

William H. Lehman Elementary School



2015-16 School Improvement Plan

William H. Lehman Elementary School

10990 SW 113TH PL, Miami, FL 33176

<http://williamlehman.dadeschools.net/>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	58%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	88%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	A	A

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The staff of William Lehman Elementary School is committed to provide a "High-Tech/Soft-Touch" education expanding the mind of the student and fostering the humanity of the child.

Provide the school's vision statement

William Lehman Elementary school enriches its diverse community through: the conveyance of the multi-cultural heritage of its stakeholders; the provision of the most conducive educational opportunities to its students, incorporating a curriculum encompassing (High-Tech) technological, critical thinking, and life-long learning skills. The extension of services to meet the needs of the individual student through its (Soft-Touch) humanistic approach; embracing teamwork as integral part and providing an environment which promotes teaching and learning.

School Environment

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

William Lehman Elementary is a nurturing environment for a variety of learners. Our school builds a strong foundation of respect for all cultures and ethnicities through our Courteous Me Program. William Lehman teachers are committed to using MindUp strategies to help students focus and relax. Students have ample opportunity to build self-esteem through a variety of extra-curricular activities including our Drama Factory, Talent Show, Chorus, Student of the Month, and a variety of student services. Other extracurricular activities including Peace Day, Powerful Peaceful Program, Safety Patrols, Future Educators, WLES closed-circuit televised morning announcements, (five) Computer Labs, and After School Care. Teachers actively engage in data chats with students and communicate with parents through conferences, emails, and parent academies.

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

William Lehman Elementary prides itself on providing a safe and nurturing environment for all students. Our Courteous Me Program rewards courteous behaviors and recognizes acts of kindness. Teachers and staff recognize outstanding student behaviors providing immediate positive feedback for students demonstrating respect for others. The MindUp helps students become aware of their moods and emotions and gives strategies for focusing energies in positive manners. Supervision is provided before and after school for our early arrivals and late pick-ups. Our guidance counselor and a group of volunteers visit classrooms to deliver lessons on positive behaviors to all grade levels.

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

Teachers follow the district Student Code of Conduct in developing their classroom behavioral systems. Clear communication between teachers, students, and parents helps reinforce our positive

expectations. Administration provides follow-up and guidance for any disciplinary actions that are needed. Students are treated fairly during this process.

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

William Lehman Elementary ensures the social-emotional needs of all students are being met by providing them with counseling. Our guidance counselor provides individual, small group, and class counseling sessions for students. Character education is emphasized during these sessions on a regular basis. Our Counselor and the Student Support Team meet on a regular basis to address students with academic needs and behavioral challenges. MindUp strategies help students relax and cope with stressful situations inside and outside of the classroom.

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

William Lehman Elementary utilizes a number of early warning systems to indicate at-risk students.

- Monitoring students with attendance below 90 percent
- Course failure in English Language Arts or Mathematics
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
- Teachers monitor individual students through i-Ready Assessments, district interim testing and weekly assessments

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	3	5	
Attendance below 90 percent	0	0	0	17	17
One or more suspensions	0	0	0	0	
Course failure in ELA or Math	2	2	5	0	9
Level 1 on statewide assessment	0	0	0	0	

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

Indicator	Grade Level 5	Total
Students exhibiting two or more indicators	10	10

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

- Our administration, guidance counselor, and social worker monitor attendance and contact parents of students with excessive absences and/or tardies.
- Administrators and guidance counselor meet with at-risk students providing a foundation for proper academic performance, attendance, and appropriate behavior.

- Our attendance committee recognizes superlative attendance with monthly attendance parties.
- Our Student Support Team meets to plan and monitor academic and behavior strategies for our at-risk students.

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

William Lehman builds strong relationships with parents and families through a variety of methods and strategies.

- Our PTA actively recruits parents and families in order to facilitate student achievement.
- Parent academies are held quarterly to involve parents and families to enhance the academic and social lives of students.
- PTA and administration work together to provide a number of family activities, including special breakfasts, lunches, after school activities.
- Our students and staff donate food for Thanksgiving baskets and toys for our Holiday Toy Drive for our families in need.
- Our history of actively involved PTA provides us with the opportunity to apply for a National PTA School of Excellence Award.

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

School partnerships have been established to strengthen academic and extracurricular programs; partners include Ibiley, World's Finest Chocolate, Kona Ice, McDonald's on Kendall Drive, Chuck E Cheese, Publix, Sun Florida T-Shirts, Lauren's Kids, and a highly involved and supportive PTA.

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:

Name	Title
Cruz, Maria	Principal
Colzie, Shandra	Assistant Principal
Pineiro, Pamela	Teacher, K-12
Saunders, Jason	Teacher, K-12
Jackson, Misty	Teacher, K-12
Mancini, Michelle	Teacher, K-12
Goldstein, Sharon	Teacher, K-12
Alvarez, Myrna	Teacher, K-12
Melero, Sheryl	Teacher, K-12
Goberna, Ileana	Teacher, K-12
Weiss, Debbie	Teacher, ESE
Puma, Melissa	Other
Goberna, Lidia	Teacher, K-12
Alonso, Francis	Teacher, K-12
DeGreiff, Eliana	Psychologist
Jones, Raymone	Instructional Technology

Duties

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

Maria C. Cruz, Principal and Shandra Colzie, Assistant Principal: Our administration provides a shared vision for the use of data-based decision-making, promotes our school philosophy of “high-tech, soft-touch”, ensures that the school-based team is implementing MTSS, ensures and monitors the safety and well-being of all students, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.

Select General Education Teachers (Grade-level Chairpersons: Misty Jackson, Myrna Alvarez, Sharon Goldstein, Pamela Pineiro, Jason Saunders, Michelle Mancini, and Francis Alonso): Provide information about core instruction to team, lead regularly-scheduled team planning sessions, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities. Special Education (SWD) Chairperson (Debbie Weiss): Participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through activities such as short-/long- term planning, consultation, and support facilitation.

School Psychologist (Eliana De Greiff):

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.

Speech Language Pathologist (Melissa Puma):

Educate the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assist in the selection of screening measures; and help identify systemic

patterns of student need with respect to language skills.

Technology Specialist (Raymone Jones):

Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers, staff, and parents regarding data management and display.

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

William Lehman Elementary School (WLES) is following the district guidelines for the formation of an MTSS Leadership Team. WLES is committed to utilizing data to guide instruction and utilize district assessment data to implement differentiated instruction and student intervention strategies.

William Lehman Elementary School students have access to free and reduced lunch programs. All students are eligible for free breakfast through a federal free breakfast program.

Health Connect in Our Schools-partnership with The Children's Trust, Miami-Dade County Health Department, and local health service providers.

William Lehman Elementary has unique violence-prevention program titled "Courteous Me". Students who demonstrate courteous behaviors are recognized at awards programs. Our school also celebrates an annual "Peace Day" emphasizing the importance of peaceful interactions in society, in schools, and life.

William Lehman Elementary utilizes the "MindUp" program to help students with focus, handling emotions, and stress management.

Our school counselor has a program to assist 5th grade students in preparation for applications for magnet schools.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Maria C. Cruz	Principal
Chuck Puett	Teacher
Michelle Mancini	Teacher
Misty Jackson	Teacher
Jason Saunders	Teacher
Aileen Garcia	Teacher
Ledis Castilla	Teacher
Sharon Goldstein	Teacher
Albert Ruiz	Teacher
Kimberly Martinez	Education Support Employee
Heidi Zuniga	Education Support Employee
Michelle Hammontree	Parent
Nubia Zapata	Parent
Gail Schechter	Parent
Patricia Cardenas	Parent
Jennifer Rogers	Parent
Odile Yakana	Parent
Brigitte Pini	Parent
Robyn Martinez	Business/Community
Gary Lichtman	Business/Community
Mike Hernandez	Business/Community
Gianna Machado	Student

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

Our SAC and staff both performed an End-of-Year SIP Review in May 2015. We reviewed our goals and strategies and modified them for the 2015-2016 school year. The SAC also assisted with the formation of the parent involvement goal for 2015-2016. All stakeholders were given the opportunity to provide feedback and input.

Development of this school improvement plan

The SAC is responsible for implementing and monitoring the School Improvement Plan according to the Florida Continuous Improvement Model. The SAC will also review student data and make recommendations/decisions to support student achievement. The SAC makes decisions on allocations of SAC funds to help increase student learning gains. The SAC also meets regularly to monitor and discuss school finances, student achievement, and parent involvement opportunities.

Preparation of the school's annual budget and plan

Administration shares the school's annual budget and plan; allowing for input and recommendations from our SAC. Staff members are also kept up-to-date with the budget process.

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

Our SAC funds, approximately \$3500 were used to enhance our technological capacities for helping students raise achievement levels in reading, math, writing, and science.

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:

Name	Title
Cruz, Maria	Principal
Colzie, Shandra	Assistant Principal
Melero, Sheryl	Teacher, K-12
Alvarez, Myrna	Teacher, K-12
Goldstein, Sharon	Teacher, K-12
Mancini, Michelle	Teacher, K-12
Goberna, Ileana	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT meets on a monthly basis to discuss school data and makes recommendations as needed. The team focuses on pacing guides provided by the district and makes adjustments as needed. The team will also discuss vertical articulation. The team will also discuss the lowest 25% in every grade level and come up with intervention strategies. Teachers will utilize the Wonder Works Intervention with at-risk students.

The LLT identifies our weakest benchmarks through ongoing data analysis and incorporates differentiated instruction in conjunction with the district instructional focus calendars in order to close the achievement gap of our lower performing students.

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

Teachers at William Lehman Elementary School participate in a number of collaborative efforts. Teachers meet by grade level and subject area on a bi-weekly basis for planning and sharing best practices. District Pacing Guides are utilized to ensure matching student progress with district initiatives. Our focus this year will be to increase the amount of vertical planning that takes place in all content areas.

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

William Lehman will conduct regular meetings of new teachers with principal, partnering new teachers with veteran staff, and soliciting referrals from current employees.

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

Pairings will be developed by combining veteran teachers with teachers of similar grades and subject area responsibilities. Bi-weekly subject level meetings along with additional support and guidance as needed and/or requested will be conducted.

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

District Pacing Guides provide the framework for all instructional planning at William Lehman Elementary School. Grade and subject planning meetings emphasize the importance of adhering to the district pacing guides along with following Florida's standards. Teachers share best practices and strategies for the development of a strong curriculum meeting all instructional goals. William Lehman Elementary's instructional books and materials are all in alignment with Florida's standards.

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

William Lehman Elementary School is dedicated and committed to utilizing data to guide instruction. Administrators and teachers utilize district assessment data and school site assessment data to implement differentiated instruction and student intervention strategies. Other remediations including before and after school tutoring for our at-risk students and our lowest 25%.

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: 900

Students selected for before school tutoring will be provided with practice and strategies for increasing academic achievement in the core learning areas.

Strategy Rationale

Students benefit from the extra instructional time in the core subject areas.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Cruz, Maria, pr2891@dadeschools.net

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

Pretests are administered to establish a baseline. Student progress will be monitored and learning gains will be measured through a post test at the end of remediation. Whenever possible, classroom teachers will provide tutoring to their own students. Teachers will be more familiar of areas of strengths and weaknesses for the children receiving remediation.

Strategy: After School Program

Minutes added to school year: 900

Students selected for after school tutoring will be provided with practice and strategies for increasing academic achievement in the core learning areas.

Strategy Rationale

Students benefit from the extra instructional time in the core subject areas.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Cruz, Maria, pr2891@dadeschools.net

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

Pretests are administered to establish a baseline. Student progress will be monitored and learning gains will be measured through a post test at the end of remediation. Whenever possible, classroom teachers will provide tutoring to their own students. Teachers will be more familiar of areas of strengths and weaknesses for the children receiving remediation.

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

- Departmentalized & looping
- Pre-k & K Opening
- Vertical Planning

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

The most current data available shows our ELA learning gains could use improvement. Our 3rd grade math scores, also lag behind 4th and 5th grade scores.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

Our student demographics continue to change, which poses challenges for adapting our Florida Continuous Plan Model. The teachers and staff of William Lehman Elementary must continue their learning of new strategies and techniques to reach our changing student population.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. Increase student achievement by improving core instruction in all content areas.

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. Increase student achievement by improving core instruction in all content areas. 1a

G070610

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	
ELA/Reading Gains	83.0
ELA/Reading Lowest 25% Gains	73.0
FSA English Language Arts - Achievement	91.0
AMO Reading - ELL	
AMO Reading - White	
AMO Math - All Students	
Math Gains	88.0
Math Lowest 25% Gains	89.0
AMO Math - White	
FSA Mathematics - Achievement	92.0
FCAT 2.0 Science Proficiency	73.0

Resources Available to Support the Goal 2

- Departmentalization, common planning, looping for two years, high use of pacing guides, high parental support/PTA, computers in each class, 5 computer labs, Promethean & Smart Boards, before & after school tutoring by classroom teachers, WonderWorks, and reading, math, & science liaisons who share resources and information

Targeted Barriers to Achieving the Goal 3

- Increased Rigor All Core Content Areas

Plan to Monitor Progress Toward G1. 8

Analyze Data: FSA scores, interim scores, i-Ready data, unit testing

Person Responsible

Maria Cruz

Schedule

Quarterly, from 8/24/2015 to 6/9/2016

Evidence of Completion

District Interim Assessments 2016 Florida Standards Assessment

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. Increase student achievement by improving core instruction in all content areas. **1**

 G070610

G1.B4 Increased Rigor All Core Content Areas **2**

 B183988

G1.B4.S1 Increase Rigor and Higher Order Thinking Skills in all content areas. **4**

 S195572

Strategy Rationale

Students will need to increase higher order thinking skills in order to meet the rigorous demands of the new Florida Standards and to prepare students for future success.

Action Step 1 **5**

Professional development on rigorous instruction with higher order thinking skills, including the use of technology within all content areas.

Person Responsible

Maria Cruz

Schedule

Quarterly, from 9/10/2015 to 6/9/2016

Evidence of Completion

Sign-in sheets, agenda, handouts, administration attendance

Action Step 2 5

Classroom teachers will be utilizing the higher order thinking questions and strategies, including the use of technology within their daily instruction with fidelity.

Person Responsible

Maria Cruz

Schedule

Daily, from 8/24/2015 to 6/9/2016

Evidence of Completion

Lesson plans, walk-through notes

Action Step 3 5

Teachers will share best practices and higher order thinking questions and strategies during grade level meetings and ongoing teacher collaboration.

Person Responsible

Maria Cruz

Schedule

Biweekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Sign-in Sheets, agendas

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Monitor implementation of rigor and higher order thinking questions and strategies.

Person Responsible

Maria Cruz

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Walk-through notes, data chat schedule, student work, attending PD

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Monitor implementation of rigor and higher order thinking questions and strategies.

Person Responsible

Maria Cruz

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Walk-through notes, data chat schedule, student work, data analysis

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B4.S1.A1	Professional development on rigorous instruction with higher order thinking skills, including the use of technology within all content areas.	Cruz, Maria	9/10/2015	Sign-in sheets, agenda, handouts, administration attendance	6/9/2016 quarterly
G1.B4.S1.A2	Classroom teachers will be utilizing the higher order thinking questions and strategies, including the use of technology within their daily instruction with fidelity.	Cruz, Maria	8/24/2015	Lesson plans, walk-through notes	6/9/2016 daily
G1.B4.S1.A3	Teachers will share best practices and higher order thinking questions and strategies during grade level meetings and ongoing teacher collaboration.	Cruz, Maria	8/24/2015	Sign-in Sheets, agendas	6/9/2016 biweekly
G1.MA1	Analyze Data: FSA scores, interim scores, i-Ready data, unit testing	Cruz, Maria	8/24/2015	District Interim Assessments 2016 Florida Standards Assessment	6/9/2016 quarterly
G1.B4.S1.MA1	Monitor implementation of rigor and higher order thinking questions and strategies.	Cruz, Maria	8/24/2015	Walk-through notes, data chat schedule, student work, data analysis	6/9/2016 weekly
G1.B4.S1.MA1	Monitor implementation of rigor and higher order thinking questions and strategies.	Cruz, Maria	8/24/2015	Walk-through notes, data chat schedule, student work, attending PD	6/9/2016 weekly

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. Increase student achievement by improving core instruction in all content areas.

G1.B4 Increased Rigor All Core Content Areas

G1.B4.S1 Increase Rigor and Higher Order Thinking Skills in all content areas.

PD Opportunity 1

Professional development on rigorous instruction with higher order thinking skills, including the use of technology within all content areas.

Facilitator

Maria C. Cruz, School Leadership Team

Participants

Classroom Teachers

Schedule

Quarterly, from 9/10/2015 to 6/9/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B4.S1.A1	Professional development on rigorous instruction with higher order thinking skills, including the use of technology within all content areas.				\$0.00
2	G1.B4.S1.A2	Classroom teachers will be utilizing the higher order thinking questions and strategies, including the use of technology within their daily instruction with fidelity.				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			2891 - William H. Lehman Elementary School	School Improvement Funds		\$3,000.00
			Notes: Technology			
3	G1.B4.S1.A3	Teachers will share best practices and higher order thinking questions and strategies during grade level meetings and ongoing teacher collaboration.				\$0.00
Total:						\$3,000.00