
Provide a hands-on science investigation laboratory for students to utilize once a week	Principal	8/8/2005	5/26/2006

Research-Based Programs

Instructional staff will use Harcourt Science text series, FCAT Coach Series and Measure-Up series to provide research-based instruction to all students.

Professional Development

Instructional staff will be provided with the opportunity to participate in a co-teaching science model of instruction for students in third through fifth grade.

Evaluation

This objective will be evaluated by the results of the 2006 FCAT Science Test. Weekly, monthly and quarterly assessments will be administered to monitor student progress and redirect learning activities.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

GOAL 5 STATEMENT:

It is the mission of Dr. Gilbert L. Porter Elementary School to provide an environment in which families, community members, students and faculty can enhance their working relationship.

Needs Assessment

Based on the school related activity log, 7,500 volunteer hours were logged by parents and volunteers of Dr. Gilbert L. Porter Elementary School.

Measurable Objective

Given the need to establish a link between the school and community to support the effort of improving the academic achievement of students, parental involvement recorded through volunteer hours will increase as evidenced by an increase of two percent.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Monitor parental involvement by the use of sign-in sheets.	Principal, PTA	8/8/2005	5/24/2006
Increase school site personnel, parents and Dade Partners combined efforts to address the needs of students and parents.	Principal, PTA	8/8/2005	5/24/2006
Maintain an on-going line of communication between home and school through newsletters, flyers and morning announcements	Administration	8/8/2005	5/24/2006
Increase parental volunteers to assist in activities throughout the school as documented by sign in sheets and logs	Principal, PTA	8/8/2005	5/24/2006
Increase parent participation in schoolwide functions as documented by sign in sheets	Principal, PTA	8/8/2005	5/24/2006
Facilitate the use of parenting materials at the Parent Resource Center.	Principal, PTA	8/8/2005	5/24/2006

Research-Based Programs

Parents will use the National Standards for PTA, a research based program as a resource.

Professional Development

Parents will be provided with the opportunity to attend parenting workshops offered through the Parent Academy and the Safe Schools facilitator.

Evaluation

This objective will be evaluated by sign-in sheets and 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 6 STATEMENT:

Ensure a safe and orderly learning environment.

Needs Assessment

Analysis of the 2004-2005 end of the year attendance report indicates that school wide student attendance was 95.86 percent. This report indicates a need for an increase in attendance.

Measurable Objective

Given an emphasis on an orderly learning environment, and after reviewing the 2004-2005 end of the year attendance report, student attendance will improve by 0.5 percent as evidenced by the 2005-2006 end of the year attendance report.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Create a school wide attendance committee that will meet bi-monthly.	Assistant Principal, Counselors, Social Worker, Teachers, Attendance Clerk, PTA Representative	8/8/2005	5/24/2006
Implement the Truancy Intervention Program (TIP).	Assistant Principal, Counselors	8/8/2005	5/24/2006
Increase and maintain high student attendance by raffling two bicycles per nine weeks for students with perfect attendance.	Administration, PTA	8/8/2005	5/24/2006
Increase and maintain high student attendance by giving away movie theatre tickets for students with perfect attendance.	Administration, Dade Partners	8/8/2005	5/24/2006
Increase and maintain high student attendance by announcing classes with perfect attendance over the school's closed circuit television system.	Administration	8/8/05	5/24/06

Research-Based Programs

NA

Professional Development

All teachers will receive professional development in intervention skills for dealing with habitually tardy/absent students.

Evaluation

This objective will be evaluated by the 2005-2006 end of the school 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

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

September 2005 Riverdeep reports indicate low student useage of technology.

Measurable Objective

Given an increased emphasis on the use of technology, students in grades 3-5 will increase their use of technology by 20 percent, as documented by the difference between the September 2005 and April 2006 Riverdeep report.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide in-services to educate parents about computer-assisted instruction.	Principal, Technology Committee, Teacher	8/8/2005	5/24/2006
Continue to implement the technology based curriculum and the Sunshine State Standards.	Teacher	8/8/2005	5/24/2006
Provide all teachers and students with a computer laboratory for weekly use.	Principal, Technology Committee, Teacher	8/8/2005	5/24/2006
Utilize computer-assisted instructional programs across all subject areas.	Teacher	8/8/2005	5/24/2006
Continue to provide in-service training to teachers on the use of computer-assisted instruction.	Assistant Principal, Technology Committee	8/8/2005	5/24/2006
Provide the opportunity to implement specific technological resources through the technology committee.	Technology Committee and Teacher	8/8/2005	5/24/2006

Research-Based Programs

NA

Professional Development

Teachers will be provided with the opportunity to attend in house training on the use of the Riverdeep program.

Evaluation

This objective will be evaluated by analyzing and comparing the September 2005 and April 2006 Riverdeep reports that will indicate a 20 percent usage increase.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 8 STATEMENT:

It is the goal of the Physical Education department at Dr. Gilbert L. Porter Elementary to provide students the opportunity to attain an optimal level of fitness while participating in a continuous, carefully planned program of physical activities.

Needs Assessment

Scores on the 2005 Miami-Dade County Public Schools Elementary Physical Fitness Test indicate that 62.7 percent of all students tested in grades 2-5 at Dr. Gilbert L. Porter Elementary 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 to five participate in the physical education program at Dr. Gilbert L. Porter Elementary and achieve an annual increase of three percent from the 2005 score of 62.7 percent to 65.7 percent as evidenced in the Miami-Dade County Public Schools Elementary Physical Fitness Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide a schedule for daily instruction.	Principal	8/8/2005	5/24/2006
Provide instruction and activities to enhance the students' fitness levels.	Teachers	8/8/2005	5/24/2006
Progress towards fitness goals will be measured by practicing the tests in the Miami-Dade County Public School Elementary Physical Fitness Test.	Teacher	8/8/2005	4/28/2006
Organize a field day for all grade levels to encourage competition and reward physical fitness.	Assistant Principal and Teacher	8/8/2005	5/24/2006
Ensure that opening routines address cardiovascular, flexibility, muscular strength and endurance.	Teachers	8/8/2005	5/24/2006

Research-Based Programs

NA

Professional Development

The teachers will be provided with the opportunity to attend in-service workshops provided by Miami-Dade County Public School's (M-DCPS) Physical Education Department.

Evaluation

The objective will be evaluated by the Miami-Dade County Public Schools Elementary Physical Fitness Test.

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.)

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

Miami-Dade County Public Schools

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

GOAL 9 STATEMENT:

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

Needs Assessment

Sign in sheets and attendance logs indicate that 113 students participated in after school dance club at the beginning of the 2005-2006 school year.

Measurable Objective

Given an increased emphasis on school sponsored after school activities, student participation in the after school dance club, will increase by one percent.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide opportunities for parents, community members, and students to participate in dance assemblies/shows.	Administration, After School Care Staff	8/8/2005	5/24/2006
Conduct a parental needs assessment.	Administration	8/8/2005	5/24/2006
Utilize resources provided by the community to enhance participation in the dance club.	Administration, EESAC, Dade Partners	8/8/2005	5/24/2006
Establish open communication between student population, faculty and administration to provide a well-rounded dance program.	Administration, faculty, PTA	8/8/2005	5/24/2006
Continue to implement multicultural experiences through participation in the dance club.	Dance Instructor	8/8/2005	5/24/2006
Utilize the school's closed circuit television announcements to advertise the dance program.	Administration	8/8/2005	5/24/2006

Research-Based Programs

N/A

Professional Development

N/A

Evaluation

The objective will be evaluated by a one percent increase of student participation in the after school dance club measured by 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.)

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 10 STATEMENT:

It is the mission of Dr. Gilbert L. Porter Elementary to improve student performance by developing an effective relationship between the cost of programs and the effectiveness of programs purchased. It is our goal to establish cost effective programs that produce a high return on investment and high learning gains.

Needs Assessment

Dr. Gilbert L. Porter Elementary School rank is in the 62nd percentile of all elementary schools in the state of Florida according to The Return of Investment Index. The percent of students making learning gains will increase from 69 percent to 72 percent in math, and from 67 percent to 70 percent in reading.

Measurable Objective

Dr. Gilbert L. Porter Elementary School will improve its ranking on the State of Florida Return on Investment Index publication from the 62nd percentile in 2003, to the 64th percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Become more informed about the use of financial resources to relation to school programs.	Principal	8/8/2005	5/24/2006
Collaborate with the district on resource allocation.	Principal	8/8/2005	5/24/2006
Consider reconfiguration of existing resources or take advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal	8/8/2005	5/24/2006
Consider shared use of facilities, partner with community agencies.	Principal	8/8/2005	5/24/2006
Provide financial resource information to EESAC and staff.	Principal	8/8/2005	5/26/2005

Research-Based Programs

N/A

Professional Development

N/A

Evaluation

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

EESAC Compliance

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

Budget:

The 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.

Training:

The EESAC recommended staff development inservice activities in mathematics, science and writing. 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), art and music.

Technology:

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

Staffing:

The EESAC recommended that the reading leader and the mathematics leader work with the students scoring in the lowest quartile in grades two to five.

Student Support Services:

The ESSAC recommended that counselors continue to actively participate in the identification of students with special needs. The EESAC also recommended that tutoring be provided to struggling students.

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.

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.

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

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

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

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

Region Superintendent