

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Dr. Gilbert L. Porter Elementary School (4511)

Feeder Pattern - Felix Varela Senior

Regional Center VI

District 13 - Miami-Dade

Principal - Raul Gutierrez

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

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 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 for the past 16 years. 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, BJ's, 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 Public Service Announcements.

This is the second year for the principal at this school. The administrative team is made up of one principal and one assistant principal. The faculty consists of: 46 certified classroom teachers, one elementary guidance counselor, four SPED teachers, two teachers of the gifted, one full-time speech therapist, seven special area teachers, seven bilingual teachers, and one media specialist. The support staff employed at the school is made up of four paraprofessionals, eight full time custodial/service workers, 10 cafeteria workers, and five clerical service providers. The teaching staff averages 12 years of teaching experience in the state of Florida. Presently, there is one beginning teacher at our school this year. The ethnic makeup of the staff is 58 percent Hispanic, 32 percent White, and 15 percent Black. Approximately 45 percent have Master's degrees and six percent Specialist degrees.

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 2007-2008 school year consists of approximately 876 students in Pre-Kindergarten through fifth grades. The ethnic racial breakdown of the student population is 76 percent Hispanic, 15 percent White, five percent Black, and four percent Asian/Indian/Multicultural. Of our population, 16.5 percent of the students are English Language Learners (ELL). Our records indicate that 44 percent of our student population receives free or reduced lunch. Students with Disabilities (SWD) constitute seven percent of the student body, 73.52 percent of which are serviced with the inclusion model. In addition, 90 students are enrolled in the gifted program. This year, Teaching Enrichment Activities to Minorities (TEAM) is offered at our school in second through fourth grades with an enrollment of 62 students. In addition, the Extended Foreign Language (EFL) Program has extended into third grade. There are now 146 students participating in the EFL Program in Kindergarten through third grade. We also added an additional Pre-Kindergarten unit through the Role Model program that services SWD students as well as role models.

Last year Dr. Gilbert L. Porter Elementary School received a Title III grant that provided the school with Imagine Learning, an early childhood reading program which has continued this year. This program facilitates learning the English language for ELL students in the primary grades. The program is currently utilized in the Primary Learning Center (PLC). In addition to Imagine Learning, Waterford Early Reading System is also being utilized at the PLC and the main building in first grade. We also received the Tutoring Academy for ELL Students Grant for the second year to facilitate bilingual tutoring in content areas.

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 seventh time under the state of Florida "A Plus" Plan. In addition, we have met Adequate Yearly Progress for the past four years required by No Child Left Behind (NCLB). Lastly, we have received the Platinum Award for superior school performance for the past five years.

Based on 2007 FCAT data in grades 3-5, 13.7 percent of the students achieved a Level 1 in Reading and 11.7 percent achieved a Level 2. In Mathematics, 6.3 percent achieved a Level 1 and 19.0 percent achieved a Level 2. In addition, all NCLB subgroups met Adequate Yearly Progress. Areas of concern continue to be Algebraic Thinking for mathematics and Main Idea/Author's Purpose for reading in grades 3-5. However, data revealed strengths in the areas of Geometry for mathematics and Comparison/Contrast for reading in grades 3-5. Student attendance increased from 95.93 in 2005-2006 to 96.67 percent in 2006-2007, an increase of .74 percentage points. In addition, the percentage of students with 15 or more cumulative absences has decreased from approximately 8.7% to 4.3%.

Given instruction based on the Sunshine State Standards, third through fifth grade students will increase their reading skills as evidenced by 81 percent or more of students meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, third through fifth grade students will increase their math skills as evidenced by 78 percent or more of students meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grade four will demonstrate their skilled proficiency in writing, as evidenced by 90 percent or more students meeting high standards on the 2008 Administration of the FCAT Writing +.

Given instruction based on the Sunshine State Standards, fifth grade students will increase their science skills as evidenced by 60 percent or more of students meeting high standards on the 2008 administration of the FCAT Science Test.

Given the emphasis on parental and community involvement, the school will demonstrate an increase of 5 percentage points in the number of parental and community contacts as evidenced by comparing the hourly logs for the 2006-2007 to the 2007-2008 school years.

Given the emphasis on daily student attendance, student attendance will increase as evidenced by a .5 percentage point increase to 97.17 percent during the 2007-2008 school year as compared to the 2006-2007 school year.

Given an increased emphasis on the use of technology in education, all students will augment their usage of FCAT Explorer, Reading Plus and SuccessMaker Programs as evidenced by a 10 percent increase during the 2007-2008 school year as compared to the 2006-2007 school year.

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades two through five will improve their physical fitness skills as evidenced by 75.3 percent of the students meeting high standards on the 2007-2008 administration of the FITNESSGRAM Test.

Given emphasis on the benefits of participating in extracurricular activities, the number of students enrolled in the After School Care Program's extracurricular activities will increase by 10 percent during the 2007-2008 school year as compared to the 2006-2007 school year.

Dr. Gilbert L. Porter Elementary School's Return on Investment (ROI) percentile ranking will increase by at least 1 percentage point.

In order to achieve these objectives, appropriate strategies have been suggested and planned by the school's stakeholders. Strategies to be implemented include: biweekly assessments in reading and mathematics, 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 Improvement Snapshot (OPIS) showed that staff satisfaction is high. Approximately 85 percent of the staff answered the Organizational Performance Improvement Snapshot with a 4.0 or higher. Staff members are also highly satisfied with the total operation of the school. The survey identified two areas of institutional weakness based on overall ratings from the OPIS. These are: Strategic Planning (4.1) and Educational Design (4.2). 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 and actively participating in monthly ESSAC meetings as well as PTA and other stakeholder meetings.



School Improvement Plan 2007-2008



MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

CORE VALUES

Excellence

We pursue the highest standards in academic achievement and organizational performance.

Integrity

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

Equity

We foster an environment that serves all students and aspires to eliminate the achievement gap.

Citizenship

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

4511 - 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



School Improvement Plan 2007-2008



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, "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 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 for the past 16 years. 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 2007-2008 school year consists of approximately 876 students in Pre-Kindergarten through fifth grades. The ethnic racial breakdown of the student population is 76 percent Hispanic, 15 percent White, five percent Black, and four percent Asian/Indian/Multicultural. Of our population, 16.5 percent of the students are English Language Learners (ELL). Our records indicate that 44 percent of our student population receives free or reduced lunch. Students with Disabilities (SWD) constitute seven percent of the student body, 73.52 percent of which are serviced with the inclusion model. In addition, 90 students are enrolled in the gifted program. This year, Teaching Enrichment Activities to Minorities (TEAM) is offered at our school in second through fourth grades with an enrollment of 62 students. In addition, the Extended Foreign Language (EFL) Program has extended into third grade. There are now 146 students participating in the EFL Program in kindergarten through third grade.

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Based on 2007 FCAT data in grades 3-5, 13.7 percent of the students achieved a Level 1 in Reading and 11.7 percent achieved a Level 2. In Mathematics, 6.3 percent achieved a Level 1 and 19.0 percent achieved a Level 2. In addition, all NCLB subgroups met Adequate Yearly Progress. Areas of concern continue to be Algebraic Thinking for mathematics and Main Idea/Author's Purpose for reading in grades 3-5. However, data revealed strengths in the areas of Geometry for Mathematics and Comparison/Contrast for Reading in grades 3-5.

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 educational career. 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 educational career in elementary school. We also added an additional Pre-Kindergarten unit through the Role Model program that services SWD students as well as role models.

This is the second year for the principal at this school. The Leadership Team consists of the administration, Union Steward / ESSAC Chairperson, eight department chairpersons, two activity directors, two professional development facilitators, and the media specialist. The faculty consists of 92 full-time employees and 16 part-time employees. Of these there are: 48 certified classroom teachers, one elementary guidance counselor, four SPED teachers, two teachers of the gifted, one full-time speech therapist, seven special area teachers, seven bilingual teachers, one media specialist and one media clerk. The support staff employed at the school is made up of four paraprofessionals, eight full time custodial/service workers, 10 cafeteria workers, and five clerical service providers. The teaching staff averages 12 years of teaching experience in the state of Florida. Presently, there is one beginning teacher at our school this year with no vacancies. The ethnic makeup of the staff is 58 percent (63) Hispanic, 32 percent (34) White, and 15 percent (16) Black. Approximately 45 percent have Master's Degrees and six percent Specialist degrees.

In accordance with the class size amendment, the student-teacher ratio has been reduced in grades K-3 to 18.8 and in grades 4-5 to 22.2. The average class size in kindergarten is 20.2, in first grade 20.5, in second grade 16.8, in third grade 18.2, in fourth grade 22.6 and in fifth grade 22. In classes that contain Students with Disabilities where the inclusion model is implemented, the average class size in second grade is 16, in third grade 18, in fourth grade 21, and in fifth grade 21. Student attendance increased from 95.93 in 2005-2006 to 96.67 percent in 2006-2007, an increase of .74 percentage points. In addition, the percentage of students with 15 or more cumulative absences has decreased from approximately 8.7% to 4.3%.

As part of the Felix Varela Senior High Feeder Pattern, our fifth grade students feed into Jorge Mas Canosa Middle School. From Mas Canosa, our students (now eighth grade students) will feed into Felix Varela Senior High.

Dr. Gilbert L. Porter also implements several programs to enhance the education of our students. The Extended Foreign Language Program (EFL) is being implemented in kindergarten through third grade. Teaching Enrichment Activities to Minorities (TEAM) is being implemented in second through fourth grades. Gifted resource services are being offered to first through fifth grade. Academic Excellence Program is being implemented in third through fifth grade to produce the school news letter. In addition, tutoring is being offered to ELL students through the Title III grant we received from the Tutoring Academy for ELL Students.



School Improvement Plan

2007-2008



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, BJs, 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.

Last year Dr. Gilbert L. Porter Elementary School received a Title III grant that provided the school with Imagine Learning, an early childhood reading program which has continued this year. This program facilitates learning the English language for ELL students in the primary grades. The program is currently utilized in the Primary Learning Center (PLC). In addition to Imagine Learning, Waterford Early Reading System is also being utilized at the PLC and the main building in first grade. We also received the Tutoring Academy for ELL Students Grant for the second year to facilitate bilingual tutoring in content areas.

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 Organizational Performance Improvement Snapshot (OPIS) indicate a score of 4.3 in the area of Leadership. The administrative team at Dr. Gilbert L. Porter Elementary School 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 Organizational Performance Improvement Snapshot (OPIS) indicate a score of 4.1 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 and bi-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. Instructional 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 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 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 4.4 in the area of Data/Information/Knowledge 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 Educational Design. The faculty and staff have adequate resources to facilitate the daily educational programs at Dr. Gilbert L. Porter Elementary. Our student population also consists of several key student groups (Gifted, Students with Disabilities (SWD), English Language Learners (ELL), 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.



School Improvement Plan 2007-2008



Performance Results:

The results of the Organizational Performance Improvement Snapshot (OPIS) indicate that staff members are satisfied with the school's 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.



School Improvement Plan 2007-2008



Schools Graded 'C' or Below

Professional Development:

Disaggregated Data :

Informal and Formal Assessments:

Alternative Instructional Delivery Methods :



School Improvement Plan 2007-2008



Schools Offering Primarily Grades 6 through 12

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

Reading Goal

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

Florida Education Priorities

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

Reading Statement

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

Needs Assessment

Analysis of the 2007 FCAT Reading scores reveal that 80 percent of students met the state required mastery level, 77 percent made learning gains, and 67 percent of the lowest 25th percentile made Adequate Yearly Progress. Further analysis indicates that 74 percent of the students in third grade achieved high standards, a decrease of 13 percentage points when compared to scores reported on the 2006 FCAT, 71 percent of students in fourth grade achieved high standards, a decrease of 1 percentage point when compared to scores reported on the 2006 FCAT, and 78 percent of students in fifth grade achieved high standards, an increase of 8 percentage points when compared to scores reported on the 2006 FCAT. After an analysis of the 2007 FCAT results, it was determined that there was a need for improvement in the benchmark of Main Idea and Author's Purpose.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, third through fifth grade students will increase their reading skills as evidenced by 81 percent or more of students meeting high standards on the 2008 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Facilitate professional development activities for teachers in appropriate reading strategies, including Reciprocal Teaching and Differentiated Instruction.	Principal, Assistant Principal, Curriculum Team, Teachers	8/20/2007	6/4/2008	District-wide Literacy Plan	0
Implement Instructional Focus Calendars and teacher directed reading instruction placing emphasis on the Main Idea and Author's Purpose benchmarks.	Principal, Assistant Principal, Curriculum Team, Teachers	8/20/2007	6/4/2008	District-wide Literacy Plan	0
Involve teachers in the Continuous Improvement Model through data-driven decision making. Provide teachers with all available data to analyze the ongoing student progress of their students.	Principal, Assistant Principal, Curriculum Team, Teachers	8/20/2007	6/4/2008	Continuous Improvement Model	0
Incorporate enrichment activities through TEAM and AEP courses to maintain Level 3 and higher success.	Principal, Assistant Principal, Teachers	8/20/2007	6/4/2008	Academic Enrichment Opportunities	500
Provide tutoring for students in the lowest 25 percentile.	Principal, Assistant Principal, Curriculum Team, Teachers	9/4/2007	5/16/2008	Continuous Improvement Model	2000
Reinforce the Houghton Mifflin Reading series with Early / Soar to Success and Voyager Passport for identified students.	Curriculum Team, Teachers	8/20/2007	6/4/2008	Other/ Not Applicable	0
Utilize Accelerated Reader/STAR, Reading Plus, SuccessMaker, FCAT Explorer, Quick Reads, Leap Track and computer-assisted resources to reinforce and enhance reading skills.	Curriculum Team, Media Specialist, Technology Committee, Teachers	9/4/2007	6/4/2008	Continuous Improvement Model	2000
Provide incentives for students and classes achieving their Accelerated Reader goals.	Principal, Assistant Principal, Curriculum Team, Teachers, PTA	9/4/2007	6/4/2008	District-wide Literacy Plan	2000
Utilize Differentiated Instruction in order to focus on individualized student needs in each classroom.	Principal, Assistant Principal, Curriculum Team, Teachers	8/20/2007	6/4/2008	District-wide Literacy Plan	0
Implement school-based biweekly assessments in reading to monitor the instructional focus calendars	Principal, Assistant Principal, Curriculum Team, Teachers	9/4/2007	6/4/2008	Continuous Improvement Model	0
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions with instructional staff.	Principal, Assistant Principal, Curriculum Team, Teachers	8/20/2007	6/4/2008	Continuous Improvement Model	0
Utilize Project Plus to address the needs of students in kindergarten.	Principal, Assistant Principal, Teachers	9/0420/07	6/4/2008	Continuous Improvement Model	6000

Research-Based Programs

Research-based programs include:

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

Professional Development



School Improvement Plan 2007-2008



Professional development activities include:

Houghton Mifflin Reading Series
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
CRISS Strategies
Data Analysis Training
Continuous Improvement Model
Reciprocal Teaching
Differentiated Instruction
Reading Plus
SuccessMaker
Instructional Focus Calendars

Evaluation

This objective will be evaluated by 81 percent or more of the students meeting or exceeding high standards on the 2008 FCAT Reading Test. We will utilize the District Interim Assessments, site developed biweekly assessments, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Diagnostic Assessment of Reading (DAR), and the Continuous Improvement Model.

Mathematics Goal

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

Florida Education Priorities

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

Mathematics Statement

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

Needs Assessment

Analysis of the 2007 FCAT Mathematics Test reveal that 77 percent of students met the state required mastery level, 64 percent made learning gains, and 66 percent of the lowest 25th percentile made Adequate Yearly Progress. Further analysis indicates that 86 percent of the students in third grade achieved high standards, a decrease of one percentage point when compared to scores reported on the 2006 FCAT, 75 percent of the students in fourth grade achieved high standards, an increase of 1 percentage point when compared to scores reported on the 2006 FCAT, and 64 percent of the students in fifth grade achieved high standards, a increase of 23 percentage points when compared to scores reported on the 2006 FCAT. After an analysis of the 2007 FCAT results, it was determined that there was a need for improvement in the benchmark of Algebraic Thinking.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, third through fifth grade students will increase their math skills as evidenced by 78 percent or more of students meeting high standards on the 2008 administration of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement Instructional Focus Calendars and teacher directed mathematics Instruction placing emphasis on the Algebraic Thinking benchmark.	Principal, Assistant Principal, Teachers	8/20/2007	6/4/2008	Continuous Improvement Model	0
Use Harcourt Brace online, Riverdeep, and Mathematics Blast Off to reinforce strategies and skills for lower quartile students in all grade levels.	Principal, Assistant Principal, Teachers	8/20/2007	6/4/2008	Continuous Improvement Model	0
Utilize biweekly assessment data to establish differentiated instructional groups in order to focus on individualized needs in each classroom.	Principal, Assistant Principal, Teachers	8/20/2007	6/4/2008	Continuous Improvement Model	0
Facilitate professional development activities for teachers in individual areas of improvement.	Principal, Assistant Principal, Math Facilitator, Teachers	8/20/2007	6/4/2008	Continuous Improvement Model	0
Involve teachers in Continuous Improvement Model through data-driven decision making. Provide teachers with all available data in order to analyze on-going student progress.	Principal, Assistant Principal, Teachers	8/20/2007	6/4/2008	Continuous Improvement Model	0
Incorporate enrichment activities through TEAM and AEP courses to maintain Level 3 and higher success.	Principal, Assistant Principal, Teachers	8/20/2007	6/4/2008	Academic Enrichment Opportunities	500
Use manipulatives to provide students at all grade levels with hands-on activities to enhance instruction.	Principal, Assistant Principal, Teachers	8/20/2007	6/4/2008	Continuous Improvement Model	0
Provide after school tutoring to English Language Learners (ELL) through the Title III Grant Tutoring Academy for LEP students.	Principal, Assistant Principal, Teachers	9/4/2007	6/4/2008	Other/ Not Applicable	0
Provide tutoring for students in the lowest 25th percentile.	Principal, Assistant Principal, Teachers	9/4/2007	5/16/2008	Continuous Improvement Model	0
Implement school-based biweekly assessments in mathematics to monitor the instructional focus calendars.	Principal, Assistant Principal, Curriculum Team, Teachers	9/4/2007	6/4/2008	Continuous Improvement Model	0
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions with instructional staff.	Principal, Assistant Principal, Curriculum Team, Teachers	8/20/2007	6/4/2008	Continuous Improvement Model	0

Research-Based Programs

Research-based programs include:
 Harcourt Brace Mathematics
 Riverdeep
 SuccessMaker Enterprise
 Blast-Off Mathematics
 Buckle Down Mathematics

Professional Development

Professional development activities include:
 Manipulatives usage/training
 Data analysis training (Student Performance Indicators)
 Continuous Improvement Model
 Differentiated Instruction
 SuccessMaker Enterprise
 Instructional Focus Calendars

Evaluation



School Improvement Plan 2007-2008



This objective will be evaluated by 78 percent or more of the students meeting or exceeding high standards on the 2008 FCAT Mathematics Test. We will utilize the District Interim Assessments, site developed biweekly assessments, Harcourt Brace assessment instruments, and the Continuous Improvement Model.

Writing Goal

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

Florida Education Priorities

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

Writing Statement

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

Needs Assessment

Scores on the 2007 FCAT Writing + Test indicate that 87 percent of the fourth grade students have met the state required mastery level of 3.5 or higher. Further analysis of the 2007 FCAT Writing + Test reveal that the mean score in expository writing decreased from 4.1 in 2006 as compared to 4.0 in 2007. Scores on the narrative writing increased from 3.6 in 2006 to 4.0 in 2007. Scores on the 2007 FCAT Writing + Test also indicate that the Focus content cluster requires attention. Further improvement in expository writing requires 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
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade four will demonstrate their skilled proficiency in writing, as evidenced by 90 percent or more students meeting high standards on the 2008 Administration of the FCAT Writing +.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Incorporate a vivid vocabulary and Word-A-Day to build on vocabulary usage and produce a word wall.	Teachers	8/20/2007	6/4/2008	District-wide Literacy Plan	0
Administer writing pretests and utilize the results to guide lessons implementing strategies to target weaknesses.	Teachers	9/4/2007	6/4/2008	Continuous Improvement Model	0
Incorporate Teach Me Writing in grades kindergarten through third grade.	Teachers	8/20/2007	6/4/2008	Continuous Improvement Model	0
Facilitate professional development activities for teachers in appropriate writing strategies.	Principal, Assistant Principal, Curriculum Team, Teachers	8/20/2007	6/4/2008	Continuous Improvement Model	0
Involve teachers in Continuous Improvement Model through data-driven decision making. Provide teachers with all available data in order to analyze on-going student progress.	Principal, Assistant Principal, Curriculum Team, Teachers	8/20/2007	6/4/2008	District-wide Literacy Plan	0
Incorporate enrichment activities through TEAM and AEP courses to maintain Level 3 and higher success.	Principal, Assistant Principal, Teachers	8/20/2007	6/4/2008	Academic Enrichment Opportunities	500
Utilize monthly writing prompts for kindergarten through fifth grade to expose students to effective writing styles and techniques.	Principal, Assistant Principal, Curriculum Team, Teachers	9/4/2007	6/4/2008	District-wide Literacy Plan	0
Implement Instructional Focus Calendars and teacher directed writing instruction which highlight narrative and expository writing.	Principal, Assistant Principal, Curriculum Team, Teachers	8/20/2007	6/4/2008	Continuous Improvement Model	0
Utilize Differentiated Instruction in order to focus on individualized student needs in each classroom, with special emphasis on Narrative Writing and the Focus content cluster.	Principal, Assistant Principal, Curriculum Team, Teachers	8/20/2007	6/4/2008	Continuous Improvement Model	0
Provide lessons utilizing the Houghton Mifflin writing component on the use of writing strategies such as magnified moments, vivid verbs, sentence variety, magic words, dialogue insertions and transitional phrases.	Teachers	8/20/2007	6/4/2008	Continuous Improvement Model	0
Utilize monthly Writing + practice assessments for grade 4 to expose students to the Writing + component of the FCAT Writing Test.	Principal, Assistant Principal, Teachers	9/4/2007	6/4/2008	District-wide Literacy Plan	0

Research-Based Programs

Research-based programs include:
Teach Me Writing
Houghton Mifflin Writing Component

Professional Development

Professional development activities include:
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)
Differentiated Instruction

Evaluation



School Improvement Plan 2007-2008



This objective will be evaluated by 90 percent or more of the students meeting or exceeding high standards on the 2008 FCAT Writing +Test. We will utilize the school site developed monthly writing assessments, student portfolios, and the Continuous Improvement Model.

Science Goal

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

Florida Education Priorities

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

Science 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 309 on the 2007 FCAT Science Test, an increase of 11 percentage points as compared to the 2006 FCAT Science Scores. These scores indicate that 49 percent of students achieved state mastery levels of 3 or higher, an increase of 18 percentage points as compared to the 2006 FCAT Science Scores. After an analysis of the 2007 FCAT Science results, it was determined that there was a need for improvement in the Environmental Science and Scientific Thinking benchmarks.

Measurable Objective

Given instruction based on the Sunshine State Standards, fifth grade students will increase their science skills as evidenced by 60 percent or more of students meeting high standards on the 2008 administration of the FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide hands-on science investigation for students during classroom activities using Science Lab equipment.	Teachers	8/20/2007	6/05/2008	Academic Enrichment Opportunities	300
Provide teachers the Scott Foresman equipment kit in order to implement hands-on instructional activities with students.	Principal, Assistant Principal, Curriculum Team, Teachers	8/20/2007	6/4/2008	Academic Enrichment Opportunities	0
Implement Instructional Focus Calendars and teacher directed science instruction which highlight the environment science and scientific thinking benchmarks.	Principal, Assistant Principal, Curriculum Team, Teachers	8/20/2007	6/4/2008	Continuous Improvement Model	0
Utilize Differentiated Instruction in order to focus on individualized student needs in each classroom.	Principal, Assistant Principal, Curriculum Team, Teachers	8/20/2007	6/4/2008	Continuous Improvement Model	0
Facilitate professional development activities for teachers in appropriate science strategies.	Principal, Assistant Principal, Curriculum Team Teachers	8/20/2007	6/4/2008	Continuous Improvement Model	0
Involve teachers in Continuous Improvement Model through data-driven decision making. Providing teachers with all available data in order to analyze on-going student progress.	Principal, Assistant Principal, Curriculum Team, Teachers	8/20/2007	6/4/2008	Continuous Improvement Model	0
Incorporate enrichment activities though TEAM, Gifted classes and AEP courses to maintain Level 3 and higher success.	Incorporate enrichment activities though TEAM, Gifted classes and AEP courses to maintain Level 3 and higher success.	8/20/2007	6/4/2008	Academic Enrichment Opportunities	0
Promote awareness of school-to-career initiatives by providing exploration of science related careers.	Principal, Assistant Principal, Curriculum Team, Teachers	8/20/2007	6/4/2008	Exchange Meaningful Information	100
Provide after school tutoring to English Language Learners (ELL) through the Title III Grant Tutoring Academy for ELL students.	Principal, Assistant Principal, Teachers	9/4/2007	6/4/2008	Continuous Improvement Model	0
Conduct activities involving the Scientific Process through participation in school wide Science Fair.	Teachers	9/4/2007	4/25/2008	Exchange Meaningful Information	300
Implement school-based biweekly assessments in science to monitor the instructional focus calendars.	Principal, Assistant Principal, Curriculum Team, Teachers	9/4/2007	6/4/2008	Continuous Improvement Model	0
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions with instructional staff.	Principal, Assistant Principal, Curriculum Team, Teachers	8/20/2007	6/4/2008	Continuous Improvement Model	0

Research-Based Programs

Research-based programs include:
 Scott Foresman Science
 FCAT Coach Science
 Measure-Up Science
 Buckle Down Science
 Gizmos

Professional Development



School Improvement Plan 2007-2008



Professional development activities include:
District Level Science Training
Instructional Focus Calendars
Differentiated Instruction
Gizmos

Evaluation

This objective will be evaluated by 60 percent or more of the students meeting or exceeding high standards on the 2008 FCAT Science Test. We will utilize the District Interim Assessments, site developed biweekly assessments, Scott Foresman assessment instruments and hands-on activities, and the Continuous Improvement Model.

Parental Involvement Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Parental Involvement Statement

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

Needs Assessment

Based on the school related activity log, more than 10,000 volunteer hours were logged by parents and volunteers at Dr. Gilbert L. Porter Elementary thus earning the Golden Apple Award. The parental involvement log and volunteer records indicate that approximately 16 percent of parents contribute to the overall goal of student achievement.

Measurable Objective

Given the emphasis on parental and community involvement, the school will demonstrate an increase of 5 percentage points in the number of parental and community contacts as evidenced by comparing the hourly logs for the 2006-2007 to the 2007-2008 school years.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Maintain an on-going line of communication between home and school through the use of Connect-Ed, newsletters, flyers, morning announcements and calendars (Standard I.)	Principal, Assistant Principal, PTA Board, Teachers	8/20/2007	6/4/2008	Exchange Meaningful Information	300
Monitor parental involvement by the use of sign-in sheets. (Standard IV)	Principal, Assistant Principal, PTA Board	8/20/2007	6/4/2008	Other/ Not Applicable	0
Monitor parental involvement by the use of sign-in sheets. (Standard IV)	Principal, Assistant Principal, PTA Board	8/20/2007	6/4/2008	Exchange Meaningful Information	0
Involve parental volunteers to assist in activities throughout the school. (Standard II, III, IV)	Principal, Assistant Principal, PTA Board	8/20/2007	6/4/2008	Other/ Not Applicable	0
Utilize Parent Academy and Office of Parental Involvement to facilitate parent training and involvement. (Standard V)	Principal, Assistant Principal, Curriculum Team, PTA Board	9/5/2007	6/4/2008	Exchange Meaningful Information	0
Conduct in monthly ESSAC Meetings. (Standard V)	Principal	9/11/2007	6/4/2008	Exchange Meaningful Information	0
Monitor parent participation in school wide functions as documented by sign in sheets. (Standard IV)	Principal, Assistant Principal, PTA Board	8/20/2007	6/4/2008	Other/ Not Applicable	0
Encourage school site personnel, parents and the community to address the needs of students and parents. (Standard IV, VI)	Principal, Assistant Principal, PTA Board, Curriculum Team, Community Liaison, Activities Directors	8/20/2007	6/4/2008	Exchange Meaningful Information	0
Recruit Parent Academy to participate at Volunteer Breakfasts. (Standard IV, V)	PTA Board, Parent Academy	9/7/2007	6/4/2008	Exchange Meaningful Information	400

Research-Based Programs

Research-based programs include:
National Standards for PTA

Professional Development

Professional development activities include:
Parent Academy Trainings
ESSAC Trainings
Parent Workshops

Evaluation

This objective will be evaluated by a 5 percent increase in the number of parental and community contacts. We will utilize the 2007-2008 sign-in sheets and volunteer logs as compared to the 2006-2007 sign-in sheets and volunteer logs.

Discipline & Safety Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Discipline & Safety 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 student attendance increased from 95.93 in 2005-2006 to 96.67 percent in 2006-2007, an increase of .74 percentage points. In addition, the percentage of students with 15 or more cumulative absences has decreased from approximately 8.7 percent to 4.3 percent during that same time period.

Measurable Objective

Given the emphasis on daily student attendance, student attendance will increase as evidenced by a .5 percentage point increase to 97.17 percent during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Create a school wide attendance committee that will meet biweekly.	Principal, Assistant Principal, Counselor, Social Worker, Teachers, Attendance Clerk, PTA Representative	8/20/2007	6/4/2008	Truancy Prevention	300
Maintain high student attendance by announcing daily classes with perfect attendance over the school's closed circuit television system.	Principal, Assistant Principal	8/20/2007	6/4/2008	Truancy Prevention	0
Promote high student attendance by rewarding winning classes monthly with a visit to the High Definition Movie Theater in the school's closed circuit television room.	Principal, Assistant Principal, Teachers, Attendance Committee	8/20/2007	6/4/2008	Truancy Prevention	1000
Support high student attendance by rewarding winning classes monthly.	Principal, Assistant Principal, Teachers, Attendance Committee	8/20/2007	6/4/2008	Truancy Prevention	500
Increase and maintain high student attendance by displaying photos of the winning classes each month on the school's web page.	Principal, Assistant Principal, Teachers, Attendance Committee, Technology Committee	8/20/2007	6/4/2008	Truancy Prevention	0
Encourage high student attendance by raffling one bicycle each grading period for students with perfect attendance.	Principal, Assistant Principal, Attendance Committee, PTA Board	8/20/2007	6/4/2008	Truancy Prevention	300

Research-Based Programs

N/A

Professional Development

Professional development activities include:
 In-house Professional Development in Attendance Procedures
 Excelsior Gradebook

Evaluation

This objective will be evaluated by a .5 percentage point increase in student attendance to 97.17 percent. We will use the 2007-2008 end of the school year attendance report.

Technology Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Technology Statement

Dr. Gilbert L. Porter Elementary School will provide the students, faculty, and staff equitable access to technology.

Needs Assessment

Analysis of technology data indicates there is a need to increase student usage of Reading Plus, SuccessMaker and FCAT Explorer from 2006-2007. Approximately 15 percent of the total student population utilized Reading Plus and FCAT Explorer in 2006-2007 through the in house tutorial program. With the addition of SuccessMaker, there is a need to increase the number of students participating in the use of these programs.

Measurable Objective

Given an increased emphasis on the use of technology in education, all students will augment their usage of FCAT Explorer, Reading Plus and SuccessMaker Programs as evidenced by a 10 percent increase during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide in-services to educate parents about computer-assisted instruction.	Principal, Assistant Principal, Technology Committee, Teachers	8/20/2007	6/4/2008	Exchange Meaningful Information	100
Utilize computer-assisted instructional programs such as SuccessMaker, FCAT Explorer, Reading Plus, Accelerated Reader and STAR across all subject areas.	Teachers	8/20/2007	6/4/2008	Continuous Improvement Model	0
Provide teachers the opportunity to implement specific technological resources.	Technology Committee, Teachers	8/20/2007	6/4/2008	Continuous Improvement Model	0
Provide in service training for teachers on the use of computer-assisted instruction such as SuccessMaker, FCAT Explorer, and Reading Plus.	Principal, Assistant Principal, Teachers	8/20/2007	6/4/2008	Continuous Improvement Model	0
Encourage teachers to create computer schedules to ensure that all students have access to computers.	Principal, Assistant Principal, Technology Committee, Teachers	8/20/2007	6/4/2008	Academic Enrichment Opportunities	0
Provide professional development opportunities in electronic gradebook, COGNOS, and Student Performance Indicators (SPI).	Principal, Assistant Principal, Technology Committee, Teachers	8/20/2007	6/4/2008	Continuous Improvement Model	0
Implement Electronic Gradebook school wide.	Principal, Assistant Principal, Technology Committee, Teachers	8/20/2007	6/4/2008	Exchange Meaningful Information	0
Provide professional development opportunities in electronic gradebook, COGNOS, and Student Performance Indicators (SPI).	Principal, Assistant Principal, Technology Committee, Teachers	8/20/2007	6/4/2008	Continuous Improvement Model	0

Research-Based Programs

Research-based programs include:
 SuccessMaker Enterprise
 FCAT Explorer
 Reading Plus
 LeapTrack
 Riverdeep
 Accelerated Reader
 STAR

Professional Development

Professional development activities include:
 SuccessMaker Enterprise
 Reading Plus
 LeapTrack programs
 Electronic Gradebook
 Professional Development in the use of COGNOS
 Professional Development in the use of Student Performance Indicators (SPI)

Evaluation

This objective will be evaluated by an increase of 10 percent or more of the students augmenting instruction with the use of technology. We will utilize the SuccessMaker Reports, Reading Plus Reports, FCAT Explorer Reports, Accelerated Reader Logs/Reports, Error-Free Electronic Gradebook Reports, and Computer Lab Sign-In Sheets.

Health & Physical Fitness Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Health & Physical Fitness Statement

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

Needs Assessment

Scores on the 2007 Miami-Dade County Public Schools Elementary Physical Fitness Test (FITNESSGRAM) indicate that 74.3 percent of all students tested in second through fifth grade at Dr. Gilbert L. Porter Elementary have met the required Miami-Dade County standards, an increase of 6.5 percentage points.

Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades two through five will improve their physical fitness skills as evidenced by 75.3 percent of the students meeting high standards on the 2007-2008 administration of the FITNESSGRAM Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide a schedule for daily instruction in physical education.	Principal, Assistant Principal	8/20/2007	6/4/2008	Student Wellness	0
Provide instruction and activities to enhance the students' fitness levels.	Physical Education Department	8/20/2007	6/4/2008	Student Wellness	0
Ensure that opening routines address cardiovascular, flexibility, muscular strength and endurance.	Physical Education Department	8/20/2007	6/4/2008	Student Wellness	0
Progress towards fitness goals will be measured by practicing the tests in the Miami-Dade County Public School Elementary Physical Fitness Test.	Physical Education Department	8/20/2007	6/4/2008	Student Wellness	0
Organize a field day for all grade levels to encourage competition and reward physical fitness.	Organize a field day for all grade levels to encourage competition and reward physical fitness.	8/20/2007	4/25/2008	Student Wellness	500
Provide health tips through website and public speakers for parent, students and staff.	Principal, Assistant Principal, Physical Education Department	8/20/2007	6/4/2008	Student Wellness	0

Research-Based Programs

Research-based programs include:

Moving Into the Future – National Standards for Physical Education, National Association for Sports and Physical Education

Professional Development

Professional development activities include:

Teacher Workshops

Evaluation

This objective will be evaluated by 75.3 percent or more of the students meeting or exceeding high standards on the 2008 administration of the FITNESSGRAM Test. We will utilize the 2007-2008 FITNESSGRAM results, individual physical fitness achievement, and pre and post tests.

Electives & Special Areas Goal

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

Florida Education Priorities

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

Electives & Special Areas Statement

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

Needs Assessment

Sign in sheets and attendance logs indicate that approximately 100 students participated in the After School Care Program's extracurricular activities during the 2006-2007 school year. Based on the extra curricular activities roster for the 2006-2007 school year, Dr. Gilbert L. Porter Elementary School needs to increase student participation in the After School Care Program's extracurricular activities for the 2007-2008 school year.

Measurable Objective

Given emphasis on the benefits of participating in extracurricular activities, the number of students enrolled in the After School Care Program's extracurricular activities will increase by 10 percent during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide opportunities for parents, community members, and students to participate in After School Care programs, assemblies, shows and sports.	Principal, Assistant Principal, After School Care Staff	8/20/2007	6/4/2008	Exchange Meaningful Information	0
Utilize resources provided by the community to enhance participation in the After School Care Program.	Principal, Assistant Principal, EESAC, Dade Partners	8/20/2007	6/4/2008	Other/ Not Applicable	0
Utilize the school's closed circuit television announcements to advertise the After School Care Programs.	Principal, Assistant Principal	8/20/2007	6/4/2008	Other/ Not Applicable	0
Establish open communication between student population, faculty and administration to provide a well-rounded After School Care Program through flyers, NTI Connect-Ed, and Marquee board messages.	Principal, Assistant Principal, PTA, After School Care Staff	8/20/2007	6/4/2008	Exchange Meaningful Information	0
Conduct a parental needs assessment to determine activities to be offered to promote participation.	Principal, Assistant Principal	8/20/2007	6/4/2008	Exchange Meaningful Information	0
Provide multicultural experiences through participation in the After School Care Program.	After School Care Leaders	8/20/2007	6/4/2008	Academic Enrichment Opportunities	0
Provide after school tutoring to English Language Learners (ELL) through the Title III Grant Tutoring Academy for LEP students.	Principal, Assistant Principal, Teachers	9/4/2007	6/4/2008	Continuous Improvement Model	0
Provide tutoring to address the needs of students scoring in the lowest 25th percentile.	Principal, Assistant Principal, After School Care Manager and Leaders	9/17/2007	6/4/2008	Continuous Improvement Model	0
Provide a variety of After School Care extracurricular activities including orchestra, chorus, and self-defense classes.	Principal, Assistant Principal, After School Care Manager	8/20/2007	6/4/2008	Academic Enrichment Opportunities	0

Research-Based Programs

N/A

Professional Development

Professional development activities include:
Teacher Workshops
Parent Workshops

Evaluation

This objective will be evaluated by an increase of 10 percent or more of the students participating in extracurricular activities in the 2007-2008 school year. We will utilize the 2007-2008 sign-in sheets and attendance logs.

Return On Investment Goal

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

Florida Education Priorities

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

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

Return On Investment Statement

Dr. Gilbert L. Porter Elementary will improve its rank on the next publication of the Return on Investment (ROI) Index of the value and cost effectiveness of its program.

Needs Assessment

Dr. Gilbert L. Porter Elementary School's rank is in the 86th percentile of all elementary schools in the state of Florida according to the most current The Return of Investment Index. The need of Dr. Gilbert L. Porter Elementary School is to increase the school's rank on the next publication of the Return of Investment (ROI) Index.

Measurable Objective

Dr. Gilbert L. Porter Elementary School's Return on Investment (ROI) percentile ranking will increase by at least 1 percentage point.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Collaborate with the district on resource allocation.	Principal, Assistant Principal	8/20/2007	6/4/2008	Exchange Meaningful Information	0
Reconfigure existing resources or take advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal, Assistant Principal	8/20/2007	6/4/2008	Improve Public Perception	0
Share use of facilities and partnering with community agencies.	Principal, Assistant Principal	8/20/2007	6/4/2008	Other/ Not Applicable	0
Provide financial resource information to EESAC and staff.	Principal, Assistant Principal	8/20/2007	6/4/2008	Exchange Meaningful Information	0
Become more informed about the use of financial resources in relation to school programs.	Principal, Assistant Principal	8/20/2007	6/4/2008	Exchange Meaningful Information	0

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

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 seek new resources through special programs provided by the District and through partnerships with businesses and community.

Training:

The EESAC recommended staff development in-service activities in reading, mathematics, science, writing and computer literacy. In addition, EESAC recommended that we share best practices with the neighborhood schools, provide training opportunities in classroom management, and provide training opportunities for the Security Staff.

Instructional Materials:

The EESAC recommended the purchase of materials for the Pre-Kindergarten program. ESSAC also recommended the purchase of additional instructional materials for students in the primary grades (K-2).

Technology:

The EESAC recommended that the school improve its current technology status by adding additional computer equipment, updated software and by upgrading existing systems. The EESAC also recommended that students in all grade levels have access to the computers in the classrooms and in the computer labs on a weekly basis. In addition, they recommended that online resources as well as current school related information be available on the website.

Staffing:

The EESAC recommended that the PLC be allocated a paraprofessional to work with the students who are having difficulties adapting to kindergarten and the curriculum.

Student Support Services:

The EESAC recommended that the school utilize PTA and Parent Volunteers more effectively. The EESAC also recommended that the school promote more frequent parent informational meetings as it pertains to FCAT Testing and remedial students. In addition, they recommended that the school develop a school wide Discipline Plan for the main building and PLC to promote safety and security.

Other Matters of Resource Allocation:

The EESAC recommended that the school promote tutorial services for not only the intermediate grades (3-5), but the primary grades (kindergarten through second) to enhance and support the daily curriculum. In addition, the EESAC recommended that the school reintroduce the Buddy Reading Program to facilitate the interactions between grade level students.



School Improvement Plan 2007-2008



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, training in classroom management, and to utilize the Safety Facilitators. In addition, ESSAC recommended that the school upgrade the security cameras. They also recommended that the school provide monitors during dismissal times for the stairwells and back of the building (north side).

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	12500
Mathematics	500
Writing	500
Science	700
Parental Involvement	700
Discipline & Safety	2100
Technology	100
Health & Physical Fitness	500
Electives & Special Areas	0
Return On Investment	0
Total	17600



School Improvement Plan 2007-2008



Date of Review: _____

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

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

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

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

Region Superintendent