William H. Lehman Elementary School

2017-18 Schoolwide Improvement Plan

William H. Lehman Elementary School

10990 SW 113TH PL, Miami, FL 33176

http://williamlehman.dadeschools.net/

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	No	67%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	92%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	A	A*	A

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for William H. Lehman Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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 our diverse population of students. Our school builds a strong foundation of respect for all cultures and ethnicities through our Powerful Peaceful Person Program and Courteous Me Program. We have also incorporated Miami-Dade County Public Schools Values Matter Miami Program to help students gain an understanding of strong character. 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 Person Program, Safety Patrols, Future Educators of America, WLES closed-circuit televised morning announcements, (five) Computer Labs, and After School Care. Our PTA engages students in extracurricular activities including Bricks for Kids, science demonstrations, and more. Teachers actively engage in data chats with students and communicate with parents through conferences, emails, and parent academies.

b. 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. Our guidance counselor and a group of volunteers visit classrooms to deliver lessons on positive behaviors to all grade levels. Classes across all grade levels participate in the Values Matter Miami program.

c. 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.

d. 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 when needed. 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. The Values Matter Miami program addresses important character values for students across all grade levels.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. 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, topic assessments, and weekly assessments

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	3	3	2	3	9	0	0	0	0	0	0	0	20
Level 1 on statewide assessment	0	0	9	14	12	15	0	0	0	0	0	0	0	50

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	2	6	5	14	17	0	0	0	0	0	0	0	44

c. 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.
• Administration 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.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
No

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

2. 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.
• Teachers and administrators actively communicate with parents and community partners via the school webpage, Twitter, and the PTA's Facebook page.
• PTA and administration work together to provide a number of family activities, including special breakfasts, lunches, and after school activities.
• PTA and administration offer enrichment programs for students, including Bricks for Kids and Family Science Night.
• 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.

2. 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, Chuck E Cheese, Sun Florida T-Shirts, Lauren's Kids, Got Sneakers, Super Wheels Skating Center, Kendall Ice Arena, Papa John's, Cadillac Ranch, and a highly involved and supportive PTA.

C. Effective Leadership

1. School Leadership Team

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

Name	Title
Baldessari, Marybel	Principal
Tamargo, Arleen	Assistant Principal
Jackson, Misty	Teacher, K-12
Goldstein, Sharon	Teacher, K-12
Alvarez, Myrna	Teacher, K-12
Melero, Sheryl	Teacher, K-12
Goberna, Ileana	Teacher, K-12
Goberna, Lidia	Teacher, K-12
Alonso, Francis	Teacher, K-12
Bandrich, Esperanza	Teacher, K-12
Mancini, Michelle	Teacher, K-12
Sanchez, Celia	Teacher, K-12

b. Duties

1. 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 Arleen Tamargo, 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 (Multi-Tiered System of Supports), 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, Celia Sanchez, Michelle Mancini, and Francis Alonso): Provide information about core instruction to team, lead regularly-scheduled team planning sessions, participate in student data collection, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.

Special Education (SWD) Chairperson (Kristina Perez): 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 Liaisons: (Francis Alonso/Math, Esperanza Bandrich/Science, & Sheryl Melero/Reading): Attend district professional development and share information with team members/staff.

2. 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 (Multi-Tiered System of Supports) 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 provides students with a free breakfast through a federal free breakfast program. Students also may apply for free and reduced lunch programs.

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 a unique violence-prevention program titled Powerful Peaceful Person Program. 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.

William Lehman Elementary utilizes the Values Matter Miami program to help engage students in learning and appreciating core values.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Maria C. Cruz	Principal
Chuck Puett	Teacher
Michelle Mancini	Teacher
Misty Jackson	Teacher
Aileen Garcia	Teacher
Ledis Castilla	Teacher
Sharon Goldstein	Teacher
Albert Ruiz	Teacher
Kimberly Martinez	Education Support Employee
Heidi Zuniga	Education Support Employee
Nubia Zapata	Parent
Jennifer Rogers	Parent
Robyn Martinez	Business/Community
Gary Lichtman	Business/Community
Mike Hernandez	Business/Community
Annie Ravelo	Parent
Javier Olmedo	Parent
Perla Terzian	Parent
Ileana Lopez	Teacher
Jessika Millan	Parent
Rita Rindone	Parent
Jim Gaffney	Parent
Miguel Medina	Student
William Perez	Student

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

Our SAC and staff both performed an End-of-Year SIP Review in May 2017. We reviewed our goals and strategies and modified them for the 2017-2018 school year. All stakeholders were given the opportunity to provide feedback and input.

b. 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.

c. 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.

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

Our SAC funds, approximately $3000 were used to enhance our technological capacities for helping students raise achievement levels in reading, math, writing, and science.

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Baldessari, Marybel	Principal
Tamargo, Arleen	Assistant Principal
Melero, Sheryl	Teacher, K-12
Alvarez, Myrna	Teacher, K-12
Goldstein, Sharon	Teacher, K-12
Goberna, Ileana	Teacher, K-12
Mancini, Michelle	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. 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 performance of our students in the lowest 25%.

2. 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.

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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.

b. Instructional Strategies

1. 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%.

2. 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)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Baldessari, Marybel, 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
Baldessari, Marybel, 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.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. 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 Orientation
- Vertical Planning

b. College and Career Readiness

1. 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

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

N/A

3. 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

4. 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

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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"Â? 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.

C. Strategic Goals

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. If core instruction is increased in all content areas, then student achievement will improve.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If core instruction is increased in all content areas, then student achievement will improve. `1a`

🔑 G097005

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - All Students	
ELA/Reading Gains	80.0
ELA/Reading Lowest 25% Gains	60.0
FSA ELA Achievement	80.0
AMO Reading - ELL	
AMO Reading - White	
AMO Math - All Students	
Math Gains	82.0
Math Lowest 25% Gains	70.0
AMO Math - White	
FSA Mathematics Achievement	82.0
FCAT 2.0 Science Proficiency	67.0

Targeted Barriers to Achieving the Goal `3`

- Technology Monitoring & Intervention

Resources Available to Help Reduce or Eliminate the Barriers `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

Plan to Monitor Progress Toward G1. `8`

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

Person Responsible
Marybel Baldessari

Schedule
Quarterly, from 8/21/2017 to 6/7/2018

Evidence of Completion
i-Ready Diagnostics, G2D Reports, and 2018 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. If core instruction is increased in all content areas, then student achievement will improve. 1

🔑 G097005

G1.B5 Technology Monitoring & Intervention 2

🔑 B260965

G1.B5.S1 Teachers will utilize data from i-Ready and G2D to help guide instruction and provide remediation and interventions including differentiated instruction. 4

🔑 S276333

Strategy Rationale

Teachers require additional support in analyzing and monitoring student data reports and guiding instruction and remediation.

Action Step 1 5

Professional development and sharing best practices on technology, including i-Ready, will help instructors better understand data reports and help students raise achievement levels.

Person Responsible

Marybel Baldessari

Schedule

Quarterly, from 10/2/2017 to 6/7/2018

Evidence of Completion

Sign-in sheets, agenda, data reports

Action Step 2 5

Classroom teachers will incorporate technology with a focus on using data reports to guide instruction and remediation.

Person Responsible

Marybel Baldessari

Schedule

Daily, from 10/9/2017 to 6/7/2018

Evidence of Completion

Data reports, lesson plans, walk-through notes

Action Step 3 `5`

Teachers will share best practices during grade level meetings and ongoing teacher collaboration.

Person Responsible

Marybel Baldessari

Schedule

Biweekly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Sign-sheets, Agendas

Action Step 4 `5`

Teachers will utilize data reports to provide remediation and enrichment for our lowest 25% and other at risk students.

Person Responsible

Marybel Baldessari

Schedule

Daily, from 9/18/2017 to 6/7/2018

Evidence of Completion

Data reports, student work, data chat schedule

Plan to Monitor Fidelity of Implementation of G1.B5.S1 `6`

Monitor the use of data reports in guiding instruction and remediation

Person Responsible

Marybel Baldessari

Schedule

Monthly, from 10/9/2017 to 6/7/2018

Evidence of Completion

Walk-through notes, data chat schedule, data reports, attending PD

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 `7`

Monitor the use of data reports in guiding instruction and remediation

Person Responsible

Marybel Baldessari

Schedule

Monthly, from 10/9/2017 to 6/7/2018

Evidence of Completion

Walk-through notes, data chat schedule, data reports, attending PD

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1 🔍 M400313	Analyze Data: FSA scores, i-Ready data, unit testing	Baldessari, Marybel	8/21/2017	i-Ready Diagnostics, G2D Reports, and 2018 Florida Standards Assessment	6/7/2018 quarterly
G1.B5.S1.MA1 🔍 M400311	Monitor the use of data reports in guiding instruction and remediation	Baldessari, Marybel	10/9/2017	Walk-through notes, data chat schedule, data reports, attending PD	6/7/2018 monthly
G1.B5.S1.MA1 🔍 M400312	Monitor the use of data reports in guiding instruction and remediation	Baldessari, Marybel	10/9/2017	Walk-through notes, data chat schedule, data reports, attending PD	6/7/2018 monthly
G1.B5.S1.A1 🔍 A372164	Professional development and sharing best practices on technology, including i-Ready, will help...	Baldessari, Marybel	10/2/2017	Sign-in sheets, agenda, data reports	6/7/2018 quarterly
G1.B5.S1.A2 🔍 A372165	Classroom teachers will incorporate technology with a focus on using data reports to guide...	Baldessari, Marybel	10/9/2017	Data reports, lesson plans, walk-through notes	6/7/2018 daily
G1.B5.S1.A3 🔍 A372166	Teachers will share best practices during grade level meetings and ongoing teacher collaboration.	Baldessari, Marybel	8/21/2017	Sign-sheets, Agendas	6/7/2018 biweekly
G1.B5.S1.A4 🔍 A372167	Teachers will utilize data reports to provide remediation and enrichment for our lowest 25% and...	Baldessari, Marybel	9/18/2017	Data reports, student work, data chat schedule	6/7/2018 daily

V. Professional Development Opportunities

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

G1. If core instruction is increased in all content areas, then student achievement will improve.

G1.B5 Technology Monitoring & Intervention

G1.B5.S1 Teachers will utilize data from i-Ready and G2D to help guide instruction and provide remediation and interventions including differentiated instruction.

PD Opportunity 1

Professional development and sharing best practices on technology, including i-Ready, will help instructors better understand data reports and help students raise achievement levels.

Facilitator

Estela Garcia, i-Ready Bootcamp

Participants

Classroom Teachers

Schedule

Quarterly, from 10/2/2017 to 6/7/2018

VII. Budget

1	G1.B5.S1.A1	Professional development and sharing best practices on technology, including i-Ready, will help instructors better understand data reports and help students raise achievement levels.				$0.00
2	G1.B5.S1.A2	Classroom teachers will incorporate technology with a focus on using data reports to guide instruction and remediation.				$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			2891 - William H. Lehman Elementary School	School Improvement Funds		$3,000.00
3	G1.B5.S1.A3	Teachers will share best practices during grade level meetings and ongoing teacher collaboration.				$0.00
4	G1.B5.S1.A4	Teachers will utilize data reports to provide remediation and enrichment for our lowest 25% and other at risk students.				$0.00
					Total:	$3,000.00