
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 2891 - William Lehman Elementary School

FeederPattern: Miami Killian Senior

Region: Regional Center V

District: 13 - Miami-Dade

Principal: Maria Cecilia Cruz

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

William Lehman Elementary School

William Lehman Elementary School, established in 1995, is a public, non-profit organization within the Miami-Dade County Public School System. It is located in a culturally diverse community located in the Sabal Chase development of Miami-Dade County, Florida. The grade configuration for the school is pre-kindergarten through fifth grade. The student population is comprised of approximately 872 students, 63 percent Hispanic, 26 percent white non-Hispanic, 6 percent black non-Hispanic, and 6 percent other. At William Lehman Elementary, 39 percent of our student population has been identified as economically disadvantaged, five percent Special Education Students (ESE), and 28 percent Limited English Proficient (LEP). Instruction is tailored to meet the needs of individual students through the provisions of the following programs: English for Speakers of Other Languages (ESOL), Spanish for Spanish speakers (Spanish S), Spanish as a Second Language (Spanish SL), Curriculum Content in the Home Language (CCHL), Special Education Students (ESE), Advanced Academics (Teaching Enriching Activities to Minorities and Gifted), Academic Excellence Program (AEP) and speech and language services.

Given instruction using the Sunshine State Standards, students in grades 3-5 will improve reading skills as evidenced by a minimum of 86 percent scoring at a Level 3 or higher on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades 3-5 will improve their Mathematics skills as evidenced by a minimum of 91 percent of students scoring at Level 3 or higher on the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade 4 will improve their writing skills as evidenced by 80% of students reaching the state required proficiency level of 4.0 or above as documented by scores on the 2006 FCAT Writing Test.

Given instruction using the Sunshine State Standards, students in grade five will meet or exceed the District mean scale score on the 2006 FCAT Science Test.

Given the schoolwide emphasis on parental and community involvement, the school will demonstrate an increase in parental and community involvement as evidenced by 58 percent of the parents and/or community members attending four or more school events as documented by the 2005-2006 School Climate Survey.

Given an emphasis on the learning environment, schoolwide attendance will improve as evidenced by a 0.5 percent gain in daily average attendance as documented and compared to the 2004-2005 School Attendance Tracking System report.

Given professional development in the application and infusion of technology into the curriculum, 70 percent of students in each homeroom class will participate in at least one computer-assisted activity per semester during the 2005-2006 school year as documented by teacher logs.

Given emphasis on the benefits of eating breakfast program, the number of students participating in the free school breakfast program will increase by 5 percent as documented by our school's student breakfast tracking report (Provision 2 Breakfast Program) during the 2005-2006 school year as compared to the 2004-2005 school year.

Given emphasis on the benefits of participating in advanced academic programs, the number of students enrolled in the Academic Excellence Program will increase by 5 percent during the 2005-2006 school year as compared to the 2004-2005 school year as documented by participation and membership logs of the Academic Excellence and Drama Factory programs.

William Lehman Elementary School will rank at or above the 97th percentile statewide in the ROI index of value and cost effectiveness of its programs.

The leadership of William Lehman Elementary is proud of the high level of achievement our students have been able to reach. Results of our 2005 Organization Performance Improvement (OPI) Snapshot indicate two areas of need for improvement. The staff would like to gain a greater awareness of how well our school is doing financially. The staff would also like to be asked for more input and ideas regarding organizational issues. These two items were targeted because they received the lowest scores on the OPI Snapshot survey. Leadership will raise awareness of the school's financial situation by increasing communication to all teachers and staff. This can be accomplished by administration conducting an in-house workshop. The Leadership Team will gain staff input and ideas through the surveys and questionnaires regarding issues that may arise.

MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

CORE VALUES

Excellence

We pursue the highest standards in academic achievement and organizational performance.

Integrity

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

Equity

We foster an environment that serves all students and aspires to eliminate the achievement gap.

Citizenship

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

William Lehman Elementary School

VISION

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

MISSION

The staff of William Lehman Elementary School is committed to provide a "high-tech/soft-touch" education, expanding the mind of the student, and fostering the humanity of the child.

CORE VALUES

William Lehman Elementary uses a "high-tech/soft-touch" philosophical approach to education. We have identified goals that will empower our students to be thinkers, to be unafraid of change, and to know how to locate and retrieve information. Through the school framework, technology is infused in all areas of the curriculum, developing a strong foundation in the basic skills. We nurture the child's pro-social qualities of helpfulness, responsibility, and concern for others.

School Demographics

William Lehman Elementary School is a public, non-profit organization within the Miami-Dade County Public School System. Founded in 1995, the school serves prekindergarten through fifth grade students living in a culturally diverse community located in Sabal Chase development of Miami-Dade County, Florida. The student population is comprised of approximately 872 students, 63 percent Hispanic, 26 percent white non-Hispanic, 6 percent black non-Hispanic, and 6 percent other. At William Lehman Elementary, 39 percent of our student population has been identified as economically disadvantaged, five percent Special Education Students(ESE), and 28 percent are Limited English Proficient (LEP). Instruction is tailored to meet the needs of individual students through the provisions of the following programs: English for Speakers of other Languages (ESOL), Spanish for Spanish Speakers(Spanish S), Spanish as a Second Language (Spanish SL), Curriculum Content in the Home Language (CCHL), Special Education Students(ESE), Advanced Academics (TEAM and Gifted), and speech and language services.

The teacher population at William Lehman Elementary School is comprised of approximately 23 percent white (non-hispanic), 23 percent black, and 23 percent hispanic. Approximately 54 percent of teachers have advanced college degrees (Masters or Specialists). The teaching staff has an average of nine years teaching in Florida.

William Lehman Elementary School has received an "A" from the Florida Department of Education for the past years three years, and has been recognized for 85 percent of the students meeting high standards in reading, 90 percent of students are at or above grade level in Math, and 94 percent of students are meeting State standards in Writing. William Lehman has met federal adequate yearly progress under(NCLB).

William Lehman Elementary School prides itself on the persistent pursuit of excellence ranking number one in all of Miami-Dade County making learning gains in mathematics and attained the 4th highest score meeting high standards in mathematics in all elementary schools in Miami-Dade County. Additionally, William Lehman Elementary was recognized by the United Way for being the top fundraiser in Region Five.

Among the learning issues posing challenges for learning at William Lehman Elementary are factors related to the move from traditional special educational programs to a more inclusive approach. In response to these challenges, William Lehman Elementary continues to explore methods to address present challenges and is developing opportunities for improvement. Teachers will work toward unifying the special education and regular classroom systems; special education and regular classroom teachers will be involved in the planning and evaluation for individual students based on a well developed Individual Educational Plan (IEP); teachers will be provided with staff development workshops to address the ongoing needs of narrowing the educational gap between all students.

School Foundation

Leadership:

The administration of William Lehman Elementary creates an environment that fosters high academic achievement while cultivating the character of the students by promoting a safe and secure environment where staff and students feel valued, respected, and motivated. The leadership score on this year's OPI Staff Survey had the highest score of any of the categories. The average score on the leadership survey questions was a 4.6 on a scale of zero to five (zero being lowest, five being highest). The administration actively participates in establishing, prioritizing, and setting educational goals through attending regularly scheduled staff and grade level meetings, modeling and supporting the schools' vision, and by providing supportive instructional leadership for students and staff.

District Strategic Planning Alignment:

William Lehman Elementary is driven by the collaborative efforts among the staff to build a strong academic foundation. The goals and objectives of William Lehman Elementary School are written and developed to provide students a nurturing and enriching environment to grow academically and socially. On this year's OPI Staff Survey, staff members responded in a very positive way to "I know how the measures I use in my work fit into the organization's overall measures of improvement." This OPI Staff Survey question scored a 4.6 on a scale of zero to five (zero being "Strongly Disagree", five being "Strongly Agree.") Our focus is to maximize student achievement by providing superior learning opportunities while promoting compassion and dependability. We will continue to utilize the Continuous Improvement Model to drive our instructional practices.

Stakeholder Engagement:

As evidenced by the continuous positive results of the School Climate Survey, William Lehman Elementary School values, supports, and encourages the involvement of parents, families, and the community in the educational experience of our students. On this year's OPI Staff Survey, staff members responded in a very positive way to "I know who my most important customers are." This OPI Staff Survey question scored a 4.8 on a scale of zero to five (zero being "Strongly Disagree", five being "Strongly Agree.")

Faculty & Staff:

William Lehman Elementary prides itself on the collaborative efforts of the faculty and staff in their relentless pursuit of excellence. Input is sought through various committees, meetings, and surveys. Faculty and staff are involved in decision making through the Educational Excellence School Advisory Council and the Parent Teacher Association. The staff is provided an opportunity for instructional collaboration with peers by facilitating common planning time where teachers work together, sharing, and receiving expertise. Our Leadership Team and National Board Certified teachers mentor new teachers as well as peers. On this year's OPI Staff Survey, staff members responded in a positive fashion to "The people I work with cooperate and work as a team." This OPI Staff Survey question scored a 4.6 on a scale of zero to five (zero being "Strongly Disagree", five being "Strongly Agree").

Data/Information/Knowledge Management:

In order to develop lessons to assist students in reaching their full potential, data is analyzed and used by teachers as an instructional tool. The data analysis supports the Continuous Improvement Model of evaluation, planning, action,

and monitoring while providing the teachers with areas for improvement and assist in developing differentiated instruction to support the students' individual needs. On this year's OPI Staff Survey, staff members responded in a positive manner to "I know how to measure the quality of my work." This OPI Staff Survey question was scored a 4.8 on a scale of zero to five (zero being "Strongly Disagree", five being "Strongly Agree").

Education Design:

School-wide Improvement Model: William Lehman Elementary is committed to pursuing academic excellence for all students driven by collaborative efforts among the students, staff, parents, and community members. After data is analyzed to identify instructional areas to be improved, the faculty and staff use the Continuous Improvement Model to empower each student to reach their full potential. We strive to prepare our students to be thinkers, to be unafraid of change, and to know how to locate and retrieve information. Through the school framework, technology is infused in all areas of the curriculum, developing a strong educational foundation. We nurture the child's pro-social qualities of helpfulness, responsibility, and concern for others.

Extended Learning Opportunities: Instruction is tailored to meet the needs of individual students through the provisions of the following programs: English for Speakers of other Languages (ESOL), Spanish for Spanish (Spanish S), Spanish as a Second Language (Spanish SL), Curriculum Content in the Home Language (CCHL), Exceptional Student Education (ESE), Advanced Academics (TEAM and Gifted), and speech and language services. Strategies to be implemented include, but are not limited to: utilization of the Competency-Based Curriculum (CBC) and Sunshine State Standards, hands-on learning activity centers, integration of science materials and technology, student portfolios, reading tutoring lab, daily journal writing, utilization of a fully-equipped computer lab, curriculum development, and continuous monitoring of the School Improvement Plan. These provisions and strategies will compliment our mission to provide a "high-tech/soft-touch" education, to expand the mind of the student, and to foster the humanity of the child. On this year's OPI Staff Survey, staff members felt positively about "I know my organization's mission." This OPI Staff Survey question was scored a 4.6 on a scale of zero to five (zero being "Strongly Disagree", five being "Strongly Agree").

Performance Results:

William Lehman has received an "A" from the Florida Department of Education for the past years three years, and has been recognized for 85 percent of the students meeting high standards in reading, 90 percent of students are at or above grade level in math, and 94 percent of students are meeting state standards in writing. William Lehman has met federal adequate yearly progress under (NCLB).

William Lehman Elementary prides itself on the persistent pursuit of excellence ranking number one in all of Miami-Dade County making learning gains in mathematics and attained the 4th highest score meeting high standards in mathematics in all elementary schools in Miami-Dade County.

GOAL 1: READING

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 1 STATEMENT:

The students of William Lehman Elementary will improve their academic achievement in reading.

Needs Assessment

After analyzing the results of the 2005 FCAT Reading Test showing that 79 percent of the students in grades 3-5 met high standards, it has been determined that further teaching is needed in the tested areas of reference and research.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades 3-5 will improve reading skills as evidenced by a minimum of 86 percent scoring at a Level 3 or higher on the 2006 FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Integrate reading FCAT task cards and questioning strategies throughout the school curriculum.	Reading Teachers	8/8/2005	5/24/2006
Utilize FCAT Explorer Program to enhance reading and test taking skills.	Reading Teachers	8/8/2005	5/24/2006
Continue to infuse technology into reading through Accelerated Reader and STAR programs.	Media Specialist, Reading Teachers	8/8/2005	5/24/2006
Coordinate grade level staff development meetings to facilitate articulation within grade levels regarding effective reading practices.	Reading Coach, Grade Level Chairpersons, Media Specialist	8/8/2005	5/24/2006
Continue utilization of CRISS strategies and the Reading components of the CRRP for classroom instruction in accordance with the Continuous Improvement Model.	Reading Teachers	8/8/2005	5/24/2006
Develop ideas and methods of enhancing students' reference and research skills	Reading Teachers Media Specialist	8/8/2005	5/24/06
Provide before-school, during-school, and after-school tutoring and assistance to low-performing students; tutoring effectiveness and student progress will be monitored with a pre-test, progress test, and post test.	Reading Coach Reading Teachers Reading Tutors	8/8/2005	5/24/2006

Research-Based Programs

Houghton Mifflin Miami-Dade Edition Reading Series

Voyager Passport for Kindergarten and 3rd grade

Early Success for grades 1 and 2

Soar to Success for grades 4 and 5

Professional Development

Reading/Language Arts teachers will participate in grade level common planning time to plan, evaluate, and improve the delivery of reading instructions.

Evaluation

The objective will be evaluated by the results of the 2006 FCAT Reading Test and the District Interim Assessment Tool.

GOAL 2: MATHEMATICS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 2 STATEMENT:

The students of William Lehman Elementary will improve their academic achievement in Mathematics.

Needs Assessment

After analyzing the results of the 2005 FCAT Mathematics Test, it has been determined that a greater emphasis is needed in the tested areas of geometry and number sense.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades 3-5 will improve their Mathematics skills as evidenced by a minimum of 91 percent of students scoring at Level 3 or higher on the 2006 FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize FCAT computer programs such as Compass Learning and FCAT explorer to help students' test taking skills and strategies.	Mathematics Teachers	08/08/2005	05/24/2006
Utilization of new Harcourt Math Florida Online products to reinforce concepts and skills in mathematics.	Mathematics Teachers	08/08/2005	05/24/2006
Continue to utilize a diversified mathematics program integrating teaching strategies accomodating different learning styles (textbook, manipulatives, technology).	Mathematics Teacher	08/08/2005	05/24/2006
Provide before school and after school tutoring for students on Academic Improvement Plans and teacher recommendations.	Assistant Principal, Reading Coach, Mathematics teachers	08/08/2005	05/24/2006
Sponsor motivational programs that increase the students' mathematics computation and application skills (i.e. Sunshine State Math, Math Bowl).	Mathematics Teachers	08/08/2005	05/24/2006
Provide staff development in the area of mathematics through district-wide programs and workshops to enhance student achievement.	Principal, Assistant Principal	08/08/2005	5/24/2006
Utilize scope and sequence of math instruction to ensure all Sunshine State Standards are taught to all students in all grade levels in accordance with the Continuous Improvement Model.	Mathematics Teachers	08/08/2005	05/24/2006
Continue after school tutoring for targeted NCLB sub-groups; tutoring attendance and lessons will be logged by math teachers/tutors. Tutoring effectiveness and student progress will be monitored by a pre-test, progress test, and post test.	Mathematics Teachers	08/08/2005	05/24/2006

Research-Based Programs

Harcourt Math - Florida Edition

Professional Development

Utilize grade level planning for scope and sequence of curriculum, Compass Training for technology based instruction, attendance at workshops sponsored by the Division of Math and Science by fifth grade science teachers (especially in workshops for number sense, date analysis, and meeting needs of the NCLB subgroups).

Evaluation

This objective will be evaluated by the results of the 2006 Mathematics FCAT and the 2006 District Interim Assessment Tool.

GOAL 3: WRITING

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 3 STATEMENT:

The students of William Lehman Elementary will improve their academic achievement in writing.

Needs Assessment

Results of the 2005 FCAT Writing Test indicate a combined score of 4.1 for narrative and expository. Our school's writing strength was in narrative writing with a score of 4.2. Our weakness was in expository writing with a score of 4.1. Ninety-eight percent of the grade four students at William Lehman Elementary scored a 3 or higher. More intensified instruction is needed in the expository form of writing.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade 4 will improve their writing skills as evidenced by 80% of students reaching the state required proficiency level of 4.0 or above as documented by scores on the 2006 FCAT Writing Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Continue staff development in the writing aspect of the district's revised Comprehensive Research-based Reading Plan to enhance student achievement.	Reading Coach Language Arts Teachers	08/08/2005	05/24/2006
Infuse technology into the school writing program through various word processing applications.	Language Arts Teachers, Media Specialist	08/08/2005	05/24/2006
Continue staff development in the use of rubrics and holistic scoring to enhance effective writing techniques.	Reading Coach, Language Arts Teachers	08/08/2005	05/24/2006
Continue to utilize the Sunshine State Standards for writing instruction in the classroom in accordance with the Continuous Improvement Model.	Language Arts Teachers	08/08/2005	05/24/2006
Have students respond to a variety of writing topics on a regular basis.	Language Arts Teachers	08/08/05	05/24/2006
Provide journal writing time during the Language Arts block.	Language Arts Teachers	08/08/2005	05/24/2006
Provide before school and after school tutoring for students on Academic Improvement Plans and teacher recommendations; a pre-test, progress test, and post test will help evaluate the effectiveness of the tutoring.	Assistant Principal, Reading Coach, Language Arts teachers	8/08/2005	5/24/2006

Research-Based Programs

Houghton Mifflin Miami-Dade Edition Reading Series

Professional Development

Primary and Intermediate Language Arts teachers will participate in mini writing workshops to improve the delivery of the school writing instruction. Teachers not already trained will be provided the opportunity to attend the University of Miami/Zelda Glazer Writing Institute.

Evaluation

The objective will be evaluated by the results of the 2006 FCAT Writing Test.

GOAL 4: SCIENCE

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 4 STATEMENT:

The students of William Lehman Elementary will improve their academic achievement in science.

Needs Assessment

The students at William Lehman Elementary scored a mean scale score of 311 on the 2005 FCAT Science subtest as opposed to 286 for the District and 296 for the State. Our areas of strength on the FCAT science subtest was in the area of "Physical and Chemical" science. We will address our areas of weakness, "Earth and Space" science and "Life & Environmental" science.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will meet or exceed the District mean scale score on the 2006 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Continue grade level planning for scope and sequence of science curriculum.	Grade Level Chairpersons, Math Teachers	08/08/2005	05/24/2006
Continue utilization of the science components of the Competency-Based Curriculum and Sunshine State Standards for classroom instruction.	Science Teachers	08/08/2005	05/24/2006
Utilization of district created pre-test, progress test, and post-test to identify areas needed for improvement.	Science Teachers	08/08/2005	05/24/2006
Utilize Harcourt Science Activity Videos to help the visual learner formulate science concepts and preview hands-on learning.	Science Teachers	08/08/2005	05/24/2006
Provide students with meaningful hands-on experimental opportunities through regular use of in-class science labs.	Science Teachers	08/08/2005	05/24/2006
Continue sponsorship of schoolwide Science Fair to help reinforce the scientific method.	Science Teachers	08/08/2005	05/24/2006
Continue to utilize a hands-on, mutli-tiered science program with teaching strategies and techniques that accomodate different learning styles.	Science Teachers	08/08/2005	05/24/2006
Disaggregate and analyze data from the 2005 FCAT Science Test to identify strengths and weaknesses.	Administrator and Math teachers	08/08/2005	05/24/2006

Research-Based Programs

Harcourt Brace Science Series

Professional Development

Science teachers will participate in grade level common planning time to plan, evaluate, and improve the delivery of science instruction.

Evaluation

The objective will be evaluated by the results of the District's pre test, progress test, post test and the 2006 FCAT Science Test.

Success will be achieved if our school's mean scale score in Science exceeds both the District's and State's mean scale scores on the 2006 FCAT Science test.

GOAL 5: PARENTAL INVOLVEMENT

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 5 STATEMENT:

There will be an increase in parental involvement at William Lehman Elementary.

Needs Assessment

Based on the results of the 2004-2005 School Climate Survey, 53 percent of parents attended less than four school activities. We need a greater percentage of parents attending numerous school events.

Measurable Objective

Given the schoolwide emphasis on parental and community involvement, the school will demonstrate an increase in parental and community involvement as evidenced by 58 percent of the parents and/or community members attending four or more school events as documented by the 2005-2006 School Climate Survey.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Newsletters and invitations to events will be sent home in English and in Spanish.	Office Staff	08/08/2005	05/24/2006
Update the school website on a regular basis to reflect school activities.	Technology Coordinator	08/08/2005	05/24/2006
Post upcoming events and important information outside the building.	Administration	08/08/2005	05/24/2006
Improve communication by providing effective newsletters, notices, and monthly calendars to keep parents informed of academic and extra curricular events at the school.	Administration Office Support Staff	08/08/2005	05/24/2006
Students' displayed work and student performances will be utilized to increase parental involvement at school functions.	Music Teachers Art Teacher Classroom Teachers	08/08/2005	05/24/2006

Research-Based Programs

n/a

Professional Development

The staff at William Lehman will attend in-house workshops on how to be effective facilitators and leaders in parental involvement.

Evaluation

Success will be demonstrated by showing a minimum of 58 percent attending four or more school events as evidenced by data collected through the 2005-2006 School Climate Survey, as well as parent and community member sign-in logs used at school events.

GOAL 6: DISCIPLINE & SAFETY

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 6 STATEMENT:

There will be an increase in the percentage of students present at William Lehman Elementary School.

Needs Assessment

Results of the attendance figures for the 2004-2005 school year show William Lehman Elementary School averaged a 96 percent daily attendance rate. We feel a greater average percentage of students in school will help increase learning gains.

Measurable Objective

Given an emphasis on the learning environment, schoolwide attendance will improve as evidenced by a 0.5 percent gain in daily average attendance as documented and compared to the 2004-2005 School Attendance Tracking System report.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
A monthly "Attendance Race" will be sponsored by the Parent Teacher Association to provide incentives for one class per grade level achieving the highest attendance.	Attendance Race Committee Parent Teacher Association Classroom Teachers	8/8/2005	5/24/2006
Prepare and maintain a bulletin board displaying the attendance data to enhance student interest.	Attendance Race Committee	8/8/2005	5/24/2006
Recognize students achieving perfect attendance on a grading period and yearly basis.	Office Support Staff Classroom Teachers Parent Teacher Association	8/8/2005	5/24/2006
Analyze attendance results on a daily basis and read updates on the morning announcements.	Attendance Race Committee Administration	8/8/2005	5/24/2006
Meet regularly to analyze results and implement the district's truancy intervention procedures.	Attendance Committee	8/8/2005	5/24/2006

Research-Based Programs

n/a

Professional Development

2005-2006 Truancy Intervention Program Workshop (TIP) Program (Assistant Principal, Counselor, Attendance Clerk)

Evaluation

The objective will be evaluated by analyzing and comparing the School Attendance Tracking System's monthly and year-end school attendance figures for the 2005-2006 school year as compared to 2004-2005 figures.

GOAL 7: TECHNOLOGY

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 7 STATEMENT:

The staff at William Lehman Elementary will increase the use of technology.

Needs Assessment

Results on the August 2005, school-developed technology survey indicate that only 55 percent of teachers utilize technology in their instruction. We need to increase teacher utilization of technology.

Measurable Objective

Given professional development in the application and infusion of technology into the curriculum, 70 percent of students in each homeroom class will participate in at least one computer-assisted activity per semester during the 2005-2006 school year as documented by teacher logs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize fully-equipped computer lab for integration of technology into the curriculum.	Technology Coordinator, MicroSystems Technician, Classroom Teachers	10/10/2005	5/24/2006
Develop PowerPoint presentations as visual tools.	Technology Coordinator, Media Specialist Teachers	8/8/2005	5/24/2006
Student technology logs will be maintained to monitor computer usage.	Classroom Teachers	8/8/2005	5/24/2006
Infuse appropriate technology based tools in the classrooms.	MicroSystems Technician, Technology Coordinator, Media Specialist	8/8/2005	5/24/2006
Initiate the use of Riverdeep which will afford the students the opportunity to enrich their math and reading skills using technology.	Classroom Teachers Technology Coordinator	8/8/2005	5/24/2006

Research-Based Programs

STAR Reading

Riverdeep Math & Reading

Leapfrog Learning Systems

Professional Development

Provide in-house workshops for teachers and staff to increase the utilization of technology and software programs as a tool for learning. Provide mentors to model appropriate integration strategies in the classroom setting.

Evaluation

This objective will be evaluated by examining teacher logs, computer lab logs and samples of computer-assisted activities. One activity completed by 70 percent of the students in each homeroom by the end of the second quarter will provide formative assessment which will be used to monitor progress toward the objective.

GOAL 8: HEALTH & PHYSICAL FITNESS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

GOAL 8 STATEMENT:

The students of William Lehman Elementary will improve their overall health.

Needs Assessment

After analyzing the data demonstrating that 31,338 breakfasts were served during the 2004-2005 school year, it has been determined that additional students would benefit from the free breakfast program.

Measurable Objective

Given emphasis on the benefits of eating breakfast program, the number of students participating in the free school breakfast program will increase by 5 percent as documented by our school's student breakfast tracking report (Provision 2 Breakfast Program) during the 2005-2006 school year as compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Promote breakfast through the morning announcement news.	Media Specialist	8/8/2005	5/24/2006
Display posters and motivational materials to promote the free breakfast.	Cafeteria Manager	8/8/2005	5/24/2006
Integrate nutritional benefits of breakfast into the science curriculum.	Classroom Teachers	8/8/2005	5/24/2006
Inform parents through newsletters and the school website on the benefits for eating breakfast.	Administration Technology Coordinator	8/8/2005	5/24/2006
Provide a clean, friendly environment to make breakfast eating a pleasant experience.	Cafeteria Staff	8/8/2005	5/24/2006

Research-Based Programs

National School Breakfast Program

Professional Development

Provide in-house workshops for teachers and staff to increase their knowledge of health and nutrition.

Evaluation

The objective will be evaluated by comparing the total number of breakfasts served during the 2005-2006 school year as compared to the 2004-2005 school year as documented by the Provision 2 Breakfast tracking program .

GOAL 9: ELECTIVES & SPECIAL AREAS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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Miami-Dade County Public Schools

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 9 STATEMENT:

There will be an increase in the percentage of students participating in the Academic Excellence Program.

Needs Assessment

After analyzing the benefits of the Academic Excellence Program, it is determined that more students should benefit from a program that augments high-order thinking skills.

Measurable Objective

Given emphasis on the benefits of participating in advanced academic programs, the number of students enrolled in the Academic Excellence Program will increase by 5 percent during the 2005-2006 school year as compared to the 2004-2005 school year as documented by participation and membership logs of the Academic Excellence and Drama Factory programs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Maintain or increase participation in the Drama Factory program.	Drama Factory Sponsors	8/8/2005	5/24/2006
Provide a checklist for teacher input to identify potential AEP candidates.	Club Sponsor Classroom, Teachers	8/8/2005	5/24/2006
Include Academic Excellence Program information at the annual Parent Resource Fair.	Assistant Principal, Club Sponsor	8/8/2005	5/24/2006
Increase participation in the Academic Excellence after-school chess program.	Club Sponsor/Teacher	8/8/2005	5/24/2006

Research-Based Programs

Academic Excellence Program

Professional Development

Workshop: (Club Sponsor) Center for Civic Education; non-violence

Evaluation

The objective will be evaluated by comparing the membership during the 2005-2006 school year to the 2004-2005 school year.

GOAL 10: RETURN ON INVESTMENT

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

GOAL 10 STATEMENT:

William Lehman Elementary School will provide an excellent return on investment to its shareholders.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2003, William Lehman Elementary School ranked at the 96th percentile on the State of Florida ROI index.

Measurable Objective

William Lehman Elementary School will rank at or above the 97th percentile statewide in the ROI index of value and cost effectiveness of its programs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Become more informed about the use of financial resources in relation to school programs.	Grade Level Chairpersons Administration	08/08/2005	05/24/2006
Collaborate with the district on resource allocation.	Administration	08/08/2005	05/24/2006
Consider shared use of facilities, partnering with community agencies.	Administration	08/08/05	05/24/2006
Consider reconfiguration of existing resources of taking advantage of a broader resource base, volunteer networks.	Administration	08/08/2005	05/24/2006
Research and communicate with the District to determine how our increase with the number of ESE student population will influence the ROI.	Administration EESAC	08/08/2005	05/24/2006

Research-Based Programs

State of Florida ROI Index Publications

Professional Development

The Leadership Team will conduct in-house workshops explaining ROI to instructional personnel.

Evaluation

On the next State of Florida ROI index publication, William Lehman Elementary School will show progress toward rank at or above the 90th percentile.

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><i>The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.</i></p>

Budget:

The EESAC recommends the school's budget be explained to teachers and staff so they may gain a better understanding of the school's needs and funding sources.

Training:

The EESAC recommends continued staff development in reading, hands-on mathematics and science skills, and technology to ensure the staff at every level remains current with regard to district initiatives and recommends best practices be utilized in these key areas of the curriculum.

Instructional Materials:

The EESAC recommends funding to be used towards updating technology and purchasing books for the media center.

Technology:

The EESAC recommends the implementation of a computer laboratory to be available to all classes. This laboratory will facilitate the integration of technology across the curriculum.

Staffing:

The EESAC recommends the hiring of hourly paraprofessionals to assist in FCAT tutoring and Reading lab as budget constraints allow.

Student Support Services:

The EESAC recommends continued counseling of students in learning-disabled and at-risk classes. Additionally, students who display disruptive behavior will receive counseling immediately. Parent conferences and child study teams will continue as needed. Events for parents and students include a book fair with after-school hours, a holiday program, and a science night.

Other Matters of Resource Allocation:

The EESAC recommends that other matters of resource allocation will be determined based on availability of funds and input from the faculty.

Benchmarking:

The EESAC recommends that we continue our benchmarking activities during the school year in preparation for Mid-Year Review and Recognizing Progress Report of our School Improvement Plan.

School Safety & Discipline:

The EESAC recommends the continued use of Safety Patrol and continuation of the Drug Abuse Resistance Education (DARE) program.

This School Improvement Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

Additionally, the signature of the Region Superintendent/District Administrator certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

Region Superintendent