2013-2014 SCHOOL IMPROVEMENT PLAN

William H. Lehman Elementary School

10990 SW 113TH PL
Miami, FL 33176
305-273-2140
http://williamlehman.dadeschools.net/

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	No	55%

Alternative/ESE Center	Charter School	Minority Rate
No	No	86%

School Grades History

2013-14	2012-13	2011-12	2010-11
A	A	A	A

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    - Year 1 – declined to D, or first-time graded schools receiving a D
    - Year 2 – second consecutive D, or F followed by a D
    - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    - Year 1 – declined to F, or first-time graded schools receiving an F
    - Year 2 or more – second or more consecutive F

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 two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
William H. Lehman Elementary School

Principal
Maria C. Cruz

School Advisory Council chair
Chuck Puett

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Arleen Tamargo	Assistant Principal
Nuria Quinones	Reading Leader
Myrna Alvarez	K-1 Reading Chair
Misty Jackson	K-1 Math/Content Areas Chair
Sharon Goldstein	2-3 Reading Chair
Pamela Pineiro	2-3 Math Chair
Jason Saunders	2-3 Content Areas Chair
Michelle Mancini	4-5 Reading Chair
Francis Alonso	4-5 Math/Content Areas Chair

District-Level Information

District
Dade

Superintendent
Mr. Alberto M Carvalho

Date of school board approval of SIP
12/11/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Principal (1): Maria C. Cruz
UTD Steward (1): Misty Jackson
Teachers (5): Chuck Puett (SAC Chair), Jason Saunders, Michelle Mancini, Aileen Garcia, Ledis Castilla
Alternate Teachers (2): Sharon Goldstein, Albert Ruiz
Student (1): Frank Barrett
Alternate Student (1): Michael Keyak
Support Personnel (1): Kimberly Martinez

Alternate Support Personnel (1): Heidi Zuniga
Parents (5): Ora Daley, Nubia Zapata, Gail Schechter, Rollie Puentes, Jennifer Rogers
Alternate Parents (2): Sofia Edge, Michelle Hammontree
Business/Community Representatives (3): Gary Lichtman, Maria Donn, Michael Hernandez
Chuck Puett is the SAC Chair and leads the SAC meetings. Michelle Mancini is the recording secretary.
All SAC members have voting privileges and help guide the SAC committee in creating the School
Improvement Plan and monitoring student achievement and improvement.
In addition to the principal and UTD steward members, teachers elect teachers through faculty meetings,
parents elect parents, students elect the student representative, and the principal appoints the business/
community representatives.
A majority of SAC members are not employed by the school district. The composition of the SAC
committee represents a balanced mix of the ethnic, racial, and economic community that William
Lehman Elementary serves.

Involvement of the SAC in the development of the SIP

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

Activities of the SAC for the upcoming school year

The SAC committee meets on a monthly basis monitoring the school improvement plan, as well as,
student achievement and performance.

Projected use of school improvement funds, including the amount allocated to each project

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

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20
U.S.C. § 6314(b).

Administrators

of administrators
2

receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Maria C. Cruz		
Principal	Years as Administrator: 26	Years at Current School: 17

Credentials	Administrative Supervision, Early Childhood Education, Elementary Education, School Principal
Performance Record	2013 – A Rdg. Proficiency, 76% Math Proficiency, 72% Rdg. Lrg. Gains, 71 points Math Lrg. Gains, 77 points Rdg. Imp. of Lowest 25% - 67 points Math Imp. of Lowest 25%- 66 points Rdg. AMO –N (-2) Math AMO–N (-6) 2012 – A Rdg. Proficiency, - 77 % Math Proficiency, - 74 % Rdg. Lrg. Gains, n/a points Math Lrg. Gains, n/a points Rdg. Imp. of Lowest 25% - n/a points Math Imp. of Lowest 25%-n/a points Rdg. AMO: No Math AMO: No 2011 - A Rdg. Proficiency, 89% Math Proficiency, 88% Rdg. Lrg. Gains, 79 points Math Lrg. Gains, 78 points Rdg. Imp. of Lowest 25% - 82 points Math Imp. of Lowest 25%- 76 points Rdg. AMO –Y (+15) Math AMO– Y (+14) 2010 – A Rdg. Proficiency, 91% Math Proficiency, 88% Rdg. Lrg. Gains, 75 points Math Lrg. Gains, 75 points Rdg. Imp. of Lowest 25% - 75 points Math Imp. of Lowest 25%- 67 points Rdg. AMO –Y Math AMO–Y 2009 – A Rdg. Proficiency, 86% Math Proficiency, 86% Rdg. Lrg. Gains, 76 points Math Lrg. Gains, 67 points Rdg. Imp. of Lowest 25% - 72 points Math Imp. of Lowest 25%- 64 points Rdg. AMO –Y Math AMO–Y

Arleen Tamargo		
Asst Principal	Years as Administrator: 7	Years at Current School: 5

Credentials	MG English, Educational Leadership
Performance Record	2013 – A Rdg. Proficiency, 76% Math Proficiency, 72% Rdg. Lrg. Gains, 71 points Math Lrg. Gains, 77 points Rdg. Imp. of Lowest 25% - 67 points Math Imp. of Lowest 25%- 66 points Rdg. AMO –N (-2) Math AMO–N (-6) 2012 – A Rdg. Proficiency, - 77 % Math Proficiency, - 74 % Rdg. Lrg. Gains, n/a points Math Lrg. Gains, n/a points Rdg. Imp. of Lowest 25% - n/a points Math Imp. of Lowest 25%-n/a points Rdg. AMO: No Math AMO: No 2011 - A Rdg. Proficiency, 89% Math Proficiency, 88% Rdg. Lrg. Gains, 79 points Math Lrg. Gains, 78 points Rdg. Imp. of Lowest 25% - 82 points Math Imp. of Lowest 25%- 76 points Rdg. AMO –Y (+15) Math AMO– Y (+14) 2010 – A Rdg. Proficiency, 91% Math Proficiency, 88% Rdg. Lrg. Gains, 75 points Math Lrg. Gains, 75 points Rdg. Imp. of Lowest 25%- 75 points Math Imp. of Lowest 25%- 67 points Rdg. AMO –Y Math AMO–Y 2009 – A (Arvida Middle School) Rdg. Proficiency, 77% Math Proficiency, 76% Rdg. Lrg. Gains, 69 points Math Lrg. Gains, 69 points Rdg. Imp. of Lowest 25% - 71 points Math Imp. of Lowest 25%- 61 points Rdg. AMO – N Math AMO– N

Instructional Coaches

# of instructional coaches

0

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Part-time / District-based	Years as Coach:	Years at Current School:
Areas	[none selected]	
Credentials		
Performance Record		

Classroom Teachers

# of classroom teachers

49

 # receiving effective rating or higher

45, 92%

 # Highly Qualified Teachers

80%

 # certified in-field

36, 73%

 # ESOL endorsed

38, 78%

 # reading endorsed

2, 4%

 # with advanced degrees

20, 41%

 # National Board Certified

9, 18%

 # first-year teachers

2, 4%

 # with 1-5 years of experience

3, 6%

 # with 6-14 years of experience

16, 33%

 # with 15 or more years of experience

28, 57%

Education Paraprofessionals

# of paraprofessionals

4

 # Highly Qualified

4, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

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

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

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, 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) Teachers (Debbie Weiss, Staci Yurubi, Maria Carvajal, Alberto Ruiz, Andrea Manash, Celia Perez, 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 Psychologist (Chrisanne Fordik):

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.

Technology Specialist (James Regan):

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.

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.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The MTSS Leadership Team will focus meetings around one question: How do we develop and maintain a problem solving system to bring out the best in our school, our teachers, and in our students? The team meets once a month to engage in the following activities:

• Review universal screening data (Edusoft, CELLA) and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources.

• The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills.

The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

• The team will work towards improving behavior and social skills: Utilizing SCAMS, Behavior Intervention Plan (BIP), Functional Assessment of Behavior (FAB), and COGNOS (Attendance).

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

• Baseline data: FAIR Reports from Progress Monitoring and Reporting Network (PMRN), Assessment and Information Management System (AIMS web), FAIR, Florida Comprehensive Assessment Test (FCAT) Progress Monitoring Interim Assessments (Edusoft Reports): PMRN, AIMS web, Curriculum Based Measurement (CBM), FCAT Simulation Mid-year: Florida Assessments for Instruction in Reading (FAIR), Early Reading Diagnostic Assessment (ERDA), Florida Readiness Kindergarten Screener (FLKRS, Kindergarten Reading Assessment), SCAMS, Behavior Intervention Plan (BIP), Functional Assessment of Behavior (FAB), and COGNOS (Attendance).

End of year: FAIR, AIMS web, FCAT

Frequency of Data Days: Once a month for data analysis

Frequency of Data Days: Once a month for data analysis

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Professional development will be provided during teachers' common planning time and small sessions will occur throughout the year. Two training sessions entitled: "MTSS: Problem Solving Model: Building Consensus Implementing and Sustaining Problem-Solving/MTSS" and "MTSS: Challenges to Implementation Data-based Decision-making, and Supporting and Evaluating Interventions" will take place in mid-August and in October.
• Use assessments documented in data systems (include Interims, FAIR)
• Data should drive instruction
• Review your technology needs
• PD should be reflected in the Action Plan of the Goal areas
• The MTSS team will also evaluate additional staff PD needs during the monthly MTSS Leadership Team meetings.
• Include regularly scheduled meetings in our school's weekly bulletins
• Continue to monitor student achievement through school based testing and district interim assessments
• Communicate with neighboring schools regarding MTSS implementation strategies

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 120

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

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

A pretest will be 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.

Who is responsible for monitoring implementation of this strategy?

Teachers will monitor tutoring progress and administrators will supervise student progress.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Maria Cecilia Cruz	Principal
Arleen Tamargo	Assistant Principal
Nuria Quinones	Reading Leader
Myrna Alvarez	K-1 Reading Chair
Sharon Goldstein	2-3 Reading Chair
Michelle Mancini	4-5 Reading Chair
Ileana Goberna	ELL Chair
Annette Bosch	Gifted Chair

How the school-based LLT functions

The LLT meets on a monthly basis to discuss school data and makes recommendations as needed. 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. This is in alignment with the CRRP.

Major initiatives of the LLT

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

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Teachers will improve phonological awareness, and emergent literacy and writing skills using Houghton Mifflin Curriculum. The program includes lesson plans and teaching materials to support students' needs. The FLDOE VPK Assessment measures Phonological awareness, print knowledge, mathematics, and oral language/vocabulary skills. Improving these skills is vital for the transition into kindergarten. Providing a foundation for attaining a strong framework in kindergarten and subsequent grades.
Dates & Parental Involvement Activities:
- May 2013 Registration & Orientation
- November 2013 Thanksgiving Program
- December 2013 Holiday Program
- May 2014 Pre-K Family Night

Expected Improvements

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	78%	76%	No	81%
American Indian				
Asian	78%	83%	Yes	80%
Black/African American	69%	60%	No	72%
Hispanic	78%	76%	No	80%
White	85%	76%	No	87%
English language learners	71%	71%	Yes	74%
Students with disabilities	50%	33%	No	55%
Economically disadvantaged	68%	70%	Yes	71%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	80	25%	30%
Students scoring at or above Achievement Level 4	157	49%	51%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		43%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		34%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		71%	74%
Students in lowest 25% making learning gains (FCAT 2.0)		67%	70%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	94	54%	59%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	70	40%	46%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	75	43%	49%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	89	78%	80%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		0%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	78%	72%	No	81%
American Indian				
Asian	83%	92%	Yes	85%
Black/African American	73%	53%	Yes	76%
Hispanic	76%	71%	No	78%
White	88%	78%	Yes	90%
English language learners	72%	58%	No	75%
Students with disabilities	58%	35%	No	63%
Economically disadvantaged	70%	66%	No	73%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	93	29%	35%
Students scoring at or above Achievement Level 4	137	43%	46%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		28%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		35%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		77%	79%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		66%	69%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	18	19%	21%
Students scoring at or above Achievement Level 4	51	54%	55%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	5		6
Participation in STEM-related experiences provided for students	496	80%	82%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	34	5%	4%
Students retained, pursuant to s. 1008.25, F.S.	16	2%	1%
Students who are not proficient in reading by third grade	28	26%	23%
Students who receive two or more behavior referrals	9	1%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	3	0%	0%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

During the 2012-2013 school year, Parent Academies were attended by an average of 46 parents. During the 2013 - 2014 school year our goal is to increase the percentage of parents attending Parent Academies by 10% or more.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase the number of parents attending the Parent Academies.	46	7%	10%

Goals Summary

G1. Data indicates that 76% of students scored at level 3 or above on the 2013 FCAT 2.0 Reading or 4 or above on the 2013 FAA. Our goal for 2014 is to increase the percentage of students performing at proficiency levels by 5 percentage points to 81%.

G2. Students will enhance their writing proficiency from 78% to 80% on the 4th Grade FCAT 2.0 Writing.

G3. Data indicates that 72% of students scored at level 3 or above on the 2013 FCAT 2.0 Math or 4 or above on the 2013 FAA. Our goal for the 2013-2014 school year is to increase satisfactory performance levels by 9 percentage points to 81%.

G4. Data indicates that 73% of students scored at level 3 or above on the 2013 FCAT 2.0 Science. Our goal for the 2013-2014 school year is 74% or more achieving proficiency.

G5. To increase awareness of STEM for all levels of students, our goal for the 2013-2014 school year is to increase our science scores by raising awareness of key science terms and vocabulary.

G6. William Lehman Elementary will identify students who manifest signs of falling into at-risk categories, and will put plans in to place to ensure student needs are met and addressed.

G7. During the 2012-2013 school year, Parent Academies were attended by an average of 46 parents. During the 2013-2014 school year our goal is to increase the percentage of parents attending Parent Academies by 10% or more.

Goals Detail

G1. Data indicates that 76% of students scored at level 3 or above on the 2013 FCAT 2.0 Reading or 4 or above on the 2013 FAA. Our goal for 2014 is to increase the percentage of students performing at proficiency levels by 5 percentage points to 81%.

Targets Supported

- Reading (AMO's, FAA, Learning Gains, CELLA)

Resources Available to Support the Goal

- - McGraw Hill Reading Series - FL Ready - SuccessMaker - Reading Plus - FCAT Explorer/ FOCUS - BrainPOP/Multimedia - Time for Kids - Scholastic News - Story Works - Exemplar Texts - Success Academy Lessons

Targeted Barriers to Achieving the Goal

- Students in the Black, Hispanic, White, and SWD AMO subgroups did not meet target goals on the 2013 FCAT Reading test. The performance data indicates that there is a deficiency in Reading Application. Students experience difficulties in determining the main idea or essential message in grade-level text; inferring, paraphrasing, summarizing, and identifying relevant details; and identifying the text structure the author uses and how it impacts the meaning in text.

- Level 3 students: On the 2013 Reading FCAT, 25% of students scored at Level 3. Our target goal for 2014 Reading FCAT is 30%. Students' performance data from the 2013 FCAT indicates that students need increased awareness and skills practice in the area of Literary Analysis Fiction/Nonfiction.

- Levels 4-5 students: On the 2013 Reading FCAT, 49% of students scored at Levels 4-5. Our target goal for 2014 Reading FCAT is 51%.Students' performance data from the 2013 FCAT indicates that there is a need to increase awareness and skills in the area of Informational Text/ Research Process.

- FAA Students Levels 4-6: On the 2013 Reading FAA, 42% of students scored at Levels 4-6. Our target goal for 2014 Reading FAA is 43%. Increasing the necessary student vocabulary would benefit students and lead to the ability to becomet successful readers.

- FAA Students Levels 7 & above: On the 2013 Reading FAA, 33% of students scored at Levels 7 and Above. Our target goal for Levels 7 and Above on the 2014 Reading FAA is 34%.The area of deficiency as noted on the 2012-2013 Florida Alternate Assessment was Reading Application. The students lack experience with a variety of reading genres.

- Learning Gains: On the 2013 Reading FCAT, 71% of students made Learning Gains. Our target goal for 2014 Reading FCAT is 74% of students making Learning Gains. Increased time for students utilizing technology would enhance progress.

- Lowest 25% Learning Gains: On the 2013 Reading FCAT, 67% of students in the Lowest 25% made Learning Gains. Our target goal for 2014 Reading FCAT Lowest 25% making Learning Gains is 70%. Students in the lowest 25% often struggle with reading comprehension.

- CELLA Listening/Speaking: On the 2013 CELLA Listening/Speaking Test, 54% of students made satisfactory progress. Our target goal for 2014 CELLA Listening/Speaking Test is is 59%.Students lack experience using meaningful vocabulary in spoken English. Teachers must plan activities in their instruction to provide the relevant context to activate students' knowledge on the topic discussed.

- CELLA Reading: On the 2013 CELLA Reading Test, 40% of students made satisfactory progress. Our target goal for 2014 CELLA Reading Test is is 46%.Students lack experience due to varying ESOL levels which results in a wide range of abilities.

- CELLA Writing: On the 2013 CELLA Writing Test, 43% of students made satisfactory progress. Our target goal for 2014 CELLA Writing Test is is 49%.Students with different language proficiency have difficulty with creating structure and consistency in their writing.

Plan to Monitor Progress Toward the Goal

Analyze Data

Person or Persons Responsible
Administration

Target Dates or Schedule:
Quarterly

Evidence of Completion:
District Interim Assessments 2014 FCAT Reading Assessment

G2. Students will enhance their writing proficiency from 78% to 80% on the 4th Grade FCAT 2.0 Writing.

Targets Supported
- Writing

Resources Available to Support the Goal
- Mentor text Anchor Papers Writer's Handbook Bank of Released Writing Prompts Monthly Writing Activities Vivid Verb calendar Word walls

Targeted Barriers to Achieving the Goal
- Students need to practice and perfect the necessary skills needed to incorporate real life experiences into their writing and have difficulty organizing their thoughts with detail and elaboration in order to score at Level 3.5 or above on the 2014 FCAT 2.0 Writing.

Plan to Monitor Progress Toward the Goal

Student Writing Samples Rubric

Person or Persons Responsible
Administration

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Writing Mid-Year & Post Test FCAT 2.0 Writing Assessment

G3. Data indicates that 72% of students scored at level 3 or above on the 2013 FCAT 2.0 Math or 4 or above on the 2013 FAA. Our goal for the 2013-2014 school year is to increase satisfactory performance levels by 9 percentage points to 81%.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- Hartcourt Go Math! SmartBoards SuccessMaker FCAT Explorer/Focus Hartcourt Manipulative Kits Hartcourt Go Math! Reteach BrainPOP Study Jams Gizmos FL Ready Test Prep

Targeted Barriers to Achieving the Goal

- Student sub-groups not meeting our AMO target include Hispanic, ELL, SWD, and ED. Students across varied ethnic, ED, and SWD groups often have difficulty with problem solving and multi-step operations.

- Level 3 Students: Level 3 students: On the 2013 Math FCAT, 29% of students scored at Level 3. Our target goal for 2014 Math FCAT is 31%.The students will benefit from increasing necessary background knowledge in place value and the basic facts.

- Levels 4 & 5 Students: On the 2013 Math FCAT, 43% of students scored at Level 3. Our target goal for 2014 Math FCAT is 44%.The students need extra instruction and opportunities to be able to consistently convert different measurements in standard and metric units.

- FAA Levels 4-6: On the 2013 Math FAA, 25% of students scored at Levels 4-6. Our target goal for 2014 Math FAA is 28%.Many students need extra reinforcement with necessary math fact fluency to be successful in math operations.

- FAA Levels 7 and above: On the 2013 Math FAA, 33% of students scored at Levels 7-9. Our target goal for 2014 Math FAA is 35%.The students need extra practice with problem solving and selecting the correct operation to solve the problem, especially in measurement problems.

- Learning Gains: On the 2013 Math FCAT, 77% of students made Learning Gains. Our target goal for 2014 Math FCAT is 79% of students making Learning Gains.Students may be unaware of their performance levels on both standardized tests and class academic achievement.

- Lowest 25%: On the 2013 Math FCAT, 66% of students in the Lowest 25% made Learning Gains. Our target goal for 2014 Math FCAT is 69% of students in the Lowest 25% making Learning Gains. Students in the lowest 25% are in need of extra attention and skills in the area of Number: Base Ten and Fractions.

Plan to Monitor Progress Toward the Goal

Analyze Data

Person or Persons Responsible
Administration

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Interim Assessments FCAT 2.0 Math

G4. Data indicates that 73% of students scored at level 3 or above on the 2013 FCAT 2.0 Science. Our goal for the 2013-2014 school year is 74% or more achieving proficiency.

Targets Supported
- Science

- Science - Elementary School

Resources Available to Support the Goal
- Scott Foresman Science Textbook Series Scott Foresman Science Materials SmartBoards Science Lab FOCUS Gizmos Study Jams BrainPOP FCAT Explorer Teach Town

Targeted Barriers to Achieving the Goal
- FCAT Level 3: On the 2013 Science FCAT, 19% of students scored at Level 3. Our target goal for 2014 Science FCAT is 21%.Students would benefit from extra instruction skills practice with the scientific method.

- FCAT Level 4 and above: On the 2013 Science FCAT, 54% of students scored at Levels 4-5. Our target goal for 2014 Science FCAT is 55%. Many students did not have the opportunity to utilize technology to enhance and increase understanding and achievement of science concepts.

- N/A

- N/A

Plan to Monitor Progress Toward the Goal

Review Interim Assessment Data

Person or Persons Responsible
Administration

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Interim Assessment Data FCAT 2.0 Science Test

G5. To increase awareness of STEM for all levels of students, our goal for the 2013-2014 school year is to increase our science scores by raising awareness of key science terms and vocabulary.

Targets Supported
- STEM

- STEM - All Levels

Resources Available to Support the Goal
- Scott Foresman Science Textbook Series Scott Foresman Science Materials SmartBoards Science Lab FOCUS Gizmos Study Jams BrainPOP FCAT Explorer Teach Town

Targeted Barriers to Achieving the Goal
- Increase the number of students demonstrating experiences through integrated science and mathematics through real world applications.

- A greater percent of students participating in science and math activities is needed.

Plan to Monitor Progress Toward the Goal

Analyze Math & Science Interim Assessment data

Person or Persons Responsible
Administration

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Math & Science Interim Assessment

G6. William Lehman Elementary will identify students who manifest signs of falling into at-risk categories, and will put plans in to place to ensure student needs are met and addressed.

Targets Supported
- EWS
- EWS - Elementary School

Resources Available to Support the Goal
- COGNOS Reports Courteous Me Program Attendance Parties Interventions: Before/After School Tutoring Peaceful Powerful People Program

Targeted Barriers to Achieving the Goal
- 5% of students are missing 10% or more of instructional time.
- 4 students were retained due to the failing results on the third grade FCAT 2.0 Reading Assessment.
- 26% of students were not proficient in reading by third grade.
- 9 students had two or more behavior referrals.

Plan to Monitor Progress Toward the Goal

Review/analyze Attendance Reports

Person or Persons Responsible
Administration

Target Dates or Schedule:
Quarterly

Evidence of Completion:
School attendance reports COGNOS Attendance reports

G7. During the 2012-2013 school year, Parent Academies were attended by an average of 46 parents. During the 2013-2014 school year our goal is to increase the percentage of parents attending Parent Academies by 10% or more.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- Log in sheets, ConnectEd, WLE Website, Notices and Monthly Calendars

Targeted Barriers to Achieving the Goal

- Working parents, Single family house holds

Plan to Monitor Progress Toward the Goal

Collect sign in logs at all parent academies as well as other parental involvement activities.

Person or Persons Responsible

Administration

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Log-in Sheets

Action Plan for Improvement

Problem Solving Key

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

G1. Data indicates that 76% of students scored at level 3 or above on the 2013 FCAT 2.0 Reading or 4 or above on the 2013 FAA. Our goal for 2014 is to increase the percentage of students performing at proficiency levels by 5 percentage points to 81%.

G1.B1 Students in the Black, Hispanic, White, and SWD AMO subgroups did not meet target goals on the 2013 FCAT Reading test. The performance data indicates that there is a deficiency in Reading Application. Students experience difficulties in determining the main idea or essential message in grade-level text; inferring, paraphrasing, summarizing, and identifying relevant details; and identifying the text structure the author uses and how it impacts the meaning in text.

G1.B1.S1 These subgroups need reinforcement in the critical thinking strategies needed to interpret and organize information from the text to determine Reading Application and Author's Purpose.

Action Step 1

Provide Differentiated Instruction and a variety of reading passages for enrichment including, but not limited to, Time for Kids Magazine, Scholastic News, Music Literature and Lyrics, etc. Technologies such as SmartBoards, SuccessMaker, Reading Plus, and Accelerated Reader will also give students extra practice in Reading Application.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going Weekly

Evidence of Completion

Scholastic News & TFK Quizzes Weekly Reading Series Exams SuccessMaker Usage Reports

Facilitator:

SmartBoard Representative

Participants:

Teachers

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

Providing a variety of reading passages Student Work/Quiz Results SuccessMaker Usage Reports Reading Plus Reports

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

On-going Bi-Weekly

Evidence of Completion

Usage Reports Lesson Plans Classroom Walk-throughs

Plan to Monitor Effectiveness of G1.B1.S1

Weekly Assessments Benchmark Assessments Unit Assessments Student Folders Portfolios

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

On-Going Monthly

Evidence of Completion

Positive progress on the benchmarks

G1.B2 Level 3 students: On the 2013 Reading FCAT, 25% of students scored at Level 3. Our target goal for 2014 Reading FCAT is 30%. Students' performance data from the 2013 FCAT indicates that students need increased awareness and skills practice in the area of Literary Analysis Fiction/Nonfiction.

G1.B2.S1 Students need reinforcement with story structure elements through a variety of reading genres.

Action Step 1

• During differentiated instruction, students will receive instruction in the teacher-led center to address the identified deficiencies. • Students will be assigned specific tasks on SuccessMaker that are focused on interpreting elements of story structure within and across text and the author's use of descriptive, idiomatic, and figurative language. • Students will receive guided instruction on analyzing passages and text through examination of passages using close reads. • Additionally, Language Arts/Reading teachers team planning will focus instruction and share best practices. • Utilizing the FCIM, the LLT will schedule quarterly reviews of Interim Assessment Data along with monthly assessment data in order to monitor students' knowledge in the areas of Literary Analysis and to adjust instruction as needed. • Ongoing classroom assessments focusing on students' knowledge of story structure and descriptive, idiomatic, and figurative. (Adjustment of instruction as needed)

Person or Persons Responsible

Reading Teachers

Target Dates or Schedule

On-going Weekly

Evidence of Completion

Monthly SuccessMaker report, Weekly Reading Series Assessments, Student Work, Quiz Results

Plan to Monitor Fidelity of Implementation of G1.B2.S1

Data Charts Reading Plus Usage Reports SuccessMaker Usage Reports

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

On-going Bi-Weekly

Evidence of Completion

Lesson Plans Usage Reports

Plan to Monitor Effectiveness of G1.B2.S1

Weekly Assessments Unit Assessments Benchmark Assessment SuccessMaker Usage Reports

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

On-going Monthly

Evidence of Completion

Making positive progress on benchmark assessments

G1.B3 Levels 4-5 students: On the 2013 Reading FCAT, 49% of students scored at Levels 4-5. Our target goal for 2014 Reading FCAT is 51%.Students' performance data from the 2013 FCAT indicates that there is a need to increase awareness and skills in the area of Informational Text/Research Process.

G1.B3.S1 Students will be provided with a variety of reading passages for enrichment.

Action Step 1

Supplemental materials will be untilized on a regular basis. Including Time for Kids, Scholastic News, Story Works, and Music Literature and Lyrics. Additionally, Language Arts/Reading teachers team planning will focus instruction and share best practices. Differentiated Instruction will be provided for students in need of assistance and/or remediation on a skill-by-skill basis.

Person or Persons Responsible

Reading Teachers

Target Dates or Schedule

On-going Weekly

Evidence of Completion

Monthly Assessments Interim Assessments

Plan to Monitor Fidelity of Implementation of G1.B3.S1

Student Work Weekly Assessments Scholastic News & Time for Kids Quizzes

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

On-going Bi-Weekly

Evidence of Completion

Review of Assessment Data and student work

Plan to Monitor Effectiveness of G1.B3.S1

Weekly Assessments Benchmark Assessments

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

On-going Monthly

Evidence of Completion

Students making gains on benchmark assessments

G1.B4 FAA Students Levels 4-6: On the 2013 Reading FAA, 42% of students scored at Levels 4-6. Our target goal for 2014 Reading FAA is 43%. Increasing the necessary student vocabulary would benefit students and lead to the ability to becomet successful readers.

G1.B4.S1 The students need more opportunities for guided reading through modeling and other methods.

Action Step 1

Students will be provided opportunities for read-aloud, auditory tapes, and text readers that provide print with visuals and symbols.

Person or Persons Responsible

Reading Teachers

Target Dates or Schedule

On-Going Weekly

Evidence of Completion

Weekly Assessments Student Work

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

Student Work Oral Assessments

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

On-Going Bi-Weekly

Evidence of Completion

Student Work Oral Assessments

Plan to Monitor Effectiveness of G1.B4.S1

Student Work Student Oral Assessments

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

On-going Monthly

Evidence of Completion

Student Work Student Oral Assessments

G1.B5 FAA Students Levels 7 & above: On the 2013 Reading FAA, 33% of students scored at Levels 7 and Above. Our target goal for Levels 7 and Above on the 2014 Reading FAA is 34%.The area of deficiency as noted on the 2012-2013 Florida Alternate Assessment was Reading Application. The students lack experience with a variety of reading genres.

G1.B5.S1 Students need to experience reading across a variety of reading genres.

Action Step 1

The students need extra reading materials including fiction, non-fiction and informational texts so that they can identify the differences between genres. Use leveled readers.

Person or Persons Responsible

Reading Teachers

Target Dates or Schedule

On-Going Weekly

Evidence of Completion

Weekly Assessments Student Work

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

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

On-going Bi-Weekly

Evidence of Completion

Plan to Monitor Effectiveness of G1.B5.S1

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

On-going Monthly

Evidence of Completion

G1.B6 Learning Gains: On the 2013 Reading FCAT, 71% of students made Learning Gains. Our target goal for 2014 Reading FCAT is 74% of students making Learning Gains. Increased time for students utilizing technology would enhance progress.

G1.B6.S1 Students will benefit from receiving additional reading instruction through technology.

Action Step 1

To improve reading comprehension, students will be given the opportunity to utilize SuccessMaker, Reading Plus, FCAT Explorer, and FOCUS.

Person or Persons Responsible

Reading Teachers

Target Dates or Schedule

On-going Weekly

Evidence of Completion

Usage Logs Data Reports

Plan to Monitor Fidelity of Implementation of G1.B6.S1

SuccessMaker Usage Reports Reading Plus Usage Reports FOCUS Result Sheets

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

On-going Bi-Weekly

Evidence of Completion

SuccessMaker Usage Reports Reading Plus Usage Reports FOCUS Result Sheets

Plan to Monitor Effectiveness of G1.B6.S1

SuccessMaker Progress Reports Reading Plus Progress Reports FOCUS Result Sheets

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

On-going Monthly

Evidence of Completion

SuccessMaker Progress Reports Reading Plus Progress Reports FOCUS Result Sheets

G1.B7 Lowest 25% Learning Gains: On the 2013 Reading FCAT, 67% of students in the Lowest 25% made Learning Gains. Our target goal for 2014 Reading FCAT Lowest 25% making Learning Gains is 70%. Students in the lowest 25% often struggle with reading comprehension.

G1.B7.S1 Students would benefit form additional time spent in reading instruction each week.

Action Step 1

Implement tutoring before, during, and/or after school utilizing appropriate supplemental materials.

Person or Persons Responsible

Reading Teacher

Target Dates or Schedule

On-Going Weekly

Evidence of Completion

Tutoring Logs Pretests & post-tests

Plan to Monitor Fidelity of Implementation of G1.B7.S1

Monitor student work Benchmark Assessments

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

On-going Bi-weekly

Evidence of Completion

Students making progress on Benchmark Assessments.

Plan to Monitor Effectiveness of G1.B7.S1

Student progress on benchmark assessments

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

On-going Monthly

Evidence of Completion

Benchmark Assessments

G1.B8 CELLA Listening/Speaking: On the 2013 CELLA Listening/Speaking Test, 54% of students made satisfactory progress. Our target goal for 2014 CELLA Listening/Speaking Test is is 59%.Students lack experience using meaningful vocabulary in spoken English. Teachers must plan activities in their instruction to provide the relevant context to activate students' knowledge on the topic discussed.

G1.B8.S1 Students would benefit from teacher and peer modeling.

Action Step 1

Provide students with ample teacher and peer modeling while utilizing retelling and reacting to illustrations and diagrams in the classroom and lessons. Picture Walks, Predictions, and K-W-L's can help students build their listening/speaking skills. Teacher demonstrates to th elearner how to do a task, with the expectation thatthe learner can copy the model.

Person or Persons Responsible

Reading Teachers

Target Dates or Schedule

On-going Weekly

Evidence of Completion

Weekly Assessments

Plan to Monitor Fidelity of Implementation of G1.B8.S1

Comprehension Assessments

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

On-going Bi-weekly

Evidence of Completion

Progress on Comprehension Assessments

Plan to Monitor Effectiveness of G1.B8.S1

Unit Assessments Student Work

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

On-going Monthly

Evidence of Completion

Progress on Unit Assessments

G1.B9 CELLA Reading: On the 2013 CELLA Reading Test, 40% of students made satisfactory progress. Our target goal for 2014 CELLA Reading Test is is 46%.Students lack experience due to varying ESOL levels which results in a wide range of abilities.

G1.B9.S1 Teachers will provide structure for guided learning.

Action Step 1

The teachers will utilize K-W-L (Know, Wants to Know, Learned) and other graphic organizers to provide structure for guiding instruction. Teachers will utilize close reads.

Person or Persons Responsible

Reading Teachers

Target Dates or Schedule

On-going Weekly

Evidence of Completion

Weekly Assessments Unit Assessments

Plan to Monitor Fidelity of Implementation of G1.B9.S1

Selection Tests Weekly Assessments Student Work

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

On-going Bi-Weekly

Evidence of Completion

Student Work Progress on Assessments

Plan to Monitor Effectiveness of G1.B9.S1

Benchmark Assessments Unit Assessments

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

On-going Monthly

Evidence of Completion

Student progress on unit tests and benchmark assessments.

G1.B10 CELLA Writing: On the 2013 CELLA Writing Test, 43% of students made satisfactory progress. Our target goal for 2014 CELLA Writing Test is is 49%.Students with different language proficiency have difficulty with creating structure and consistency in their writing.

G1.B10.S1 Teachers will provide guidance to help students plan and organize their writing.

Action Step 1

The teacher will utilize graphic organizers to help plan and organize student writing.

Person or Persons Responsible

Reading Teachers

Target Dates or Schedule

On-going Weekly

Evidence of Completion

Writing Samples

Plan to Monitor Fidelity of Implementation of G1.B10.S1

Rubrics Student Writing Samples

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

On-going Bi-Weekly

Evidence of Completion

Student Writing Samples

Plan to Monitor Effectiveness of G1.B10.S1

Rubrics Student Writing Samples

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

On-going Monthly

Evidence of Completion

Student Writing Samples

G2. Students will enhance their writing proficiency from 78% to 80% on the 4th Grade FCAT 2.0 Writing.

G2.B1 Students need to practice and perfect the necessary skills needed to incorporate real life experiences into their writing and have difficulty organizing their thoughts with detail and elaboration in order to score at Level 3.5 or above on the 2014 FCAT 2.0 Writing.

G2.B1.S1 During writing instruction, students will use a planner to write a draft focusing on details and elaboration.

Action Step 1

- Use a graphic organizer/plan to write a draft organized with a logical sequence of beginning, middle, and end. - Use supporting details, or providing facts and/or opinions through (concrete examples, statistics, comparisons, real life examples, anecdotes, amazing facts). - Applying transitional words/ phrases appropriate to the genre to organize, and sequence ideas to provide fluency in the writing. - Use mentor texts to organize details, and develop sentences that will enhance the clarity of the piece. - Delete sentences, extraneous or repetitive information to maintain focus and clarity.

Person or Persons Responsible

Reading Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student Writing Samples Rubrics

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

Student Writing Samples Use of Rubrics

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

On-going Bi-weekly

Evidence of Completion

Student Writing Samples Use of Rubrics

Plan to Monitor Effectiveness of G2.B1.S1

Student Writing Samples/Portfolio Rubrics

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

On-going Monthly

Evidence of Completion

Student Writing Samples/Portfolio Writing Mid-Year & Post Tests

G3. Data indicates that 72% of students scored at level 3 or above on the 2013 FCAT 2.0 Math or 4 or above on the 2013 FAA. Our goal for the 2013-2014 school year is to increase satisfactory performance levels by 9 percentage points to 81%.

G3.B1 Student sub-groups not meeting our AMO target include Hispanic, ELL, SWD, and ED. Students across varied ethnic, ED, and SWD groups often have difficulty with problem solving and multi-step operations.

G3.B1.S1 Teachers will provide real-life problem solving and multi-step problems through a variety of methods in large and small groups.

Action Step 1

The teachers will utilize differentiated instruction to engage students in real life math problems. Extra support through the use of technologies including SmartBoards, SuccessMaker and BrainPOP will be provided.

Person or Persons Responsible

Math Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Weekly Assessments Chapter Tests

Facilitator:

SmartBoard Representative

Participants:

Math Teachers

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

Student Work Chapter Assessments

Person or Persons Responsible

MTSS Team Administration

Target Dates or Schedule

On-going Bi-Weekly

Evidence of Completion

Walk-throughs Classroom Assessment Data

Plan to Monitor Effectiveness of G3.B1.S1

Weekly Review Quizzes Chapter Assessments

Person or Persons Responsible

MTSS Team Administration

Target Dates or Schedule

On-going Monthly

Evidence of Completion

Walk-throughs Assessment Data

G3.B1.S2 Mathematics teachers will utilize team planning.

Action Step 1

Core Mathematics teachers team planning will focus instruction and share best practices.

Person or Persons Responsible

Math Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Sign-in logs & Agendas

Plan to Monitor Fidelity of Implementation of G3.B1.S2

Attend grade level meetings

Person or Persons Responsible

MTSS Team Administration

Target Dates or Schedule

On-going Bi-Weekly

Evidence of Completion

Sign-in logs

Plan to Monitor Effectiveness of G3.B1.S2

Student progress on interim assessments

Person or Persons Responsible

MTSS Team Administration

Target Dates or Schedule

On-going Quarterly

Evidence of Completion

Interim Assessment Data

G3.B2 Level 3 Students: Level 3 students: On the 2013 Math FCAT, 29% of students scored at Level 3. Our target goal for 2014 Math FCAT is 31%.The students will benefit from increasing necessary background knowledge in place value and the basic facts.

G3.B2.S1 Teachers will place more emphasis on place value and arithmetic skills, in helping students comprehend reading numbers and problem solving.

Action Step 1

Provide extra practice with basic facts through computer assistance. Hands on materials can help students go from concrete to abstract for place value concepts. Mathematics teachers team planning will guide and focus instruction and share best practices.

Person or Persons Responsible

Math Teachers

Target Dates or Schedule

On-going Weekly

Evidence of Completion

Weekly Quizzes Chapter Tests

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Student Work Weekly Quizzes Chapter Assessments

Person or Persons Responsible

MTSS Leadership Administration

Target Dates or Schedule

On-going Bi-weekly

Evidence of Completion

Weekly Quizzes Chapter Assessments

Plan to Monitor Effectiveness of G3.B2.S1

Chapters Tests Walk-throughs

Person or Persons Responsible

MTSS Administration

Target Dates or Schedule

On-going Monthly

Evidence of Completion

Chapter Tests Assessment Data

G3.B3 Levels 4 & 5 Students: On the 2013 Math FCAT, 43% of students scored at Level 3. Our target goal for 2014 Math FCAT is 44%.The students need extra instruction and opportunities to be able to consistently convert different measurements in standard and metric units.

G3.B3.S1 The students lack the ability to consistently convert different measurements in standard and metric units.

Action Step 1

Students will be given ample opportunity for hands-on activities using a variety of measurement tools.

Person or Persons Responsible

Math Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Weekly Assessments Student Work

Plan to Monitor Fidelity of Implementation of G3.B3.S1

Use of hands-on materials Results of weekly assessments

Person or Persons Responsible

MTSS Administration

Target Dates or Schedule

On-going Bi-weekly

Evidence of Completion

Weekly Assessments

Plan to Monitor Effectiveness of G3.B3.S1

Analyze data

Person or Persons Responsible

MTSS Administration

Target Dates or Schedule

On-going Monthly

Evidence of Completion

Weekly Assessments Chapter Tests Interim Assessments

G3.B4 FAA Levels 4-6: On the 2013 Math FAA, 25% of students scored at Levels 4-6. Our target goal for 2014 Math FAA is 28%.Many students need extra reinforcement with necessary math fact fluency to be successful in math operations.

G3.B4.S1 The students need more opportunities for practicing basic facts and tools for measurement.

Action Step 1

Computerized basic fact training/practice. Teacher directed basic fact skills. Hands-on activities using tools for measurement.

Person or Persons Responsible

Math Teachers

Target Dates or Schedule

On-going Weekly

Evidence of Completion

Basic fact quizzes Weekly Quizzes Chapter Tests Interim Assessments

Plan to Monitor Fidelity of Implementation of G3.B4.S1

Analyze weekly assessments Walk throughs

Person or Persons Responsible

MTSS Administration

Target Dates or Schedule

On-going Bi-weekly

Evidence of Completion

Basic Fact Quizzes Weekly Assessments Chapter Tests

Plan to Monitor Effectiveness of G3.B4.S1

Results of basic fact quizzes Analyze Interim data

Person or Persons Responsible

MTSS Administration

Target Dates or Schedule

On-going Monthly

Evidence of Completion

Basic fact Quizzes Interim Assessments

G3.B5 FAA Levels 7 and above: On the 2013 Math FAA, 33% of students scored at Levels 7-9. Our target goal for 2014 Math FAA is 35%.The students need extra practice with problem solving and selecting the correct operation to solve the problem, especially in measurement problems.

G3.B5.S1 Teachers will use guided instruction to engage students in multi-step math problems.

Action Step 1

Problem solving opportunities with real life, multi-step questions; providing extra support through measurement tools.

Person or Persons Responsible

Math Teachers

Target Dates or Schedule

On-going Weekly

Evidence of Completion

Weekly Assessments Student Work

Plan to Monitor Fidelity of Implementation of G3.B5.S1

Review student work and assessments

Person or Persons Responsible

MTSS Administration

Target Dates or Schedule

On-going Bi-Weekly

Evidence of Completion

Student Work Weekly Assessments

Plan to Monitor Effectiveness of G3.B5.S1

Analyzing assessment data

Person or Persons Responsible

MTSS Team Administration

Target Dates or Schedule

On-going Monthly

Evidence of Completion

Weekly Assessments Chapter Tests

G3.B6 Learning Gains: On the 2013 Math FCAT, 77% of students made Learning Gains. Our target goal for 2014 Math FCAT is 79% of students making Learning Gains. Students may be unaware of their performance levels on both standardized tests and class academic achievement.

G3.B6.S1 Students will benefit from extra time in small groups receiving differentiated instruction.

Action Step 1

Small group learning and differentiated instruction will be utilized in math classrooms. In addition, classroom teachers will begin implementation of Student Achievement Chats to communicate with students and relay expectations and ways to improve. "Data days" will be held quarterly.

Person or Persons Responsible

Math Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Weekly Assessments Data Chat Evidence

Plan to Monitor Fidelity of Implementation of G3.B6.S1

Walk-throughs

Person or Persons Responsible

MTSS Administration

Target Dates or Schedule

On-going Weekly

Evidence of Completion

Differentiated Instruction Logs

Plan to Monitor Effectiveness of G3.B6.S1

Analyzing interim data

Person or Persons Responsible

MTSS Team Administration

Target Dates or Schedule

On-going Quarterly

Evidence of Completion

Interim Assessments

G3.B7 Lowest 25%: On the 2013 Math FCAT, 66% of students in the Lowest 25% made Learning Gains. Our target goal for 2014 Math FCAT is 69% of students in the Lowest 25% making Learning Gains. Students in the lowest 25% are in need of extra attention and skills in the area of Number: Base Ten and Fractions.

G3.B7.S1 Teachers will provide more individualized instruction.

Action Step 1

Teachers will provide more individualized small group instruction as well as utilizing differentiated instruction.

Person or Persons Responsible

Math Teachers

Target Dates or Schedule

On-going Weekly

Evidence of Completion

Differentiated Instruction Logs

Plan to Monitor Fidelity of Implementation of G3.B7.S1

Walk-throughs Review DI Logs

Person or Persons Responsible

MTSS Administration

Target Dates or Schedule

On-going Bi-Weekly

Evidence of Completion

Differentiated Instruction Logs

Plan to Monitor Effectiveness of G3.B7.S1

Analyze Interim Assessment Data

Person or Persons Responsible

MTSS Team Administration

Target Dates or Schedule

On-going Quarterly

Evidence of Completion

Interim Assessments

G4. Data indicates that 73% of students scored at level 3 or above on the 2013 FCAT 2.0 Science. Our goal for the 2013-2014 school year is 74% or more achieving proficiency.

G4.B1 FCAT Level 3: On the 2013 Science FCAT, 19% of students scored at Level 3. Our target goal for 2014 Science FCAT is 21%.Students would benefit from extra instruction skills practice with the scientific method.

G4.B1.S1 Students will be provided with opportunities to utilize scientific vocabulary and concepts.

Action Step 1

Provide students with opportunities to utilize scientific vocabulary and concepts during hands-on lab activities and discussions to reinforce comprehension and implement the scientific method. Additionally, Science teachers team planning will focus instruction and share best practices

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Chapter Tests Lab Reports

Facilitator:

SmartBoard Representative

Participants:

Science Teachers

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

Review lab reports

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going Bi-Weekly

Evidence of Completion

Lab Reports

Plan to Monitor Effectiveness of G4.B1.S1

Analyze Interim Assessment data Portfolios Student Folders

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going Quarterly

Evidence of Completion

Interim Assessments

G4.B2 FCAT Level 4 and above: On the 2013 Science FCAT, 54% of students scored at Levels 4-5. Our target goal for 2014 Science FCAT is 55%. Many students did not have the opportunity to utilize technology to enhance and increase understanding and achievement of science concepts.

G4.B2.S1 Teachers will provide students with opportunities to utilize technology.

Action Step 1

Provide students with opportunities to utilize technology through Gizmos Science Software, SmartBoard, Brain POP, FCAT Explorer, and other web-based science enrichment.

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Gizmos Lab Reports FCAT Explorer Reports

Plan to Monitor Fidelity of Implementation of G4.B2.S1

Analyze Gizmo Lab and FCAT Explorer reports

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Gizmo Lab Reports FCAT Explorer Reports

Plan to Monitor Effectiveness of G4.B2.S1

Review Science Chapter Tests Analyze interim data

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Science Chapter Tests Science Interim Assessments

G4.B3 N/A

G4.B3.S1 The teacher will helps students gain a higher understanding of scientific vocabulary and key concepts.

Action Step 1

The teacher will provide objects/pictures for exploration and identification of key scientific concepts; leveled readers will provide instruction for a variety of vocabulary and concepts. Use of TeachTown.

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Chapter Tests TeachTown Reports

Plan to Monitor Fidelity of Implementation of G4.B3.S1

Walk-throughs Review student assessments Review TeachTown Reports

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Student Assessments TeachTown Reports

Plan to Monitor Effectiveness of G4.B3.S1

Perform Walk-throughs Review student assessments Review TeachTown Reports

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Student Assessments Teach TownReports

G4.B4 N/A

G4.B4.S1 Teachers will provide students with opportunities to utilize technology.

Action Step 1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G4.B4.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G4.B4.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G5. To increase awareness of STEM for all levels of students, our goal for the 2013-2014 school year is to increase our science scores by raising awareness of key science terms and vocabulary.

G5.B1 Increase the number of students demonstrating experiences through integrated science and mathematics through real world applications.

G5.B1.S1 Students will be provided ample opportunities for enhancing and enriching scientific vocabulary and concepts.

Action Step 1

The students will create their own science vocabulary Pictionary/dictionary and notes; which will highlight key scientific terms, concepts, diagrams, and examples as determined by State Standards and the Item Specifications. In-class science projects will help make the scientific method more concrete for students.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student Notebooks

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Reviewing Assessments

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Science Assessments

Plan to Monitor Effectiveness of G5.B1.S1

Review Assessments

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Science Assessments

G5.B2 A greater percent of students participating in science and math activities is needed.

G5.B2.S1 Teachers will provide opportunities for hands-on scientific concept development.

Action Step 1

Teachers will provide students with in-class experiments utilizing the scientific method and vocabulary.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lab Reports

Plan to Monitor Fidelity of Implementation of G5.B2.S1

Review lab reports

Person or Persons Responsible

MTSS Team Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Lab Reports

Plan to Monitor Effectiveness of G5.B2.S1

Review Lab Reports Review Assessments

Person or Persons Responsible

MTSS Team Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Lab Reports Assessments

G6. William Lehman Elementary will identify students who manifest signs of falling into at-risk categories, and will put plans in to place to ensure student needs are met and addressed.

G6.B1 5% of students are missing 10% or more of instructional time.

G6.B1.S1 Students exhibiting multiple absences and/or tardies will have parents notified on a timely basis.

Action Step 1

Letters are sent home for excessive absences and/or tardies, daily phone calls are made notifying parents of absent students, and attendance parties for students with superior attendance.

Person or Persons Responsible

Attendance Committee

Target Dates or Schedule

Monthly

Evidence of Completion

Signed Attendance Letters School attendance reports COGNOS Attendance reports

Plan to Monitor Fidelity of Implementation of G6.B1.S1

Review Reports Notify families of absent students

Person or Persons Responsible

Attendance Committtee

Target Dates or Schedule

Monthly

Evidence of Completion

Signed Attendance Letters School attendance reports COGNOS Attendance reports

Plan to Monitor Effectiveness of G6.B1.S1

Analyze reports

Person or Persons Responsible

Attendance Committee

Target Dates or Schedule

Monthly

Evidence of Completion

Signed Attendance Letters School attendance reports COGNOS Attendance reports

G7. During the 2012-2013 school year, Parent Academies were attended by an average of 46 parents. During the 2013-2014 school year our goal is to increase the percentage of parents attending Parent Academies by 10% or more.

G7.B1 Working parents, Single family house holds

G7.B1.S1 Implement a diverse schedule of parent academies which are offered at different days and times. Offer child care during parent academies or allow children to attend.

Action Step 1

Parent academies will be offered throughout the school year to increase student achievement and emphasize the importance of family involvement in student education.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Parent Log-in Sheets

Plan to Monitor Fidelity of Implementation of G7.B1.S1

Accurate record keeping via log-in sheets will be maintained throughout the school year. A high level of communication between the schools and stakeholders will be adhered to.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Log-in Sheets

Plan to Monitor Effectiveness of G7.B1.S1

Monitoring log-in sheets to ensure parents are attending academies.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Log-in Sheets

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Data indicates that 76% of students scored at level 3 or above on the 2013 FCAT 2.0 Reading or 4 or above on the 2013 FAA. Our goal for 2014 is to increase the percentage of students performing at proficiency levels by 5 percentage points to 81%.

G1.B1 Students in the Black, Hispanic, White, and SWD AMO subgroups did not meet target goals on the 2013 FCAT Reading test. The performance data indicates that there is a deficiency in Reading Application. Students experience difficulties in determining the main idea or essential message in grade-level text; inferring, paraphrasing, summarizing, and identifying relevant details; and identifying the text structure the author uses and how it impacts the meaning in text.

G1.B1.S1 These subgroups need reinforcement in the critical thinking strategies needed to interpret and organize information from the text to determine Reading Application and Author's Purpose.

PD Opportunity 1

Provide Differentiated Instruction and a variety of reading passages for enrichment including, but not limited to, Time for Kids Magazine, Scholastic News, Music Literature and Lyrics, etc. Technologies such as SmartBoards, SuccessMaker, Reading Plus, and Accelerated Reader will also give students extra practice in Reading Application.

Facilitator

SmartBoard Representative

Participants

Teachers

Target Dates or Schedule

On-going Weekly

Evidence of Completion

Scholastic News & TFK Quizzes Weekly Reading Series Exams SuccessMaker Usage Reports

G3. Data indicates that 72% of students scored at level 3 or above on the 2013 FCAT 2.0 Math or 4 or above on the 2013 FAA. Our goal for the 2013-2014 school year is to increase satisfactory performance levels by 9 percentage points to 81%.

G3.B1 Student sub-groups not meeting our AMO target include Hispanic, ELL, SWD, and ED. Students across varied ethnic, ED, and SWD groups often have difficulty with problem solving and multi-step operations.

G3.B1.S1 Teachers will provide real-life problem solving and multi-step problems through a variety of methods in large and small groups.

PD Opportunity 1

The teachers will utilize differentiated instruction to engage students in real life math problems. Extra support through the use of technologies including SmartBoards, SuccessMaker and BrainPOP will be provided.

Facilitator

SmartBoard Representative

Participants

Math Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Weekly Assessments Chapter Tests

G4. Data indicates that 73% of students scored at level 3 or above on the 2013 FCAT 2.0 Science. Our goal for the 2013-2014 school year is 74% or more achieving proficiency.

G4.B1 FCAT Level 3: On the 2013 Science FCAT, 19% of students scored at Level 3. Our target goal for 2014 Science FCAT is 21%.Students would benefit from extra instruction skills practice with the scientific method.

G4.B1.S1 Students will be provided with opportunities to utilize scientific vocabulary and concepts.

PD Opportunity 1

Provide students with opportunities to utilize scientific vocabulary and concepts during hands-on lab activities and discussions to reinforce comprehension and implement the scientific method. Additionally, Science teachers team planning will focus instruction and share best practices

Facilitator

SmartBoard Representative

Participants

Science Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Chapter Tests Lab Reports

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Data indicates that 76% of students scored at level 3 or above on the 2013 FCAT 2.0 Reading or 4 or above on the 2013 FAA. Our goal for 2014 is to increase the percentage of students performing at proficiency levels by 5 percentage points to 81%.	$1,000
G2.	Students will enhance their writing proficiency from 78% to 80% on the 4th Grade FCAT 2.0 Writing.	$500
G3.	Data indicates that 72% of students scored at level 3 or above on the 2013 FCAT 2.0 Math or 4 or above on the 2013 FAA. Our goal for the 2013-2014 school year is to increase satisfactory performance levels by 9 percentage points to 81%.	$1,000
G4.	Data indicates that 73% of students scored at level 3 or above on the 2013 FCAT 2.0 Science. Our goal for the 2013-2014 school year is 74% or more achieving proficiency.	$1,000
	Total	$3,500

Budget Summary by Funding Source and Resource Type

Funding Source	Technology	Total
SAC funds	$3,500	$3,500
SAC Funds	$0	$0
Total	$3,500	$3,500

Budget Details
Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Data indicates that 76% of students scored at level 3 or above on the 2013 FCAT 2.0 Reading or 4 or above on the 2013 FAA. Our goal for 2014 is to increase the percentage of students performing at proficiency levels by 5 percentage points to 81%.

G1.B1 Students in the Black, Hispanic, White, and SWD AMO subgroups did not meet target goals on the 2013 FCAT Reading test. The performance data indicates that there is a deficiency in Reading Application. Students experience difficulties in determining the main idea or essential message in grade-level text; inferring, paraphrasing, summarizing, and identifying relevant details; and identifying the text structure the author uses and how it impacts the meaning in text.

G1.B1.S1 These subgroups need reinforcement in the critical thinking strategies needed to interpret and organize information from the text to determine Reading Application and Author's Purpose.

Action Step 1

Provide Differentiated Instruction and a variety of reading passages for enrichment including, but not limited to, Time for Kids Magazine, Scholastic News, Music Literature and Lyrics, etc. Technologies such as SmartBoards, SuccessMaker, Reading Plus, and Accelerated Reader will also give students extra practice in Reading Application.

Resource Type

Technology

Resource

Printers, bulbs for SmartBoards, Software

Funding Source

SAC funds

Amount Needed

$1,000

G2. Students will enhance their writing proficiency from 78% to 80% on the 4th Grade FCAT 2.0 Writing.

G2.B1 Students need to practice and perfect the necessary skills needed to incorporate real life experiences into their writing and have difficulty organizing their thoughts with detail and elaboration in order to score at Level 3.5 or above on the 2014 FCAT 2.0 Writing.

G2.B1.S1 During writing instruction, students will use a planner to write a draft focusing on details and elaboration.

Action Step 1

- Use a graphic organizer/plan to write a draft organized with a logical sequence of beginning, middle, and end. - Use supporting details, or providing facts and/or opinions through (concrete examples, statistics, comparisons, real life examples, anecdotes, amazing facts). - Applying transitional words/ phrases appropriate to the genre to organize, and sequence ideas to provide fluency in the writing. - Use mentor texts to organize details, and develop sentences that will enhance the clarity of the piece. - Delete sentences, extraneous or repetitive information to maintain focus and clarity.

Resource Type

Technology

Resource

Printers

Funding Source

SAC Funds

Amount Needed

$500

G3. Data indicates that 72% of students scored at level 3 or above on the 2013 FCAT 2.0 Math or 4 or above on the 2013 FAA. Our goal for the 2013-2014 school year is to increase satisfactory performance levels by 9 percentage points to 81%.

G3.B1 Student sub-groups not meeting our AMO target include Hispanic, ELL, SWD, and ED. Students across varied ethnic, ED, and SWD groups often have difficulty with problem solving and multi-step operations.

G3.B1.S1 Teachers will provide real-life problem solving and multi-step problems through a variety of methods in large and small groups.

Action Step 1

The teachers will utilize differentiated instruction to engage students in real life math problems. Extra support through the use of technologies including SmartBoards, SuccessMaker and BrainPOP will be provided.

Resource Type

Technology

Resource

BrainPOP & Printers

Funding Source

SAC Funds

Amount Needed

$1,000

G4. Data indicates that 73% of students scored at level 3 or above on the 2013 FCAT 2.0 Science. Our goal for the 2013-2014 school year is 74% or more achieving proficiency.

G4.B1 FCAT Level 3: On the 2013 Science FCAT, 19% of students scored at Level 3. Our target goal for 2014 Science FCAT is 21%.Students would benefit from extra instruction skills practice with the scientific method.

G4.B1.S1 Students will be provided with opportunities to utilize scientific vocabulary and concepts.

Action Step 1

Provide students with opportunities to utilize scientific vocabulary and concepts during hands-on lab activities and discussions to reinforce comprehension and implement the scientific method. Additionally, Science teachers team planning will focus instruction and share best practices

Resource Type

Technology

Resource

Printers, bulbs for SmartBoards, Projectors

Funding Source

SAC Funds

Amount Needed

$1,000