

The School District of Palm Beach County

Lantana Elementary School



2015-16 School Improvement Plan

Lantana Elementary School

710 W OCEAN AVE, Lantana, FL 33462

www.edline.net/pages/lantana_elementary_school/

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	94%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	78%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	C	C	B

*Preliminary Informational Baseline School Grade

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/17/2015.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The parents, staff and community of our school will provide a safe, nurturing, and equitable education that meets the social, academic and physical needs of each student so that all students will be successful learners and productive citizens who are college and career ready.

Provide the school's vision statement

Lantana Elementary School envisions a dynamic collaborative multicultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

The school registration form includes information about home language. Our school Registrar and ESOL Coordinator review the registration forms and identify students with home languages other than English. The ESOL Coordinator participates in collection, interpretation and analysis of data, collaborates with the ESOL team to develop and implement student intervention plans and communicates with parents regarding school-based plans and meetings. The ESOL Coordinator assigns our Community Language Facilitators to students to help them in their new classroom. The ESOL Coordinator schedules Parent Leadership Training sessions throughout the year to help ESOL parents understand their rights and responsibilities. With the implementation of a Single School Culture for Academics, Behavior and Climate, and our school counseling program and Student Development Plan, students are coached in the development of behaviors that result in positive and supportive relationships between students and teachers.

Our teachers honor all student experiences and model respect for all cultures. They encourage dialogue between students and also engage in student-teacher conversations to get to know new students. During the first days of school, teachers introduce the Schoolwide Positive Behavior matrix to set a positive tone and clarify the values that will guide interpersonal interaction between students and between the teacher and students. Students share their cultures and experiences through writing. Teachers provide an environment where all students feel safe and accepted and are committed to seeing each child as an individual and avoiding stereotypes. Students build relationships through shared classroom activities and non-academic time. A diverse group of mentors meets with select students to assure that students feel safe and secure in the school environment. Our school infuses the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans

There are contacts (teachers) for each required content. These individuals attend meetings and share information and resources with the entire faculty. Aside from lesson plans and resources provided on Blender (District resource), teachers also seek opportunities for learning through field trips and school visitors.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Staff schedules have been modified to provide a safe environment for students who arrive early to school. Three staff members greet students as they arrive, some as early as 7:00 a.m. A free breakfast is available for all students.

The Schoolwide Positive Behavior Support (SwPBS) is implemented before, during and after school and creates a safe environment for all students during their entire school day. Behavior expectations in classrooms, hallways, and all other settings are defined and explained to students periodically throughout the school year.

The BPIE results show that ESE students are scheduled so they are part of the entire school community, feel safe, and respected throughout the day, including in the Afterschool program. Our Afterschool Program adheres to the same schoolwide behavior plan so that all students in our Afterschool Program are in a safe environment at all times. The Afterschool Program counselors mentor select students on a daily basis.

We are implementing a differentiated system of school counseling services with dedicated time for the core social-emotional curriculum, supplemental (data driven small group counseling) supports based on identified student need, and intensive support to students with referrals to school-based and community resources. Additionally, the Guidance Department guides students through exercises that develop an interest in college and career readiness.

Implementation of Single School Culture includes our Violence Prevention Program which supports an appreciation of multicultural diversity, and an anti-bullying campaign including a dedicated phone line that is monitored each day for anonymous reports of bullying.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

We implement the Schoolwide Positive Behavior Support. SwPBS is a broad range of systemic and individualized strategies for achieving important social and learning outcomes while preventing problem behavior. The essential components are:

Administrator support, participation, and leadership

Common purpose and approach to discipline

Positive expectations for all students and staff

Procedures for teaching expected behaviors

Continuum of procedures for encouraging expectations

Continuum of procedures for discouraging inappropriate behavior

Procedures for ongoing monitoring and evaluating effectiveness of the SwPBS system

Schoolwide Positive Behavior Support System Team who monitors implementation and outcomes

The focus of discipline is on academic and behavior success for all students, all staff, and in all settings. It emphasizes prevention, uses research-validated practices, and is coordinated by the SwPBS team. The SwPBS emphasizes an instructional approach and uses data to guide decisions. We have a Universal Matrix of Behavior Expectations that is shared with staff, students, and parents throughout the school year. Teachers establish classroom rules with their students, including rewards and consequences. Administration follows District Discipline matrix guidelines for extreme misbehavior.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Students have scheduled Guidance classes each week that cover a wide range of topics, including Character Counts lessons. The Guidance teacher also establishes support groups for bereavement, divorce, anger, depression, etc. and meets with those students on a weekly basis, or more, if needed. Through a 16 week Primary Project program, funded by Boystown and the Children's Services

Council, select students in Kindergarten and First Grade who are having school adjustment difficulties meet with a Primary Project Mental Health Professional on an individual basis to improve acting out, mood, and learning skills issues.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/188596>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Lantana Elementary School has an appropriately balanced School Advisory Council (SAC). The Mayor and Town Councilman are members of the SAC. The Principal is a member of the Lantana/Hypoluxo Kiwanis Club and the Lantana Education Council. The Vice President and Branch Manager of PNC Bank is also on the Education Council and is one of our business partners. The Kiwanis Club and PNC Bank support our school throughout the year with a variety of resources. Heroes Sports Bar and Grill is another business partner. This Lantana restaurant supports activities for teachers. The Lantana Police Department is another partner. Members of the department visit the school monthly to eat lunch and/or read with students.

We have Title I Parent meetings to provide families with information about our school and solicit their feedback through the Title I Parent Survey. We have Meet Your Teacher day, before the students return to school and conduct Curriculum Night for parents to learn about curricula requirements, the Universal Behavior Matrix, and report card. We conduct Family Math and Science Nights for students and families. Our monthly school newsletter, The Tiger Tribune, contains up to date information on school news and events.

We hold Parent Leadership Team meetings throughout the year for our ESOL parents. In conjunction with our Student Development Plan, parent trainings are conducted by our school guidance counselor. Our teachers and parents have daily communication through our Student Planners.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Robinson, Janyn	Principal
Schwartz, Valerie	Assistant Principal
Gordon, Elise	Instructional Coach
Eddlemon, Ramona	Instructional Coach

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Principal

Provides a common vision for high expectations, school climate, data-based decision-making, student conduct and instructional leadership to ensure:

- a safe environment
- research-based academic program
- progress monitoring
- a School Based Team (SBT) that is implementing MTSS/Rtl processes
- fidelity of implementation of core instruction and intervention strategies
- adequate professional development to support implementation of core instruction and intervention strategies
- a process for teacher observation and evaluation
- establishment of the Principal's Leadership Team that engages in data analysis and shared decision making
- Master Schedule that includes Learning Team meetings and grade level common planning time

Assistant Principal

Ensures that the school-based team is implementing Rtl, ensures implementation of intervention support and documentation, identifies systemic patterns of student need based on assessment data. Plans and implements the school-wide screening and assessment programs, assists in the identification of students considered "at risk"; and helps identify systemic patterns of student need with respect to academic, emotional, behavioral and social needs. Facilitates and supports data collection and data analysis activities. Coordinates implementation of the Schoolwide Positive Behavior Support System and facilitates the shared decision making of the SwPBS team. The Assistant Principal is also the Coordinator for the Pre-School Transition procedures and facilitates a school tour for children in Head Start programs, including the cafeteria and playground, and a visit to Kindergarten classrooms. Serves as the Assessment Coordinator and develops the Assessment Plan including Assessment schedule, resource allocation, student groups, and materials management. Manages instructional materials for entire school.

Academic Coaches

Provides guidance on instruction of Florida Standards; facilitates Learning Team meetings and supports data collection activities, assists in data analysis, provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 2 and Tier 3 intervention plans. Through a shared decision making model, collaborates with both ESE, ESOL and general education teachers to develop and implement intervention plans.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Extended Day

Person Responsible - Janyn Robinson, Principal

Through District funding, Lantana Elementary School implements an extended day schedule to provide an additional 60 minutes of Literacy instruction to all students. Members of the Literacy Leadership Team, including the Reading Coach and SAI teachers, helped teachers analyze literacy data and determine student groupings. The Master Schedule and Extended Day Action Plan include the extended day schedule, curricula (LLI System, small group instruction, and Istation software), and resource teachers aligned to classrooms to facilitate implementation of the Action Plan.

Administration monitors implementation of the Action Plan through classroom walkthrough observations and progress monitors through Informal assessments, RRR data, benchmark assessments and Diagnostic Assessments. The Reading Coach and Intermediate SAI teacher are funded with District funds. A primary SAI teacher is funded through school Title I funds.

School-based Team - Valerie Schwartz, Assistant Principal and Sharon Wladimirski, Guidance Counselor, Terry Walker (ESOL Coordinator), Margo Breistol (ESE Coordinator), Ramona Eddlemon (Literacy Coach), Janyn Robinson, (Principal)

The SBT meets regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team identifies the professional development activities needed to create effective learning environments. The team identifies students who are not meeting identified academic targets. The identified students are referred to the school-based RtI Leadership Team. Through a shared decision making model, the team determines students needing Tier 2 and Tier 3 interventions. Each case is assigned a case liaison to support the interventionist (e.g., teacher, RtI/Inclusion Facilitator,) and progress monitor effectiveness of interventions. The Master Schedule is created to align all resource staff with iii classes and Tier 3 student schedules. A primary SAI teacher is funded through school Title I funds to assist in providing iii services to all Level 1 and Level 2 students in groups of 3-6 students.

Title I funds - Janyn Robinson, Principal

Based on an analysis of student needs, a Title I budget was created to include a primary SAI teacher and Math coach and resource teacher for additional opportunities to learn, supplies for classroom instruction, instructional software and publications, parent communication, substitutes for parent trainings and material for parent training. The Principal and School Treasurer monitor expenditures monthly and ensure alignment with School Improvement Plan goals and strategies and compliance with Title I requirements. District and Area staff provide professional development through Title I funding, including Literacy Cohort training.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Oberta Oberson	Parent
David Stewart	Business/Community
Thomas Derringer	Business/Community
Denise Sasiain	Education Support Employee
Janyn Robinson	Principal
Terry Walker	Teacher
Wolff Damier	Education Support Employee
Mynaise Joseph	Parent
Ana Corina Coreas	Parent
Dana Goncalves	Parent
Louinord Loudior	Parent
Bert Larque	Parent
Shannon Alviar	Parent
Anne Luberisse	Parent
Fedline Auguste	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The School Advisory Council reviewed the results of the FY2015 available FCAT & FSA data and conducted a data analysis to determine academic strengths and weaknesses and progress toward meeting school improvement goals.

Development of this school improvement plan

The School Advisory Council reviewed the results of the FY2015 available FCAT & FSA data and conducted a data analysis to determine academic strengths and weaknesses and progress toward meeting school improvement goals. The members, grouped by goal, reviewed and revised the School Improvement Plan strategies for improving the areas most important to the school for the FY2016 school year.

Preparation of the school's annual budget and plan

The FY2016 General Budget was reviewed with the School Advisory Council. The review included Salary, Benefits, Positions, Projected Enrollment and funded Resource teachers. The FY2016 Title I Budget was also reviewed, including expenditures for Resource teachers, technology, supplies, and parental involvement expenses.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

A School Improvement grant for \$700 was approved by the School Advisory Council to purchase instructional materials needed for regular education classrooms.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

No

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

In order to meet SAC requirements, Lantana Elementary will continue to seek additional members, especially in the community membership categories that are lacking. Some ways Lantana plans to do this: sending personalized invites home, call-outs, including meeting dates in the monthly newsletter (The Tiger Tribune), as well as adding it as a monthly event on Lantana's Facebook page.

Literacy Leadership Team (LLT)

Membership:

Name	Title
Ebner, Shannon	Teacher, K-12
Eddlemon, Ramona	Instructional Coach
Gonzales, Ashley	Teacher, K-12
Ordonez, Lesly	Teacher, K-12
Padgett, Wanda	Teacher, K-12
Rainey-Reese, Ranada	Teacher, K-12
Schwartz, Valerie	Assistant Principal
Keene, Rachel	Teacher, K-12
Walker, Terry	Other
Robinson, Janyn	Principal
Mensch, Nancy	Teacher, K-12
Edelman, Heidi	Teacher, K-12
Johnson, Kimberly	Teacher, K-12
Jones, Mariana	Teacher, K-12
Rotella, Dena	Teacher, K-12
Roubian, Tabitha	Teacher, K-12
Plunkett, Ashley	Teacher, K-12
Kuron, Anna	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team initiatives for FY 2016 include strengthening the culture of reading for students and parents. The LLT meets monthly and promotes and supports literacy through School Media classes and events, literacy nights, professional development, coaching and/or modeling, summer literacy plans, and addressing scheduling concerns.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Through a Master Schedule and Learning Team and Common Planning Time Schedule, teachers are provided with common planning time to develop lesson plans. Teachers work together during bi-weekly

Learning Team meetings in literacy and in math on data analysis, Unit planning and assessments. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration. Teachers are also given the opportunity to learn from each other, by visiting rooms during the school day, to benefit from another's instructional practices.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

The following strategies are used to recruit, develop, and retain highly qualified, certified, effective teachers:

1. Assign mentors to new teachers - Assistant Principal
2. Facilitate Beginning Teacher Assistance Program (BTAP) and schedule bi-monthly meetings of new teachers and mentors - Assistant Principal and BTAP Mentor Teachers
3. Maintain user-friendly, high interest school web site - ITSA
4. Maintain a safe and secure environment and a school culture of support for staff, students and parents
5. Cultivate community collaboration and partnerships - Administration
6. Conduct professional development to support high quality instructional practices - District and Area staff, Reading Coach, Administration, Resource Teachers
7. Provide model lessons of best practices in reading, mathematics, science and writing - District and Area staff, Reading Coach, Math Resource Teacher
- 8 - Identify teacher-leaders and provide opportunities for leadership experiences - Administration
9. Utilize the District's Recruitment and Retention Department and HR Resource Specialist and Area HR Specialists to provide advice on all hiring and placement procedures.
10. Utilize Social Media (Facebook & Twitter) to share events, news, and images from classrooms - Administration

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

New teachers are assigned a mentor teacher who is certified through the Clinical Education Program and whose responsibilities are closely aligned to that of the new teacher. Assistance is provided in best instructional practices, behavior, and the day to day responsibilities of a classroom teacher. In addition, two teachers who are certified through the Beginning Teacher Assistant Program (BTAP), facilitate monthly BTAP meetings and provide guidance to the new teachers in the completion of the Florida Educator's Accomplished Practices program. New teachers are provided with professional development opportunities and written and oral feedback following classroom observations. New teachers attend Learning Team meetings and have follow up meetings with the Instructional coaches.

Struggling teachers are provided with mentor teachers whose strengths complement the needs of the struggling teachers.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Lantana Elementary School adheres to District Policy and procedures regarding instructional programs and materials. At Learning Team meetings, the teachers unpack the Florida Standards and plan reading, writing and math curricula that align to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel

misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards. Teachers utilize learning goals and scales in classrooms. These are aligned with the Florida Standards, and are used to drive instruction.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

The Master Schedule reflects a 90 minute Literacy block, 30 minute iii block and 60 minute R2 (Extended Day) block for reading instruction. The Master Schedule also reflects a 45-60 minute Writing block. Instruction is aligned to the Language Arts Florida Standards at each grade level. Teachers conduct on-going data analysis in reading and identify struggling readers. Students are grouped by reading level for small group instruction, and Immediate, Intensive Interventions (iii). In each small group, materials are determined by the reading level or instructional need of the group. During iii, students are provided with LLI instruction or Words Their Way vocabulary development based on their individual reading levels. ESE and ESOL teachers provide leveled instruction to students with appropriate modifications as needed. Teachers and Administration monitor student progress. Students not successful with iii services are referred to the School Based Team. The School-Based Team meets regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team identifies students who are not meeting identified academic targets. The identified students are referred to the school-based RtI Leadership Team. Through a shared decision making model, the RtI team determines students needing Tier 2 and Tier 3 interventions. Each case is assigned a case liaison to support the interventionist (e.g., teacher, RtI/Inclusion Facilitator,) and progress monitor effectiveness of interventions. The Master Schedule is created to align all resource staff with iii classes and Tier 2 and 3 student schedules. Teachers have data chats with students to help them establish short and long term goals in literacy. Administration has data chats with all teachers, as well as grade level pupil progression meetings. There is a grade level representative on the Math team who attends Math Learning Team meetings facilitated by the Math Coach who guides development of lesson plans using research-based strategies. All 2nd-5th grade students are scheduled on Reflex Math software which aligns to each student's level of proficiency. 2nd through 5th grade students will also use TenMarks for instructional support and enrichment.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 10,800

All classroom teachers and resource teachers will provide additional 60 minutes of literacy instruction following the R2 Action Plan that includes whole group instruction using Shared Reading, Close Reading, and Word Study, and small group instruction using guided reading strategies and the LLI System.

Strategy Rationale

Research has shown that an extended day:

- 1) provides more time on task;
- 2) provides a greater depth and breadth of learning;
- 3) provides more time for enrichment;
- 4) creates stronger relationships between teachers and students
- 5) increases student performance on standardized tests

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Robinson, Janyn, janyn.robinson@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Baseline data, determined through RRR, will be compared with benchmark assessments, Diagnostics and standardized exams.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Lantana Elementary School has two VPK Pre-K programs and an ESE Pre-K program. The VPK programs serve 9 standard curriculum students and 9 ESE students identified by the District's Child Find Department. The other VPK classroom is funded by Title I and serves 20 students. The PreK classrooms meet all VPK requirements and prepare the students for entry into Kindergarten. Our Pre-School Kindergarten Transition Plan is designed to ensure a smooth transition from Pre-K/home to Kindergarten. The Assistant Principal is the Coordinator for the Pre-School Transition procedures. The Coordinator facilitates a school tour for children in Head Start programs, including the cafeteria and playground, and a visit to Kindergarten classrooms. Parents of pre-school children are invited to our Kindergarten Round-Up and invited to meet their new teacher and visit a Kindergarten classroom. A Kindergarten information packet is distributed. A staggered start schedule is implemented for Kindergarten students. Upon entering Kindergarten, all students are assessed in order to determine individual and group needs and to assist in the development of rigorous instruction/intervention programs. Screening data is used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction includes daily explicit instruction,

modeling, guided practice and independent practice of all academic skills identified by screening data. Social skills are reinforced throughout the day through the use of a common language, re-teaching, and positive reinforcement of pro-social behavior.

Identified students are referred to Primary Project for additional reinforcement of social skills. Through a 16 week Primary Project program, funded by Boystown and the Children's Services Council, select students in Kindergarten and First Grade who are having school adjustment difficulties meet with a Primary Project Mental Health Professional on an individual basis to improve acting out, mood, and learning skills issues.

Screening tools are administered mid-year and at the end of the year to determine student learning gains and the need for changes to the instruction/intervention programs.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

N/A

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

N/A

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If teachers use aligned standards-based instruction and assessment, then Lantana Elementary will increase the literacy and math proficiency of all students by 5% from the previous year.
- G2.** If teachers use aligned standards-based instruction and assessment, then Lantana Elementary will increase the science proficiency of all students by 5% from the previous year.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. If teachers use aligned standards-based instruction and assessment, then Lantana Elementary will increase the literacy and math proficiency of all students by 5% from the previous year. 1a

G061624

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	42.0
FSA Mathematics - Achievement	52.0

Resources Available to Support the Goal 2

- Highly Qualified Instructional Staff
- Reading Coach and Math Coach/Resource Teacher
- 2 SAI Teachers
- Learning Team Meetings
- Professional Development Days
- Area and District Professional Development Staff
- Title I Budget

Targeted Barriers to Achieving the Goal 3

- Teachers need to instruct students with a wide range of literacy and mathematical abilities.
- Students are not independent and flexible with literacy and math strategies.

Plan to Monitor Progress Toward G1. 8

Conduct data analysis of formative assessments, Winter Diagnostics and FLDOE FSA Standardized assessment

Person Responsible

Janyn Robinson

Schedule

Biweekly, from 9/8/2015 to 6/2/2016

Evidence of Completion

Increased proficiency on formative assessments, Winter Diagnostics and FLDOE FSA Standardized assessment

G2. If teachers use aligned standards-based instruction and assessment, then Lantana Elementary will increase the science proficiency of all students by 5% from the previous year. 1a

G061625

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	57.0

Resources Available to Support the Goal 2

- Highly-qualified instructional staff
- District and Area Science Specialists

Targeted Barriers to Achieving the Goal 3

- Students have limited access to hands-on experiences that correlate to NGSSS.
- Teachers have had limited professional development in science instruction.

Plan to Monitor Progress Toward G2. 8

Conduct data analysis of formative assessments, Winter Diagnostics and FCAT 2.0 Science

Person Responsible

Valerie Schwartz

Schedule

Biweekly, from 9/8/2015 to 6/2/2016

Evidence of Completion

Increased proficiency on formative assessments, Winter Diagnostics and FCAT 2.0 Science

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key


G1. If teachers use aligned standards-based instruction and assessment, then Lantana Elementary will increase the literacy and math proficiency of all students by 5% from the previous year. **1**

 G061624

G1.B1 Teachers need to instruct students with a wide range of literacy and mathematical abilities. **2**

 B157622

G1.B1.S1 Implement small group instruction that is data driven and responsive to the level of scaffolding needed for independent application of knowledge. **4**

 S169131

Strategy Rationale

Students provided with core instruction (who are not proficient) need additional opportunities to learn and teachers need to know how to provide instructional next steps that best meet the needs of students.

Action Step 1 **5**

Schedule additional 60 minutes a day of Literacy instruction for all students, and provide professional development in small group instruction (structure, analyzing data, developing next steps, assessing).

Person Responsible

Janyn Robinson

Schedule

Daily, from 8/17/2015 to 6/2/2016

Evidence of Completion

Master Schedule, Resource Teachers, PD Agenda and Sign-In Sheets

Action Step 2 5

Purchase a Math Resource Teacher/Math Coach to provide students with additional instructional time in a STEM lab and provide professional development in research based instructional strategies, Math instructional software for core and enrichment, and facilitate math and science Learning Team meetings and common planning meetings.

Person Responsible

Janyn Robinson

Schedule

Daily, from 8/17/2015 to 6/2/2016

Evidence of Completion

Master Schedule, STEM Lab Schedule, Math and Science LTM schedule and sign in sheet, Math Common Planning Time schedule, PDD Agenda and sign in sheets

Action Step 3 5

Purchase supplemental materials, publications, and online subscriptions to enhance classroom instruction.

Person Responsible

Janyn Robinson

Schedule

On 6/2/2016

Evidence of Completion

Title I Budget Monthly Report

Action Step 4 5

Increase home/school communication through the use of student planners and translated schoolwide parent letters, flyers, class letters, school newsletter and other communications.

Person Responsible

Terry Walker

Schedule

Daily, from 8/17/2015 to 6/2/2016

Evidence of Completion

Title I Monthly Budget; Use of Student Planners, Parent Flyers, class letters, newsletter, etc.

Action Step 5 5

Purchase books for classroom libraries

Person Responsible

Janyn Robinson

Schedule

On 6/2/2016

Evidence of Completion

Title I Budget, Volume of books in classroom libraries, Volume of books recorded on student reading logs

Action Step 6 5

Purchase Common Core Math Kits to facilitate small group instruction

Person Responsible

Elise Gordon

Schedule

On 6/2/2016

Evidence of Completion

Title I Monthly Budget Report, Teacher Lesson Plans, Artifacts shared at LTMs, Stations established during the Math block

Action Step 7 5

Provide tutorial in literacy and math for students needing remediation.

Person Responsible

Valerie Schwartz

Schedule

Weekly, from 11/16/2015 to 6/2/2016

Evidence of Completion

Student attendance sheets, teacher lesson plans, classroom visits

Action Step 8 5

Purchase ipads, ipad covers, and ipad secure cart to provide students with online resources that are engaging and will support literacy and math instruction.

Person Responsible

Janyn Robinson

Schedule

Monthly, from 2/22/2016 to 6/2/2016

Evidence of Completion

Walkthroughs, usage of the ipad cart, feedback from ITSA, feedback from teachers, feedback from students

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Conduct Classroom Observations, monitor attendance at Learning Team meetings and common planning meetings

Person Responsible

Janyn Robinson

Schedule

Daily, from 9/8/2015 to 6/2/2016

Evidence of Completion

LTM attendance sheets, PD agendas and attendance sheets, iObservation

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Analyze iii assessments, LLI assessments, Unit Assessments, Performance Matters assessments (FSQs) in math and literacy, RRR, Winter Diagnostics and FLDOE FSA Standardized assessment.

Person Responsible

Janyn Robinson


Schedule

Daily, from 9/8/2015 to 6/2/2016


Evidence of Completion

Increased proficiency as measured by iii assessments, Unit Assessments, FSQ Assessments, LLI assessments, Performance Matters assessments, RRR, Winter Diagnostics and FLDOE FSA Standardized assessment.

G1.B2 Students are not independent and flexible with literacy and math strategies. 2

 B157623

G1.B2.S1 Implement small group instruction that is data driven and responsive to the level of scaffolding needed for independent application of knowledge. 4

 S169132

Strategy Rationale

Students provided with core instruction who are not proficient need additional opportunities to learn and teachers need to know how to provide instructional next steps that best meet the needs of students.

Action Step 1 5

Purchase and schedule an additional SAI teacher to enhance iii instruction to struggling readers.

Person Responsible

Ashley Gonzales

Schedule

Daily, from 8/17/2015 to 6/2/2016

Evidence of Completion

Master Schedule, iii schedule and student groups, student attendance sheets, weekly iii assessments.

Action Step 2 5

Purchase LLI ancillary materials to support small group instruction with this intervention system.

Person Responsible

Heather Gomez

Schedule

On 6/2/2016

Evidence of Completion

LLI assessments, student reading logs

Action Step 3 5

Purchase Reader's Theater books to support small group fluency instruction.

Person Responsible

Janyn Robinson

Schedule

On 6/2/2016

Evidence of Completion

Master schedule, teacher lesson plans, classroom visits

Action Step 4 5

Purchase Ten Marks and Reflex Math (computer software) to scaffold instruction, increase math fluency, and facilitate small group instruction.

Person Responsible

Elise Gordon

Schedule

On 6/2/2016

Evidence of Completion

Math block schedule, classroom visits, usage reports, teacher lesson plans, classroom rotation schedules, Reflex Math Club attendance sheets

Action Step 5 5

Enhance the School-wide Positive Behavior Support in order to keep students engaged, motivated, and focused on following expectations

Person Responsible

Valerie Schwartz

Schedule

Daily, from 8/17/2015 to 6/2/2016

Evidence of Completion

Discipline data from EDW, Data from Corrective Behavior forms, attendance and notes from monthly SwPBS Committee

Action Step 6 5

Plan two "half day math days," in order to teach secondary benchmarks in small groups

Person Responsible

Elise Gordon

Schedule

Every 3 Weeks, from 2/4/2016 to 2/23/2016

Evidence of Completion

Lesson plans, LTM notes, collegial planning session notes, walkthroughs

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Conduct classroom observations, Title I Monthly Budget

Person Responsible

Janyn Robinson

Schedule

Biweekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

iii assessment data, classroom formative assessment data, usage reports from Reflex and Ten Marks

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Conduct data analysis of iii assessments, LLI assessments, Winter Diagnostics and FLDOE FSA standardized test

Person Responsible

Janyn Robinson

Schedule

Biweekly, from 9/15/2015 to 6/2/2016

Evidence of Completion

Increased proficiency on iii assessments, LLI assessments, Winter Diagnostics and FLDOE FSA standardized test

G2. If teachers use aligned standards-based instruction and assessment, then Lantana Elementary will increase the science proficiency of all students by 5% from the previous year. 1

G061625

G2.B1 Students have limited access to hands-on experiences that correlate to NGSSS. 2

B157624

G2.B1.S1 Provide opportunities for hands-on learning experiences, that can be progress monitored to determine small group instruction needs. 4

S169133

Strategy Rationale

Students are better able to learn science content with hands-on experiences, and small group instruction helps teachers meet the needs of students.

Action Step 1 5

Purchase supplies for hands-on experiments.

Person Responsible

Janyn Robinson

Schedule

On 6/2/2016

Evidence of Completion

Teacher lesson plans, classroom visits, inventory of science materials

Action Step 2 5

Engage students and their families in hands-on learning with STEM night (South Florida Science Museum)

Person Responsible

Elise Gordon

Schedule

Semiannually, from 3/10/2016 to 4/29/2016

Evidence of Completion

Sign-in sheets

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Monitor daily instruction, making sure hands-on experiences are part of weekly instruction.

Person Responsible

Valerie Schwartz

Schedule

Biweekly, from 9/8/2015 to 6/2/2016

Evidence of Completion

Classroom Walkthrough observations and Learning Team meeting minutes.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Conduct data analysis of formative assessments, Winter Diagnostics and FLDOE FCAT Standardized assessment

Person Responsible

Valerie Schwartz


Schedule

Biweekly, from 9/8/2015 to 6/2/2016


Evidence of Completion

Increased proficiency on formative assessments, Winter Diagnostics and FLDOE FCAT Standardized assessment

G2.B2 Teachers have had limited professional development in science instruction. 2

 B157625

G2.B2.S1 Provide professional development in science strategies to all K-5 science teachers. 4

 S169134

Strategy Rationale

Providing professional development in science strategies will build teacher capacity in science instruction and result in improved student proficiency in science.

Action Step 1 5

Schedule professional development in science for all K-5 science teachers.

Person Responsible

Elaine Persek

Schedule

Every 6 Weeks, from 9/8/2014 to 5/29/2015

Evidence of Completion

Science PD sign-in sheets and follow up assignments

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Monitor attendance at PD and implementation of science strategies through classroom walkthroughs and Learning Team Meetings.

Person Responsible

Elaine Persek

Schedule

Every 6 Weeks, from 9/26/2014 to 5/29/2015

Evidence of Completion

PD sign in sheets, follow up assignments, classroom observations, and Learning Team Meeting minutes.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Conduct data analysis of formative assessments, Fall/Winter Diagnostics and FCAT 2.0 Science

Person Responsible

Valerie Schwartz

Schedule

Monthly, from 10/15/2014 to 5/29/2015

Evidence of Completion

Increased proficiency on formative assessments, Winter Diagnostics and FCAT 2.0 Science

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Schedule additional 60 minutes a day of Literacy instruction for all students, and provide professional development in small group instruction (structure, analyzing data, developing next steps, assessing).	Robinson, Janyyn	8/17/2015	Master Schedule, Resource Teachers, PD Agenda and Sign-In Sheets	6/2/2016 daily
G1.B2.S1.A1	Purchase and schedule an additional SAI teacher to enhance iii instruction to struggling readers.	Gonzales, Ashley	8/17/2015	Master Schedule, iii schedule and student groups, student attendance sheets, weekly iii assessments.	6/2/2016 daily
G2.B1.S1.A1	Purchase supplies for hands-on experiments.	Robinson, Janyyn	10/26/2015	Teacher lesson plans, classroom visits, inventory of science materials	6/2/2016 one-time
G2.B2.S1.A1	Schedule professional development in science for all K-5 science teachers.	Persek, Elaine	9/8/2014	Science PD sign-in sheets and follow up assignments	5/29/2015 every-6-weeks
G1.B1.S1.A2	Purchase a Math Resource Teacher/ Math Coach to provide students with additional instructional time in a STEM lab and provide professional development in research based instructional strategies, Math instructional software for core and enrichment, and facilitate math and science Learning Team meetings and common planning meetings.	Robinson, Janyyn	8/17/2015	Master Schedule, STEM Lab Schedule, Math and Science LTM schedule and sign in sheet, Math Common Planning Time schedule, PDD Agenda and sign in sheets	6/2/2016 daily
G1.B2.S1.A2	Purchase LLI ancillary materials to support small group instruction with this intervention system.	Gomez, Heather	10/19/2015	LLI assessments, student reading logs	6/2/2016 one-time
G2.B1.S1.A2	Engage students and their families in hands-on learning with STEM night (South Florida Science Museum)	Gordon, Elise	3/10/2016	Sign-in sheets	4/29/2016 semiannually
G1.B1.S1.A3	Purchase supplemental materials, publications, and online subscriptions to enhance classroom instruction.	Robinson, Janyyn	9/1/2015	Title I Budget Monthly Report	6/2/2016 one-time
G1.B2.S1.A3	Purchase Reader's Theater books to support small group fluency instruction.	Robinson, Janyyn	9/15/2015	Master schedule, teacher lesson plans, classroom visits	6/2/2016 one-time
G1.B1.S1.A4	Increase home/school communication through the use of student planners and translated schoolwide parent	Walker, Terry	8/17/2015	Title I Monthly Budget; Use of Student Planners, Parent Flyers, class letters, newsletter, etc.	6/2/2016 daily

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	letters, flyers, class letters, school newsletter and other communications.				
G1.B2.S1.A4	Purchase Ten Marks and Reflex Math (computer software) to scaffold instruction, increase math fluency, and facilitate small group instruction.	Gordon, Elise	9/24/2015	Math block schedule, classroom visits, usage reports, teacher lesson plans, classroom rotation schedules, Reflex Math Club attendance sheets	6/2/2016 one-time
G1.B1.S1.A5	Purchase books for classroom libraries	Robinson, Janyn	10/12/2015	Title I Budget, Volume of books in classroom libraries, Volume of books recorded on student reading logs	6/2/2016 one-time
G1.B2.S1.A5	Enhance the School-wide Positive Behavior Support in order to keep students engaged, motivated, and focused on following expectations	Schwartz, Valerie	8/17/2015	Discipline data from EDW, Data from Corrective Behavior forms, attendance and notes from monthly SwPBS Committee	6/2/2016 daily
G1.B1.S1.A6	Purchase Common Core Math Kits to facilitate small group instruction	Gordon, Elise	8/24/2015	Title I Monthly Budget Report, Teacher Lesson Plans, Artifacts shared at LTM, Stations established during the Math block	6/2/2016 one-time
G1.B2.S1.A6	Plan two "half day math days," in order to teach secondary benchmarks in small groups	Gordon, Elise	2/4/2016	Lesson plans, LTM notes, collegial planning session notes, walkthroughs	2/23/2016 every-3-weeks
G1.B1.S1.A7	Provide tutorial in literacy and math for students needing remediation.	Schwartz, Valerie	11/16/2015	Student attendance sheets, teacher lesson plans, classroom visits	6/2/2016 weekly
G1.B1.S1.A8	Purchase ipads, ipad covers, and ipad secure cart to provide students with online resources that are engaging and will support literacy and math instruction.	Robinson, Janyn	2/22/2016	Walkthroughs, usage of the ipad cart, feedback from ITSA, feedback from teachers, feedback from students	6/2/2016 monthly
G1.MA1	Conduct data analysis of formative assessments, Winter Diagnostics and FLDOE FSA Standardized assessment	Robinson, Janyn	9/8/2015	Increased proficiency on formative assessments, Winter Diagnostics and FLDOE FSA Standardized assessment	6/2/2016 biweekly
G1.B1.S1.MA1	Analyze iii assessments, LLI assessments, Unit Assessments, Performance Matters assessments (FSQs) in math and literacy, RRR, Winter Diagnostics and FLDOE FSA Standardized assessment.	Robinson, Janyn	9/8/2015	Increased proficiency as measured by iii assessments, Unit Assessments, FSQ Assessments, LLI assessments, Performance Matters assessments, RRR, Winter Diagnostics and FLDOE FSA Standardized assessment.	6/2/2016 daily
G1.B1.S1.MA1	Conduct Classroom Observations, monitor attendance at Learning Team meetings and common planning meetings	Robinson, Janyn	9/8/2015	LTM attendance sheets, PD agendas and attendance sheets, iObservation	6/2/2016 daily
G1.B2.S1.MA1	Conduct data analysis of iii assessments, LLI assessments, Winter Diagnostics and FLDOE FSA standardized test	Robinson, Janyn	9/15/2015	Increased proficiency on iii assessments, LLI assessments, Winter Diagnostics and FLDOE FSA standardized test	6/2/2016 biweekly
G1.B2.S1.MA1	Conduct classroom observations, Title I Monthly Budget	Robinson, Janyn	8/17/2015	iii assessment data, classroom formative assessment data, usage reports from Reflex and Ten Marks	6/2/2016 biweekly
G2.MA1	Conduct data analysis of formative assessments, Winter Diagnostics and FCAT 2.0 Science	Schwartz, Valerie	9/8/2015	Increased proficiency on formative assessments, Winter Diagnostics and FCAT 2.0 Science	6/2/2016 biweekly
G2.B1.S1.MA1	Conduct data analysis of formative assessments, Winter Diagnostics and FLDOE FCAT Standardized assessment	Schwartz, Valerie	9/8/2015	Increased proficiency on formative assessments, Winter Diagnostics and FLDOE FCAT Standardized assessment	6/2/2016 biweekly
G2.B1.S1.MA1	Monitor daily instruction, making sure hands-on experiences are part of weekly instruction.	Schwartz, Valerie	9/8/2015	Classroom Walkthrough observations and Learning Team meeting minutes.	6/2/2016 biweekly
G2.B2.S1.MA1	Conduct data analysis of formative assessments, Fall/Winter Diagnostics and FCAT 2.0 Science	Schwartz, Valerie	10/15/2014	Increased proficiency on formative assessments, Winter Diagnostics and FCAT 2.0 Science	5/29/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B2.S1.MA1	Monitor attendance at PD and implementation of science strategies through classroom walkthroughs and Learning Team Meetings.	Persek, Elaine	9/26/2014	PD sign in sheets, follow up assignments, classroom observations, and Learning Team Meeting minutes.	5/29/2015 every-6-weeks

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If teachers use aligned standards-based instruction and assessment, then Lantana Elementary will increase the literacy and math proficiency of all students by 5% from the previous year.

G1.B1 Teachers need to instruct students with a wide range of literacy and mathematical abilities.

G1.B1.S1 Implement small group instruction that is data driven and responsive to the level of scaffolding needed for independent application of knowledge.

PD Opportunity 1

Purchase a Math Resource Teacher/Math Coach to provide students with additional instructional time in a STEM lab and provide professional development in research based instructional strategies, Math instructional software for core and enrichment, and facilitate math and science Learning Team meetings and common planning meetings.

Facilitator

Elise Gordon Math Coach/Resource Teacher

Participants

K-5 Teachers

Schedule

Daily, from 8/17/2015 to 6/2/2016

PD Opportunity 2

Purchase supplemental materials, publications, and online subscriptions to enhance classroom instruction.

Facilitator

Participants

Schedule

On 6/2/2016

G1.B2 Students are not independent and flexible with literacy and math strategies.

G1.B2.S1 Implement small group instruction that is data driven and responsive to the level of scaffolding needed for independent application of knowledge.

PD Opportunity 1

Purchase Ten Marks and Reflex Math (computer software) to scaffold instruction, increase math fluency, and facilitate small group instruction.

Facilitator

Participants

Schedule

On 6/2/2016

G2. If teachers use aligned standards-based instruction and assessment, then Lantana Elementary will increase the science proficiency of all students by 5% from the previous year.

G2.B2 Teachers have had limited professional development in science instruction.

G2.B2.S1 Provide professional development in science strategies to all K-5 science teachers.

PD Opportunity 1

Schedule professional development in science for all K-5 science teachers.

Facilitator

Thomas Salinsky, Karla De LaCruz District and Area Science Specialists

Participants

K-5 Teachers

Schedule

Every 6 Weeks, from 9/8/2014 to 5/29/2015

Budget

Budget Data

1	G1.B1.S1.A1	Schedule additional 60 minutes a day of Literacy instruction for all students, and provide professional development in small group instruction (structure, analyzing data, developing next steps, assessing).				\$800.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16

Budget Data							
			0751 - Lantana Elementary School	Title I Part A		\$800.00	
<i>Notes: Supplies for Professional Development</i>							
2	G1.B1.S1.A2	Purchase a Math Resource Teacher/Math Coach to provide students with additional instructional time in a STEM lab and provide professional development in research based instructional strategies, Math instructional software for core and enrichment, and facilitate math and science Learning Team meetings and common planning meetings.					\$65,808.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			0751 - Lantana Elementary School	Title I Part A		\$65,008.00	
<i>Notes: Math Coach/Resource Teacher</i>							
			0751 - Lantana Elementary School	Title I Part A		\$800.00	
<i>Notes: Supplies for Professional Development</i>							
3	G1.B1.S1.A3	Purchase supplemental materials, publications, and online subscriptions to enhance classroom instruction.					\$5,325.27
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			0751 - Lantana Elementary School	Title I Part A		\$705.00	
<i>Notes: Online Subscriptions - Reading A-Z for Tier 2 and Tier 3 students, News to You for ASD classes, Scholastic Weekly Reader</i>							
			0751 - Lantana Elementary School	Title I Part A		\$4,620.27	
<i>Notes: Classroom Supplies, including copy paper, journals, classroom libraries, folders, Post-Its for K-5 Literacy, math learning center activities</i>							
4	G1.B1.S1.A4	Increase home/school communication through the use of student planners and translated schoolwide parent letters, flyers, class letters, school newsletter and other communications.					\$1,825.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			0751 - Lantana Elementary School	Title I Part A		\$1,825.00	
<i>Notes: Student Planners and supplies for parent communication, literacy materials for Reading Oasis Room (parent resource room), Family Nights, and training</i>							
5	G1.B1.S1.A5	Purchase books for classroom libraries					\$9,140.49
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			0751 - Lantana Elementary School	Title I Part A		\$9,140.49	

Budget Data						
<i>Notes: Classroom Libraries</i>						
6	G1.B1.S1.A6	Purchase Common Core Math Kits to facilitate small group instruction				\$880.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0751 - Lantana Elementary School	Title I Part A		\$880.00
<i>Notes: Common Core Math Center Kits</i>						
7	G1.B1.S1.A7	Provide tutorial in literacy and math for students needing remediation.				\$6,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0751 - Lantana Elementary School	Title I Part A		\$6,000.00
<i>Notes: HQ Tutors for after school program (literacy and math)</i>						
8	G1.B1.S1.A8	Purchase ipads, ipad covers, and ipad secure cart to provide students with online resources that are engaging and will support literacy and math instruction.				\$9,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0751 - Lantana Elementary School	Title I Part A		\$9,000.00
9	G1.B2.S1.A1	Purchase and schedule an additional SAI teacher to enhance iii instruction to struggling readers.				\$65,008.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0751 - Lantana Elementary School	Title I Part A		\$65,008.00
<i>Notes: Primary SAI Teacher</i>						
10	G1.B2.S1.A2	Purchase LLI ancillary materials to support small group instruction with this intervention system.				\$800.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0751 - Lantana Elementary School	Title I Part A		\$800.00
<i>Notes: LLI Ancillary Materials</i>						
11	G1.B2.S1.A3	Purchase Reader's Theater books to support small group fluency instruction.				\$880.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0751 - Lantana Elementary School	Title I Part A		\$880.00

Budget Data						
				<i>Notes: Reader's Theater book sets</i>		
12	G1.B2.S1.A4	Purchase Ten Marks and Reflex Math (computer software) to scaffold instruction, increase math fluency, and facilitate small group instruction.				\$5,295.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0751 - Lantana Elementary School			\$4,495.00
<i>Notes: Reflex Math (2nd-5th grades) and Ten Marks (2nd-5th grades)</i>						
			0751 - Lantana Elementary School	School Improvement Funds		\$800.00
<i>Notes: Headphones for the Computer Lab and Media Center so students can utilize Reflex Math and Ten Marks</i>						
13	G1.B2.S1.A5	Enhance the School-wide Positive Behavior Support in order to keep students engaged, motivated, and focused on following expectations				\$300.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0751 - Lantana Elementary School	School Improvement Funds		\$300.00
<i>Notes: Student prizes and incentives for positive behavior</i>						
14	G1.B2.S1.A6	Plan two "half day math days," in order to teach secondary benchmarks in small groups				\$1,600.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0751 - Lantana Elementary School	Title I Part A		\$1,600.00
<i>Notes: Pay teachers stipends for collegial planning</i>						
15	G2.B1.S1.A1	Purchase supplies for hands-on experiments.				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0751 - Lantana Elementary School	Title I Part A		\$500.00
<i>Notes: Consumable materials for experiments, chart paper, copy paper, science journals</i>						
16	G2.B1.S1.A2	Engage students and their families in hands-on learning with STEM night (South Florida Science Museum)				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0751 - Lantana Elementary School	Title I Part A		\$1,000.00
<i>Notes: Parent Involvement. Money used to pay the Science Museum</i>						

Budget Data

17	G2.B2.S1.A1	Schedule professional development in science for all K-5 science teachers.	\$0.00
Total:			\$174,161.76