
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 2891 - William Lehman Elementary School

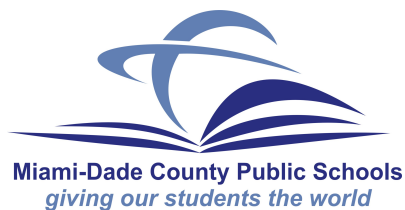
FeederPattern: Miami Killian Senior

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 874 students, 62.7 percent Hispanic, 24.7 percent white non-Hispanic, 6.9 percent black non-Hispanic, and 5.7 percent other. At William Lehman Elementary, 39 percent of our student population has been identified as economically disadvantaged, 6.6 percent Special Education Students (ESE), and 35.8 percent English Language Learners (ELL). Instruction is tailored to meet the needs of individual students through the provisions of the following programs: Florida Sunshine State Standards, Florida Grade Level Expectations, Competency-Based Curriculum, World Languages, Curriculum Content in the Home Language (CCHL), Special Education Students (ESE), Advanced Academics (TEAM and Gifted), Academic Excellence Program (AEP), After School Care, Closed-circuit morning news team, Computer Lab, Art Club, Chess Club, Future Educators of America (FEA), Safety Patrols, String Music Program, 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 88 percent scoring at a Level 3 or higher on the 2007 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 87 percent of students scoring at Level 3 or higher on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade 4 will improve their writing skills as evidenced by 94 percent of students reaching the state required proficiency level of 3.5 or above as documented by scores on the 2007 FCAT + Writing Test.

Given instruction using the Sunshine State Standards, students in grade 5 will improve their Science skills as evidenced by a minimum of 67 percent of students scoring at Level 3 or higher on the 2007 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 40 percent of the parents and/or community members attending four or more school events as documented by sign-in sheets for 2006-2007 school events.

Given an emphasis on the learning environment, school wide attendance will improve as evidenced by a 0.35 percent gain in daily average attendance for the 2006-2007 school year as documented and compared to the 2005-2006 School Attendance Tracking System report. Our target attendance rate will be 96.13

percent for the 2006-2007 school year.

Given professional development in the application and infusion of technology into the curriculum, 90 percent of students in each homeroom class will participate in at least one computer-assisted activity per semester during the 2006-2007 school year as documented by teacher logs.

The number of students participating in the free school breakfast program will increase by 4 percent as documented by our school's student breakfast tracking report (Provision 2 Breakfast Program) during the 2006-2007 school year as compared to the 2005-2006 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 to 75 or more students (up from 75 for the 2005-2006 school year) during the 2006-2007 school year as documented by participation and membership log of Academic Excellence.

William Lehman Elementary School will rank at or above the 98th percentile statewide in the next publication of the Return on Investment (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 Snapshot (OPIS) indicate two areas in need of 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 OPIS 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 the Sabal Chase development of Miami-Dade County, Florida. The student population is comprised of approximately 874 students, 62.7 percent Hispanic, 24.7 percent white non-Hispanic, 6.9 percent black non-Hispanic, and 5.7 percent Other. At William Lehman Elementary, 39 percent of our student population has been identified as economically disadvantaged, 6.6 percent Special Education Students (ESE), and 36 percent are English Language Learners (ELL). 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 28 percent White (non-hispanic), 17 percent Black, and 55 percent Hispanic. Approximately 48 percent of teachers have advanced college degrees (Masters, Specialists, or Doctorates). The teaching staff has an average of ten years teaching experience in Florida. Twelve percent of our teachers are considered beginning teachers. No teachers are teaching out-of-field. Six teachers at William Lehman Elementary School are National Board Certified.

William Lehman Elementary School has received an "A" from the Florida Department of Education for the past four years, and has been recognized for 87 percent of the students meeting high standards in reading; 86 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 AYP under (NCLB)for the past two school years.

William Lehman Elementary School prides itself on the persistant pursuit of academic excellence. Additionally, William Lehman Elementary was recognized by the United Way for being the top elementary school fundraiser in Regional Center V.

Among the 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 organization's stakeholders by promoting a safe and secure environment where staff and students feel valued, respected, and motivated. The leadership score on this year's OPIS Staff Survey had one of the three highest scores 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 "Strongly Disagree", five being "Strongly Agree."). The administration actively participates in establishing, prioritizing, and setting educational goals through attending regularly scheduled staff and grade level meetings, modeling and supporting the school's 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 OPIS Staff Survey, staff members responded in a very positive way to "I know who my most important customers are." This OPIS Staff Survey question scored a 4.8 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 OPIS Staff Survey, staff members responded in a very positive way to, "I know how to analyze the quality of my work to see if changes are needed." This OPIS Staff Survey question scored a 4.7 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 OPIS Staff Survey, staff members responded in a positive fashion to, "The people I work with cooperate and work as a team." This OPIS Staff Survey question scored a 4.6 on a scale 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 assisting in developing differentiated instruction to support the students' individual needs. On this year's OPIS 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 Speakers(Spanish S), Spanish as a Second Language (Spanish SL), Curriculum Content in the Home Language (CCHL), Special Education (SPED), 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 OPIS 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 four years, and has been recognized for 87 percent of the students meeting high standards in reading; 86 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 AYP under (NCLB).

William Lehman Elementary prides itself on the persistant pursuit of excellence.

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 checked="" 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.
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GOAL 1 STATEMENT:

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

Needs Assessment

After analyzing the results of the 2006 FCAT Reading Test, data indicates that 86 percent of the students in grades 3-5 scored at levels three or higher. After analyzing the content cluster, it has been determined that further teaching is needed in the tested areas of Main Idea/Author's Purpose.

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 88 percent scoring at a Level 3 or higher on the 2007 FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Integrate reading FCAT task cards and questioning strategies throughout the school curriculum.	Reading Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize the FCAT Explorer Program to enhance reading and test taking skills.	Reading Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Coordinate grade level staff development meetings to facilitate articulation within grade levels regarding effective reading practices.	Reading Coach, Grade Level Chairpersons, Media Specialist	8/14/2006	5/30/2007	Academic Teams	\$0.00
Develop ideas and methods of enhancing students' Main Idea/Author's Purpose	Reading Teachers Media Specialist	8/14/2006	5/30/07	District Strategic Plan	\$0.00
Continue to infuse technology into reading through Accelerated Reader and STAR programs to help maintain or increase the percentage of students scoring level three or higher on the 2007 FCAT Reading Test.	Media Specialist, Reading Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Continue utilization of CRISS strategies and the Reading components of the CRRP for high achieving students in accordance with the Continuous Improvement Model.	Reading Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide before school, during school, and after school tutoring and assistance to low-performing students using Voyager for kindergarten and 3rd grade, Early Success for grades 1 and 2, and Soar to Success for grades 4 and 5; tutoring effectiveness and student progress will be monitored with a pre-test and post test.	Reading Coach Reading Teachers Reading Tutors	8/14/2006	5/30/2007	Small Learning Communities	\$5000.00

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 instruction. In-house workshops on Guided Reading will help reading teachers to enrich reading comprehension instruction.

Evaluation

The objective will be evaluated by the results of the 2007 FCAT Reading Test and the District Interim Assessment Tool. The Continuous Improvement Model will assist teachers in monitoring progress throughout the school year. Our tutorial efforts will be monitored by the administration of pre and post tests.

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

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 2 STATEMENT:

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

Needs Assessment

After analyzing the results of the 2006 FCAT Mathematics Test, it has been determined that a greater emphasis is needed in the tested area of number sense. 86 percent of students in grades three through five scored at level three or higher on the 2006 FCAT Mathematics Test. In the subtest area of Number Sense, third graders answered an average of 67 percent of the questions correctly, fourth graders answered an average of 70 percent of the questions correctly, and fifth graders answered an average of 62 percent of the questions correctly.

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 87 percent of students scoring at Level 3 or higher on the 2007 FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide staff development in the area of mathematics through district-wide programs and workshops to enhance student achievement.	Principal, Assistant Principal	08/14/2005	5/30/2007	District Strategic Plan	\$0.00
Utilize FCAT computer programs such as Riverdeep and FCAT Explorer to help students' test taking skills and strategies.	Mathematics Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Sponsor motivational programs that increase the students' mathematics computation and application skills (i.e. Math Bowl).	Mathematics Teachers	08/14/2006	05/24/2007	Continuous Improvement Model	\$0.00
Continue to utilize a diversified mathematics program integrating teaching strategies accomodating different learning styles (textbook, manipulatives, technology).	Mathematics Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Utilize scope and sequence of math instruction to ensure all Sunshine State Standards are taught to all students in all grade levels.	Mathematics Teachers	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Continue to meet by grade levels and content clusters on a biweekly basis in order to facilitate team planning and idea sharing.	Mathematics Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Provide before school, during school, and after school tutoring for Level 1 and level 2 students as well as teacher recommendations; tutoring attendance and lessons will be logged by math teachers/tutors. Tutoring effectiveness and student progress will be monitored by a pre-test and post-test.	Assistant Principal, Mathematics Teachers	08/14/2006	05/30/2007	Small Learning Communities	\$10000.00
Utilization of Harcourt Math Florida Online products (including assessment tools) to reinforce concepts and skills in mathematics such as Number Sense.	Mathematics Teachers	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

Harcourt Math - Florida Edition

Professional Development

Utilize grade-level planning for scope and sequence of curriculum; attendance at workshops sponsored by the Division of Math and Science by fifth grade science teachers (especially in workshops for number sense and meeting needs of the NCLB subgroups). The Professional Development catalog will be used to identify and match teachers' needs with math programs and workshops.

Evaluation

This objective will be evaluated by the results of the 2007 Mathematics FCAT and the 2006-2007 District Interim Assessment Tool. Our tutorial efforts will be monitored by the administration of pre and post tests.

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 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 checked="" type="checkbox"/>

GOAL 3 STATEMENT:

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

Needs Assessment

Results of the 2006 FCAT Writing Plus Test indicate a combined score of 4.2 for narrative and expository. The school's writing strength was in expository writing with an average score of 4.3. Our weakness was in narrative writing with an average score of 3.9. 94 percent of the grade four students at William Lehman Elementary scored a 3.5 or higher. After data analysis in the content cluster, 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 94 percent of students reaching the state required proficiency level of 3.5 or above as documented by scores on the 2007 FCAT + Writing Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Infuse technology into the school writing program through various word processing applications.	Language Arts Teachers, Media Specialist	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Have students respond to a variety of writing topics on a regular basis.	Language Arts Teachers	08/14/06	05/30/2007	District Strategic Plan	\$0.00
Provide journal writing time during the Language Arts block.	Language Arts Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
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	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Continue staff development in the use of rubrics and holistic scoring to enhance effective writing techniques.	Reading Coach, Language Arts Teachers	08/14/2006	05/30/2007	Academic Teams	\$0.00
Continue to utilize the Sunshine State Standards for writing instruction in the classroom in accordance with the Continuous Improvement Model.	Language Arts Teachers	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Provide writing teachers (not already trained) the opportunity to attend the University of Miami/Zelda Glazer Writing Institute.	Writing Teachers Administrators	08/14/06	05/30/07	District Strategic Plan	\$0.00
Provide before school, during school, and after school tutoring for students on Progress Monitoring Plans (PMPs) and teacher recommendations; a pre-test and post- test will help evaluate the effectiveness of the tutoring.	Assistant Principal, Reading Coach, Language Arts teachers	8/14/2006	5/30/2007	Small Learning Communities	\$5000.00

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. In-house workshops on Writing + will help writing teachers assess the four elements of writing (focus, organization, support, and conventions) and practice utilization of the rubric to evaluate students' writing. Primary teachers receive in-house training in Sanron writing techniques.

Evaluation

The objective will be evaluated by the results of the 2007 FCAT + Writing Test. Writing teachers will monitor the progress of their students through the use of classroom monthly writing prompts and evaluation. Our tutorial efforts will be monitored by the administration of pre and post writing tests.

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 checked="" 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

Results of the 2006 FCAT fifth grade science subtest indicate the students at William Lehman Elementary scored a mean scale score of 317 as compared to 288 for the District and 299 for the State. A total of 42 percent of fifth grade students met high standards by scoring level three or above on the 2006 FCAT Science Test. According to the Science Content Cluster comparative data, our area of strength on the FCAT science subtest were in the area of "Scientific Thinking" (58 percent correct) and "Physical/Chemical" science (58 percent correct) . We will address our areas of weakness, "Earth and Space" science (57 percent correct) and "Life & Environmental" science (53 percent correct).

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade 5 will improve their Science skills as evidenced by a minimum of 67 percent of students scoring at Level 3 or higher on the 2007 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide students with meaningful hands-on experimental opportunities through regular use of in-class science labs.	Science Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Utilize Harcourt Science activity videos to help the visual learner formulate science concepts and preview hands-on learning.	Science Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Continue to utilize a hands-on, multi-tiered science program with teaching strategies and techniques that accomodate different learning styles.	Science Teachers	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Continue sponsorship of a school wide Science Fair to help reinforce the scientific method.	Science Teachers	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Continue grade level planning for scope and sequence of science curriculum.	Grade Level Chairpersons, Science Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Disaggregate and analyze data from the 2006 FCAT Science Test to identify strengths and weaknesses.	Administrators, Science Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Pacing and scope and sequence will be facilitated by the Region V Curriculum Support Specialist.	Science Teachers Region V Curriculum Support Specialist	08/14/06	05/30/07	District Strategic Plan	\$0.00
Continue utilization of the science components of the Competency-Based Curriculum and Sunshine State Standards for classroom instruction.	Science Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Provide after school science tutoring for fifth grade students identified by teacher recommendation.	Science Teachers	08/14/06	05/30/07	District Strategic Plan	\$5000.00
Utilize the EduSoft Zone software to help increase student performance and comprehension in science.	Science Teachers	08/14/06	05/30/07	Continuous Improvement Model	\$0.00
Utilization of district created interim tests to identify areas needed for improvement.	Science Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00

Continue to meet by grade levels to address for planning and addressing the content clusters needs of "Earth and Space" and "Life and Environmental" science.	Science Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
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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. Regional Teacher Support Specialist will assist classroom teachers in the development of scope and sequence, pacing, and core curriculum.

Evaluation

The objective will be evaluated by the results of the 2007 FCAT Science Test. In-house progress will be measured using the Grade 5 FCAT Science interim tests. Our tutorial efforts will be monitored by the administration of pre and post tests.

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

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 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 2005-2006 School Climate Survey, only 29.8 percent of parents attended four or more school activities. Attendance at PTA meetings and other school events appear to be on the decline; participation at many events was not monitored/measured by the use of sign-in sheets.

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 40 percent of the parents and/or community members attending four or more school events as documented by sign-in sheets for 2006-2007 school events.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Update the school website on a regular basis to reflect school activities (PTA Standard I).	Technology Coordinator	08/14/2006	05/30/2007	Community Partnerships	\$0.00
Post upcoming events and important information outside the building (PTA Standard I).	Administration	08/14/2006	05/30/2007	Community Partnerships	\$0.00
Improve communication by providing effective newsletters, notices, and monthly calendars to keep parents informed of academic and extra curricular events at the school (PTA Standard I).	Administration Office Support Staff	08/14/2006	05/30/2007	Community Partnerships	\$0.00
Students' displayed art work and student performances will be utilized to increase parental involvement at school functions (PTA Standard VI).	Music Teachers Art Teacher Classroom Teachers	08/14/2006	05/30/2007	Community Partnerships	\$0.00
Notify parents of upcoming events and school news through the use of the ConnectEd phone messaging system (PTA Standard I).	Administration	08/14/2006	05/30/07	Continuous Improvement Model	\$0.00
Newsletters and invitations to events will be sent home on a regular basis.	Office Staff	08/14/2006	05/30/2007	Community Partnerships	\$0.00

Research-Based Programs

National PTA

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 40 percent attending four or more school events as evidenced by data collected through sign-in sheets for 2006-2007 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 2005-2006 school year show William Lehman Elementary School averaged a 95.78 percent daily attendance rate. This figure reflects a drop of 0.35 percentage points from the previous school year's average attendance figures. We feel a greater average percentage of students in school will help increase learning and promote student safety.

Measurable Objective

Given an emphasis on the learning environment, school wide attendance will improve as evidenced by a 0.35 percent gain in daily average attendance for the 2006-2007 school year as documented and compared to the 2005-2006 School Attendance Tracking System report. Our target attendance rate will be 96.13 percent for the 2006-2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		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	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Prepare and maintain a bulletin board displaying the attendance data to enhance student interest.	Attendance Race Committee	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Analyze attendance results on a daily basis and read updates on the morning announcements.	Attendance Race Committee Administration	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Recognize students achieving perfect attendance every grading period and at the end of the school year.	Office Support Staff Classroom Teachers Parent Teacher Association	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Meet regularly to analyze results and implement the District's Truancy Intervention Program.	Attendance Committee	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

n/a

Professional Development

2006-2007 Truancy Intervention Program (TIP)

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 2006-2007 school year as compared to 2005-2006 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.)

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

Miami-Dade County Public Schools

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

GOAL 7 STATEMENT:

The students and staff at William Lehman Elementary will utilize a greater variety of software and web-based tools to enhance learning gains and communication skills.

Needs Assessment

Results on the 2005-2006 school-developed technology survey indicate that only 55 percent of teachers utilize technology in their instruction. We need to increase teacher utilization and variety of technology in order to better prepare students for future success in a global economy with a growing emphasis on technology.

Measurable Objective

Given professional development in the application and infusion of technology into the curriculum, 90 percent of students in each homeroom class will participate in at least one computer-assisted activity per semester during the 2006-2007 school year as documented by teacher logs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Student technology logs will be maintained to monitor computer usage.	Classroom Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Infuse appropriate technology based tools in the classrooms.	Microsystems Technician, Technology Coordinator, Media Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Develop PowerPoint presentations as visual tools to help prepare students for visual presentations.	Technology Coordinator, Media Specialist Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Utilize fully-equipped computer lab for integration of technology into the curriculum.	Technology Coordinator, Microsystems Technician, Classroom Teachers	08/14/2006	5/30/2007	District Strategic Plan	\$0.00
Further infuse the use of Riverdeep, AR Reading, and Harcourt Math Center Assessment and Intervention Systems to afford students the opportunity to enrich their math and reading skills using technology.	Classroom Teachers Technology Coordinator	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

Riverdeep Math and Reading

Harcourt Math Center Assessment System

Harcourt Math Center Intervention System

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 90 percent of the students in each homeroom by the end of the second quarter will provide formative assessments 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.)

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 24.5 percent of students ate a school breakfast during the 2005-2006 school year, it has been determined that additional students would benefit from the free breakfast program.

Measurable Objective

The number of students participating in the free school breakfast program will increase by 4 percent as documented by our school's student breakfast tracking report (Provision 2 Breakfast Program) during the 2006-2007 school year as compared to the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Promote breakfast through the morning announcement news.	Media Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Display posters and motivational materials to promote the free breakfast.	Cafeteria Manager	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Integrate nutritional benefits of breakfast into the science curriculum.	Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Inform parents through newsletters and the school website on the benefits for eating breakfast.	Administration Technology Coordinator	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide a clean, friendly environment to make breakfast eating a pleasant experience.	Cafeteria Staff	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

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 2006-2007 school year as compared to the 2005-2006 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.)

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

Miami-Dade County Public Schools

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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. During the 2005-2006 school year, 92 percent of Chess Club students scored at levels three or above on the 2006 FCAT Mathematics test (compared to 86 percent of general student population). During the 2005-2006 school year, 97 percent of Drama Factory students scored at levels three or above on the 2006 FCAT Reading test (compared to 87 percent of general student population). 65 students benefited from the Academic Excellence Program during the 2005-2006 school year.

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 to 75 or more students (up from 75 for the 2005-2006 school year) during the 2006-2007 school year as documented by participation and membership log of Academic Excellence.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide a checklist for teacher input to identify potential AEP candidates.	Club Sponsor Classroom, Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Include Academic Excellence Program information at the annual Parent Resource Fair.	Assistant Principal, Club Sponsor	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Maintain or increase participation in the Drama Factory program.	Drama Factory Sponsors	8/14/2006	5/30/2007	Expanding arts opportunities	\$3000.00
Increase participation in the Academic Excellence Program's after school chess program.	Club Sponsor/Teacher	8/14/2006	5/30/2007	Continuous Improvement Model	\$3000.00

Research-Based Programs

Academic Excellence Program

Professional Development

Academic Excellence Program Workshop

Evaluation

The objective will be evaluated by comparing the membership during the 2006-2007 school year to the 2005-2006 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.)

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

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

GOAL 10 STATEMENT:

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

Needs Assessment

The most recent data supplied from the Florida Department of Education indicate that in 2004-2005, William Lehman Elementary School ranked at the 98th percentile on the State of Florida ROI index.

Measurable Objective

William Lehman Elementary School will rank at or above the 98th percentile statewide in the next publication of the Return on Investment (ROI) index of value and cost effectiveness of its programs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		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	Continuous Improvement Model	\$0.00
Collaborate with the district on resource allocation.	Administration	08/08/2005	05/24/2006	Continuous Improvement Model	\$0.00
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	Continuous Improvement Model	\$0.00
Consider shared use of facilities and partnering with community agencies.	Administration	08/08/05	05/24/2006	Continuous Improvement Model	\$0.00
Consider reconfiguration of existing resources by taking advantage of a broader resource base, volunteer networks.	Administration	08/08/2005	05/24/2006	Continuous Improvement Model	\$0.00

Research-Based Programs

n/a

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 96th percentile.

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<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>

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 upgrades and additions to the computer laboratory. Upgrades and additions will enable the laboratory to facilitate the integration of technology across the curriculum for entire classes at a time.

Staffing:

The EESAC recommends the hiring of hourly paraprofessionals to assist in FCAT tutoring and ICU 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 Year-end review of the 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.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$5,000.00
Goal 2: Mathematics	\$10,000.00
Goal 3: Writing	\$5,000.00
Goal 4: Science	\$5,000.00
Goal 5: Parental Involvement	\$0.00
Goal 6: Discipline & Safety	\$0.00
Goal 7: Technology	\$0.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$6,000.00
Goal 10: Return On Investment	\$0.00
Total:	\$31,000.00

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