

# SCHOOL IMPROVEMENT PLAN 2007 - 2008

## William Lehman Elementary School (2891)

Feeder Pattern - Miami Killian Senior

Regional Center V

District 13 - Miami-Dade

Principal - Maria Cecilia Cruz

Superintendent - Rudolph F. Crew, Ed.D.



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## EXECUTIVE SUMMARY

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William Lehman Elementary School, established in 1995, is a public, non-profit organization within the Miami-Dade County Public School System and the Miami Killian Senior High School Feeder Pattern. It is located in a culturally diverse community located in the Sabal Chase development of Miami-Dade County, Florida. School partnerships have been established to strengthen academic and extracurricular programs; partners include Jackson Memorial Hospital, Coldstone Creamery on S.W. 120th Street, Publix in the Town and Country Mall, Tony Roma's on SW 88th Street and 97th Avenue, and a highly involved and supportive PTA. The grade configuration for the school is Pre-Kindergarten through fifth grade. The student population is comprised of approximately 758 students, 67 percent Hispanic, 19 percent White non-Hispanic, 7 percent Black non-Hispanic, 3 percent Asian, and 4 percent Multiracial. At William Lehman Elementary, 40 percent of our student population has been identified as economically disadvantaged, 7 percent Special Education Students (ESE), and 36 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 - speech and/or language services (ESE), Advanced Academics (TEAM and Gifted), Academic Excellence Program (AEP), The Drama Factory, Before/After School Care, Closed-circuit morning news team, Computer Lab, Art Club, Chess Club, Future Educators of America (FEA), Safety Patrols, and String Music Program. Students at William Lehman Elementary have met AYP goals for the past three years. The populations of AYP at William Lehman Elementary School include: White, Hispanic, Economically Disadvantaged, and English Language Learners. The teacher population consists of fifty-five full time teachers. The teacher demographics, as last reported, include: 26 percent White, 20 percent Black, and 54 percent Hispanic. 54 percent of teachers hold an advanced degree. The student to teacher ratio is 15:1. William Lehman Elementary School is proud of its continued excellence in academic achievement. The school grade has been an "A" for five consecutive years, with three consecutive years of meeting Adequate Yearly Progress for all subgroups. Strengths include core subject areas Reading, Mathematics, and Writing. Areas of concern include raising achievement levels in Science, raising Mathematics scores in specific subtests, and raising achievement in the grammar section of the 2008 Writing + FCAT test.

Given instruction utilizing the Sunshine State Standards, students in grades 3-5 will improve reading skills as evidenced by a minimum of 88 percent scoring at Level 3 or higher on the 2008 FCAT Reading Test.

Given instruction utilizing the Sunshine State Standards, students in grades 3-5 will improve their mathematics skills as evidenced by a minimum of 84 percent of students scoring at Level 3 or higher on the 2008 FCAT Mathematics Test.

Given instruction utilizing the Sunshine State Standards, students in grade 4 will improve their writing skills as evidenced by 76 percent of students reaching the state required proficiency Level of FCAT Levels 3-5 when analyzing total scale scores as documented by scores on the 2008 FCAT Writing + Test.

Given instruction utilizing the Sunshine State Standards, students in grade 5 will improve their Science skills as evidenced by a minimum of 69 percent of students scoring at Level 3 or higher on the 2008 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 50 percent of the parents and/or community members attending two or more school events as documented by sign-in sheets and ticket sales for 2007-2008 school events.

Given an emphasis on safety, fire drills conducted for the 2007-2008 school year will incorporate an emergency scenario, and demonstrate at least 70 percent of all fire drill times from all building areas evacuated within a maximum time of 2 minutes and 30 seconds as documented by data reported on the Emergency Drill Reporting System.

Given instruction in the use of the District Electronic Gradebook, 100 percent of instructional staff in Kindergarten through fifth grade will utilize the Electronic Gradebook to document and communicate student grades and attendance for the 2007-2008 school year.

Given instruction utilizing the Sunshine State Standards and the Miami-Dade County FITNESSGRAM criteria the percentage of fourth and fifth grade students receiving gold and/or silver awards during the 2007-2008 school year will increase from 62 percent to a minimum target of 63 percent or better.

Given instruction utilizing the Sunshine State Standards, Art, Music, Physical Education, and Spanish classes will implement FCAT strategies and benchmarks in their classes in the areas of Reading, Writing, Mathematics, and/or Science to increase student achievement and demonstrate the academic benefits to be gained by having a rich and diverse curriculum. Proficiency will be evidenced by demonstrating a minimum of five lesson plans linking special area classes with benchmarks in Reading, Writing, Mathematics, and/or Science.

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.



# School Improvement Plan 2007-2008



The leadership of William Lehman Elementary is proud of the high level of achievement our students have been able to reach. Results of our Spring 2007 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 (Scored 4.0 on a scale from 1 to 5, with 1 being Strongly Disagree and 5 being Strongly Agree). The staff's second lowest rating went to "I ask my customers if they are satisfied or dissatisfied with my work" (Scored 4.2 on a scale from 1 to 5, with 1 being Strongly Disagree and 5 being Strongly Agree). 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 on budget and school finance. The Leadership Team will gain staff and stakeholder input and ideas through surveys and questionnaires regarding issues that may arise, to monitor stakeholder satisfaction.



# School Improvement Plan 2007-2008



## 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.

## 2891 - 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.

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## ***School Demographics***

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William Lehman Elementary School is a public, non-profit organization within the Miami-Dade County Public School System. Founded in 1995, the school serves Pre-Kindergarten 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 758 students, 67 percent Hispanic, 19 percent White non-Hispanic, 7 percent Black non-Hispanic, 3 percent Asian and 4 percent Multiracial. At William Lehman Elementary, 40 percent of our student population has been identified as economically disadvantaged, 7 percent Special Education Students (ESE), and 24 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 - speech and/or language services (ESE), Advanced Academics (TEAM and Gifted), Art Education, Music Education, and Health and Fitness/Physical Education.

The current teacher population at William Lehman Elementary School is 55 teachers, comprised of approximately 24 percent White non-Hispanic, 15 percent Black non-Hispanic, and 62 percent Hispanic. Approximately 51 percent of teachers have advanced college degrees (Masters, Specialists, or Doctorates). The teaching staff has an average of twelve years teaching experience in Florida. Seven percent of our teachers are considered beginning teachers. One teacher is labeled as teaching "out-of-field". Seven teachers at William Lehman Elementary School are National Board Certified.

William Lehman Elementary School has received an "A" grade rating from the Florida Department of Education for the past five years, and has been recognized for 83 percent of the students meeting high standards in Reading; 81 percent of students are at or above grade level in Mathematics, 46 percent of students are at or above grade level in Science, and 94 percent of students are meeting state standards in Writing. William Lehman has met AYP under NCLB requirements for the past three school years.

William Lehman Elementary School prides itself on the persistent 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). Additionally, teachers will be provided with staff development workshops and teacher/team collaboration time to address the ongoing needs of narrowing the educational gap between all students. During quarterly performance reviews, teachers and the administrative team will review key factors aligned to student success: attendance, punctuality, academic achievement, student intervention strategies, and/or required referrals for necessary support.

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## ***School Foundation***

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### **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 Spring OPIS Staff Survey had the highest scores of any of the collective categories. The average score on the leadership survey questions was a 4.6 on a scale of zero to five (zero representing Strongly Disagree and five representing Strongly Agree). The administration actively participates in establishing, prioritizing, and setting educational goals through 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 Spring OPIS Staff Survey, staff members responded in a very positive way to "I know my work location's mission." This OPIS Staff Survey question scored a 4.8 on a scale of zero to five (zero representing Strongly Disagree and five representing 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 experiences of our students. On this year's Spring 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 4.5 on a scale of zero to five (zero representing Strongly Disagree and five representing 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 Spring OPIS Staff Survey, staff members responded in a positive fashion to, "My supervisor creates a work environment that helps me do my job". This OPIS Staff Survey question scored a 4.6 on a scale of zero to five (zero representing Strongly Disagree and five representing Strongly Agree).

### **Data/Information/Knowledge Management:**

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 Spring OPIS Staff Survey, staff members responded in a positive fashion to, "My supervisor creates a work environment that helps me do my job". This OPIS Staff Survey question scored a 4.6 on a scale of zero to five (zero representing Strongly Disagree and five representing Strongly Agree).

### **Education Design:**



# School Improvement Plan

## 2007-2008



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 Spring OPIS Staff Survey, staff members responded in a positive fashion to, "My supervisor creates a work environment that helps me do my job". This OPIS Staff Survey question scored a 4.6 on a scale of zero to five (zero representing Strongly Disagree and five representing Strongly Agree).

### **Performance Results:**

William Lehman Elementary School has received an "A" rating from the Florida Department of Education for the past five years. Using the 2007 FCAT scores as a measurement tool, the school's stakeholders have been recognized for 83 percent of the students meeting high standards in Reading; 81 percent of students are at or above grade level in Mathematics, 46 percent of fifth graders met state standards in Science, and 94 percent of students met state standards in Writing. William Lehman Elementary School has met AYP under NCLB requirements for the past three years.

William Lehman Elementary School's stakeholders pride themselves on the persistent pursuit of excellence.



# School Improvement Plan 2007-2008



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## ***Schools Graded 'C' or Below***

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**Professional Development:**

**Disaggregated Data :**

**Informal and Formal Assessments:**

**Alternative Instructional Delivery Methods :**





School Improvement Plan  
2007-2008



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***Schools Offering Primarily Grades 6 through 12***

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**Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.) :**

## Reading Goal

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

#### *Florida Education Priorities*

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

### Reading Statement

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

### Needs Assessment

After analyzing the results of the 2007 FCAT Reading Test, data indicates that 83 percent of the students in grades 3-5 scored at FCAT Level 3 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
<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"/>

### Measurable Objective

Given instruction utilizing the Sunshine State Standards, students in grades 3-5 will improve reading skills as evidenced by a minimum of 88 percent scoring at Level 3 or higher on the 2008 FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Integrate reading FCAT task cards and questioning strategies throughout the school curriculum.	Principal Reading Teachers	08/20/2007	06/05/2008	District-wide Literacy Plan	0
Continue to infuse technology into reading through Accelerated Reader and STAR programs to help maintain or increase the percentage of students scoring FCAT Level 3 or higher on the 2008 FCAT Reading Test.	Principal, Media Specialist, Reading Teachers	08/20/2007	06/05/2008	Continuous Improvement Model	0
Continue utilization of CRISS strategies and the Reading components of the CRRP for high achieving students in accordance with the Continuous Improvement Model.	Principal, Reading Teachers	08/20/2007	06/05/2008	District-wide Literacy Plan	0
Provide K and 1st grade students scoring at a high-risk level for two consecutive testing administrations in-house tutoring using the District mandated intervention.	Principal, Reading Coach, Reading Teachers	08/20/07	06/05/08	District-wide Literacy Plan	0
Utilize the FCAT Explorer Program to enhance reading and test-taking skills.	Principal, Reading Teachers	08/20/2007	06/05/2008	Education Innovation	0
Develop ideas and methods of enhancing students' Main Idea/Author's Purpose into lesson plan activities and learning opportunities.	Principal, Reading Teachers, Media Specialist	08/20/2007	06/05/08	Exchange Meaningful Information	0
Coordinate grade level staff development meetings to facilitate articulation within grade levels regarding effective reading practices.	Administration, Reading Coach, Grade Level Chairpersons, Media Specialist	08/20/2007	06/05/2008	Exchange Meaningful Information	0
Provide before school, during school, and/or 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 or through DIBELS assessments (as funds allow).	Principal, Reading Coach, Reading Teachers, Reading Tutors	08/20/2007	06/05/2008	District-wide Literacy Plan	5000

### 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 results of the 2008 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 and related comparative data.

## Mathematics Goal

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

#### **Florida Education Priorities**

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

### **Mathematics Statement**

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

### **Needs Assessment**

After analyzing the results of the 2007 FCAT Mathematics Test, it has been determined that a greater emphasis is needed in the tested areas of Algebraic Thinking and Data Analysis. 81 percent of students in grades three through five scored at Level 3 or higher on the 2007 FCAT Mathematics Test. In the subtest area of Data Analysis, third graders answered an average of 71 percent of the questions correctly, fourth graders answered an average of 57 percent of the questions correctly, and fifth graders answered an average of 58 percent of the questions correctly. In the subtest area of Algebraic Thinking, third graders answered an average of 67 percent of the questions correctly, fourth graders answered an average of 71 percent of the questions correctly, and fifth graders answered an average of 55 percent of the questions correctly.

### **NCLB Subgroup Target**

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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"/>

### Measurable Objective

Given instruction utilizing the Sunshine State Standards, students in grades 3-5 will improve their mathematics skills as evidenced by a minimum of 84 percent of students scoring at Level 3 or higher on the 2008 FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize FCAT Explorer to help students' test-taking skills and strategies.	Principal, Technology Coordinator, Mathematics Teachers	08/20/2007	06/05/2008	Continuous Improvement Model	0
Sponsor motivational programs that increase the students' mathematics computation and application skills (i.e. Math Bowl; use of timed tests, etc.).	Principal, Mathematics Teachers	08/20/2007	06/05/2008	Academic Enrichment Opportunities	0
Continue to utilize a diversified mathematics program integrating teaching strategies accomodating different learning styles (textbook, manipulatives, technology).	Principal, Mathematics Teachers	08/20/2007	06/05/2008	Continuous Improvement Model	0
Utilize scope and sequence of math instruction to ensure all Sunshine State Standards are taught to all students in all grade levels.	Administration, Mathematics Teachers	08/20/2007	06/05/2008	Seamless PreK-12 Curriculum	0
Provide before school, during school, and/or after school tutoring for Level 1 and Level 2 students as well as teacher recommendations (as funds allow); 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.	Administration, Mathematics Teachers	08/20/2007	06/05/2008	Continuous Improvement Model	5000
Continue to meet by grade levels and content clusters on a regular basis in order to facilitate team planning and idea sharing.	Administration, Mathematics Teachers	08/20/2007	06/05/2008	Education Innovation	0
Provide staff development in the area of mathematics through District-wide programs and workshops to enhance student achievement.	Principal, Assistant Principal	08/20/2007	06/05/2008	Exchange Meaningful Information	0

### 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 Algebraic Thinking and Data Analysis) 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 results of the 2008 Mathematics FCAT and the 2007-2008 District Interim Assessment Tool. Our tutorial efforts will be monitored by the administration of pre- and post-tests.

## Writing Goal

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

#### **Florida Education Priorities**

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

### **Writing Statement**

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

### **Needs Assessment**

Results of the 2007 FCAT Writing + Test indicate a combined score of 4.2 for narrative and expository. The school's writing strength was in narrative writing with an average score of 4.2. Our weakness was in expository writing with an average score of 4.1. Data indicates 87 percent of students scored at 3.5 or better solely on prompt responses, while 74 percent of the grade four students at William Lehman Elementary scored at FCAT Levels 3-5 when analyzing total scale scores. After data analysis in the content cluster, more intensified instruction is needed in the expository form of writing. Additional emphasis must be placed on preparation for the grammar section of the FCAT Writing + Test which this year will be inclusive of a combined scale score for grammar and prompt responses.

### **NCLB Subgroup Target**

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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"/>

### Measurable Objective

Given instruction utilizing the Sunshine State Standards, students in grade 4 will improve their writing skills as evidenced by 76 percent of students reaching the state required proficiency Level of FCAT Levels 3-5 when analyzing total scale scores as documented by scores on the 2008 FCAT Writing + Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Infuse technology into the school writing program through various word processing applications.	Principal, Language Arts Teachers, Media Specialist	08/20/2007	06/05/2008	Education Innovation	0
Have students respond to a variety of writing topics on a monthly basis.	Principal, Language Arts Teachers	08/20/2007	06/05/2008	Continuous Improvement Model	0
Provide journal writing time during the Primary Grades' Language Arts block.	Administration, Primary Language Arts Teachers	08/20/2007	06/05/2008	Seamless PreK-12 Curriculum	0
Continue staff development in the writing aspect of the District's revised Comprehensive Research-Based Reading Plan to enhance student achievement.	Administration, Reading Coach, Language Arts Teachers	08/20/2007	06/05/2008	Exchange Meaningful Information	0
Continue staff development in the use of rubrics and holistic scoring to enhance effective writing techniques.	Administration, Reading Coach, Language Arts Teachers	08/20/2007	06/05/2008	Exchange Meaningful Information	0
Continue to utilize the Sunshine State Standards for writing instruction in the classroom in accordance with the Continuous Improvement Model.	Principal, Language Arts Teachers	08/20/2007	06/05/2008	Continuous Improvement Model	0
Provide writing teachers the opportunity to expand their knowledge of effective grammar instructional practices to prepare students for the grammar subtest of the FCAT Writing + Test.	Administration, Writing Teachers	08/20/2007	06/05/2008	Seamless PreK-12 Curriculum	0
Implement writing articulation and vertical planning between grade levels once each grading period in order to enhance writing instruction.	Principal, Writing Teachers	08/20/2007	06/05/2008	Exchange Meaningful Information	0
Provide before school, during school, and/or after school tutoring for students on Progress Monitoring Plans (PMPs) and teacher recommendations (as funds allow); a pre-test and post-test will help evaluate the effectiveness of the tutoring.	Administration, Reading Coach, Language Arts Teachers	08/20/2007	06/05/2008	Continuous Improvement Model	5000

### 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 results of the 2008 FCAT + Writing Test. Writing teachers will monitor the progress of their students through the use of classroom monthly writing prompts and ongoing evaluations. Our tutorial efforts will be monitored by the administration of pre- and post-tests in expository and narrative writing responses.

## Science Goal

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

#### *Florida Education Priorities*

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

### **Science Statement**

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

### **Needs Assessment**

Results of the 2007 FCAT Science Test indicate the fifth grade students at William Lehman Elementary earned a mean scale score of 312 as compared to 295 for the District and 306 for the State. A total of 46 percent of fifth grade students met high standards by scoring at Level 3 or above on the 2006 FCAT Science Test. According to the Science Content Cluster comparative data, our areas of strength on the FCAT Science Test were "Scientific Thinking" (58 percent correct), "Physical/Chemical" science (58 percent correct), and "Life/Environmental" science (58 percent correct). We will address our area of weakness, "Earth and Space" science (53 percent correct).



### Measurable Objective

Given instruction utilizing the Sunshine State Standards, students in grade 5 will improve their Science skills as evidenced by a minimum of 69 percent of students scoring at Level 3 or higher on the 2008 FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide students with meaningful hands-on experimental opportunities through regular use of in-class science labs.	Principal, Science Teachers	08/20/2007	06/05/2008	Safe and High-quality Facilities	0
Utilize Scott Foresman Science activity videos and other technology tools to help the visual and auditory learner formulate science concepts and preview hands-on learning.	Principal, Science Teachers	08/20/2007	06/05/2008	Diversity & Educational Equity	0
Continue to utilize a hands-on, multi-tiered science program with teaching strategies and techniques that accommodate different learning styles.	Principal, Science Teachers	08/20/2007	06/05/2008	Diversity & Educational Equity	0
Continue grade level planning utilizing District scope and sequence in alignment with the science components of the Sunshine State Standards to guide instruction of science curriculum.	Principal, Grade Level Chairpersons, Science Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	0
Disaggregate and analyze data from the 2007 FCAT Science Test to identify strengths and weaknesses.	Administration, Science Teachers	08/20/2007	06/05/2008	Continuous Improvement Model	0
Utilize FCAT Explorer technology to help increase student performance and comprehension in science.	Principal, Technology Coordinator, Science Teachers	08/20/2007	06/05/2008	Education Innovation	0
Continue to utilize District created Interim Tests to identify student proficiency levels as well as areas to target for improvement.	Administration, Science Teachers	08/20/2007	06/05/2008	Seamless PreK-12 Curriculum	0
Continue to reinforce the scientific method with Scott Foresman Science Lab materials and experiments.	Principal, Science Teachers	08/20/2007	06/05/2008	Safe and High-quality Facilities	0
Provide after school science tutoring for fifth grade students identified by teacher recommendation (as funds allow).	Principal, Science Teachers	08/20/2007	06/05/2008	Education Innovation	5000
Continue to meet by grade levels to increase student achievement and comprehension in the area of Earth/Space science.	Principal, Science Teachers	08/20/2007	06/05/2008	Exchange Meaningful Information	0

### Research-Based Programs

Scott Foresman Science Series.

### Professional Development

Science teachers will participate in grade-level common planning time to plan, evaluate, and improve the delivery of science instruction. A Regional Teacher Support Specialist will assist classroom teachers in the development of scope and sequence, pacing, and core curriculum lesson planning.

### Evaluation

The objective will be evaluated by results of the 2008 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.

## Parental Involvement Goal

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

#### **Florida Education Priorities**

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

### **Parental Involvement Statement**

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

### **Needs Assessment**

Based on the sign-in sheets and ticket sales for the 2006-2007 school year, less than half of parents attended two or more school activities or events. Participation at some events was not always adequately monitored/measured by the use of sign-in sheets to ensure accuracy of this data.

### 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 50 percent of the parents and/or community members attending two or more school events as documented by sign-in sheets and ticket sales for 2007-2008 school events.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Update the school website on a regular basis to reflect school activities (PTA Standard I).	Principal, Technology Coordinator	08/20/2007	06/05/2008	Parental Choice Options	0
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).	Principal, Assistant Principal, Office Support Staff	08/20/2007	06/05/2008	Exchange Meaningful Information	0
Continue to showcase student art work and student performances to increase parental involvement at school functions (PTA Standard VI).	Principal, Music Teachers, Art Teacher, Classroom Teachers	08/20/2007	06/05/2008	Improve Public Perception	0
Notify parents of upcoming events and school news through the use of the ConnectEd phone messaging system (PTA Standard I).	Principal	08/20/2007	06/05/2008	Exchange Meaningful Information	0
Post upcoming events and important information outside the building (PTA Standard I) on the PTA Bulletin Board and throughout the school.	Principal, Assistant Principal, Office Staff	08/20/2007	06/05/2008	Exchange Meaningful Information	0
Provide meaningful opportunities for parents to engage in learning strategies for raising healthy and successful children.	Principal, Assistant Principal	08/20/2007	06/05/2008	Exchange Meaningful Information	0

### 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; parents will be notified of Parent Academy events and classes available to them.

### Evaluation

Success will be demonstrated by showing a minimum of 50 percent attending two or more school events as evidenced by data collected through sign-in sheets and ticket sales for 2007-2008 school year events.

## Discipline & Safety Goal

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

#### *Florida Education Priorities*

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

### **Discipline & Safety Statement**

Given a schoolwide emphasis on safety, all stakeholders will improve their fire drill evacuation times during evacuation procedures in order to prioritize safety and supervision of students and the facility.

### **Needs Assessment**

Results of the Emergency Drill Reporting System data for the 2006-2007 school year indicates William Lehman Elementary School students were evacuated between one minute and forty-five seconds to over two minutes and ten seconds to clear the building; however, this time does not necessarily reflect evacuations from all school zones. As a result, it has been determined that the use of multiple time-keepers at different exit zones will be utilized to ensure more valid evacuation data. The average time for complete evacuation reporting for fire drills and emergency evacuations can be improved with this in place.

### Measurable Objective

Given an emphasis on safety, fire drills conducted for the 2007-2008 school year will incorporate an emergency scenario, and demonstrate at least 70 percent of all fire drill times from all building areas evacuated within a maximum time of 2 minutes and 30 seconds as documented by data reported on the Emergency Drill Reporting System.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Conduct timed monthly fire drills with emergency scenarios for all school staff, students, and visitors to practice realistic evacuation procedures.	Principal, Assistant Principal, Classroom Teachers	08/20/2007	05/05/2008	Safe and High-quality Facilities	0
Analyze evacuation drill timed results on a monthly basis and communicate results with teachers and students.	Principal, Assistant Principal	08/20/2007	06/05/2008	Safe and High-quality Facilities	0
Assign at least two time-keepers to monitor fire drill procedures and track exit times.	Administration	8/14/2006	5/30/2007	Safe and High-quality Facilities	0
Conduct Code Red and Code Yellow lockdown drills for staff, students, and visitors to practice and prepare for emergency procedures.	Administration	08/20/07	06/05/08	Safe and High-quality Facilities	0

### Research-Based Programs

OSCHA Standards

### Professional Development

2007-2008 OSCHA Manual

### Evaluation

The objective will be evaluated by analyzing and comparing the school's Emergency Drill Reporting System data of monthly average times and year-end school figures for the 2007-2008 school year. Additional input will be collected from selected staff members, time-keepers, and the administration, overseeing the various evacuations performed.

## Technology Goal

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

#### *Florida Education Priorities*

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*

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

### **Technology Statement**

Instructional staff will utilize the District Electronic Gradebook to document grades and communicate student performance.

### **Needs Assessment**

Teachers at William Lehman Elementary began using the District Electronic Gradebook the last quarter of the 2006-2007 school year. Teachers have received training in the use of the gradebook; all teachers will be using the Electronic Gradebook to enter grades for the entire 2007-2008 school year.

### Measurable Objective

Given instruction in the use of the District Electronic Gradebook, 100 percent of instructional staff in Kindergarten through fifth grade will utilize the Electronic Gradebook to document and communicate student grades and attendance for the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide training and development for all instructional personnel in the use of the District Electronic Gradebook.	Principal, Classroom Teachers	08/20/2007	06/05/2008	Continuous Improvement Model	0
Infuse appropriate technology based tools in the classrooms.	Principal, Microsystems Technician, Technology Coordinator	08/20/2007	06/05/2008	Business Process Redesign	0
Provide a fully functioning workstation with Internet access and the District Electronic Gradebook software for all instructional personnel to be able to enter and communicate student grades and progress.	Principal, Microsystems Technology Coordinator, Technology Coordinator	08/20/2007	06/05/2008	Education Innovation	0
Utilize a fully-equipped computer lab for integration of technology into the curriculum for students and staff professional development.	Principal, Technology Coordinator, Microsystems Technician, Classroom Teachers	08/20/2007	06/05/2008	Continuous Improvement Model	0

### Research-Based Programs

District (Excelsior) Gradebook Technology

### Professional Development

Provide in-house workshops for teachers and staff to increase their knowledge and skill in the use of the District Electronic Gradebook.

### Evaluation

This objective will be evaluated through the monitoring and examining of teacher Electronic Gradebook reports for Interim Progress Reports and Final Report Cards.

## Health & Physical Fitness Goal

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

#### **Florida Education Priorities**

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

### **Health & Physical Fitness Statement**

The students of William Lehman Elementary will improve their overall health and physical fitness levels as measured by the FITNESSGRAM test.

### **Needs Assessment**

After analyzing the FITNESSGRAM testing data from 2006-2007, 62 percent of fourth and fifth graders earned gold and silver awards. It has been determined that there is a need to promote fitness in the areas of cardiovascular fitness and/or bodyfat composition.



### Measurable Objective

Given instruction utilizing the Sunshine State Standards and the Miami-Dade County FITNESSGRAM criteria the percentage of fourth and fifth grade students receiving gold and/or silver awards during the 2007-2008 school year will increase from 62 percent to a minimum target of 63 percent or better.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Establish timeline for the 2007-2008 Health and Physical Education program through teacher/coach collaboration.	Principal and PE Teachers	08/20/07	06/05/08	Safe and High-quality Facilities	0
Continue participation in the American Heart Association's Jump Rope for Heart Program to strengthen students' cardiovascular fitness levels and raise awareness of lifelong healthy habits.	Principal and PE Teacher	08/20/07	06/05/08	Healthcare & Healthy Choices	0
Schedule ongoing weekly "Physical Fitness Days" to prepare students for successful completion of the required mile run for second through fifth graders.	Principal and PE Teachers	08/20/07	06/05/08	Student Wellness	0
Attend professional growth opportunities for physical education teachers sponsored by the District to emphasize specific activities to increase students wellness.	Principal and PE Teachers	08/20/07	06/05/08	Exchange Meaningful Information	0
Coordinate a plan with the PTA to establish class sets of recess/sports equipment to strengthen cooperative student participation in physical fitness activities while under the supervision of the homeroom teachers.	Administration, PTA, and Homeroom Teachers	09/20/07	06/05/08	Healthcare & Healthy Choices	1200

### Research-Based Programs

FITNESSGRAM

### Professional Development

Continue participation in District training related to FITNESSGRAM program.

### Evaluation

The objective will be evaluated with the results of the 2007-2008 FITNESSGRAM physical fitness testing. The Continuous Improvement Model will be used to monitor improvement through the use of pre- and post-testing and weekly Fitness Day testing.

## Electives & Special Areas Goal

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

#### *Florida Education Priorities*

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

### **Electives & Special Areas Statement**

Special area teachers will implement strategies for their classes designed to enhance student achievement in the areas of Reading, Writing, Mathematics, and/or Science.

### **Needs Assessment**

After analyzing and comparing data from the past two years in student achievement on FCAT testing, it is determined that student achievement in FCAT tested subjects may be increased with additional time and instruction from special area teachers. Instructional strategies supporting the Sunshine State Standards in Reading, Writing, Mathematics, and/or Science will be incorporated into special area classes in an effort to increase student achievement and comprehension in these areas.

### Measurable Objective

Given instruction utilizing the Sunshine State Standards, Art, Music, Physical Education, and Spanish classes will implement FCAT strategies and benchmarks in their classes in the areas of Reading, Writing, Mathematics, and/or Science to increase student achievement and demonstrate the academic benefits to be gained by having a rich and diverse curriculum. Proficiency will be evidenced by demonstrating a minimum of five lesson plans linking special area classes with benchmarks in Reading, Writing, Mathematics, and/or Science.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Increase awareness of measurement utilizing standard and metric units through Physical Fitness instruction and related testing.	Principal, Physical Education Teachers	08/20/2007	06/05/2008	Education Innovation	0
Reinforce FCAT Reading strategies through the use of Reading Task Cards to facilitate and enhance the effectiveness of teacher/student questioning in the school's bilingual and special area programs.	Principal, Special Area Teachers	08/20/2007	06/05/2008	Continuous Improvement Model	0
Incorporate art lessons that focus on symmetry and lines; fractions; reflections, rotations, or turns; congruent and similar as well as spatial concepts to reinforce the Mathematics competencies.	Principal, Art Teacher	08/20/07	06/05/08	Education Innovation	0
Incorporate history and biographies as well as art styles to align compare and contrast assignments that reinforce the Reading and Language Arts competencies.	Principal, Art Teacher	08/20/07	06/05/08	Education Innovation	0
Incorporate music lessons that focus on math concepts such as fractions, ratios, addition, subtraction, and time signature values to reinforce the Mathematics competencies.	Principal, Music Teachers	08/20/07	06/05/08	Education Innovation	0
Incorporate history and biographies as well as music period styles to align compare and contrast assignments that reinforce the Reading and Language Arts competencies.	Principal, Music Teachers	08/20/07	06/05/08	Education Innovation	0

### Research-Based Programs

Houghton Mifflin Miami-Dade Edition Reading Series  
 Harcourt Math - Florida Edition  
 Scott Foresman Science Series - Florida Edition

### Professional Development

Special area teachers will participate in professional development opportunities related to practices and benchmarks used in the subjects of Reading, Writing, Mathematics, and/or Science.

### Evaluation

The objective will be measured in the special area classes by the composition of a minimum of five lesson plans using Sunshine State Standards and benchmarks in the FCAT tested areas of Reading, Writing, Mathematics, and/or Science.

## Return On Investment Goal

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

#### *Florida Education Priorities*

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*

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

### **Return On Investment 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.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Collaborate with the District on resource allocation.	Principal	08/20/2007	06/05/2008	Exchange Meaningful Information	0
Research and communicate with the District to determine how our increase with the number of ESE and Quest student populations will influence the ROI.	Principal, EESAC	08/20/2007	06/05/2008	Improve Public Perception	0
Consider shared use of facilities and partnering with community agencies.	Principal, Assistant Principal	08/20/2007	06/05/2008	Safe and High-quality Facilities	0
Consider reconfiguration of existing resources by taking advantage of a broader resource base, volunteer networks, university partnerships, and Dade Partners.	Administration	08/20/2007	06/05/2008	Education Innovation	0
Become more informed about the use of financial resources in relation to school programs.	Principal, Grade Level Chairpersons	08/20/2007	06/05/2008	Exchange Meaningful Information	0

### 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"/>	<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 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 School Support 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:**



# School Improvement Plan 2007-2008



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 school embraces the "Powerful Peaceful" program which emphasizes community support of resolving conflicts peacefully and learning to accept all individuals as unique members of our world. The school utilizes every Tuesday for recognition of "Patriotic Day" in remembrance of September 11, 2001, and every Thursday for recognition of demonstrating powerful peaceful people we aspire to be. Annually, "Peace Day" is celebrated to honor and recognize the school's mission, vision, and values.

The EESAC recommends the continued use of Safety Patrols and continuation of the Drug Abuse Resistance Education (DARE) program. Additionally, the school utilizes a recognition program, "Courteous Me", to recognize outstanding contributions made by individual students in promoting character education, safe, and role model behaviors aligned to the District and school's discipline standards.

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***Budget Summary***

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Reading	5000
Mathematics	5000
Writing	5000
Science	5000
Parental Involvement	0
Discipline & Safety	0
Technology	0
Health & Physical Fitness	1200
Electives & Special Areas	0
Return On Investment	0
<b>Total</b>	<b>21200</b>





# School Improvement Plan 2007-2008



Date of Review: \_\_\_\_\_

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

\_\_\_\_\_

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*