

Miami-Dade County Public Schools

William H. Lehman Elementary School



2022-23 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

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	68%
2021-22 ESSA Subgroups Represented (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
School Grades History	2021-22: A (78%) 2018-19: A (79%) 2017-18: A (75%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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.

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

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	68%
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	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

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SIP Authority

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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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Baldessari, Marybel	Principal	Our principal provides: a shared vision for the use of databased 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 MTSS implementation, and communicates with parents
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.
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.
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.

Demographic Information

Principal start date

Sunday 7/18/2021, Marybel Baldessari R

Number of teachers with a 2022 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 2022 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

42

Total number of students enrolled at the school

538

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

4

Identify the number of instructional staff who joined the school during the 2022-23 school year.

1

Demographic Data**Early Warning Systems**

Using prior year's data, complete the table below with the number of students by current 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	77	82	79	104	67	90	0	0	0	0	0	0	0	499
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

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

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Monday 8/22/2022

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	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		

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	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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	76%	62%	56%				80%	62%	57%
ELA Learning Gains	79%						76%	62%	58%
ELA Lowest 25th Percentile	66%						69%	58%	53%
Math Achievement	81%	58%	50%				86%	69%	63%
Math Learning Gains	90%						85%	66%	62%
Math Lowest 25th Percentile	87%						81%	55%	51%
Science Achievement	69%	64%	59%				75%	55%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	75%	60%	15%	58%	17%
Cohort Comparison		0%				
04	2022					
	2019	80%	64%	16%	58%	22%
Cohort Comparison		-75%				
05	2022					
	2019	82%	60%	22%	56%	26%
Cohort Comparison		-80%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	77%	67%	10%	62%	15%
Cohort Comparison		0%				
04	2022					
	2019	82%	69%	13%	64%	18%
Cohort Comparison		-77%				
05	2022					
	2019	90%	65%	25%	60%	30%
Cohort Comparison		-82%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	72%	53%	19%	53%	19%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	43	61	38	60	89		36				
ELL	70	82	70	73	86	79	58				
HSP	74	78	66	80	90	85	68				
WHT	91	88		87	87						
FRL	70	74	61	78	88	81	63				
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				
WHT	92	92		88	85						
FRL	74	75	66	81	85	74	77				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	76
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	57
Total Points Earned for the Federal Index	605
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	52
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	72
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - 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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	75
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0

White Students	
Federal Index - White Students	88
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	71
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

The school to district comparison shows a decrease in the Achievement gap from 3rd to 5th grade in both ELA and Math. The percent of students in levels 3-5 for grades 3-5 on the 2022 ELA FSA was 76%. There was a difference of +2% compared to the 2021 ELA FSA, 74%. The percent of students in levels 3-5 for grades 3-5 on the 2022 Math FSA was 81%. There was a difference of +12% compared to the 2021 Math FSA, 69%.

Math Learning Gains increased 28 percentage points, and the lowest 25th percentile group increased 35 percentage points on the 2022 Math FSA. ELA Learning Gains increased 15 percentage points, and the lowest 25th percentile group increased 21 percentage points on the 2022 ELA FSA. All subgroups showed a proficiency of 70% and above in both the 2022 ELA and Math FSA except the SWD subgroup.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

2022 Data Findings:

All subgroups showed a proficiency of 70% and above in both the 2022 ELA and Math FSA except the SWD subgroup. There was a difference of -7% points when comparing the 2021 FSA ELA proficiency, 50% to the 2022 ELA FSA proficiency, 43%.

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 more data driven instruction while incorporating a more targeted instruction to help students with disabilities.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

For 2022 data findings:

Math Learning Gains increased 28 percentage points, and the lowest 25th percentile group increased 35 percentage points on the 2022 Math FSA. ELA Learning Gains increased 15 percentage points, and the lowest 25th percentile group increased 21 percentage points on the 2022 ELA FSA.

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 concentrated on differentiated instruction and collaborative planning 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, and data-driven Instruction.

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 and differentiated instruction. 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 weekly and provide teachers an opportunity to share best practices and resources. Vertical Planning will be scheduled quarterly. Data chats will be conducted.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Differentiation**Area of Focus
Description and****Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on the 2022 data review, our school will implement the Targeted Element of Differentiation. We selected the overarching area of Differentiation in order to meet the needs of all learners and based on our findings that demonstrated that Students with Disabilities decreased by 3% points on the 2022 ELA FSA. We will improve our ability to differentiate instruction based on student need.

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

If we successfully implement Differentiation, then our Students with Disabilities subgroup will improve by a minimum of 2 percentage points as evidenced by the 2023 Florida State Assessment.

**Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.**

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:**

Describe the evidence-based strategy being implemented for this Area of Focus.

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:
Explain the rationale for selecting this specific**

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.

strategy.
Describe the
resources/
criteria used for
selecting this
strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Administration and teachers will analyze data: FSA scores, i-Ready data, district assessments, and FAST Progress Monitoring data. Data Chats will be conducted on a quarterly basis. As a result, students in need of instructional support will be identified.

(August 22 - October 14)

Person Responsible Marybel Baldessari (pr2891@dadeschools.net)

Administration and teachers will monitor the use of data reports in guiding instruction and remediation. As a result, adjustments in differentiated instructional strategies will occur in each classroom to ensure the needs of individual learners is met.

(August 22 - October 14)

Person Responsible Marybel Baldessari (pr2891@dadeschools.net)

Classroom teachers will incorporate technology with a focus on using data reports to guide instruction and remediation. As a result, teachers will have student groups, appropriate resources, and lesson plans that reflect DI instruction.

(August 22 - October 14)

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. As a result, teachers will develop classroom systems that are conducive to small group instruction such as allocated space, student folders, and specific groups.

(August 22 - October 14)

Person Responsible Arleen Tamargo (tamargoa@dadeschools.net)

Teachers will attend the Differentiated Instruction Professional Development on December 7th. The information obtained will provide best practices for grouping students in order to provide remediation and enrichment. As a result, teachers will continue to develop classroom systems that are conducive to small group instruction such as allocated space, fluid groupings, and student DI folders.

(October 31st - December 16th)

Person Responsible Marybel Baldessari (pr2891@dadeschools.net)

Teachers will be given a calendar to provide their specific times for differentiated instruction. As a result, teachers will plan for DI in a more consistent time and framework.

(October 31st - December 16th)

Person Responsible Marybel Baldessari (pr2891@dadeschools.net)

#2. Positive Culture and Environment specifically relating to AddFamily Engagement.

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>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.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>If we successfully implement the Targeted Element of Family Engagement, 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 2023 Teacher Climate Survey.</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>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.</p>
Person responsible for monitoring outcome:	<p>Marybel Baldessari (pr2891@dadeschools.net)</p>
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	<p>Within the Targeted Element of Family Engagement, our school will focus on the evidence based strategy of parental involvement. Family engagement will allow opportunities for parents to participate in activities that will support their student's academic and social growth.</p>
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	<p>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.</p>
Action Steps to Implement List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.	
<p>Encourage parents to become members of the PTA. As a result, 2022-2023 PTA membership will increase when compared to the 2021-2022 school year. (August 22nd - October 14th)</p>	
Person Responsible	<p>Marybel Baldessari (pr2891@dadeschools.net)</p> <p>Send messages to parents regarding important information via ConnectEds, emails, and social media posts. As a result, emails, ConnectEds, and social media posts will reflect important school and District information. (August 22nd - October 14th)</p>
Person Responsible	<p>Marybel Baldessari (pr2891@dadeschools.net)</p>

Encourage parents to attend events virtually if unable to attend in person. As a result, zoom sessions will be offered for several in person meetings.

(August 22nd - October 14th)

Person Responsible Arleen Tamargo (tamargoa@dadeschools.net)

Provide mental health counseling as needed for students and referrals for families in need. As a result, students will receive mental health counseling and parents will receive referrals as needed for community services.

(August 22nd - October 14th)

Person Responsible Aileen Garcia (aileengarcia@dadeschools.net)

Teachers will attend the mental health professional development on November 8th. As a result, teachers will be able to identify student needs and make mental health referrals in order to help students and their families.

(October 31st - December 16th)

Person Responsible Marybel Baldessari (pr2891@dadeschools.net)

Provide opportunities for parents to attend school events such as All Pro Dad, PTA Meetings, STEAM Expo, South Region Expo and Winter Concert. As a result, there will be a stronger school to family connection.

(October 31st - December 16th)

Person Responsible Marybel Baldessari (pr2891@dadeschools.net)

#3. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs**Area of Focus****Description and****Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on data from the School Climate Survey, 62% of teachers feel students are deficient in basic academic skills. Specific Teacher Feedback/Walkthroughs will be conducted in order to support teachers in addressing deficiencies in student academic skills.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

If we successfully implement the Targeted Element of Classroom walkthroughs, teachers and administrators will work closely to ensure the success of each student. With Specific Teacher Feedback/Walkthroughs, our teacher climate survey results in regards to students being deficient in academic skills will improve by 3 percentage points on 2023 Teacher Climate Survey.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Administrators will conduct five minute classroom walkthroughs on weekly basis, and provide specific feedback to teachers in a timely manner. Administrators will add administrative walk-throughs & teacher feedback to their weekly agenda.

Person responsible for monitoring outcome:

Marybel Baldessari (pr2891@dadeschools.net)

Evidence-based**Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

Within the Targeted Element of Specific Feedback/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.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Administration will provide teachers with clear expectations. As a result, a school culture that supports walkthroughs will be fostered.

(Faculty Meetings: August 24th, September 7th, & October 12th)

Person Responsible

Marybel Baldessari (pr2891@dadeschools.net)

Classroom walkthroughs will be conducted on a weekly basis. As a result, gathering data or evidence of students actively engaged in learning will become more focused.

(August 22nd-October 14th)

Person Responsible

Marybel Baldessari (pr2891@dadeschools.net)

After conducting walkthroughs, administration will provide teachers with feedback to allow opportunities for professional growth. As a result, teachers will apply the knowledge and skills they learn to improve instruction.

(August 22nd-October 14th)

Person Responsible Marybel Baldessari (pr2891@dadeschools.net)

After conduction walkthroughs, administration will continue to ascertain that there is a uniformity among teaching standards and a common teaching language that allows students to be more successful. As a result, student achievement will increase across grade levels.

(August 22nd-October 14th)

Person Responsible Marybel Baldessari (pr2891@dadeschools.net)

Administration will continue to conduct walkthroughs and provide teachers with feedback to allow opportunities for professional growth. As a result, teachers will apply the knowledge and skills they learn to improve instruction.

(October 31st - December 16th)

Person Responsible Marybel Baldessari (pr2891@dadeschools.net)

Administration will attend grade-level planning meetings to ascertain that there is uniformity among teaching standards and a common language that allows students to be more successful. As a result, student achievement will increase across grade levels.

(October 31st - December 16th)

Person Responsible Marybel Baldessari (pr2891@dadeschools.net)

#4. Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on the 2022 data review, our school will implement the Targeted Element of Collaborative Planning. We selected the overarching area of Standards Based Collaborative Planning in order to improve the standards-aligned lesson quality, instructional effectiveness, and student achievement and based on our findings that demonstrated that ELA proficiency for Students with Disabilities decreased by 3% points on the 2022 ELA FSA. The need for enhanced collaborative planning is evidenced by the fact that there needs to be an emphasis on working collaboratively to plan instruction for all students including SWD students. There needs to be an emphasis to plan targeted interventions in both ELA and Math.

Measurable**Outcome:**

State the specific measurable

outcome the school plans to achieve.

This should be a data based, objective outcome.

If we successfully implement Standards Based Collaborative Planning, then our Students with Disabilities subgroup will improve proficiency by a minimum of 2 percentage points as evidenced by the 2023 Florida Assessment for Student Thinking results in June 2023.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Teachers are encouraged to request assistance from PLST members, and/or content-area experts (subject-area liaisons). If needed, these experts will work collaboratively with the administration to schedule classroom visits to assist the teachers. Administrators will consistently monitor grade-level planning meetings, lesson plans, classroom instruction.

Person

responsible for monitoring outcome:

Marybel Baldessari (pr2891@dadeschools.net)

Evidence-

based

Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Within the Targeted Element of Standards Based Collaborative Planning, our school will focus on the evidence-based strategy of Standards-Based lessons. Teachers will work collaboratively to plan Standards-Based lessons which include detailed objectives, activities and assessments that evaluate students on the aligned standards-based content. All teachers at each grade-level must be working on the same standards, even if there is flexibility in the instruction and lessons, to better meet the needs of all students. Standards-based lessons, units, materials, and resources are improved when teachers work on them collaboratively.

Rationale for Evidence-

based

Strategy:

Explain the rationale for

Using these strategies ensures that teachers are carefully reflecting on the steps of each lesson, its effectiveness during instruction, and its impact on student learning. From the lesson plans, the instruction, and observations, the administration will be able to assess the proper implementation strategies and lessons. Depending on the results, the observation, and student achievement, the administration will decide if more instructional support is warranted. If so, specific teachers will be advised of needed

selecting this specific strategy.**Describe the resources/ criteria used for selecting this strategy.**

intervention, and assistance from the PLST team and meetings with content experts will be scheduled. Further monitoring will be on-going.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The administration and the PLST team will present a Leadership PD to the faculty. The topic of collaborative planning and data will be discussed and teachers will have the first opportunity to meet with their grade-level team to prepare a data tracker and Yearly Plan. As a result teachers, teachers will use data trackers to monitor student progress and adjust as necessary.
(August 22-October 14th)

Person Responsible Marybel Baldessari (pr2891@dadeschools.net)

The administration will monitor lesson plans and classroom instruction, and specifically look for uniformity of standards taught within all grade-levels. As a result teachers, teachers will have lesson plans that reflect the standards taught at each grade-level.
(August 22-October 14th)

Person Responsible Arleen Tamargo (tamargoa@dadeschools.net)

Vertical Team meetings will be conducted to assist primary teachers to plan appropriately for concepts that need to have a strong basis in certain subjects. As a result, primary teachers will plan appropriately for concepts where deficiencies are observed.
(August 22-October 14th)

Person Responsible Marybel Baldessari (pr2891@dadeschools.net)

Schedules will be reviewed and adjusted to ensure that grade-level teachers will have ample time to engage in collaborative planning. As a result, schedules will reflect a collaborative planning time for each grade level.
(August 22-October 14th)

Person Responsible Arleen Tamargo (tamargoa@dadeschools.net)

Additional time will be scheduled for interdisciplinary collaborative planning within each grade level. As a result, teachers of a particular grade level will be able to share successes and challenges (academic, conduct, and social) in order to improve student behavior and achievement.
(October 31st - December 16th)

Person Responsible Marybel Baldessari (pr2891@dadeschools.net)

The administration will continue to monitor lesson plans and classroom instruction, and specifically look for uniformity of standards taught within all grade-levels. As a result teachers, teachers will have lesson plans that reflect the standards taught at each grade-level.
(October 31st - December 16th)

**Person
Responsible**

Marybel Baldessari (pr2891@dadeschools.net)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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. William Lehman Elementary is a Bronze Designation STEM School.

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

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.