

Miami-Dade County Public Schools

# William H. Lehman Elementary School



## 2021-22 Schoolwide Improvement Plan

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# William H. Lehman Elementary School

10990 SW 113TH PL, Miami, FL 33176

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

## Demographics

Principal: Marybel Baldessari R

Start Date for this Principal: 7/18/2021

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	No
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	68%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: A (79%) 2017-18: A (75%) 2016-17: A (71%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

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

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## 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. 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.

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## 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)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	62%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	91%

### School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

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<https://www.floridacims.org>.

### 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. 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: School Information

### School Mission and Vision

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

William Lehman Elementary strives to create a safe environment where each child can grow intellectually, socially, and emotionally by fostering a community of learners who focus on learning, respect, and individual excellence.

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

The vision of William Lehman Elementary is to transform lives by instilling 21st Century skills and inspiring lifelong learning in every student.

### School Leadership Team

#### **Membership**

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

Name	Position Title	Job Duties and Responsibilities
Baldessari, Marybel	Principal	Our principal provides: a shared vision for the use of data-based decision-making, promotes our school mission and vision, 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.
Tamargo, Arleen	Assistant Principal	Our assistant principal provides: a shared vision for the use of data-based decision-making, promotes our school mission and vision, 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. She is also the testing chairperson.
Alonso, Francis	Teacher, K-12	Our Math Department Chairperson provides: provides information about core instruction for math to the team, leads regularly-scheduled team planning sessions, participates in student data collection, collaborates with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.
Mancini, Michelle	Teacher, K-12	Our Reading Department Chairperson provides: provides information about core instruction for reading to the team, leads regularly-scheduled team planning sessions, participates in student data collection, collaborates with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.
Bandrich, Esperanza	Teacher, K-12	Our Science Department Chairperson provides: information about core instruction for science to the team, leads regularly-scheduled team planning sessions, participates in student data collection, attends science liaison meetings, collaborates with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.
Garcia, Aileen	School Counselor	Our Mental Health Specialist/Guidance Counselor provides: individual, small group, and class counseling sessions for students, emphasizes Character education during these sessions on a regular basis, and meets with the Student Support Team on a regular basis to address students with academic needs and behavioral challenges.

## Demographic Information



**Principal start date**

Sunday 7/18/2021, Marybel Baldessari R

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

29

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

14

**Total number of teacher positions allocated to the school**

44

**Total number of students enrolled at the school**

533

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

1

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

0

**Demographic Data****Early Warning Systems****2021-22**

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	54	69	96	67	91	102	0	0	0	0	0	0	0	479	
Attendance below 90 percent	0	5	2	1	7	1	0	0	0	0	0	0	0	16	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	1	6	0	0	3	0	0	0	0	0	0	0	10	
Course failure in Math	0	0	2	0	2	1	0	0	0	0	0	0	0	5	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1	
Number of students with a substantial reading deficiency	0	6	33	19	15	19	0	0	0	0	0	0	0	92	

**The number of students with two or more early warning indicators:**

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

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	2	0	0	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**Date this data was collected or last updated**

Wednesday 7/21/2021

**2020-21 - As Reported****The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
Number of students enrolled														
Attendance below 90 percent														
One or more suspensions														
Course failure in ELA														
Course failure in Math														
Level 1 on 2019 statewide FSA ELA assessment														
Level 1 on 2019 statewide FSA Math assessment														

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
Students with two or more indicators														

**The number of students identified as retainees:**

Indicator	Grade Level													Total
Retained Students: Current Year														
Students retained two or more times														

**2020-21 - Updated****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	
Number of students enrolled	82	106	73	103	104	106	0	0	0	0	0	0	0	574
Attendance below 90 percent	4	3	1	7	1	3	0	0	0	0	0	0	0	19
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	7	0	0	2	0	0	0	0	0	0	0	0	9
Course failure in Math	0	2	0	2	1	1	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	1	6	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	1	10	0	0	0	0	0	0	0	11

#### The number of students with two or more early warning indicators:

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

#### The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	2	0	0	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

## Part II: Needs Assessment/Analysis

### School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				80%	62%	57%	82%	62%	56%
ELA Learning Gains				76%	62%	58%	77%	62%	55%
ELA Lowest 25th Percentile				69%	58%	53%	70%	59%	48%
Math Achievement				86%	69%	63%	84%	69%	62%
Math Learning Gains				85%	66%	62%	75%	64%	59%
Math Lowest 25th Percentile				81%	55%	51%	60%	55%	47%
Science Achievement				75%	55%	53%	78%	58%	55%

### Grade Level Data Review - State Assessments

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	75%	60%	15%	58%	17%
Cohort Comparison						
04	2021					
	2019	80%	64%	16%	58%	22%
Cohort Comparison		-75%				
05	2021					
	2019	82%	60%	22%	56%	26%
Cohort Comparison		-80%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	77%	67%	10%	62%	15%
Cohort Comparison						
04	2021					
	2019	82%	69%	13%	64%	18%
Cohort Comparison		-77%				
05	2021					
	2019	90%	65%	25%	60%	30%
Cohort Comparison		-82%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	72%	53%	19%	53%	19%
Cohort Comparison						

### Grade Level Data Review - Progress Monitoring Assessments

**Provide the progress monitoring tool(s) by grade level used to compile the below data.**

The progress monitoring tools used to complete the data below is based on the 2020-2021 iReady Diagnostic AP1-3 proficiency level and the 2020-2021 Mid-Year Science Assessment proficiency level.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	55.9%	80.7%	66.7%
	Economically Disadvantaged	49.2%	72.9%	57.6%
	Students With Disabilities	30.8%	61.5%	38.5%
	English Language Learners	11.1%	33.3%	33.3%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	34.4%	66.7%	65.6%
	Economically Disadvantaged	25.4%	55.9%	52.5%
	Students With Disabilities	23.1%	46.2%	53.9%
	English Language Learners	33.3%	33.3%	44.4%
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	39.1%	67.2%	71.9%
	Economically Disadvantaged	37.2%	67.4%	65.1%
	Students With Disabilities		16.7%	50.0%
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	29.7%	46.9%	71.9%
	Economically Disadvantaged	27.9%	46.5%	69.8%
	Students With Disabilities			33.3%
	English Language Learners			

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	62.8%	70.2%	83%
	Economically Disadvantaged	61.5%	67.7%	83.1%
	Students With Disabilities			77.8%
	English Language Learners		35.3%	52.9%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	23.4%	46.8%	64.9%
	Economically Disadvantaged	18.5%	43.1%	60.0%
	Students With Disabilities			
	English Language Learners			41.2%
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	59.6%	63.6%	74.8%
	Economically Disadvantaged	54.7%	57.8%	70.3%
	Students With Disabilities			27.3%
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	30.3%	59.6%	76.8%
	Economically Disadvantaged	25.0%	53.1%	67.2%
	Students With Disabilities		31.8%	45.5%
	English Language Learners			100.0%

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	55.6%	62.6%	62.6%
	Economically Disadvantaged	47.6%	58.7%	58.7%
	Students With Disabilities		28.6%	28.6%
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	41.4%	58.6%	71.7%
	Economically Disadvantaged	36.5%	50.8%	65.1%
	Students With Disabilities		28.6%	33.3%
	English Language Learners			53.9%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students		29.0%	
	Economically Disadvantaged		22.0%	
	Students With Disabilities		0.0%	
	English Language Learners		21.0%	

## Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	50	40		59	67		41				
ELL	70	65	45	68	55		66				
BLK	77			69							
HSP	74	66	50	69	64	56	69				
WHT	77			69			50				
FRL	69	56	39	63	60	53	58				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	42	72	70	55	80	76					
ELL	73	75	68	86	89	88	70				
BLK	77			92							
HSP	79	76	67	86	86	78	71				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
WHT	92	92		88	85						
FRL	74	75	66	81	85	74	77				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	33	58	48	47	58	55	56				
ELL	72	86	79	80	78	65	71				
HSP	82	79	75	84	77	64	78				
WHT	89	73		86	57		71				
FRL	79	77	70	81	74	60	74				

### ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	62
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	66
Total Points Earned for the Federal Index	499
Total Components for the Federal Index	8
Percent Tested	88%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	51
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	62
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	



Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	73
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	64
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	65
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	58
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### What trends emerge across grade levels, subgroups and core content areas?

2019 data findings:

The school to district comparison shows a decrease in the Achievement gap from 3rd to 5th grade in both ELA and Math.

All subgroups increased, except Hispanic and Free and Reduced Lunch. Hispanic subgroup decreased by 3 percentage points and Free and Reduced Lunch decreased by 5 percentage points. All Math subgroups learning gains increased across all grade levels.

2021 data findings:

The percent of students in levels 3-5 for grades 3-5 on the 2021 ELA FSA was 73%. There was a difference of -6% compared to the 2019, 79%.

The percent of students in levels 3-5 for grades 3-5 on the 2021 Math FSA was 67%. There was a difference of -16% compared to the 2019, 83%.

#### What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

2019 data findings:

Based on the 2019 state assessments, ELA achievement was 80% which decreased by 2 percentage points from 2018.

2021 data findings:

Based on progress monitoring, 3rd grade math and 5th grade reading demonstrate a need for improvement.

#### What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

We will continue supporting standards-based instruction while incorporating more data-driven instruction and small group instruction using ELL strategies to help students acquire academic language skills.

#### What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

For 2019 data findings:

Math Learning Gains increased 10 percentage points, and the lowest 25th percentile group increased 21 points on the 2019 FSA.

For 2021 data findings:

The 4th grade ELA had a proficiency of 82% on the 2021 FSA. There was a difference of +2% compared to the 2019 FSA, 80%.

#### What were the contributing factors to this improvement? What new actions did your school take in this area?

The contributing factors to this improvement is data-driven instruction, collaborative planning and sharing best practices. Our school will continue collaborative planning and data-driven instruction to ensure student success.

**What strategies will need to be implemented in order to accelerate learning?**

The strategies needed for implementation to accelerate learning will be standards-based collaborative planning, data-driven Instruction, and effective curriculum and resource utilization.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

The PLST will develop opportunities for teachers to participate in sessions that will help facilitate data-driven instruction and standards-based collaborative planning. Teachers will also participate in professional development opportunities that will provide support for the effective utilization of curriculum and resources available to ensure student achievement.

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

Collaborative planning will be scheduled monthly and provide teachers an opportunity to share best practices and resources. Vertical Planning will be scheduled quarterly. Data chats will be conducted with administrators and teachers quarterly.

## Part III: Planning for Improvement

### Areas of Focus:

**#1. Instructional Practice specifically relating to Differentiation**

**Area of Focus Description and Rationale:** Based on the 2019 and 2021 data review, our school will implement the Targeted Element of Differentiation. We selected the overarching area of Differentiation based on our findings that demonstrated overall Achievement, Learning Gains, and Lowest 25th Percentile slightly decreased on the 2019 FSA ELA. In order to meet the unique needs of all learners, we will improve our ability to differentiate instruction based on the levels of our students.

**Measurable Outcome:** If we successfully implement Differentiation, then our Lowest 25th Percentile subgroup will improve by a minimum of 2 percentage points as evidenced by the 2022 Florida State Assessment.

**Monitoring:** Teachers will use data to design lesson plans to meet the students' individual needs and learning styles. By analyzing data from formative assessments, teachers will target standards that need to be remediated to ensure students are demonstrating growth. Administrators will conduct quarterly data chats with teachers to discuss data and ways to help meet each student's needs. Administrators will also conduct walkthroughs to ensure quality instruction is taking place. Extended learning opportunities will be provided to students who are not showing growth through intervention and/or before/after school tutoring.

**Person responsible for monitoring outcome:** Arleen Tamargo (tamargoa@dadeschools.net)

**Evidence-based Strategy:** Within the Targeted Element of Differentiation, our school will focus on the evidence-based strategy of Data-Driven Instruction. Teachers will assess, analyze, and teach to meet the needs of all students.

**Rationale for Evidence-based Strategy:** Using Data-Driven Instruction will lead to responsive and differentiated teaching. By analyzing student data, teachers will be able to target students' needs and effectively help students learn.

**Action Steps to Implement**

Administration and teachers will analyze data: FSA scores, i-Ready data, district assessments, and unit testing.  
(August 30th - October 8th)

**Person Responsible** Marybel Baldessari (pr2891@dadeschools.net)

Administration and teachers will monitor the use of data reports in guiding instruction and remediation.  
(August 30th - October 8th)

**Person Responsible** Marybel Baldessari (pr2891@dadeschools.net)

Classroom teachers will incorporate technology with a focus on using data reports to guide instruction and remediation.  
(August 30th - October 8th)

**Person Responsible** Arleen Tamargo (tamargoa@dadeschools.net)

Teachers will utilize data reports to provide remediation and enrichment for our lowest 25% and other at risk students.  
(August 30th - October 8th)

**Person Responsible** Arleen Tamargo (tamargoa@dadeschools.net)

Teachers will utilize data reports to provide individualized learning and help students connect to different learning experiences and enable them to use their prior knowledge to learn new things.  
(August 30th - October 8th)

**Person Responsible** Arleen Tamargo (tamargoa@dadeschools.net)

Teachers will attend the Disaggregating Data for Differentiated Instruction Professional Development Session on October 29th the information obtained will provide data collection to provide remediation and enrichment for our lowest 25% and other at risk students.  
(November 1st-December 21st)

**Person Responsible** Marybel Baldessari (pr2891@dadeschools.net)

Administration and teachers will conduct data chats to use data to make instructional decisions based on what is going well, areas for improvement, and specific actions teachers can take to adjust instruction.  
(November 1st-December 21st)

**Person Responsible** Marybel Baldessari (pr2891@dadeschools.net)

**#2. Instructional Practice specifically relating to Student Engagement**

**Area of Focus Description and Rationale:** Due to changes in instructional delivery due to COVID, overall student engagement has been affected as evidenced by decreases in student achievement levels on statewide assessments.

**Measurable Outcome:** If we successfully increase student engagement, then our test scores in math, reading, and science will increase.

**Monitoring:** The Leadership Team will review iReady participation and scores along with district data.

**Person responsible for monitoring outcome:** Arleen Tamargo (tamargoa@dadeschools.net)

**Evidence-based Strategy:** Within the Targeted Element of Student Engagement, our school will focus on the evidence-based strategy of Technology Integration. Teachers will integrate technology into lessons allowing students to apply computer skills to learning and problem solving.

**Rationale for Evidence-based Strategy:** Technology Integration will ensure that students have a variety of educational tools leading to increased student motivation and engagement.

**Action Steps to Implement**

Teachers will incorporate the variety of programs offered by the district and other educational platforms to increase student engagement.

(August 30th - October 8th)

**Person Responsible** Arleen Tamargo (tamargoa@dadeschools.net)

Teachers will set clear learning goals and high expectations, so students will perform better knowing their goals and expectations.

(August 30th - October 8th)

**Person Responsible** Arleen Tamargo (tamargoa@dadeschools.net)

Teachers will conduct data chats with students to set goals and high expectations.

(August 30th - October 8th)

**Person Responsible** Arleen Tamargo (tamargoa@dadeschools.net)

Teachers will use technology to engage students when they are quarantined and unable to attend school in-person whenever needed.

(August 30th - October 8th)

**Person Responsible** Arleen Tamargo (tamargoa@dadeschools.net)

Teachers will conduct data chats with students to set goals and high expectations.

(November 1st - December 21st)

**Person Responsible** Arleen Tamargo (tamargoa@dadeschools.net)

Teachers will use technology to engage students when they are quarantined and unable to attend school in-person whenever needed.

(November 1st - December 21st)

<b>Person Responsible</b>	Arleen Tamargo (tamargoa@dadeschools.net)
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**#3. Culture & Environment specifically relating to Parent Involvement**

<b>Area of Focus Description and Rationale:</b>	Based on the data review, our school will implement the Targeted Element of Parent Involvement. Through our data review, we noticed that 36% of teachers felt that there was a lack of concern/support from parents. Teachers and parents working together and supporting each other will provide the best learning experience for our students.
<b>Measurable Outcome:</b>	If we successfully implement the Targeted Element of Parent Involvement, teachers and parents will work closely to ensure the success of each student. With positive parent involvement, our teacher climate survey results will improve by 3 percentage points on 2022 Teacher Climate Survey.
<b>Monitoring:</b>	The school leadership team will monitor and discuss various ways to increase parent involvement during these difficult times. Teachers will communicate with parents to help achieve student success.
<b>Person responsible for monitoring outcome:</b>	Marybel Baldessari (pr2891@dadeschools.net)
<b>Evidence-based Strategy:</b>	Within the Targeted Element of Parent Involvement, our school will focus on the evidence-based strategy of Family Engagement. Family engagement will allow opportunities for parents to participate in activities that will support their student's academic and social growth.
<b>Rationale for Evidence-based Strategy:</b>	Family engagement in a child's education can improve their test scores, attendance, social skills, relationships, behavior and how a child feels about school. When families feel connected, they are better equipped to support their child.

**Action Steps to Implement**

Encourage parents to become members of the PTA.  
(August 23 - September 10th)

**Person Responsible** Marybel Baldessari (pr2891@dadeschools.net)

Send messages to parents regarding important information via ConnectEds, emails, and social media posts.  
(August 23 - October 8th)

**Person Responsible** Marybel Baldessari (pr2891@dadeschools.net)

Encourage parents to attend events virtually if unable to attend in person.  
(PTA Meeting 8/31)

**Person Responsible** Arleen Tamargo (tamargoa@dadeschools.net)

Provide mental health counseling as needed for students and referrals for families in need.  
(August 23 - October 8th)

**Person Responsible** Aileen Garcia (aileengarcia@dadeschools.net)



Send messages to parents regarding important information via ConnectEds, emails, monthly calendar and social media posts.

(November 1st - December 21st)

**Person**  
**Responsible** Marybel Baldessari (pr2891@dadeschools.net)

Provide mental health counseling as needed for students and referrals for families in need.

(November 1st - December 21st)

**Person**  
**Responsible** Aileen Garcia (aileengarcia@dadeschools.net)

**#4. Leadership specifically relating to Walkthroughs**

<b>Area of Focus Description and Rationale:</b>	Based on data from the School Climate Survey, walkthroughs will be conducted to encourage student engagement and support teachers in the delivery of evidence-based instruction.
<b>Measurable Outcome:</b>	Walkthroughs will increase student engagement. Additionally, walkthroughs will encourage open communication and feedback among staff members which will enhance an atmosphere of mutual trust and respect. The data from the 2022 Florida Standards Assessments will support student gains.
<b>Monitoring:</b>	Administrative walkthroughs will improve student engagement since students will see that both administrators and teachers value instruction.
<b>Person responsible for monitoring outcome:</b>	Marybel Baldessari (pr2891@dadeschools.net)
<b>Evidence-based Strategy:</b>	Within the Targeted Element of Walkthroughs, our school will focus on the evidence-based strategy of Consistent, Developmental Feedback. Walkthroughs will allow for administration to provide teachers and students with clear expectations, goals, and feedback.
<b>Rationale for Evidence-based Strategy:</b>	Walkthroughs will provide administration with the opportunity to support teachers with instructional practices which will in turn improve student engagement. Through increased student engagement, student success will improve on district tests and state assessments.

**Action Steps to Implement**

Administration will provide teachers with clear expectations.  
(Faculty Meetings: August 20th, September 1st, & October 6th)

**Person Responsible** Marybel Baldessari (pr2891@dadeschools.net)

Classroom walkthroughs will be conducted on a weekly basis.  
(August 23rd - October 8th)

**Person Responsible** Marybel Baldessari (pr2891@dadeschools.net)

After conducting walkthroughs, administration will provide teachers with feedback to allow opportunities for professional growth.  
(August 23rd - October 8th)

**Person Responsible** Marybel Baldessari (pr2891@dadeschools.net)

Administration will ascertain that there is a uniformity among teaching standards and a common teaching language that allows students to be more successful.  
(August 23rd - October 8th)

**Person Responsible** Marybel Baldessari (pr2891@dadeschools.net)

Classroom walkthroughs will be conducted on a weekly basis.  
(November 1st - December 21st)

**Person Responsible** Marybel Baldessari (pr2891@dadeschools.net)

After conducting walkthroughs, administration will provide teachers with feedback to allow opportunities for professional growth.  
(November 1st - December 21st)

**Person Responsible** Marybel Baldessari (pr2891@dadeschools.net)

After conducting walkthroughs, administration will provide teachers with feedback to allow opportunities for professional growth.  
(November 1st - December 21st)

**Person Responsible** Marybel Baldessari (pr2891@dadeschools.net)

### Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

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

- **The Administration, Counselor, and Social Worker will be monitoring students with attendance below 90 percent**
- **Administration and teachers will monitor course failure in English Language Arts and/or Mathematics**
- **Teachers will place students with a Level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics in Intervention and/or tutoring.**
- **Teachers will monitor individual students through i-Ready Assessments, topic assessments, and weekly assessments**
- **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.**

## Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

### Describe how the school addresses building a positive school culture and environment.

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. Teachers and staff recognize outstanding student behaviors providing immediate positive feedback for students demonstrating respect for others. Additionally, 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, and Before & After School Care.

### Identify the stakeholders and their role in promoting a positive culture and environment at the school.

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. Parents support the school by monitoring their children's behavior, social development, and home learning activities. The administration establishes cooperation and communication among stakeholders by attending PTA meetings, encouraging teachers to join the PTA, and working with the PTA Executive Board to share decision making and create school pride, success, and opportunities for students.

## Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Differentiation	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Student Engagement	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Parent Involvement	\$0.00
4	III.A.	Areas of Focus: Leadership: Walkthroughs	\$0.00

Total:	\$0.00
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