

# Dr. Gilbert L. Porter Elementary School



2014-15 School Improvement Plan

## Dr. Gilbert L. Porter Elementary School

15851 SW 112TH ST, Miami, FL 33196

<http://glpsod.dade.k12.fl.us/>

### School Demographics

**School Type**  
Elementary

**Title I**  
No

**Free/Reduced Price Lunch**  
67%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
93%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	B	A	A

### School Board Approval

This plan is pending approval by the Dade County School Board.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

# Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

## DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

## DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

## DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

## 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

Dr. Gilbert L. Porter Elementary School envisions every child to be a lifelong learner who is a responsible, productive, and caring citizen. It is our mission to create an environment that focuses on the child's strengths, to motivate parents, teachers, administrators, and non-instructional personnel to believe that , in "The School of Discovery" all children are allowed to explore the depths of their potential; and to create an environment for learning where every child succeeds.

##### Provide the school's vision statement

Dr. Gilbert L. Porter Elementary School's Principal/Assistant Principal provide a common vision for the school. This vision includes the implementation of a systematic plan of action that consists of input from all stakeholders. The plan includes learning objectives, measurable goals, quantitative benchmarks, best practices, and other strategies that support the overall foundational use of data-based decision-making. In addition, the plan ensures that the school-based team is implementing RTI objectives with fidelity. Lastly, the plan facilitates implementation of intervention support and documentation ensures appropriate professional development to support remediation strategies. Moreover, our school is a Science, Technology, Engineering, and Mathematics (STEM) school. Hands-on activities allow students to design and develop science and engineering projects which increase scientific thinking. Inquiry-based activities allow for testing of hypothesis, data analysis, explanation of variables and experimental design.

#### School Environment

##### Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

All students are placed with a homeroom teachers in Pre-K through 5th grade. This teacher builds a relationship with these students as they teach them daily. The homeroom teacher is responsible for attendance records and monitors the students' success academically as well as behaviorally. Data is a substantial part of identifying student's needs individually. Teachers assist with the articulation process as well to ensure that as a child progresses to the next grade levels seamlessly. The guidance counselor works closely with all teachers to assist with identifying those students who need Response to Intervention.

##### Describe how the school creates an environment where students feel safe and respected before, during and after school

The Code of Student Conduct is issued to all parents on the first day of school and posted on the school web site. District Core Values are read aloud to all students daily on the morning announcements. Before school, administration and various teachers are strategically assigned throughout the building. Students are supervised and adults throughout the building greet them and encourage them to eat a free breakfast. Throughout the school day, students are encouraged To Do The Right Thing and are rewarded when recognized as doing so. Classroom behavior plans are reviewed and followed to encourage students to respect the teacher, their classmates as well as themselves. Rules are enforced and school wide rewards are given when students



**Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

Establishing effective discipline practices are critical to ensuring that academic success and a safe learning environment are maintained. When negative behavior is minimized, there is potential for the maximum amount of instructional time. When a child is sent out of the classroom with an office referral, a minimum of 20 minutes of instructional time is lost. At Dr. Gilbert L. Porter Elementary, behavior that stands in the way of allowing a teacher to instruct is dealt with immediately. The Guidance Counselor is heavily involved in the behavior plan and parents are included in disciplinary action.

The emphasis is placed however on recognizing positive behavior regularly. There are numerous Positive Opportunities for students to be recognized by PTA, Teachers and Administration for "Doing the Right Thing." The following program focus on highlighting positive behavior: Principal's Recognition Luncheons, "Do the Right Thing", Spot Success, PTA Star Student of the Month, Accelerated Reader Parties, Attendance Movies/Popcorn Parties, and Morning Announcement Shout Outs.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

All students are placed with a homeroom teacher. The teacher/student interaction takes place daily. Therefore, this teacher is the constant adult figure that maintains an open line of communication with the student and their parents. The guidance counselor visits the cafeteria and builds a rapport with students. Students are allowed to request a visit to the Guidance Counselor whenever needed. The cafeteria is a place where students are allowed to quietly talk with the peers at their lunch table. There are several cafeteria monitors as well as the administration in the cafeteria at all times. These adults circulate throughout the cafeteria and interact with students daily. The media specialist is another positive resource for the students at Dr. Gilbert L. Porter Elementary. Students visit the media center regularly and feel comfortable in this hub. The opportunities for parents to be a viable part of their child's education are many. Parents feel welcomed at our school and many volunteer in the cafeteria, classrooms and at events.

### Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

Students are motivated to attend school regularly as school wide attendance competitions are held to inspire good attendance. Rewards are offered to those homerooms who are able to increase their attendance rate. The Social Worker meets with those students who are showing signs of truancy. A Truancy Intervention Packet is utilized when a child has 10 or more unexcused absences. The Parent/School connection is meant to positively encourage parents to assist the school in making sure students are present during teaching and learning sessions.

Administrative detentions are issued when a child breaks the Code of Student Conduct and the behavior warrants administrative attention. The Guidance Counselor is a significant factor in assisting with behavior management. Students meet with counselor and parents are contacted and notified of concerns. Student Services forms are completed to ensure proper follow through.

Students in accountability grades who scored a Level 1 in the area of English Language Arts or Mathematics have been targeted to receive Pull-out or Push-in tutoring.

**Provide the following data related to the school's early warning system**

**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	10	9	7	5	7	6	44
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	13	8	2	7	11	11	52
Level 1 on statewide assessment	0	0	0	19	5	20	44

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

The guidance counselor will assist with attendance initiatives. Students will be rewarded for attending school regularly. For those who show signs of truancy, parent conferences are held and a plan is devised on how to improve daily attendance rate. School wide attendance competitions promote positive attendance results as students work together as a team to increase their homeroom attendance rate.

Positive Student Behavior is rewarded in a variety of ways. Numerous initiatives reward positive behavior such as: Do the Right Thing, Honor Roll Assemblies, Assemblies, Field Trips and PTA sponsored activities.

Many things are in place throughout the building targeting students who fall in the aforementioned indicators.

Students who need additional support in the area of Academics will receive Pull-out/Push-In tutoring, before or after school tutoring through the ELL program.

**Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

No

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

**Description**

Our goal for the 2014-015 school year is to increase the percentage of parents participating in school-wide activities by 10%. Our anticipated barrier is to better equip parents with available resources and other referral services and to provide parents opportunities to become a part of the school community through workshop offerings, various student performances and family nights. Our strategies will be to send Connect Ed messages home throughout the year detailing events that are available for parents. In addition, monthly calendar/newsletters will be issued to all parents. Our school web page will also be continuously updated with events and activities promoting parent involvement. Our plan will be

monitored by our School Administration, Guidance Counselor, Leadership Team and PTA President. To determine effectiveness of strategies reviews of sign-in sheets will be made to determine the number of parents attending school or community events. The evaluation tool will be the sign-in sheets.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Effective school-family-community partnerships are an integral part of Dr. Gilbert L. Porter Elementary School. The PTA has joined with the administrative team to network with the surrounding community and build partnerships that foster our school's mission which envisions every child to be a lifelong learner who is a responsible, productive, and caring citizen. One of the key components of our school's vision is for the school community to give back as well. Some of the organizations that Dr. Gilbert L. Porter Elementary has supported are: Dan Marino Foundation Walk-About for Autism, Cancer Relay for Life, United Way, and Miami Children's Hospital Toy Drive. We stress that it is good to receive but equally important to give back to others.

The West Kendall Baptist Hospital has become a strong partner in our educational initiatives. They have planted a garden with our students for three consecutive years and allowed our students to learn about the importance of nutrition and cleanliness.

**Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

**School Leadership Team**

**Membership**

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Gutierrez, Raul	Principal
Parker, Heather	Assistant Principal
Suarez, Ivette	SAC Member
Pardo, Jesse	Teacher, K-12
Cid, Maria	Teacher, K-12
Vega, Marilyn	Guidance Counselor
Tarno, Nyurka	Teacher, K-12
Williams, Jennifer	Teacher, K-12
Nevins, Laurie	Teacher, K-12
Martinez, Flor	Teacher, K-12
Lima, Angie	Teacher, K-12
Curry, Sheri	Teacher, K-12

**Duties**

**Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making**

- Mr. Gutierrez, Principal and Mrs. Parker, Assistant Principal: provide a common vision for the team. This vision includes the implementation of a systematic plan of action that consists of input from all

stakeholders. The plan will include learning objectives, measurable goals, quantitative/qualitative benchmarks, best practices, and other strategies that support the overall foundational use of data-based decision-making. In addition, the plan ensures that the school-based team is implementing RtI objectives with fidelity. Lastly, the plan facilitates implementation of intervention support and documentation ensures appropriate professional development to support RtI implementation, and communicates with parents effectively regarding school-based RtI plans and activities.

- Mrs. Suarez, UTD Steward: Provides support to administration and staff to ensure compliance to UTD contract, school procedures and district guidelines.
- Mrs. Suarez, EESAC Chairperson: (Elected Annually) Provides support to EESAC Committee members to ensure compliance to EESAC guidelines pertaining to School Improvement Plan. Assist in the facilitation of best practices that create opportunities for committee members to actively participate in the preparation and execution of the School Improvement Plan.
- Mrs. Pardo (K), Mrs. DeSalle (1), Mrs. Tarno (2), Mrs. Lima (3), Ms. F. Martinez (4), Mrs. Williams, (5), Ms. Niria Suarez-Carter (ESE), Level/Department Chairpersons: provides support to individual grade levels and departments in implementing RtI objectives. Provides grade level/departments with curriculum updates, and assists in monitoring intervention plans and student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.
- Ms. Bergouignan-Cid, Professional Development Liaison: Provides support to school-based team in the area of professional development. Communicates professional development opportunities to staff which support RtI objectives, monitors and reports professional development activities to administration.
- Mrs. Bergouignan-Cid, ESOL Chair: Assists in the development of strategies that ensure that ESOL instructional staff has an accurate knowledge and understanding of RtI objectives. Assists in the design and implementation of progress monitoring, data collection, and data analysis, provides feedback to ESOL instructional staff pertaining to student data, assists ELL instructional staff with development of student goal setting benchmarks.
- Ms. Niria Suarez-Carter, ESE Chair: Assists in the development of strategies that ensure that ESE teachers have accurate knowledge of understanding of RtI objectives. Assists in the design and implementation for progress monitoring, data collection, and data analysis, model lessons for SWD instructional staff, provide feedback to ESE instructional staff pertaining to student data, assists SWD instructional staff in developing student goal setting benchmarks. Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.
- Dr. Sanchez, School Psychologists: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.
- Mr. Phillips, Technology Specialist: Provides support school-based team by facilitating professional development and technical support to teachers and staff regarding data management and display.
- Mrs. Aguayo, Speech Language Pathologist: Provides support to school-based team in understanding the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systematic patterns of student need with respect to language skills.
- Mrs. Vega, Student Services Personnel: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and***

**supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact**

The MTSS Leadership team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis. The delivery of instruction will be monitored to ensure fidelity. Support and interventions will be provided to students based on data.

Members of the MTSS team:

- Review academic and behavior data and coordinate and make appropriate instructional decisions including progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, or at moderate risk or at high risk for not meeting benchmarks.
- Identify professional development and resources to meet needs according to data.
- Collaborate regularly, problem solve and share effective practices within and across grade/department levels.
- Evaluate instructional implementation, make decisions, and integrate processes and skills.
- Facilitate the process of building consensus, increasing infrastructure, and making decisions about instructional implementation.

Nutrition is an integral part of a student's school day. All students are offered a free breakfast.

Students are escorted to the cafeteria and supervised so they can enjoy a nutritious breakfast before entering class.

All students in grades two through five receive instruction on Nutrition during their Physical Education classes. All students participate in the FITNESSGRAM, which is a health-related fitness assessment tool, it is used to identify the individual fitness levels of students within the five components of health-related fitness: aerobic capacity, muscular strength, muscular endurance, flexibility, and body composition.

### **School Advisory Council (SAC)**

#### **Membership**

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Raul J. Gutierrez	Principal
Ivette Diaz-Suarez	Teacher
Claudia Rubio	Teacher
Jesse Pardo-Delgado	Teacher
Sherri DeSalle-Curry	Teacher
Nyrka Tarno	Teacher
Jennifer Williams	Teacher
Niria Carter-Suarez	Teacher
Esther Garvett	Teacher
Ana Reyes	Teacher
Jamy Boulos	Education Support Employee
Liliana Sevilla	Parent
Belquis Echagarrua	Parent
Maria Elena Xuarez-Covarub	Parent
Jeanette Torres	Parent
Laura Amaristha	Parent
Mireya Bichili	Parent
Christine Vives	Parent
Mia Santana	Parent
Fabiana Sanchez	Parent
Paola Sibon	Parent
Tonya Alexander	Parent
Isabela Mendez	Student
Eduardo Torres	Business/Community

### Duties

***Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes***

*Evaluation of last year's school improvement plan*

The School Improvement Plan (SIP) was written by a team of school site employees. Representation of all grade levels and departments were present. Faculty input was a critical component in the writing process. After the SIP was completed, EESAC approval was secured. The SIP was submitted to the District for revisions. After all revisions were made and approved, the SIP was presented to the faculty as a whole. The SIP was posted on the school web site : <http://glpsod.dadeschools.net>

*Development of this school improvement plan*

The School Improvement Plan (SIP) is written by a team of school site employees. Representation of all grade levels and departments are present. Faculty input is a critical component in the writing process. Once the plan is written, EESAC approval is obtained. The faculty receives a copy of the document to assist with instructional implementation.

The purpose of the Educational Excellence School Advisory Council (EESAC) is to foster an environment of professional collaboration among all education stakeholders to help create a learning

environment that will empower students, following graduation, to pursue postsecondary education and/or enter the workforce directly with the knowledge, skills, abilities, desire and confidence to become productive citizens and employees. The Council will strive to accomplish this purpose by working together with the principal to develop diverse input and on the preparation and evaluation of the School Improvement Plan (SIP) as well as supporting the MDCPS Strategic Plan.

*Preparation of the school's annual budget and plan*

The principal prepares the school budget and submits for approval from district personnel. The approved budget is then presented to the EESAC and open for discussion and clarification if needed.

**Describe the use of school improvement funds allocated last year, including the amount budgeted for each project**

Funds were used to update technology in all classrooms. Mimios and Projection devices were purchased and equipment was repaired as needed. Light bulbs for Overhead Projection devices were purchased.

Total amount received from the EESAC was \$3,168.00.

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Gutierrez, Raul	Principal
Parker, Heather	Assistant Principal
Cid, Maria	Other
Curry, Sheri	Teacher, K-12
Lima, Angie	Teacher, K-12
Martinez, Flor	Teacher, K-12
Nevins, Laurie	Teacher, K-12
Pardo, Jesse	Teacher, K-12
Suarez, Ivette	Teacher, K-12
Tarno, Nyurka	Teacher, K-12
Vega, Marilyn	Guidance Counselor
Williams, Jennifer	Teacher, K-12

**Duties**

**Describe how the LLT promotes literacy within the school**

The Literacy Leadership Team will create a reading goal, specific objectives and strategies in the School Improvement Plan that will increase reading achievement. The LLT will participate in the analysis of student data and interpret various reports that drive instructional implications across the

curriculum. The LLT will encourage students to participate in several reading activities including: book clubs, literacy clubs, book fairs, Accelerated Reader, reading contests, and summer reading activities. The LLT will work collaboratively with teachers to identify and provide targeted, customized professional development in alignment with progress monitoring data.

## Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

### **Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

Students in grades Pre-K through three are in self-contained classrooms with a homeroom teacher that is responsible for instructing the students in all core content. In grades four and five, teachers are departmentalized and students are instructed by two core teachers. Special area teachers service grades two through five. Early Release Day takes place every Wednesday. This day is designated for grade level/department planning. Teachers meet collaboratively and plan using the District Pacing Guides, Florida Standards Collaboration Page and current data reports.

A Mathematics Coach offers support on a weekly basis to assist teachers with the implementation of Math manipulatives, technology resources and the unpacking of Florida Standards.

### **Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

Ms. Maria Cid will schedule various Professional Development Training sessions on-site to ensure that teachers are adequately trained in current educational trends. During Faculty Professional Development sessions, teachers will share "Best Practices" as well as feedback from training received at alternate locations.

Teachers will partake in various subject area Webinars. District Level Professional Development offerings will be attended by faculty members from various grade levels and share out sessions will be held during weekly grade level planning meetings as well as faculty meetings.

### **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

New Teachers are paired with a seasoned teacher to ensure that mentoring is taking place. The new teacher is given an orientation by the Administrative Team and regular follow up takes place. New teachers are encouraged to participate in regular professional development, both on-site as well as in alternate locations. Webinars are also available in the areas of English Language Arts, Mathematics and Science.

## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs

#### ***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

Collaborative planning is taking place. Teachers meet within their grade level and plans are discussed along with current student data results. Teachers are using District Mandated textbooks and following District Pacing Guides in all core subject areas. Grades 4 and 5, are departmentalized. This allows teachers to plan with colleagues who are teaching the same grade level and subject area. Subject Area Leaders attend available district trainings to ensure all initiatives are being implemented. Tutoring is taking place for all students who performed below mastery in the areas of English



Language Arts and/or Mathematics. Intervention strategies are underway for all students who are displaying deficiency on State requirements.

### **Instructional Strategies**

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

Quarterly District Interim Assessments are given to students in Grades 3-5 in the areas of English/ Language Arts, Writing and Mathematics. Students in Grade 5 are also tested in the area of Science. Teachers are able to pull multiple detailed reports on each assessment. Results from these assessments are used to determine individual student learning needs. Instruction is differentiated in all core subjects based on individual needs. On-line resources allow teachers to pull up individualized supplements so students can be retaught concepts that were not mastered. Technology resources allow teachers to assign individualized lessons on the computer which provide students with additional practice in areas of concern in order to promote fluency. Some of the technology resources used in Reading are: Reading Plus, Accelerated Reader, McGraw Hill Wonders, Imagine Learning, iReady and TeachTown. In Mathematics, the following resources are used to enhance instruction: Go Math, ThinkCentral, I-Ready, Explore Learning Reflex and Gizmos.

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy:** Before School Program

**Minutes added to school year:** 3,600

Dr. Gilbert L. Porter Elementary will target students in grades 3 through 5 currently classified as ESOL levels 1-4. These students meet three times a week from 7:15 a.m. - 8:15 a.m. and are selected based on the previous year's FCAT's scores (relevant to 4th and 5th grade students) , as well as District Interim Assessment Data gathered during the school year. Furthermore, Interim Progress Reports are used to determine student eligibility status. Students will work in small groups with certified teachers who will target areas of weakness in Reading and Mathematics. Specific instruction will be given to these students using the following resources: Focused Reading Intervention Kits and Targeted Mathematics Intervention Kits.

***Strategy Rationale***

Students who are learning English as their second language will receive the needed reinforcement in the area of English/Language Arts and Mathematics. The additional support will give these students a strong foundation in their second language.

***Strategy Purpose(s)***

- Core Academic Instruction

***Person(s) responsible for monitoring implementation of the strategy***

Cid, Maria, mbborgouignancid@dadeschools.net

***Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy***

Certified classroom teachers retrieve computer generated reports on a weekly basis, to monitor student progress. Pre and post test area administered in the areas of reading, mathematics and science. Results are shared with all teachers immediately, and the results assist teachers in streamlining their instruction.

**Strategy: After School Program**

**Minutes added to school year: 7,200**

Students who are registered in our After School Care Program and who are in the lowest 45% in the area of Language Arts/English Mathematics are taught by a certified teacher. Assignments given by subject area teacher are reviewed to ensure student is able to complete home learning assignments with accuracy. Additional instruction is given as needed to ensure comprehension and fluency.

**Strategy Rationale**

Students are given reinforcement in areas of need by a certified teacher. The teacher assesses the students to determine where additional support is needed and then additional instruction is given as needed.

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Gutierrez, Raul, pr4511@dadeschools.net

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Results from District Interim Assessments will be used to monitor progress.

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

Meet the Principal (Conversation about Curriculum) - August 14, 2014

Kindergarten Orientation – August 14, 2014

Meet the Principal (Conversation about Curriculum) -August 28, 2014

Schoolwide Open House- September 16, 2014

Townhall Meeting (Open to all Parents) - September 11, 2014

Middle School Magnet Fair- October 16, 2014

5th Grade Middle School Visits- October 21, 2014 & October 23, 2014

Pre- school teachers collaboratively plan with kindergarten teachers throughout the school year in order to develop a smoother transition.

Teachers and parents participate in activities which engage all students such as: the Hispanic Heritage Celebration, Black History Awareness as well as a variety of Holiday activities.

**College and Career Readiness**

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

N/A

**Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs**

N/A

**Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement**

N/A

**Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes**

N/A

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** We will increase student achievement by improving core instruction in all content areas.
- G2.** We will use the Early Warning System indicators to identify at risk students in order to provide support and intervention that will increase academic achievement.
- G3.** We will provide students ample experiences in science, technology, engineering, and mathematics opportunity.
- G4.** We will increase the percentage of parent participation in school-wide activities.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1. We will increase student achievement by improving core instruction in all content areas.** 1a

G048006

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - White	87.0
AMO Reading - SWD	48.0
AMO Math - All Students	77.0
AMO Math - Hispanic	77.0
AMO Math - White	81.0
AMO Math - ELL	66.0
AMO Math - SWD	55.0
AMO Math - ED	75.0
FCAT 2.0 Science Proficiency	58.0

**Resources Available to Support the Goal** 2

- English/Language Arts webcasts, School based subject area leaders are trained by district to provide instructional support, District English/ Language Arts Pacing Guides, Promethean Boards, digital resources i.e. (Wonders Technology Application, Reading Plus, Accelerated Reader), Writing journals, Reading Logs, Media Center support

**Targeted Barriers to Achieving the Goal** 3

- Effective Collaborative Planning

**Plan to Monitor Progress Toward G1.** 8

Ensure that collaborative planning is effective and done with fidelity by attending planning sessions and conducting walkthroughs.

**Person Responsible**

Raul Gutierrez

**Schedule**

Monthly, from 9/24/2014 to 6/4/2015

**Evidence of Completion**

walkthrough notes, sign-in sheets, data chats

**G2.** We will use the Early Warning System indicators to identify at risk students in order to provide support and intervention that will increase academic achievement. 1a

G048075

**Targets Supported** 1b

Indicator	Annual Target
Attendance Below 90%	16.0
Retained Students	2.0
One or More Suspensions	0.0

**Resources Available to Support the Goal** 2

- English/Language Arts webcasts, School based subject area leaders are trained by district to provide instructional support, District English/ Language Arts Pacing Guides, Promethean Boards, digital resources i.e. (Wonders Technology Application, Reading Plus, Accelerated Reader), Writing journals, Reading Logs, Media Center support Referrals to MTSS/Rtl teams Rtl Lab Differentiated Instruction Motivational Rewards Recognitions Code of Student Conduct SPOT Success Do the Right Thing Program Computer Lab

**Targeted Barriers to Achieving the Goal** 3

- There were limited opportunities for students to utilize computer based instruction. Students were not given varied opportunities to participate in guided group instruction.

**Plan to Monitor Progress Toward G2.** 8

Monitoring of Daily Attendance Percentage Report, Behavior Referral Scams, and Student Data.

**Person Responsible**

Raul Gutierrez

**Schedule**

Monthly, from 9/22/2014 to 6/4/2015

**Evidence of Completion**

Attendance reports, amount of referrals, data analysis.

**G3.** We will provide students ample experiences in science, technology, engineering, and mathematics opportunity. 1a

G048090

**Targets Supported** 1b

Indicator	Annual Target
-----------	---------------

**Resources Available to Support the Goal** 2

- Labs Hands-on Experiments Technology Manipulatives Text Books

**Targeted Barriers to Achieving the Goal** 3

- There were limited opportunities for students to participate in hands-on science lessons.

**Plan to Monitor Progress Toward G3.** 8

Monitor student data

**Person Responsible**

Raul Gutierrez

**Schedule**

Monthly, from 9/29/2014 to 5/29/2015

**Evidence of Completion**

Monitor student data reports

**G4.** We will increase the percentage of parent participation in school-wide activities. 1a

G048091

**Targets Supported** 1b

Indicator	Annual Target
-----------	---------------

**Resources Available to Support the Goal** 2

- PTA PTA Teacher Liaison Community Involvement Dade Partners

**Targeted Barriers to Achieving the Goal** 3

- Our anticipated barrier is to inform parents of available programs, as well as their rights under the “No Child Left Behind” act and other referral services and to provide parents opportunities to become a part of the school community through workshop offerings, various student performances and family nights.

**Plan to Monitor Progress Toward G4.** 8

Sign In sheets of all activities, volunteer log located in office

**Person Responsible**

Raul Gutierrez

**Schedule**

Monthly, from 9/29/2014 to 6/4/2015

**Evidence of Completion**

Completed sign-in sheets, volunteer log, agendas



## Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key


**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** We will increase student achievement by improving core instruction in all content areas. **1**

 G048006

**G1.B1** Effective Collaborative Planning **2**

 B119680

**G1.B1.S1** Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths, in all content areas.

**4**

 S131736

### Strategy Rationale

Through Collaborative Planning teachers will receive training in all areas needed to target the barriers.

### Action Step 1 **5**

Provide professional development to teachers to share and establish effective planning framework to include differentiated instruction.

#### Person Responsible

Raul Gutierrez

#### Schedule

On 9/23/2014

#### Evidence of Completion

PD deliverables, Sign-in sheet

## Action Step 2 5

Work collaboratively during planning to create lesson plans that incorporate differentiated instruction in order to meet the needs of all learners. Webinars will be infused into planning sessions to increase teacher knowledge of available resources.

### **Person Responsible**

Raul Gutierrez

### **Schedule**

On 10/8/2014

### **Evidence of Completion**

lesson plans, walk through notes, sign-in sheets

## Action Step 3 5

Implementation of lesson plans created during collaborative planning sessions.

### **Person Responsible**

Raul Gutierrez

### **Schedule**

Weekly, from 9/24/2014 to 10/29/2014

### **Evidence of Completion**

lesson plans, DI folder, rotation schedule, student feedback

## Action Step 4 5

Provide additional support to identified staff members. Provide opportunities to visit observational classrooms that demonstrate effective instructional practices.

### **Person Responsible**

Raul Gutierrez

### **Schedule**

Weekly, from 9/24/2014 to 6/4/2015

### **Evidence of Completion**

coaching logs, debriefing conferences

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Ensure that collaborative planning is effective and done with fidelity by attending planning sessions and conducting walkthroughs.

**Person Responsible**

Raul Gutierrez

**Schedule**

Monthly, from 9/24/2014 to 6/4/2015

***Evidence of Completion***

walkthrough notes, sign-in sheets

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

Ensure that collaborative planning is effective and done with fidelity by attending planning sessions and conducting walkthroughs.

**Person Responsible**

Raul Gutierrez

**Schedule**

Monthly, from 9/24/2014 to 6/4/2015

***Evidence of Completion***

walkthrough notes, sign-in sheets

**G2.** We will use the Early Warning System indicators to identify at risk students in order to provide support and intervention that will increase academic achievement. 1

G048075

**G2.B1** There were limited opportunities for students to utilize computer based instruction. Students were not given varied opportunities to participate in guided group instruction. 2

B119958

**G2.B1.S1** Increase school wide incentives to improve attendance rate. 4

S131776

### Strategy Rationale

Encourage students through positive reinforcement to attend school on a daily basis.

### Action Step 1 5

Introduce school wide attendance incentive program to students and teachers.

#### Person Responsible

Heather Parker

#### Schedule

On 9/29/2014

#### Evidence of Completion

Program Guidelines.

### Action Step 2 5

Implement school wide attendance incentive program by recognizing students/classrooms that have 100%.

#### Person Responsible

Heather Parker

#### Schedule

Monthly, from 10/1/2014 to 5/29/2015

#### Evidence of Completion

Daily attendance bulletin, certificates and prizes awarded.

**Action Step 3** 5

Follow up and support of attendance issues through referrals to counselor.

**Person Responsible**

Heather Parker

**Schedule**

Monthly, from 10/1/2014 to 5/29/2015

***Evidence of Completion***

Daily attendance bulletins and amount of referrals.

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

Monitoring of School Attendance Percentage Report.

**Person Responsible**

Heather Parker

**Schedule**

Monthly, from 10/1/2014 to 5/29/2015

***Evidence of Completion***

Report

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

Monitoring of School Attendance Percentage Report.

**Person Responsible**

Heather Parker

**Schedule**

Monthly, from 10/1/2014 to 5/29/2015

***Evidence of Completion***

Report and amount of certificates/incentives awarded.

**G2.B1.S2** Increase school wide incentives to improve behavior. 4

 S131777

**Strategy Rationale**

Encourage students through positive reinforcement to exhibit proper behavior.

**Action Step 1** 5

Introduce school wide incentive program to improve behavior to students and teachers.

**Person Responsible**

Marilyn Vega

**Schedule**

On 10/29/2014

**Evidence of Completion**

Program guidelines.

**Action Step 2** 5

Implement school wide incentive program to improve behavior by honoring students during Spot Success Breakfasts, Do the Right Thing Assemblies, and School of Discovery Award Assemblies.

**Person Responsible**

Marilyn Vega

**Schedule**

Monthly, from 10/1/2014 to 5/29/2015

**Evidence of Completion**

Program agendas, certificates and prizes awarded.

**Action Step 3** 5

Follow up and support behavior issues through referrals to counselor.

**Person Responsible**

Marilyn Vega

**Schedule**

Monthly, from 10/1/2014 to 5/29/2015

**Evidence of Completion**

Amount of referrals.

**Plan to Monitor Fidelity of Implementation of G2.B1.S2** 6

Monitoring of Student Participation Rosters for Spot Success Breakfast, Do the Right Thing Assemblies, and School of Discovery Award Assemblies.

**Person Responsible**

Heather Parker

**Schedule**

Monthly, from 10/1/2014 to 5/29/2015

***Evidence of Completion***

Rosters of students receiving awards.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S2** 7

Monitoring of amount of certificates awarded.

**Person Responsible**

Heather Parker

**Schedule**

Monthly, from 10/1/2014 to 5/29/2015

***Evidence of Completion***

Rosters and amount of certificates awarded.

**G2.B1.S3** Incorporate an intervention program. 4

 S131779

**Strategy Rationale**

Provide intervention and remediation to target student academic needs.

**Action Step 1** 5

Introduce intervention program to students and teachers.

**Person Responsible**

Heather Parker

**Schedule**

On 9/29/2014

**Evidence of Completion**

Program guidelines.

**Action Step 2** 5

Implement intervention program.

**Person Responsible**

Heather Parker

**Schedule**

Daily, from 10/1/2014 to 5/29/2015

**Evidence of Completion**

Lesson plans, intervention roster, student work.

**Action Step 3** 5

Follow up and support intervention program.

**Person Responsible**

Heather Parker

**Schedule**

Biweekly, from 9/29/2014 to 5/29/2015

**Evidence of Completion**

Lesson plans, intervention roster, student work.



**Plan to Monitor Fidelity of Implementation of G2.B1.S3** 6

Monitoring of student progress in intervention program.

**Person Responsible**

Heather Parker

**Schedule**

Biweekly, from 10/1/2014 to 5/29/2015

***Evidence of Completion***

Student test scores.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S3** 7

Monitoring of student progress in intervention program.

**Person Responsible**

Heather Parker

**Schedule**

Biweekly, from 10/1/2014 to 5/29/2015

***Evidence of Completion***

Student test scores.

**G3.** We will provide students ample experiences in science, technology, engineering, and mathematics opportunity. 1

G048090

**G3.B1** There were limited opportunities for students to participate in hands-on science lessons. 2

B120349

**G3.B1.S1** Wide use of technology incorporating Science and Math skills. 4

S132212

### Strategy Rationale

To increase student opportunity to use science, technology, engineering, and math skills in real world situations.

### Action Step 1 5

Introduce hands-on science labs and incorporate technology in the science process skills.

#### Person Responsible

Laurie Nevins

#### Schedule

Biweekly, from 9/29/2014 to 5/29/2015

#### Evidence of Completion

Lesson plans, lab schedule.

### Action Step 2 5

Teachers will create lessons incorporating technology.

#### Person Responsible

Laurie Nevins

#### Schedule

Weekly, from 9/29/2014 to 5/29/2015

#### Evidence of Completion

Lesson plans.

**Action Step 3** 5

Follow and support teachers' use of technology using the coaching cycle.

**Person Responsible**

Laurie Nevins

**Schedule**

Monthly, from 9/29/2014 to 5/29/2015

***Evidence of Completion***

Lesson plans, student work, technology program use

**Plan to Monitor Fidelity of Implementation of G3.B1.S1** 6

Monitor hands-on science labs and the use of technology.

**Person Responsible**

Raul Gutierrez

**Schedule**

Biweekly, from 9/29/2014 to 5/29/2015

***Evidence of Completion***

Lesson plans, student data

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1** 7

Monitor hands-on science labs and technology program reports.

**Person Responsible**

Raul Gutierrez

**Schedule**

Biweekly, from 9/29/2014 to 5/29/2015


***Evidence of Completion***

Student data


**G4.** We will increase the percentage of parent participation in school-wide activities. **1**

 G048091

**G4.B1** Our anticipated barrier is to inform parents of available programs, as well as their rights under the “No Child Left Behind” act and other referral services and to provide parents opportunities to become a part of the school community through workshop offerings, various student performances and family nights. **2**

 B120370

**G4.B1.S1** To keep parents informed of all school functions. **4**

 S132246

### **Strategy Rationale**

Provide parents the opportunity to attend school functions by informing them of the activities taking place.

### **Action Step 1** **5**

Introduce parents to school-wide activities.

#### **Person Responsible**

Ivette Suarez

#### **Schedule**

Monthly, from 9/29/2014 to 6/4/2015

#### **Evidence of Completion**

PTA Newsletter, Student Calendars, Connect Ed Messages.

### **Action Step 2** **5**

School-wide activities will be implemented to allow parents to participate.

#### **Person Responsible**

Ivette Suarez

#### **Schedule**

Monthly, from 9/29/2014 to 5/29/2015

#### **Evidence of Completion**

Sign in roster

**Action Step 3** 5

Follow up and support parents to attend school-wide activities.

**Person Responsible**

Ivette Suarez

**Schedule**

Monthly, from 9/29/2014 to 5/29/2015

**Evidence of Completion**

Sign in rosters

**Plan to Monitor Fidelity of Implementation of G4.B1.S1** 6

Monitor amount of parents attending school-wide activities.

**Person Responsible**

Heather Parker

**Schedule**

Monthly, from 9/29/2014 to 6/4/2015

**Evidence of Completion**

Sign In Sheets

**Plan to Monitor Effectiveness of Implementation of G4.B1.S1** 7

Monitor amount of parents attending school-wide activities.

**Person Responsible**

Heather Parker

**Schedule**

Monthly, from 9/29/2014 to 5/29/2015

**Evidence of Completion**

Sign In Sheets

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

**Dade - 4511 - Dr. Gilbert L. Porter Elem. - 2014-15 SIP**  
*Dr. Gilbert L. Porter Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Provide professional development to teachers to share and establish effective planning framework to include differentiated instruction.	Gutierrez, Raul	9/23/2014	PD deliverables, Sign-in sheet	9/23/2014 one-time
G2.B1.S1.A1	Introduce school wide attendance incentive program to students and teachers.	Parker, Heather	9/29/2014	Program Guidelines.	9/29/2014 one-time
G2.B1.S2.A1	Introduce school wide incentive program to improve behavior to students and teachers.	Vega, Marilyn	9/29/2014	Program guidelines.	10/29/2014 one-time
G2.B1.S3.A1	Introduce intervention program to students and teachers.	Parker, Heather	9/29/2014	Program guidelines.	9/29/2014 one-time
G3.B1.S1.A1	Introduce hands-on science labs and incorporate technology in the science process skills.	Nevins, Laurie	9/29/2014	Lesson plans, lab schedule.	5/29/2015 biweekly
G4.B1.S1.A1	Introduce parents to school-wide activities.	Suarez, Ivette	9/29/2014	PTA Newsletter, Student Calendars, Connect Ed Messages.	6/4/2015 monthly
G1.B1.S1.A2	Work collaboratively during planning to create lesson plans that incorporate differentiated instruction in order to meet the needs of all learners. Webinars will be infused into planning sessions to increase teacher knowledge of available resources.	Gutierrez, Raul	9/24/2014	lesson plans, walk through notes, sign-in sheets	10/8/2014 one-time
G2.B1.S1.A2	Implement school wide attendance incentive program by recognizing students/classrooms that have 100%.	Parker, Heather	10/1/2014	Daily attendance bulletin, certificates and prizes awarded.	5/29/2015 monthly
G2.B1.S2.A2	Implement school wide incentive program to improve behavior by honoring students during Spot Success Breakfasts, Do the Right Thing Assemblies, and School of Discovery Award Assemblies.	Vega, Marilyn	10/1/2014	Program agendas, certificates and prizes awarded.	5/29/2015 monthly
G2.B1.S3.A2	Implement intervention program.	Parker, Heather	10/1/2014	Lesson plans, intervention roster, student work.	5/29/2015 daily
G3.B1.S1.A2	Teachers will create lessons incorporating technology.	Nevins, Laurie	9/29/2014	Lesson plans.	5/29/2015 weekly
G4.B1.S1.A2	School-wide activities will be implemented to allow parents to participate.	Suarez, Ivette	9/29/2014	Sign in roster	5/29/2015 monthly
G1.B1.S1.A3	Implementation of lesson plans created during collaborative planning sessions.	Gutierrez, Raul	9/24/2014	lesson plans, DI folder, rotation schedule, student feedback	10/29/2014 weekly
G2.B1.S1.A3	Follow up and support of attendance issues through referrals to counselor.	Parker, Heather	10/1/2014	Daily attendance bulletins and amount of referrals.	5/29/2015 monthly
G2.B1.S2.A3	Follow up and support behavior issues through referrals to counselor.	Vega, Marilyn	10/1/2014	Amount of referrals.	5/29/2015 monthly
G2.B1.S3.A3	Follow up and support intervention program.	Parker, Heather	9/29/2014	Lesson plans, intervention roster, student work.	5/29/2015 biweekly
G3.B1.S1.A3	Follow and support teachers' use of technology using the coaching cycle.	Nevins, Laurie	9/29/2014	Lesson plans, student work, technology program use	5/29/2015 monthly
G4.B1.S1.A3	Follow up and support parents to attend school-wide activities.	Suarez, Ivette	9/29/2014	Sign in rosters	5/29/2015 monthly
G1.B1.S1.A4	Provide additional support to identified staff members. Provide opportunities to visit observational classrooms that demonstrate effective instructional practices.	Gutierrez, Raul	9/24/2014	coaching logs, debriefing conferences	6/4/2015 weekly
G1.MA1	Ensure that collaborative planning is effective and done with fidelity by	Gutierrez, Raul	9/24/2014	walkthrough notes, sign-in sheets, data chats	6/4/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	attending planning sessions and conducting walkthroughs.				
G1.B1.S1.MA1	Ensure that collaborative planning is effective and done with fidelity by attending planning sessions and conducting walkthroughs.	Gutierrez, Raul	9/24/2014	walkthrough notes, sign-in sheets	6/4/2015 monthly
G1.B1.S1.MA1	Ensure that collaborative planning is effective and done with fidelity by attending planning sessions and conducting walkthroughs.	Gutierrez, Raul	9/24/2014	walkthrough notes, sign-in sheets	6/4/2015 monthly
G2.MA1	Monitoring of Daily Attendance Percentage Report, Behavior Referral Scams, and Student Data.	Gutierrez, Raul	9/22/2014	Attendance reports, amount of referrals, data analysis.	6/4/2015 monthly
G2.B1.S1.MA1	Monitoring of School Attendance Percentage Report.	Parker, Heather	10/1/2014	Report and amount of certificates/ incentives awarded.	5/29/2015 monthly
G2.B1.S1.MA1	Monitoring of School Attendance Percentage Report.	Parker, Heather	10/1/2014	Report	5/29/2015 monthly
G2.B1.S2.MA1	Monitoring of amount of certificates awarded.	Parker, Heather	10/1/2014	Rosters and amount of certificates awarded.	5/29/2015 monthly
G2.B1.S2.MA1	Monitoring of Student Participation Rosters for Spot Success Breakfast, Do the Right Thing Assemblies, and School of Discovery Award Assemblies.	Parker, Heather	10/1/2014	Rosters of students receiving awards.	5/29/2015 monthly
G2.B1.S3.MA1	Monitoring of student progress in intervention program.	Parker, Heather	10/1/2014	Student test scores.	5/29/2015 biweekly
G2.B1.S3.MA1	Monitoring of student progress in intervention program.	Parker, Heather	10/1/2014	Student test scores.	5/29/2015 biweekly
G3.MA1	Monitor student data	Gutierrez, Raul	9/29/2014	Monitor student data reports	5/29/2015 monthly
G3.B1.S1.MA1	Monitor hands-on science labs and technology program reports.	Gutierrez, Raul	9/29/2014	Student data	5/29/2015 biweekly
G3.B1.S1.MA1	Monitor hands-on science labs and the use of technology.	Gutierrez, Raul	9/29/2014	Lesson plans, student data	5/29/2015 biweekly
G4.MA1	Sign In sheets of all activities, volunteer log located in office	Gutierrez, Raul	9/29/2014	Completed sign-in sheets, volunteer log, agendas	6/4/2015 monthly
G4.B1.S1.MA1	Monitor amount of parents attending school-wide activities.	Parker, Heather	9/29/2014	Sign In Sheets	5/29/2015 monthly
G4.B1.S1.MA1	Monitor amount of parents attending school-wide activities.	Parker, Heather	9/29/2014	Sign In Sheets	6/4/2015 monthly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** We will increase student achievement by improving core instruction in all content areas.

### **G1.B1** Effective Collaborative Planning

**G1.B1.S1** Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths, in all content areas.

#### **PD Opportunity 1**

Provide professional development to teachers to share and establish effective planning framework to include differentiated instruction.

##### **Facilitator**

Ms. Maria Cid, Bilingual/Language Arts Leader

##### **Participants**

All Teachers

##### **Schedule**

On 9/23/2014



## Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*

## Budget Rollup

Summary	
Description	Total
Goal 3: We will provide students ample experiences in science, technology, engineering, and mathematics opportunity.	3,138
<b>Grand Total</b>	<b>3,138</b>

Goal 3: We will provide students ample experiences in science, technology, engineering, and mathematics opportunity.		
Description	Source	Total
B1.S1.A2 - Technology, resources/supplies.	School Improvement Funds	3,138
<b>Total Goal 3</b>		<b>3,138</b>