Lantana Middle School

2016-17 Schoolwide Improvement Plan

Lantana Middle School

1225 W DREW ST, Lantana, FL 33462

https://lanm.palmbeachschools.org

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	91%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	88%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	B	B*	A	B

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 11/16/2016.

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 a monitoring status of "Former F" (see page 4). 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.

Table of Contents

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in section 1008.33, Florida Statutes, is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by Rule 6A-1.099811, Florida Administrative Code:

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Lantana Middle School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Lantana Middle School
Mission
The mission of Lantana Middle Community School is to promote academic excellence, encourage an appreciation of our multi-cultural society and respect for others, develop lifelong learning skills, facilitate increased technological literacy, cultivate school and community partnerships, and foster growth among faculty and administrators in a positive, safe environment;
In order to achieve our mission, the school will become a learning center where:
1. Students will demonstrate mastery of basic skills taught by teachers using the Florida state standards.
2. Staff and students will encourage and demonstrate problem solving and critical thinking skills.
3. Staff and students will have access to and become proficient in using technology.
4. Administration will offer classes on a wide variety of levels to meet the needs of the students.
5. Staff will utilize alternative assessments and other strategies to meet the needs of students of diverse learning styles.
6. Staff will participate in a wide variety of professional growth opportunities to help meet the needs of our changing population.
7. Staff will encourage community involvement to develop community and school partnerships.

b. Provide the school's vision statement.

Lantana Middle School subscribes to the vision of the School District of Palm Beach County, of 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.

2. School Environment

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

Our school will infuse 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

The LCMS staff is made aware of our demographic information at the beginning of the school year. All teachers and administrators are constantly building relationships with all of our students and their parent, through SwPBS initiatives, and general daily interactions with students. Cultural awareness activities are built in to the curriculum and daily coursework (i.e. reading selections, writing prompts, and hands-on activities.)

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

Lantana Middle School has an extensive SwPBS program, which provides clear and concise behavioral expectations for students in all areas of the school, before, during and after the school day. The SwPBS program includes recognition of positive behaviors, as rewards that encourage students to display respectful, positive behaviors. Students are able to both receive positive praise for any adult on campus (through PRIDE tickets), as well as, give praise to teachers and staff (through Viking Shout Outs). Students are also allowed to request visits with there counselors and administrators, when they have personal issues that need to be addressed in a timely fashion.

c. 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.

Lantana Middle School has an extensive SwPBS program, which provides clear and concise behavioral expectations. The school-wide rules are posted in multiple languages through out the campus, and in every classroom. The staff at LCMS is trained at our pre-school meetings, and invited to become of the process of teaching with precision the behavioral expectations school-wide, and well as adding to or modifying program as needed. LCMS administrators have also implemented clear and concise behavioral management program to correct inappropriate student behavior from the minor to the major behaviors. All administrators meet regularly to ensure that they are consistent and fair in the administration of discipline.

d. 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 are also allowed to request visits with there counselors and administrators, when they have personal issues that need to be addressed in a timely fashion. Guidance counselors vigorously ensure that students and their families, who need referral services, receive opportunities for any outside services our students may need. All administrators also provide mentoring, behavioral contracts, and support to the students that are in need of these opportunities.

3. Early Warning Systems

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

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Truancy and discipline monitoring is in place for students who's attendance falls below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension.

Academic monitoring is compiled by the teachers, guidance counselors, and data processor to monitor students who fail to complete their courses quarterly.

Students that score at Level 1 or Level 2 on state assessments are scheduled according to their specific educational needs to support the process of each of them overcoming their academic challenges.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	11	15	12	0	0	0	0	38
One or more suspensions	0	0	0	0	0	0	46	56	36	0	0	0	0	138
Course failure in ELA or Math	0	0	0	0	0	0	31	49	28	0	0	0	0	108
Level 1 on statewide assessment	0	0	0	0	0	0	84	128	78	0	0	0	0	290

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	38	63	33	0	0	0	0	134

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Intensive Reading - Offered in a single block (Level 1 and Level 2 readers)
Math Tutoring - Offered for students testing in grades 6th through Geometry
School Based Team Support - support for students with attendance, behavioral, or academic needs to provide support for any of these indicators.
Rti Process will be utilized to further support students with the indicators, as needed.
SwPBS initiatives to support the recognition of appropriate behaviors in all areas on campus, and Tier 2 interventions for students that need additional support.
After School program offers academic homework assistance (4 days a wk), and specialize math support for all students (2 days a week).
FSA tutoring programs will be offered in the spring 2016 for support with preparation for the annual assessment.

B. Family and Community Engagement

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).

1. 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).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/314075.

2. Description

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

2. 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.

LCMS has a community school which supports the community in accessing adult education. Second, partnerships with the Town of Lantana Economic committee, has proven to be a valuable resource by which LCMS has gain support from businesses, such as PNC Bank, Costco, Sam's, and Publix. The Mayor of the Town of Lantana also serves on our SAC committee.

C. 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).

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Burke, Edward	Principal
Breaux, Dionne	Assistant Principal
Rodriguez, Jose	Assistant Principal
Vazquez, David	Assistant Principal

b. Duties

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

Guidance Counselors/SBT Coordinator, Principal, Assistant Principals (3), Reading Coach, Learning Team Facilitator, Language and Speech Pathologist, ELL Coordinator, ESE Coordinator, School Psychologist - Each of the above has a defined role in the process of RtI, given for each individual case. After referral to Guidance or Administration, the SBT coordinator facilitates the review of students. During the process, several steps will be taken, and the facilitator of each will be coordinated by the SBT coordinators.

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

General Education Teachers will be selected to provide information about core instruction, participates in student data collection, delivers, Tier 1 instruction/intervention with Tier 2/3 activities.

ESE Teachers will participate in student data collection, integrate core instructional activities/ materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Instructional Coach (Reading) will develop, lead, and evaluate school core content standards/ programs, identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. The coach will also identify systematic patters of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with the whole school screening programs that provide early detection services for children that may be considered, "at-risk". Additionally, the coach will assist in the design and implementation of progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

School Psychologist will participate in collection, interpretation, and analysis of data; facilitate the development of intervention plans; provide support for intervention fidelity and documentation; provide professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitate data-based decision making activities.

Technology Specialist: Develops or brokers technology necessary to manage and display data, provides professional development and technical support to teachers and staff regarding data management and display.

Speech Language Pathologist will educate the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assist in the selection of screening measures, and help to identify systemic patterns of student need with respect to language skills.

2. 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.

The school-based RtI Leadership Team will meet regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1- Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based RtI Leadership Team. The SBT will use the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, RtI/Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings.

Title I, Part A
Services are provided to ensure students requiring additional remediation are assisted through before, during, and after school tutorial programs. LCMS Title 1 funds has supplied an additional Language Arts teacher, a reading coach, and Learning Team Facilitator, to support our students in reaching our proficiency goals.

The reading coach will provide direct support to the reading and language arts teachers, through modeling, providing resources, and professional development activities that will enhance or improve the instructional pedagogy in all classes.

Family Involvement funds will be used to increase parental communication and notification of activities and events. Parent University and the Parent University Gazette will be used to increase parental capacity, and support of the education of our students.

Title I, Part C- Migrant
Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title 1 and other programs to ensure student needs are met.

Title I, Part D
The district receives funds to support the Educational Alternative Outreach program. Services are coordinated with the district Drop-out Prevention and Alternative Education programs.
Additional district support through area teams, curriculum support and MTSS.

Title II
New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students. Funds at Lantana Middle are used to implement Reading Plus and Transmath to support all students.
Additional district support through area teams, curriculum support and MTSS.

Title III
Services are provided through the district for educational materials and ELL district support services to improve the education of English Language Learners.

Title X -Homeless
District Homeless Social Workers provide resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)
SAI will be coordinated with the Title I funds to provide intensive reading for all Level 1 students, and will be used to expand those services to as many Level 2 students as possible.

Violence Prevention Programs
School Wide Positive Behavior Support Program and Appreciation for Multicultural Diversity

Adult Education
Lantana Middle School currently serves approximately 900 students in the community school education classes. Community interest classes include GED, ELL, French, German, salsa, zumba, beginning computers, sewing, yoga, etc.

Career and Technical Education
We are offering an industry certification course for high credit to our students. As well as, five other high school credit courses. SECME program is available for students to engage in STEM education projects and hands-on activities. ASPIRA and TRIO are also programs that LCMS partner with to support our students in, not only being more prepared for high schools, but becoming more prepared to enter post secondary educational opportunities.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Steve Loomis	Teacher
Edward Burke	Principal
Lillian Simpson	Education Support Employee
Dave Stewart	Business/Community
Jennifer Ali	Parent
Betania Trevino	Education Support Employee
Malcolm Balfour	Business/Community
Toni Fawley	Education Support Employee
Jennifer Macalusa	Parent
Juckel Delva	Education Support Employee
Ross Trevino	Student
Julie Jesse	Teacher

b. Duties

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

a. Evaluation of last year's school improvement plan

The interventions and strategies of LCMS School Improvement Plan for 2013-2014, met the desired effect, as according to the significant increase in point acquired for the school grade from 567 to 621 points. LCMS experienced a school grade increase from B to A. The data shows that LCMS outperformed like middle schools in our district and the state.

b. Development of this school improvement plan

Review and modify SIP, oversee SIP funds, advise support academic initiatives.

c. Preparation of the school's annual budget and plan

The SAC committee review and approve the spending of School Improvement funds. A SAC representative will also present a signature for trade-offs in the budget.

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

TBD. No funds were spent due to the late release of school improvement funds to schools. Carryover funds will be distributed as critical needs arise.

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Rodriguez, Jose	Assistant Principal
Burke, Edward	Principal
Windsor, Rachel	Teacher, K-12
Weiner, Esta	Teacher, K-12
Randall, Holly	Instructional Media

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

To promote literacy across the content areas through the use of novel sets, classroom libraries, and the common school-wide reading and writing strategies.

(DSSR) - Daily Silent Sustained Reading for every classroom. This activity is accompanied by the Literacy question of the week, which is designed to monitor daily reading, and creates a connection between the reading and writing process. (Using the SHIP rules.)

Reading Plus with student goal setting and rewards for participation. (Measured by the progression of the student's reading level.)

Implementation of Summer Reading Program for enrichment and maintenance during extended breaks.

Participation in Celebrate Florida Literacy Week. Staff and students participate in various activities to promote a love of reading.

Implementation of school-wide Viking Vocab/Exit Tickets initiative, to increase student exposure to higher level vocabulary across the curriculum.

School-wide implementation of Cornell Notes to develop higher order thinking skills across all curriculum areas.

D. 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).

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

Lantana Middle school teachers meet weekly, by department, by grade with the Learning Team Facilitator to collaborate, and increase the use of data-driven research-based strategies to support their students. The review of student data is the primary focus, which leads to appropriate strategic planning and implementation of strategies to push the performance of our students.

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

1. Regular support meetings with new teachers and current staff to encourage team building and support. (Principal, AP's, New teacher program Administrator)
2. Continuing new teacher mentoring. (Buddy Teacher and Mentoring Teacher)
3. Continuous sharing of district opportunities for professional development to staff. (Professional Development Team, AP's, Principal)
4. Hire highly qualified teachers and paraprofessionals. (Principal)

5. Recruiting includes attracting candidates with new and improved website, and a positive work environment.

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

Mrs. Luis, New Teacher - Mrs. Gomez, Mentor - Celeste Lemons, Buddy Teacher
Planned Activities are: ESP Program Activities, Buddy Teacher Support, Formative Observations, Modeling, Coaching, Continuous support from the Social Studies dept.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

As the standards change, the learning team process and the FCIM (Florida Continuous Improvement Model) is used to unpack the standards, and re-align lesson plans, and instruction. Instructional materials are logged in and distributed, as quickly as possible, to ensure students have access to their materials and text books, to support their learning objectives.

b. Instructional Strategies

1. 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.

Lantana Middle School has a very diverse population of students. The ESE students are supported with the use of support facilitation teachers, to differentiate their instruction to meet their specific, individualized needs. The ELL students that are no longer sheltered, receive support from push in language facilitators. For varying exceptionality students, the access points are taught, practiced, and performed, based on each students individualized plans that are reviewed at minimum once a year. LCMS offers both gifted and advanced courses for students that require a greater depth of instruction.

2. 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: After School Program

Minutes added to school year: 300

All students, including the Algebra and Geometry students are provided this additional tutoring service throughout the school year, four times a week.

Strategy Rationale

All level 3 students will be given the access to the high school credit Algebra course, and all Geometry Honors, and Algebra Honors students may need additional support with the instruction. LCMS uses the After School Program to provide this free (to students) in all math classes.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Teacher-created assessments, FSA scores

Strategy: Extended School Day

Minutes added to school year: 240

AM Reading Incentive Program

Strategy Rationale

Students will increase reading on correct lexile, by participation in the Reading Counts driven program, in which prizes will be offered to encourage increase reading and success on Reading Counts quizzes.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Weiner, Esta, esta.weiner@palmbeachschools.org
Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Reading Counts quiz data, diagnostic results, and teacher evaluation

Strategy: Extended School Day

Minutes added to school year: 150

Learning Team meetings will be held weekly to support the continue use of the FCIM model through continuous review of data, and infusion of instruction with research-based strategies.

Strategy Rationale

To continue the use of the FCIM model through continuous review of data, and infusion of instruction with research-based strategies.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Burke, Edward, edward.burke@palmbeachschools.org

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

District created assessments, Diagnostic results, FSA results, FAA results

2. Student Transition and Readiness

a. 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).

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

The learning team process is used annually to apprise each teacher, by subject and grade level of the transitional needs of each class from one grade to the next, at LCMS. The coach and guidance counselors reach both forward to High schools for our 8th grade students, and backwards for our incoming 6th graders, to ensure that all stakeholders are aware of the transitional needs of all these students.

Incoming 6th graders are visited by the Reading Coach, Learning Team Facilitator, and Guidance counselor to introduce LCMS, provide the summer learning opportunity (for which rewards are given), and prepare students for the transition to middle school.

b. College and Career Readiness

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

1. All 7th grade students are enrolled in EPEP to learn about their interests and goals setting.
2. Every year LCMS, host a HS411 training session for parents, designed to provide resources, information and next steps to guiding/prepare their child to post secondary education.
3. This year Lantana Middle will create a College Corner where all students will be able to access resources that will spark their interest in going to college.

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

Lantana Middle School offers 6 courses for High School credit. We also have 2 career academies, which prepare our students to continue their chosen tracks into high school. We offer Algebra I, Algebra I Honors, Geometry Honors, 8th Grade Medical Magnet, 8th Grade Teacher Academy Magnet, and Computing for College and Careers – CIW Certification (industry certification).

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

LCMS College Day- students are engaged in curriculum through out an entire day of school that relates to post secondary education. CIW Certification (industry certification) and Technology courses include training to prepare students for the workforce, and interests beyond high school. Integration of technology into academics infuse the instruction of skills that are valuable to work place and post educational opportunities.

HS411 provides the parents with an opportunity to gain information, provide resources, and create a sense of urgency for students to meet the required expectations in preparation for high school and beyond. Lantana Middle School uses HS411, to parents train parents to plot a course for their child to enter a post high school college or a career track.

4. 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.

LCMS has developed a strong relationship with TRIO - a talent search program through Palm Beach State College, and ASPIRA- a leadership program, to support our students and parents with the pursuit of a postsecondary education.

II. Needs Assessment

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

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 we provided effective and relevant instruction to meet the needs of all students, then we will increase high school readiness.

Strategic Goals Detail

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

G1. If we provided effective and relevant instruction to meet the needs of all students, then we will increase high school readiness. `1a`

🔑 G083643

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	75.0
FSA ELA Achievement	50.0
FSA Mathematics Achievement	47.0
Statewide Science Assessment Achievement	54.0

Targeted Barriers to Achieving the Goal `3`

- teacher capacity to provide effective and relevant instruction
- Low parent participation in their child's education

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Learning Team Facilitator
- Reading Incentive Program
- Math Coach
- District Professional Development Teams
- Morning and After School Programs
- Title I Funding
-

Plan to Monitor Progress Toward G1. `8`

Admin team will monitor all strategies and action steps to determine positive student growth towards school's academic target/goal. (Math Coach and LTF, math teacher, resource teacher, summer academy, parent academy)

Person Responsible
Edward Burke

Schedule
Quarterly, from 10/6/2015 to 5/5/2017

Evidence of Completion
Admin meeting agenda, sign-in sheets and notes, review data (FSA, Diagnostic data, District developed assessments, SRI, Fair, FAA results, attendance, discipline reports, etc.)

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 we provided effective and relevant instruction to meet the needs of all students, then we will increase high school readiness. `1`

🔍 G083643

G1.B1 teacher capacity to provide effective and relevant instruction `2`

🔍 B221998

G1.B1.S1 Develop the capacity of teachers to deliver effective instruction `4`

🔍 S234249

Strategy Rationale

If teachers deliver effective instruction, then student achievement will increase

Action Step 1 `5`

Math Coach will provide professional development for math department in areas of instructional strategies, understanding and altering instructional practices to incorporate more rigorous FSA standards, and model these practices in the classroom.

Person Responsible

Nicole Davis

Schedule

Daily, from 8/15/2016 to 6/1/2017

Evidence of Completion

Meeting agendas, modeling schedule/log, work sample, professional development agendas, and sign-ins.

Action Step 2 `5`

LTF will lead professional development on a weekly basis in the areas of, data analysis, recommended instructional strategies, classroom implementation of district and school instructional vision, and examination and understanding of required standards

Person Responsible

Latoya Pringley

Schedule

Daily, from 8/15/2016 to 6/1/2017

Evidence of Completion

Meeting agendas and logs. Assessment results, state, district, work product, and school developed

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

Monitor how Math Coach is providing provide professional development for math department in areas of instructional strategies, understanding and altering instructional practices to incorporate more rigorous FSA standards, and model these practices in the classroom.

Person Responsible

Dionne Breaux

Schedule

Weekly, from 8/22/2016 to 6/1/2017

Evidence of Completion

Admin meeting agenda, sign-in sheets and notes, reflection notes on progress of PD, feedback to Math Coach, action plan developed collaboratively as needed.

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

Monitor how LTF leads professional development in the areas of, data analysis, recommended instructional strategies, classroom implementation of district and school instructional vision, and examination and understanding of required standards

Person Responsible

Dionne Breaux

Schedule

Weekly, from 8/15/2016 to 6/1/2017

Evidence of Completion

Admin meeting agenda, sign-in sheets and notes, reflection notes on progress of PD, feedback to LTF, action plan developed collaboratively as needed..

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

Admin team will monitor the effectiveness of the Math Coach (Provide PD for math department in areas of instructional strategies, understanding and altering instructional practices to incorporate more rigorous FSA standards, and model these practices in the classroom)

Person Responsible

Edward Burke

Schedule

Monthly, from 8/15/2016 to 6/1/2017

Evidence of Completion

Admin meeting agenda, sign-in sheets and notes, reflection notes on progress of PD, will develop an action plan as needed based on data analysis (FSA, Diagnostic data, District developed assessments, SRI, Fair, FAA results)

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

Admin team will monitor the effectiveness of the LTF (Lead PD in the areas of, data analysis, recommended instructional strategies, classroom implementation of district and school instructional vision, and examination and understanding of required standards)

Person Responsible

Edward Burke

Schedule

Monthly, from 8/15/2016 to 6/1/2017

Evidence of Completion

Admin meeting agenda, sign-in sheets and notes, reflection notes on progress of PD, will develop an action plan as needed based on data analysis (FSA, Diagnostic data, District developed assessments, SRI, Fair, FAA results)

G1.B1.S2 Provide instructional programming customized to the individual strengths, needs, interests and aspirations of each learner. 4

🔑 S234250

Strategy Rationale

If we provide instructional programming customized to the individual strengths, needs, interests and aspirations of each learner, then student achievement will increase

Action Step 1 5

Additional Math Teacher will provide classroom math instruction for students. Position will target level 1 and 2
students.

Person Responsible

Regina Cumberland

Schedule

Daily, from 8/15/2016 to 6/1/2017

Evidence of Completion

Master schedule, Lesson plans reflecting school and math departments instructional vision, progress monitoring data analysis of state, district, and school developed assessments. Utilization of professional development strategies. Attendance logs from LTM's, professional development, and department meetings.

Action Step 2 5

Additional Language Arts Teacher will provide classroom language arts and writing instruction to students targeting our level 1 and 2 students.

Person Responsible

Megan Haloostock

Schedule

Daily, from 8/15/2016 to 6/1/2017

Evidence of Completion

Master schedule, Lesson plans reflecting school and math departments instructional vision, progress monitoring data analysis of state, district, and school developed assessments. Utilization of professional development strategies. Attendance logs from LTM's, professional development, and department meetings.

Action Step 3 `5`

Provide summer academy for incoming 5th grade students. Students will attend 4 hours per day for 8 days. Reading and math will be emphasized utilizing Study Island pre-selected standards.

Person Responsible

Jose Rodriguez

Schedule

Annually, from 7/18/2016 to 8/4/2016

Evidence of Completion

Schedule, teacher and student attendance sheets, lesson plans, list of students, student data, invitation, etc.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 `6`

Monitor impact of additional Math Teacher will provide classroom math instruction for students. Position will target level 1 and 2 students.

Person Responsible

Dionne Breaux

Schedule

Weekly, from 8/15/2016 to 6/1/2017

Evidence of Completion

Admin meeting agenda, sign-in sheets, notes; reflection notes on implementation, feedback to math teacher, action plan developed collaboratively as needed.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 `6`

Monitor implementation of additional Language Arts Teacher to provide classroom language arts and writing instruction to students targeting our level 1 and 2 students.

Person Responsible

Dionne Breaux

Schedule

Weekly, from 8/15/2016 to 6/1/2017

Evidence of Completion

Admin meeting agenda, sign-in sheets, notes; reflection notes on implementation, feedback to ELA teacher, action plan developed collaboratively as needed.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 `6`

Monitor implementation of summer academy for incoming 5th grade students. Students will attend 4 hours per day for 8 days. Reading and math will be emphasized utilizing Study Island pre-selected standards.

Person Responsible

Dionne Breaux

Schedule

Annually, from 7/18/2016 to 8/4/2016

Evidence of Completion

Admin meeting agenda, sign-in sheets, notes; reflection notes on implementation, feedback to tutorial teachers, action plan developed collaboratively as needed.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Admin team will monitor the effectiveness of the additional Math Teacher to provide classroom math instruction for students. Position will target level 1 and 2 students.

Person Responsible

Edward Burke

Schedule

Monthly, from 8/15/2016 to 6/1/2017

Evidence of Completion

Admin meeting agenda, sign-in sheets, notes; reflection notes on implementation, will review data (FSA, Diagnostic data, District developed assessments, SRI, Fair, FAA results, attendance, discipline reports, etc.), and develop an action plan to make adjustments to implementation as needed.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Admin team will monitor the effectiveness of the additional Language Arts Teacher to provide classroom language arts and writing instruction to students targeting our level 1 and 2 students.

Person Responsible

Edward Burke

Schedule

Monthly, from 8/15/2016 to 6/1/2017

Evidence of Completion

Admin meeting agenda, sign-in sheets, notes; reflection notes on implementation, will review data (FSA, Diagnostic data, District developed assessments, SRI, Fair, FAA results, attendance, discipline reports, etc.), and develop an action plan to make adjustments to implementation as needed.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Admin team will monitor the effectiveness of the summer academy for incoming 5th grade students. Students will attend 4 hours per day for 8 days. Reading and math will be emphasized utilizing Study Island pre-selected standards.

Person Responsible

Edward Burke

Schedule

Annually, from 7/18/2016 to 8/4/2016

Evidence of Completion

Admin meeting agenda, sign-in sheets, notes; reflection notes on implementation, action plan developed collaboratively as needed.

G1.B1.S3 Provide digital and blended learning opportunities utilizing technology. 4

🔑 S234251

Strategy Rationale

If we provide digital and blended learning opportunities utilizing technology, then students will be better prepared for instructional opportunities and assessments

Action Step 1 5

Students will be engaged in interactive instructional activities related to STEM and arts production.

Person Responsible

Jose Rodriguez

Schedule

Daily, from 8/15/2016 to 6/1/2017

Evidence of Completion

Schedule, lesson plans that reflect usage of programs that do not have usage reports, recent usage reports for each technology purchased

Action Step 2 5

Students will explore key science concepts using interactive virtual lab.

Person Responsible

Jose Rodriguez

Schedule

Daily, from 8/15/2016 to 6/1/2017

Evidence of Completion

Schedule, lesson plans that reflect usage of programs that do not have usage reports, recent usage reports

Action Step 3 `5`

Study Island will be utilized for enrichment, supplemental, and tutoring.

Person Responsible

Jose Rodriguez

Schedule

Daily, from 8/15/2016 to 6/1/2017

Evidence of Completion

Schedule, lesson plans that reflect usage of programs, Usage reports, lists of students served, tutorial and lab schedules, student data

Plan to Monitor Fidelity of Implementation of G1.B1.S3 `6`

Will monitor student engagement in interactive instructional activities related to STEM and arts production, student exploration of key science concepts using interactive virtual lab.

Person Responsible

Dionne Breaux

Schedule

Weekly, from 8/15/2016 to 6/1/2017

Evidence of Completion

Admin meeting agenda, sign-in sheet, notes, classroom walkthrough observation notes, reflection notes on implementation, feedback to person responsible, action plan developed collaboratively as needed.

Plan to Monitor Fidelity of Implementation of G1.B1.S3 `6`

Will monitor implementation of Study Island for enrichment, supplemental, and tutoring.

Person Responsible

Dionne Breaux

Schedule

Weekly, from 8/15/2016 to 6/1/2017

Evidence of Completion

Admin meeting agenda, sign-in sheet, notes, classroom walkthrough observation notes, reflection notes on implementation, feedback to person responsible, action plan developed collaboratively as needed.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 `7`

Admin team will monitor effectiveness of the interactive instructional activities related to STEM and arts production, and effectiveness of interactive virtual lab.

Person Responsible

Edward Burke

Schedule

Monthly, from 8/15/2016 to 6/1/2017

Evidence of Completion

Admin meeting agenda, sign-in sheet, notes, classroom observation notes, reflection notes on implementation, will review student assessment data (FSA, Diagnostic data, District developed assessments, SRI, Fair, FAA results, attendance, discipline reports, etc.) and develop and action plan to make adjustments to implementation as needed.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 `7`

Admin team will monitor the effectiveness of the Study Island for enrichment, supplemental, and tutoring.

Person Responsible

Edward Burke

Schedule

Monthly, from 8/15/2016 to 6/1/2017

Evidence of Completion

Admin meeting agenda, sign-in sheet, notes, classroom observation notes, reflection notes on implementation, will review student assessment data (FSA, Diagnostic data, District developed assessments, SRI, Fair, FAA results, attendance, discipline reports, etc.) and develop and action plan to make adjustments to implementation as needed.

G1.B3 Low parent participation in their child's education `2`

🔑 B222000

G1.B3.S1 Align new and existing community and parent partnerships. Provide building capacity of parents to support their child's learning at home. `4`

🔑 S234252

Strategy Rationale

If we building parent capacity to support their child's learning at home, then student achievement will improve.

Action Step 1 `5`

Provide Parent University program to increase parental involvement and capacity.

Person Responsible

Dionne Breaux

Schedule

Monthly, from 10/19/2016 to 4/12/2017

Evidence of Completion

Invitation, agenda, sign-in sheets, sample of activity, parent evaluation of training, evidence of interaction,

Plan to Monitor Fidelity of Implementation of G1.B3.S1 `6`

Will monitor the fidelity of implementation of Parent University program to build parent capacity to support their child's learning at home.

Person Responsible

Dionne Breaux

Schedule

Monthly, from 10/19/2016 to 4/12/2017

Evidence of Completion

Admin meeting agenda, sign-in sheets,notes, analysis of parent evaluations, attendance analysis, reflection on how trainings are impacting student data.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 `7`

Admin team will monitor effectiveness of Parent University program to build parent capacity to support their child's learning at home.

Person Responsible

Edward Burke

Schedule

Quarterly, from 10/12/2016 to 4/19/2017

Evidence of Completion

Admin meeting agenda, sign-in sheets,notes, analysis of parent evaluations, attendance analysis, reflection on how trainings are impacting student data, review student assessment data (FSA, Diagnostic data, District developed assessments, SRI, Fair, FAA results, attendance, discipline reports, etc.) and will develop and action plan based on data to make adjustments to parent university as needed.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S2.MA6 🔍 M305706	Admin team will monitor the effectiveness of the summer academy for incoming 5th grade students....	Burke, Edward	7/18/2016	Admin meeting agenda, sign-in sheets, notes; reflection notes on implementation, action plan developed collaboratively as needed.	8/4/2016 annually
G1.B1.S2.MA3 🔍 M305709	Monitor implementation of summer academy for incoming 5th grade students. Students will attend 4...	Breaux, Dionne	7/18/2016	Admin meeting agenda, sign-in sheets, notes; reflection notes on implementation, feedback to tutorial teachers, action plan developed collaboratively as needed.	8/4/2016 annually
G1.B1.S2.A3 🔍 A301180	Provide summer academy for incoming 5th grade students. Students will attend 4 hours per day for 8...	Rodriguez, Jose	7/18/2016	Schedule, teacher and student attendance sheets, lesson plans, list of students, student data, invitation, etc.	8/4/2016 annually
G1.B3.S1.MA1 🔍 M305715	Will monitor the fidelity of implementation of Parent University program to build parent capacity...	Breaux, Dionne	10/19/2016	Admin meeting agenda, sign-in sheets,notes, analysis of parent evaluations, attendance analysis, reflection on how trainings are impacting student data.	4/12/2017 monthly
G1.B3.S1.A1 🔍 A301184	Provide Parent University program to increase parental involvement and capacity.	Breaux, Dionne	10/19/2016	Invitation, agenda, sign-in sheets, sample of activity, parent evaluation of training, evidence of interaction,	4/12/2017 monthly
G1.B3.S1.MA1 🔍 M305714	Admin team will monitor effectiveness of Parent University program to build parent capacity to...	Burke, Edward	10/12/2016	Admin meeting agenda, sign-in sheets,notes, analysis of parent evaluations, attendance analysis, reflection on how trainings are impacting student data, review student assessment data (FSA, Diagnostic data, District developed assessments, SRI, Fair, FAA results, attendance, discipline reports, etc.) and will develop and action plan based on data to make adjustments to parent university as needed.	4/19/2017 quarterly
G1.MA1 🔍 M305716	Admin team will monitor all strategies and action steps to determine positive student growth...	Burke, Edward	10/6/2015	Admin meeting agenda, sign-in sheets and notes, review data (FSA, Diagnostic data, District developed assessments, SRI, Fair, FAA results, attendance, discipline reports, etc.)	5/5/2017 quarterly
G1.B1.S1.MA1 🔍 M305700	Admin team will monitor the effectiveness of the Math Coach (Provide PD for math department in...	Burke, Edward	8/15/2016	Admin meeting agenda, sign-in sheets and notes, reflection notes on progress of PD, will develop an action plan as needed based on data analysis (FSA, Diagnostic data, District developed assessments, SRI, Fair, FAA results)	6/1/2017 monthly
G1.B1.S1.MA4 🔍 M305701	Admin team will monitor the effectiveness of the LTF (Lead PD in the areas of, data analysis,...	Burke, Edward	8/15/2016	Admin meeting agenda, sign-in sheets and notes, reflection notes on progress of PD, will develop an action plan as needed based on data analysis (FSA, Diagnostic data, District developed assessments, SRI, Fair, FAA results)	6/1/2017 monthly
G1.B1.S1.MA1 🔍 M305702	Monitor how Math Coach is providing provide professional development for math department in areas...	Breaux, Dionne	8/22/2016	Admin meeting agenda, sign-in sheets and notes, reflection notes on progress of PD, feedback to Math Coach, action plan developed collaboratively as needed.	6/1/2017 weekly
G1.B1.S1.MA2 🔍 M305703	Monitor how LTF leads professional development in the areas of, data analysis, recommended...	Breaux, Dionne	8/15/2016	Admin meeting agenda, sign-in sheets and notes, reflection notes on progress of PD, feedback to LTF, action plan developed collaboratively as needed..	6/1/2017 weekly

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 🔍 A301176	Math Coach will provide professional development for math department in areas of instructional...	Davis, Nicole	8/15/2016	Meeting agendas, modeling schedule/ log, work sample, professional development agendas, and sign-ins.	6/1/2017 daily
G1.B1.S1.A2 🔍 A301177	LTF will lead professional development on a weekly basis in the areas of, data analysis,...	Pringley, Latoya	8/15/2016	Meeting agendas and logs. Assessment results, state, district, work product, and school developed	6/1/2017 daily
G1.B1.S2.MA1 🔍 M305704	Admin team will monitor the effectiveness of the additional Math Teacher to provide classroom math...	Burke, Edward	8/15/2016	Admin meeting agenda, sign-in sheets, notes; reflection notes on implementation, will review data (FSA, Diagnostic data, District developed assessments, SRI, Fair, FAA results, attendance, discipline reports, etc.), and develop an action plan to make adjustments to implementation as needed.	6/1/2017 monthly
G1.B1.S2.MA5 🔍 M305705	Admin team will monitor the effectiveness of the additional Language Arts Teacher to provide...	Burke, Edward	8/15/2016	Admin meeting agenda, sign-in sheets, notes; reflection notes on implementation, will review data (FSA, Diagnostic data, District developed assessments, SRI, Fair, FAA results, attendance, discipline reports, etc.), and develop an action plan to make adjustments to implementation as needed.	6/1/2017 monthly
G1.B1.S2.MA1 🔍 M305707	Monitor impact of additional Math Teacher will provide classroom math instruction for students....	Breaux, Dionne	8/15/2016	Admin meeting agenda, sign-in sheets, notes; reflection notes on implementation, feedback to math teacher, action plan developed collaboratively as needed.	6/1/2017 weekly
G1.B1.S2.MA2 🔍 M305708	Monitor implementation of additional Language Arts Teacher to provide classroom language arts and...	Breaux, Dionne	8/15/2016	Admin meeting agenda, sign-in sheets, notes; reflection notes on implementation, feedback to ELA teacher, action plan developed collaboratively as needed.	6/1/2017 weekly
G1.B1.S2.A1 🔍 A301178	Additional Math Teacher will provide classroom math instruction for students. Position will target...	Cumberland, Regina	8/15/2016	Master schedule, Lesson plans reflecting school and math departments instructional vision, progress monitoring data analysis of state, district, and school developed assessments. Utilization of professional development strategies. Attendance logs from LTM's, professional development, and department meetings.	6/1/2017 daily
G1.B1.S2.A2 🔍 A301179	Additional Language Arts Teacher will provide classroom language arts and writing instruction to...	Haloostock, Megan	8/15/2016	Master schedule, Lesson plans reflecting school and math departments instructional vision, progress monitoring data analysis of state, district, and school developed assessments. Utilization of professional development strategies. Attendance logs from LTM's, professional development, and department meetings.	6/1/2017 daily
G1.B1.S3.MA1 🔍 M305710	Admin team will monitor effectiveness of the interactive instructional activities related to STEM...	Burke, Edward	8/15/2016	Admin meeting agenda, sign-in sheet, notes, classroom observation notes, reflection notes on implementation, will review student assessment data (FSA, Diagnostic data, District developed assessments, SRI, Fair, FAA results, attendance, discipline reports, etc.) and develop and action plan to make adjustments to implementation as needed.	6/1/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S3.MA4 🔍 M305711	Admin team will monitor the effectiveness of the Study Island for enrichment, supplemental, and...	Burke, Edward	8/15/2016	Admin meeting agenda, sign-in sheet, notes, classroom observation notes, reflection notes on implementation, will review student assessment data (FSA, Diagnostic data, District developed assessments, SRI, Fair, FAA results, attendance, discipline reports, etc.) and develop and action plan to make adjustments to implementation as needed.	6/1/2017 monthly
G1.B1.S3.MA1 🔍 M305712	Will monitor student engagement in interactive instructional activities related to STEM and arts...	Breaux, Dionne	8/15/2016	Admin meeting agenda, sign-in sheet, notes, classroom walkthrough observation notes, reflection notes on implementation, feedback to person responsible, action plan developed collaboratively as needed.	6/1/2017 weekly
G1.B1.S3.MA2 🔍 M305713	Will monitor implementation of Study Island for enrichment, supplemental, and tutoring.	Breaux, Dionne	8/15/2016	Admin meeting agenda, sign-in sheet, notes, classroom walkthrough observation notes, reflection notes on implementation, feedback to person responsible, action plan developed collaboratively as needed.	6/1/2017 weekly
G1.B1.S3.A1 🔍 A301181	Students will be engaged in interactive instructional activities related to STEM and arts...	Rodriguez, Jose	8/15/2016	Schedule, lesson plans that reflect usage of programs that do not have usage reports, recent usage reports for each technology purchased	6/1/2017 daily
G1.B1.S3.A2 🔍 A301182	Students will explore key science concepts using interactive virtual lab.	Rodriguez, Jose	8/15/2016	Schedule, lesson plans that reflect usage of programs that do not have usage reports, recent usage reports	6/1/2017 daily
G1.B1.S3.A3 🔍 A301183	Study Island will be utilized for enrichment, supplemental, and tutoring.	Rodriguez, Jose	8/15/2016	Schedule, lesson plans that reflect usage of programs, Usage reports, lists of students served, tutorial and lab schedules, student data	6/1/2017 daily

V. Professional Development Opportunities

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

G1. If we provided effective and relevant instruction to meet the needs of all students, then we will increase high school readiness.

G1.B1 teacher capacity to provide effective and relevant instruction

G1.B1.S1 Develop the capacity of teachers to deliver effective instruction

PD Opportunity 1

Math Coach will provide professional development for math department in areas of instructional strategies, understanding and altering instructional practices to incorporate more rigorous FSA standards, and model these practices in the classroom.

Facilitator

Nicole Davis

Participants

Math teachers 6-8

Schedule

Daily, from 8/15/2016 to 6/1/2017

PD Opportunity 2

LTF will lead professional development on a weekly basis in the areas of, data analysis, recommended instructional strategies, classroom implementation of district and school instructional vision, and examination and understanding of required standards

Facilitator

LaToya Pringley

Participants

All Teachers

Schedule

Daily, from 8/15/2016 to 6/1/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Math Coach will provide professional development for math department in areas of instructional strategies, understanding and altering instructional practices to incorporate more rigorous FSA standards, and model these practices in the classroom.				$73,154.55
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	130-Other Certified Instructional Personnel	0761 - Lantana Middle School	Title I, Part A	1.0	$73,154.55
			Notes: 1.0 Math Coach (Nicole Davis - salary and benefits)			
2	G1.B1.S1.A2	LTF will lead professional development on a weekly basis in the areas of, data analysis, recommended instructional strategies, classroom implementation of district and school instructional vision, and examination and understanding of required standards				$75,154.55
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	130-Other Certified Instructional Personnel	0761 - Lantana Middle School	Title I, Part A	1.0	$73,154.55
			Notes: 1.00 LTF (LaToya Pringley - salary and benefits)			
	6400	510-Supplies	0761 - Lantana Middle School	Title I, Part A		$2,000.00
			Notes: PD Supplies (Paper, ink, and toner for EDW reports, chart paper, folders, binders, postit notes, highlighters, pens, professional books, etc.)			
3	G1.B1.S2.A1	Additional Math Teacher will provide classroom math instruction for students. Position will target level 1 and 2 students.				$67,665.67
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	120-Classroom Teachers	0761 - Lantana Middle School	Title I, Part A	1.0	$66,342.45
			Notes: 1.00 Math Teacher (Regina Cumberland - salary and benefits)			
	5100	510-Supplies	0761 - Lantana Middle School	Title I, Part A		$711.90
			Notes: Supplies and Materials (Purchase calculators utilized by algebra, geometry, and prealgebra students. 3 class sets Texas Int. TI30xa 90 total			
	5100	750-Other Personal Services	0761 - Lantana Middle School	Title I, Part A		$611.32
			Notes: Subs for math teachers			
4	G1.B1.S2.A2	Additional Language Arts Teacher will provide classroom language arts and writing instruction to students targeting our level 1 and 2 students.				$70,024.98
	Function	Object	Budget Focus	Funding Source	FTE	2016-17

	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	120-Classroom Teachers	0761 - Lantana Middle School	Title I, Part A	1.0	$66,342.45
			Notes: 1.00 Language Arts Teacher (Megan Haloostock - salary and benefits)			
	5100	750-Other Personal Services	0761 - Lantana Middle School	Title I, Part A		$611.32
			Notes: Sub for ELA teacher			
	5100	510-Supplies	0761 - Lantana Middle School	Title I, Part A		$3,071.21
			Notes: Supplies (Paper, ink, and toner for classroom and tutorial use, chart paper, folders, post-it notes, highlighters, pens, composition books, classroom libraries, etc.)			
5	**G1.B1.S2.A3**	**Provide summer academy for incoming 5th grade students. Students will attend 4 hours per day for 8 days. Reading and math will be emphasized utilizing Study Island pre-selected standards.**				**$12,379.60**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	100-Salaries	0761 - Lantana Middle School	Title I, Part A		$11,076.12
			Notes: Salary and benefits for Summer Academy teachers			
	5100	100-Salaries	0761 - Lantana Middle School	Title I, Part A		$303.48
			Notes: 2 Extra Duty Days for ITSA			
	5100	510-Supplies	0761 - Lantana Middle School	Title I, Part A		$1,000.00
			Notes: Supplies (Paper, ink, and toner for classroom and tutorial use, chart paper, folders, postit notes, highlighters, pens, composition books, classroom libraries, etc.)			
6	**G1.B1.S3.A1**	**Students will be engaged in interactive instructional activities related to STEM and arts production.**				**$16,842.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	643-Capitalized Hardware and Technology-Related Infrastructure	0761 - Lantana Middle School	Title I, Part A		$13,932.00
			Notes: iMac computers with Apple Care			
	5100	644-Computer Hardware Non-Capitalized	0761 - Lantana Middle School	Title I, Part A		$2,050.00
			Notes: 3D printer - District recommended and supported model			
	5100	510-Supplies	0761 - Lantana Middle School	Title I, Part A		$860.00
			Notes: Supplies for 3D printer, including printer filament 2 pack			
7	**G1.B1.S3.A2**	**Students will explore key science concepts using interactive virtual lab.**				**$16,940.80**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	644-Computer Hardware Non-Capitalized	0761 - Lantana Middle School	Title I, Part A		$14,970.00

			Notes: 30 laptops dist. rec.			
	5100	641-Furniture, Fixtures and Equipment Capitalized	0761 - Lantana Middle School	Title I, Part A		$1,970.80
			Notes: Laptop charging cart			
8	**G1.B1.S3.A3**	**Study Island will be utilized for enrichment, supplemental, and tutoring.**				**$5,390.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	360-Rentals	0761 - Lantana Middle School	Title I, Part A		$5,390.00
			Notes: Study Island online subscription for grades 68 math and science			
9	**G1.B3.S1.A1**	**Provide Parent University program to increase parental involvement and capacity.**				**$4,855.02**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6150	100-Salaries	0761 - Lantana Middle School	Title I, Part A		$3,000.00
			Notes: PRT salary for staff			
	6150	510-Supplies	0761 - Lantana Middle School	Title I, Part A		$1,855.02
			Notes: Supplies for parent trainings (Paper and ink for parent communication, materials for make and take activities, laminating film, pens, pencils, math manipulatives, books, postit notes, highlighters, food for parent trainings, etc.)			
					Total:	**$342,407.17**