

The School District of Palm Beach County

Lantana Elementary School



2016-17 Schoolwide Improvement Plan

Lantana Elementary School

710 W OCEAN AVE, Lantana, FL 33462

<https://lane.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)
Elementary School PK-5	Yes	93%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	80%

School Grades History

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

**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 11/17/2016.

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	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	9
Effective Leadership	10
Public and Collaborative Teaching	13
Ambitious Instruction and Learning	14
8-Step Planning and Problem Solving Implementation	19
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	22
Appendix 1: Implementation Timeline	42
Appendix 2: Professional Development and Technical Assistance Outlines	46
Professional Development Opportunities	46
Technical Assistance Items	49
Appendix 3: Budget to Support Goals	49

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 Elementary 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.

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.

b. 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.

2. School Environment

a. 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 a 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.

b. 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. This is done school-wide through our implementation of CHAMPs.

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.

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.

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.

Lantana Elementary also implements CHAMPs school-wide. This classroom management program ensures that clear expectations are taught and are part of the daily routine throughout the day.

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 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.

This year, the school will also establish a mentor program. Staff members as well as local high school students will serve as mentors for kids in the school. This mentor program will help ensure the social-emotional needs of our student body.

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.

- Utilize EDW in order to analyze data on the school's early warning indicators
- Early Warning Indicators are part of Admin data chats with teachers
- Make sure teachers are aware of the system for communicating issues with student achievement

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	21	15	16	13	8	8	0	0	0	0	0	0	0	81
One or more suspensions	5	0	2	9	12	15	0	0	0	0	0	0	0	43
Course failure in ELA or Math	35	39	48	47	62	62	0	0	0	0	0	0	0	293
Level 1 on statewide assessment	0	0	0	26	43	37	0	0	0	0	0	0	0	106

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	15	7	12	31	43	40	0	0	0	0	0	0	0	148

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

Lantana Elementary employs many intervention strategies to improve the academic performance of students identified by the early warning system. The strategies are listed below:

- SAI for students reading below grade level
- LLI used for students who need this particular reading intervention
- Additional Literacy Resource Teacher funded by Title I. This teacher will work with students needing additional support
- Extended Day (60 minutes) for all students, so kids receive additional 60 minutes of reading instruction
- Math Resource Teacher funded by Title I. This teacher will work with students needing additional support
- CHAMPs implemented school-wide. By being consistent with classroom expectations, we will decrease the number of discipline referrals, as well as suspensions
- School Based Team discusses and addresses students who have attendance issues
- Guidance Counselor intervenes when students have attendance issues

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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. Â§ 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/332086>.

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.

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 Suncoast 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.

PreK through Third Grade teachers will implement Academic Parent Teacher Teams (APTT) this year. This Family Engagement initiative invites parents to meetings three times during the year, as well as one conference. Parents will learn about content in reading and/or math, engage in an activity that they will be able to do with their child at home, and track progress towards a reasonable goal.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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
Robinson, Janyn	Principal
Schwartz, Valerie	Assistant Principal
Gordon, Elise	Instructional Coach
Gonzales, Ashley	Instructional Coach
Campbell, Elaina	Other

b. Duties

1. 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 Professional Learning Communities (PLCs) 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.

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.

Extended Day

Person Responsible - Janyyn 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 SSC Coordinator 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 iReady 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 SSC Coordinator and Intermediate SAI teacher are funded with District funds. A primary SAI teacher and Literacy Resource Teacher are 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), Elaina Campbell (SSC Coordinator), Janyyn 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 and Literacy Resource Teacher are 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 - Janyyn Robinson, Principal

Based on an analysis of student needs, a Title I budget was created to include a primary SAI teacher,

Math resource teacher, and Literacy 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 school based training.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
	Parent
David Stewart	Business/Community
Thomas Derringer	Business/Community
Denise Sasiain	Education Support Employee
Janyyn Robinson	Principal
Terry Walker	Teacher
Wolff Damier	Education Support Employee
Dana Goncalves	Parent
Ranada Reese	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 School Advisory Council reviewed the results of the FY2016 available FCAT & FSA data and conducted a data analysis to determine academic strengths and weaknesses and progress toward meeting school improvement goals.

b. Development of this school improvement plan

The School Advisory Council reviewed the results of the FY2016 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 FY2017 school year.

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

The FY2017 General Budget was reviewed with the School Advisory Council. The review included Salary, Benefits, Positions, Projected Enrollment and funded Resource teachers. The FY2017 Title I Budget was also reviewed, including expenditures for Resource teachers, technology, supplies, and parental involvement expenses.

2. 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.

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

No

a. 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.

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
Ebner, Shannon	Teacher, K-12
Ordonez, Lesly	Teacher, K-12
Padgett, Wanda	Teacher, K-12
Rainey-Reese, Ranada	Teacher, K-12
Schwartz, Valerie	Assistant Principal
Robinson, Janyn	Principal
Johnson, Kimberly	Teacher, K-12
Roubian, Tabitha	Teacher, K-12
Plunkett, Ashley	Teacher, K-12
Campbell, Elaina	Other

b. Duties

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

The Literacy Leadership Team initiatives for FY 2017 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.

D. Public and Collaborative Teaching

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

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

Through a Master Schedule and PLCs and Common Planning Time Schedule, teachers are provided with common planning time to develop lesson plans. Teachers work together during bi-weekly Professional Learning Communities (PLCs) in literacy and in math on data analysis, Unit planning and assessments. Research-based protocols are utilized to focus the meetings on:

1. What students need to learn (standards)?
2. How teachers teach what students need to know?
3. How teachers know if students have learned the content (assessment)?

4. What teachers do for kids who haven't mastered the content (re-teaching)?

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.

2. 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/buddies 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 Regional staff, SSC Coordinator, Administration, Resource Teachers
7. Provide model lessons of best practices in reading, mathematics, science and writing - District and Regional staff, SSC Coordinator, 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 Regional 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

3. 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 PLCs 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.

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.

Lantana Elementary School adheres to District Policy and procedures regarding instructional programs and materials. At PLCs, 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.

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.

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 & R2 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 PLCs 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 iReady for instructional support and enrichment.

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: Extended School Day

Minutes added to school year: 5,400

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, iReady data, and standardized exams.

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. Â§ 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.

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.

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.

N/A

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

N/A

3. 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

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.

N/A

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

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" 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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we provide effective and relevant instruction to meet the needs of all students, then we will increase reading on Grade Level by 3rd Grade.
- G2.** If teachers align their instruction to the Florida Standards and provide engaging, rigorous tasks to students, then Lantana Elementary will ensure 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 provide effective and relevant instruction to meet the needs of all students, then we will increase reading on Grade Level by 3rd Grade. 1a

G083747

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	75.0
FSA ELA Achievement	40.0
Literacy Rate - Grade 2	46.0
Literacy Rate - Kindergarten	65.0
Literacy Rate - Grade 1	48.0
ELA/Reading Gains	60.0

Targeted Barriers to Achieving the Goal 3

- Teachers need to instruct students with a wide range of literacy abilities.
- Students need multiple opportunities to engage in rigorous tasks, so they are prepared to master the Florida Standards.
- Low parent participation in their child's education

Resources Available to Help Reduce or Eliminate the Barriers 2

- Highly Qualified Instructional Staff
- Single School Culture Coordinator, Literacy Resource Teacher, Math Resource Teacher
- 2 SAI Teachers
- Professional Learning Communities
- Professional Development Days
- Region and District Professional Development Staff
- Title I Budget

Plan to Monitor Progress Toward G1. 8

Admin will monitor all strategies and action steps to determine positive growth towards school's academic target/goal by conducting data analysis of formative assessments, Winter Diagnostics, iReady data, and FLDOE FSA Standardized assessment

Person Responsible

Janyyn Robinson

Schedule

Biweekly, from 9/6/2016 to 6/2/2017

Evidence of Completion

Review data (percent of proficiency on formative assessments, Winter Diagnostics, iReady data, and FLDOE FSA Standardized assessment, LLI assessments, iii assessments).

G2. If teachers align their instruction to the Florida Standards and provide engaging, rigorous tasks to students, then Lantana Elementary will ensure High School readiness. 1a

G083748

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	75.0
FSA Mathematics Achievement	55.0
Math Gains	60.0

Targeted Barriers to Achieving the Goal 3

- Teachers need to instruct students with a wide range of math abilities.
- Students need multiple opportunities to engage in rigorous tasks, so they are prepared to master the Florida Standards.
- Low parent participation in their child's education

Resources Available to Help Reduce or Eliminate the Barriers 2

- Highly-qualified instructional staff
- Region and District Specialists
- Math Resource Teacher
- Single School Culture Coordinator
- Professional Learning Communities
- Region, District, and School level Professional Development opportunities

Plan to Monitor Progress Toward G2. 8

Admin will monitor all strategies and action steps to determine positive student growth towards school's academic target/goal.

Person Responsible

Janyyn Robinson

Schedule

Monthly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Review progress made on the variety of assessments students take throughout the school year (Unit Assessments, Performance Matters assessments (FSQs) in math, Winter Diagnostics, iReady, Reflex data, and FLDOE FSA Standardized assessment)

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

 = Problem Solving Step  S123456 = Quick Key

G1. If we provide effective and relevant instruction to meet the needs of all students, then we will increase reading on Grade Level by 3rd Grade. **1**

 G083747

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

 B222390

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

 S234675

Strategy Rationale

In order to meet the needs of all students, there must be effective and relevant instruction.

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 8/15/2016 to 6/2/2017

Evidence of Completion

Master Schedule, Resource Teachers, PD Agenda and Sign-In Sheets, sample lesson plans, Title I Budget report

Action Step 2 **5**

Engage students in learning by enhancing classroom libraries

Person Responsible

Janyn Robinson

Schedule

On 6/2/2017

Evidence of Completion

Title I Budget, Volume of books in classroom libraries, Volume of books recorded on student reading logs, classroom observations, feedback to teachers

Action Step 3 5

Provide personalized instruction through iReady Reading

Person Responsible

Elaina Campbell

Schedule

Weekly, from 8/29/2016 to 6/2/2017

Evidence of Completion

iReady data, classroom observation, PLC notes

Action Step 4 5

Provide personalized instruction for English Language Learners who are Beginning Speakers based on the ELDC through Imagine Learning

Person Responsible

Terry Walker

Schedule

Weekly, from 9/12/2016 to 6/2/2017

Evidence of Completion

Imagine Learning data, classroom observations, PLC notes,

Action Step 5 5

Provide personalized reading instruction for Pre-K students through Istation

Person Responsible

Janyn Robinson

Schedule

Weekly, from 9/6/2016 to 6/2/2017

Evidence of Completion

Istation reports, classroom observations

Action Step 6 5

Engage students in learning by enhancing classroom supplies, materials, publications, and online subscriptions.

Person Responsible

Janyn Robinson

Schedule

Daily, from 7/4/2016 to 3/31/2017

Evidence of Completion

Classroom observations, Title I Monthly Budget, feedback to teachers, usage reports

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

Admin team will conduct Classroom Observations, monitor attendance at PLCs and common planning meetings, small group instruction.

Person Responsible

Janyn Robinson

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

PLC attendance sheets, PD agendas and attendance sheets, iObservation, classroom observations, feedback to staff, sample lesson plans, action plan developed collaboratively

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

Admin team will monitor that students are engage in learning by using classroom materials, publications, and online subscriptions, etc.

Person Responsible

Janyn Robinson

Schedule

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

Evidence of Completion

Title I Monthly Budget, classroom observations, feedback to staff,

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

Admin team will monitor effectiveness of small group instruction, common planning, and professional development by analyzing iiii assessments, LLI assessments, Unit Assessments, Performance Matters assessments (FSQs) in literacy, RRR, Winter Diagnostics, iReady and FLDOE FSA Standardized assessment.

Person Responsible

Janyn Robinson

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Review student proficiency as measured by iiii assessments, Unit Assessments, FSQ Assessments, LLI assessments, Performance Matters assessments, RRR, Winter Diagnostics, iReady and FLDOE FSA Standardized assessment. Develop an action plan collaboratively to make adjustments to implementation as needed.

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

Admin team will monitor effectiveness of implementation and use of classroom materials, publications, and online subscriptions, etc.

Person Responsible

Janyn Robinson

Schedule

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

Evidence of Completion

Classroom observations, review data report (iStation, diagnostic, RRR, etc). Develop an action plan collaboratively to make adjustments to implementation as needed.

G1.B2 Students need multiple opportunities to engage in rigorous tasks, so they are prepared to master the Florida Standards. **2**

 B222391

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**

 S234676

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**

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

Person Responsible

Heidi Edelman

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

Master Schedule, iii schedule and student groups, student attendance sheets, weekly iii assessments, sample lesson plans

Action Step 2 **5**

Provide a Literacy Resource Teacher to provide instruction aligned with the Florida Standards.

Person Responsible

Ashley Gonzales

Schedule

On 6/2/2017

Evidence of Completion

Teacher schedule/log, list of student groupings, sample lesson plans, LLI assessments, student reading logs

Action Step 3 5

Provide additional instruction during after school tutorial

Person Responsible

Valerie Schwartz

Schedule

Weekly, from 10/24/2016 to 4/28/2017

Evidence of Completion

attendance sheets for teachers and students, sample lesson plans, benchmark data, list of student groupings, schedule

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

Admin will monitor SAI teacher and Literacy Resource Teacher and Conduct classroom observations, Title I Monthly Budget

Person Responsible

Janyn Robinson

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Admin meeting agenda, sign-in, notes, classroom observations, feedback to teachers as needed, review data (iii assessment data, classroom formative assessment data, usage reports from iReady), Title I Monthly Budget, action plan developed collaboratively, reflection notes

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

Admin will monitor implementation of tutorial program.

Person Responsible

Janyn Robinson

Schedule

Weekly, from 10/24/2016 to 4/28/2017

Evidence of Completion

Student attendance, teacher time sheets, lesson plans, Admin meeting notes, feedback to tutorial teachers, reflection log on implementation, action plan developed collaboratively,

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

Admin team will review effectiveness of teachers by reviewing data (iii assessments, LLI assessments, Winter Diagnostics, FLDOE FSA standardized test, and iReady data) and make adjustments to implementation based on needs.

Person Responsible

Janyn Robinson

Schedule

Biweekly, from 9/6/2016 to 5/26/2017

Evidence of Completion

Admin meeting notes and agenda, review data (iii assessment data, classroom formative assessment data, usage reports from iReady, LLI assessments, FLDOE FSA standardized test, diagnostic), and develop an action plan collaboratively for necessary adjustments as needed.

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

Admin will review effectiveness of tutorial program by reviewing student data (ii assessments, LLI assessments, Winter Diagnostics, FLDOE FSA standardized test, and iReady data, etc)

Person Responsible

Janyn Robinson

Schedule

Monthly, from 10/24/2016 to 4/28/2017

Evidence of Completion

Admin meeting notes and agenda, review data (iii assessment data, classroom formative assessment data, usage reports from iReady, LLI assessments, FLDOE FSA standardized test, diagnostic), and develop an action plan collaboratively for necessary adjustments to tutorial program as needed.

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

 B222392

G1.B3.S1 Provide parent trainings that build parent capacity to support learning at home. **4**

 S234677

Strategy Rationale

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

Action Step 1 **5**

Provide APTT training for teachers and conduct APTT team meeting with parents to build parent capacity and engage in their child's learning

Person Responsible

Shannon Ebner

Schedule

Triannually, from 8/15/2016 to 4/28/2017

Evidence of Completion

APTT attendance sheets, APTT classroom data, sample of activities, agenda, sign-in sheets, parent evaluations, evidence of interaction

Action Step 2 **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 8/15/2016 to 6/1/2017

Evidence of Completion

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

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

Admin team will monitor the fidelity of implementation of the APTT parent program and provide feedback as needed.

Person Responsible

Janyn Robinson

Schedule

Triannually, from 8/15/2016 to 4/28/2017

Evidence of Completion

Admin meeting notes, reflection notes, consultant logs, analysis of APTT parent meetings, action plan developed collaborative as needed

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

Admin team will monitor communication with parents and provide feedback as needed.

Person Responsible

Valerie Schwartz

Schedule

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

Evidence of Completion

Admin meeting agenda and notes, review Title I Monthly Budget, sample of communication through student planners, sample flyers, sample class letters, sample newsletter, feedback on progress, reflection notes

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

Admin team will review student data and make adjustments to implementation of APTT based on needs.

Person Responsible

Janyn Robinson

Schedule

Triannually, from 8/15/2016 to 4/28/2017

Evidence of Completion

Admin meeting notes, review student progress on skill (RRR, math assessments, etc), and develop and action plan to show evidence of adjustments as needed.

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

Admin team will review effective communication with families

Person Responsible

Janyn Robinson

Schedule

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


Evidence of Completion

Admin meeting agenda and notes, action plan to show evidence of adjustments as needed.

G2. If teachers align their instruction to the Florida Standards and provide engaging, rigorous tasks to students, then Lantana Elementary will ensure High School readiness. 1

 G083748

G2.B1 Teachers need to instruct students with a wide range of math abilities. 2

 B222393

G2.B1.S1 Implement standards-based instruction that is data driven and responsive to the level of scaffolding needed for independent application of knowledge. 4

 S234678

Strategy Rationale

In order to meet the needs of all students, there must be effective and relevant instruction.

Action Step 1 5

Provide a Math Resource Teacher to provide instruction aligned with the Florida Standards

Person Responsible

Janyn Robinson

Schedule

On 6/2/2017

Evidence of Completion

Teacher schedule/log, list of student groupings, sample lesson plans, PLC notes, classroom observations, student assessment data, feedback to teacher

Action Step 2 5

Provide classroom materials and professional development, in order to strengthen core math instruction

Person Responsible

Elise Gordon

Schedule

Monthly, from 9/12/2016 to 6/2/2017

Evidence of Completion

classroom observation notes, Title I Monthly Budget, admin meeting notes, feedback to teachers

Action Step 3 5

Provide students with personalized instruction through iReady Math

Person Responsible

Elaina Campbell

Schedule

Weekly, from 8/29/2016 to 6/2/2017

Evidence of Completion

iReady Math reports, classroom observations, feedback to teachers, PLC notes,

Action Step 4 5

Provide STEM instruction, specifically robotics to 3rd through 5th graders

Person Responsible

Elise Gordon

Schedule

Weekly, from 10/24/2016 to 5/26/2017

Evidence of Completion

lesson plans, grant mid-year report, classroom observation, feedback to teachers, performance on benchmark assessments, admin meeting notes

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

Admin will monitor fidelity of Math Resource Teacher to provide instruction aligned with the Florida Standards for daily instruction and provide feedback as needed.

Person Responsible

Janyn Robinson

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Admin meeting notes, Classroom Walkthrough observations and PLC notes, feedback to teacher, sample lesson plans, work product, action plan developed collaboratively, reflection notes

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

Admin will monitor implementation of professional development to strengthen the core math instruction and usage of materials.

Person Responsible

Valerie Schwartz

Schedule

On 6/2/2017

Evidence of Completion

Admin meeting notes, classroom observations, Title I Monthly Budget, feedback to teachers, PLC notes, action plan developed collaboratively, reflection notes,

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

Admin will monitor implementation of personalized instruction through iReady and STEM instruction (robotics 3-5)

Person Responsible

Janyn Robinson

Schedule

Monthly, from 8/29/2016 to 6/1/2017

Evidence of Completion

Admin meeting notes, review student data, review reports (iReady, student performance on benchmark assessments), reflection notes, action plan developed collaboratively

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

Admin will review student math data (formative assessments, Winter Diagnostics, iReady, and FLDOE FSA Standardized assessment) to monitor for effectiveness of Math Resource Teacher, and make adjustment to implementation based on needs.

Person Responsible

Janyn Robinson

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Admin meeting notes, PLC notes, review student data (iReady, student performance on benchmark assessments), classroom observations, feedback to staff, develop and action plan to make adjustments to implementation as needed.

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

Admin team will review data (formative assessments, Winter Diagnostics, iReady, and FLDOE FSA Standardized assessment) to monitor for effectiveness of math professional development, and make adjustment based on needs.

Person Responsible

Janyn Robinson

Schedule

Monthly, from 8/29/2016 to 6/1/2017

Evidence of Completion

Admin meeting notes, PLC notes, review student data (iReady, student performance on benchmark assessments), classroom observations, feedback to staff, develop and action plan to make adjustments to implementation as needed.

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

Admin team will review data (formative assessments, Winter Diagnostics, iReady, and FLDOE FSA Standardized assessment) and monitor the effectiveness of iReady and STEM instruction, and make adjustment to implementation based on needs.

Person Responsible

Janyn Robinson

Schedule

Monthly, from 8/29/2016 to 6/1/2017

Evidence of Completion

Admin meeting notes, PLC notes, review student data (iReady, student performance on benchmark assessments), classroom observations, feedback to staff, develop and develop an action plan to make adjustments to implementation as needed.

G2.B2 Students need multiple opportunities to engage in rigorous tasks, so they are prepared to master the Florida Standards. **2**

 B222394

G2.B2.S1 Implement small group instruction that is data driven and responsive to the level of scaffolding needed for independent application of knowledge. **4**

 S234679

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**

Provide additional math instruction during after school tutorial.

Person Responsible

Valerie Schwartz

Schedule

Weekly, from 10/24/2016 to 4/28/2017

Evidence of Completion

Teacher and student attendance sheets, sample lesson plans, data analysis from benchmark assessments, list of students, observations, feedback to teachers

Action Step 2 **5**

Provide students with practice on fact fluency through Reflex Math

Person Responsible

Elise Gordon

Schedule

Weekly, from 9/26/2016 to 6/2/2017

Evidence of Completion

Schedule, Reflex Math usage data reports, classroom observations, feedback to teachers

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

Admin will monitor fidelity of tutorial program and Reflex Math(daily instruction, small groups), and provide feedback as needed.

Person Responsible

Janyn Robinson

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Admin meeting notes, analyze tutorial sign-in sheets, Classroom observations, PLC notes, reflection notes, action plan developed collaboratively, reflection notes

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

Admin will monitor all strategies and action steps to determine positive student growth towards school's academic target/goal by conducting data analysis of formative assessments, Winter Diagnostics, iReady, Reflex, and FLDOE FSA Standardized assessment.

Person Responsible

Janyn Robinson

Schedule

Weekly, from 8/15/2016 to 6/2/2017


Evidence of Completion

Review data (percent of proficiency on formative assessments, Winter Diagnostics, iReady, Reflex, and FLDOE FSA Standardized assessment.

G2.B3 Low parent participation in their child's education **2**

 B222395

G2.B3.S1 Provide parent trainings that build parent capacity to support learning at home. **4**

 S234680

Strategy Rationale

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

Action Step 1 **5**

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

Person Responsible

Elise Gordon

Schedule

Semiannually, from 12/7/2016 to 4/28/2017

Evidence of Completion

Agenda, parent and student sign-in sheets, sample of product, parent evaluations, Admin observation notes, feedback to teachers

Plan to Monitor Fidelity of Implementation of G2.B3.S1 **6**

Admin will monitor that students and their families are engaged in hands-on learning with STEM night (South Florida Science Museum)

Person Responsible

Elise Gordon

Schedule

Semiannually, from 12/7/2016 to 4/28/2017

Evidence of Completion

Agenda, parent and student sign-in sheets, sample of product, parent evaluations, reflection on parent evaluations, Admin observation notes, evidence of interaction, reflection notes, develop action plan collaboratively as needed

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Admin team will review data and make adjustments to implementation based on needs

Person Responsible

Janyn Robinson

Schedule

Semiannually, from 12/7/2016 to 4/28/2017


Evidence of Completion














Admin meeting notes, reflection on parent evaluations, review data (Unit Assessments, Performance Matters assessments (FSQs) in math, Winter Diagnostics, iReady, Reflex data, and FLDOE FSA Standardized assessment), develop action plan to make adjustments to implementation 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.S1.A6  A302146	Engage students in learning by enhancing classroom supplies, materials, publications, and online...	Robinson, Janyyn	7/4/2016	Classroom observations, Title I Monthly Budget, feedback to teachers, usage reports	3/31/2017 daily
G1.B2.S1.MA4  M306768	Admin will review effectiveness of tutorial program by reviewing student data (ii assessments, LLI...	Robinson, Janyyn	10/24/2016	Admin meeting notes and agenda, review data (iii assessment data, classroom formative assessment data, usage reports from iReady, LLI assessments, FLDOE FSA standardized test, diagnostic), and develop an action plan collaboratively for necessary adjustments to tutorial program as needed.	4/28/2017 monthly
G1.B2.S1.MA3  M306770	Admin will monitor implementation of tutorial program.	Robinson, Janyyn	10/24/2016	Student attendance, teacher time sheets, lesson plans, Admin meeting notes, feedback to tutorial teachers, reflection log on implementation, action plan developed collaboratively,	4/28/2017 weekly
G1.B2.S1.A3  A302149	Provide additional instruction during after school tutorial	Schwartz, Valerie	10/24/2016	attendance sheets for teachers and students, sample lesson plans, benchmark data, list of student groupings, schedule	4/28/2017 weekly
G1.B3.S1.MA1  M306771	Admin team will review student data and make adjustments to implementation of APTT based on needs.	Robinson, Janyyn	8/15/2016	Admin meeting notes, review student progress on skill (RRR, math assessments, etc), and develop and action plan to show evidence of adjustments as needed.	4/28/2017 triannually
G1.B3.S1.MA1  M306773	Admin team will monitor the fidelity of implementation of the APTT parent program and provide...	Robinson, Janyyn	8/15/2016	Admin meeting notes, reflection notes, consultant logs, analysis of APTT parent meetings, action plan developed collaborative as needed	4/28/2017 triannually
G1.B3.S1.A1  A302150	Provide APTT training for teachers and conduct APTT team meeting with parents to build parent...	Ebner, Shannon	8/15/2016	APTT attendance sheets, APTT classroom data, sample of activities, agenda, sign-in sheets, parent evaluations, evidence of interaction	4/28/2017 triannually
G2.B2.S1.A1  A302156	Provide additional math instruction during after school tutorial.	Schwartz, Valerie	10/24/2016	Teacher and student attendance sheets, sample lesson plans, data analysis from benchmark assessments, list of students, observations, feedback to teachers	4/28/2017 weekly
G2.B3.S1.MA1  M306784	Admin team will review data and make adjustments to implementation based on needs	Robinson, Janyyn	12/7/2016	Admin meeting notes, reflection on parent evaluations, review data (Unit Assessments, Performance Matters assessments (FSQs) in math, Winter Diagnostics, iReady, Reflex data, and FLDOE FSA Standardized assessment), develop action plan to make adjustments to implementation as needed.	4/28/2017 semiannually
G2.B3.S1.MA1  M306785	Admin will monitor that students and their families are engaged in hands-on learning with STEM...	Gordon, Elise	12/7/2016	Agenda, parent and student sign-in sheets, sample of product, parent evaluations, reflection on parent evaluations, Admin observation notes, evidence of interaction, reflection notes, develop action plan collaboratively as needed	4/28/2017 semiannually
G2.B3.S1.A1  A302158	Engage students and their families in hands-on learning with STEM night (South Florida Science...	Gordon, Elise	12/7/2016	Agenda, parent and student sign-in sheets, sample of product, parent evaluations, Admin observation notes, feedback to teachers	4/28/2017 semiannually

Palm Beach - 0751 - Lantana Elementary School - 2016-17 SIP
Lantana Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.MA1  M306767	Admin team will review effectiveness of teachers by reviewing data (iii assessments, LLI...	Robinson, Janyn	9/6/2016	Admin meeting notes and agenda, review data (iii assessment data, classroom formative assessment data, usage reports from iReady, LLI assessments, FLDOE FSA standardized test, diagnostic), and develop an action plan collaboratively for necessary adjustments as needed.	5/26/2017 biweekly
G2.B1.S1.A4  A302155	Provide STEM instruction, specifically robotics to 3rd through 5th graders	Gordon, Elise	10/24/2016	lesson plans, grant mid-year report, classroom observation, feedback to teachers, performance on benchmark assessments, admin meeting notes	5/26/2017 weekly
G1.B1.S1.MA4  M306764	Admin team will monitor effectiveness of implementation and use of classroom materials,...	Robinson, Janyn	8/15/2016	Classroom observations, review data report (iStation, diagnostic, RRR, etc). Develop an action plan collaboratively to make adjustments to implementation as needed.	6/1/2017 weekly
G1.B1.S1.MA3  M306766	Admin team will monitor that students are engage in learning by using classroom materials,...	Robinson, Janyn	8/15/2016	Title I Monthly Budget, classroom observations, feedback to staff,	6/1/2017 weekly
G1.B3.S1.MA4  M306772	Admin team will review effective communication with families	Robinson, Janyn	8/15/2016	Admin meeting agenda and notes, action plan to show evidence of adjustments as needed.	6/1/2017 monthly
G1.B3.S1.MA2  M306774	Admin team will monitor communication with parents and provide feedback as needed.	Schwartz, Valerie	8/15/2016	Admin meeting agenda and notes, review Title I Monthly Budget, sample of communication through student planners, sample flyers, sample class letters, sample newsletter, feedback on progress, reflection notes	6/1/2017 biweekly
G1.B3.S1.A2  A302151	Increase home/school communication through the use of student planners and translated schoolwide...	Walker, Terry	8/15/2016	Title I Monthly Budget; Use of Student Planners, sample Parent Flyers, sample class letters, sample newsletter, etc.	6/1/2017 daily
G2.B1.S1.MA5  M306777	Admin team will review data (formative assessments, Winter Diagnostics, iReady, and FLDOE FSA...	Robinson, Janyn	8/29/2016	Admin meeting notes, PLC notes, review student data (iReady, student performance on benchmark assessments), classroom observations, feedback to staff, develop and action plan to make adjustments to implementation as needed.	6/1/2017 monthly
G2.B1.S1.MA6  M306778	Admin team will review data (formative assessments, Winter Diagnostics, iReady, and FLDOE FSA...	Robinson, Janyn	8/29/2016	Admin meeting notes, PLC notes, review student data (iReady, student performance on benchmark assessments), classroom observations, feedback to staff, develop and develop an action plan to make adjustments to implementation as needed.	6/1/2017 monthly
G2.B1.S1.MA4  M306781	Admin will monitor implementation of personalized instruction through iReady and STEM instruction...	Robinson, Janyn	8/29/2016	Admin meeting notes, review student data, review reports (iReady, student performance on benchmark assessments), reflection notes, action plan developed collaboratively	6/1/2017 monthly
G1.MA1  M306775	Admin will monitor all strategies and action steps to determine positive growth towards school's...	Robinson, Janyn	9/6/2016	Review data (percent of proficiency on formative assessments, Winter Diagnostics, iReady data, and FLDOE FSA Standardized assessment, LLI assessments, iii assessments).	6/2/2017 biweekly
G2.MA1  M306786	Admin will monitor all strategies and action steps to determine positive student growth towards...	Robinson, Janyn	8/29/2016	Review progress made on the variety of assessments students take throughout the school year (Unit Assessments, Performance Matters assessments (FSQs) in math, Winter Diagnostics, iReady, Reflex data, and FLDOE FSA Standardized assessment)	6/2/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1  M306763	Admin team will monitor effectiveness of small group instruction, common planning, and professional...	Robinson, Janyn	8/15/2016	Review student proficiency as measured by iii assessments, Unit Assessments, FSQ Assessments, LLI assessments, Performance Matters assessments, RRR, Winter Diagnostics, iReady and FLDOE FSA Standardized assessment. Develop an action plan collaboratively to make adjustments to implementation as needed.	6/2/2017 weekly
G1.B1.S1.MA1  M306765	Admin team will conduct Classroom Observations, monitor attendance at PLCs and common planning...	Robinson, Janyn	8/15/2016	PLC attendance sheets, PD agendas and attendance sheets, iObservation, classroom observations, feedback to staff, sample lesson plans, action plan developed collaboratively	6/2/2017 weekly
G1.B1.S1.A1  A302141	Schedule additional 60 minutes a day of Literacy instruction for all students, and provide...	Robinson, Janyn	8/15/2016	Master Schedule, Resource Teachers, PD Agenda and Sign-In Sheets, sample lesson plans, Title I Budget report	6/2/2017 daily
G1.B1.S1.A2  A302142	Engage students in learning by enhancing classroom libraries	Robinson, Janyn	10/10/2016	Title I Budget, Volume of books in classroom libraries, Volume of books recorded on student reading logs, classroom observations, feedback to teachers	6/2/2017 one-time
G1.B1.S1.A3  A302143	Provide personalized instruction through iReady Reading	Campbell, Elaina	8/29/2016	iReady data, classroom observation, PLC notes	6/2/2017 weekly
G1.B1.S1.A4  A302144	Provide personalized instruction for English Language Learners who are Beginning Speakers based on...	Walker, Terry	9/12/2016	Imagine Learning data, classroom observations, PLC notes,	6/2/2017 weekly
G1.B1.S1.A5  A302145	Provide personalized reading instruction for Pre-K students through Istation	Robinson, Janyn	9/6/2016	Istation reports, classroom observations	6/2/2017 weekly
G1.B2.S1.MA1  M306769	Admin will monitor SAI teacher and Literacy Resource Teacher and Conduct classroom observations,...	Robinson, Janyn	8/15/2016	Admin meeting agenda, sign-in, notes, classroom observations, feedback to teachers as needed, review data (iii assessment data, classroom formative assessment data, usage reports from iReady), Title I Monthly Budget, action plan developed collaboratively, reflection notes	6/2/2017 biweekly
G1.B2.S1.A1  A302147	Provide and schedule an additional SAI teacher to enhance iii instruction to struggling readers.	Edelman, Heidi	8/15/2016	Master Schedule, iii schedule and student groups, student attendance sheets, weekly iii assessments, sample lesson plans	6/2/2017 daily
G1.B2.S1.A2  A302148	Provide a Literacy Resource Teacher to provide instruction aligned with the Florida Standards.	Gonzales, Ashley	8/15/2016	Teacher schedule/log, list of student groupings, sample lesson plans, LLI assessments, student reading logs	6/2/2017 one-time
G2.B1.S1.MA1  M306776	Admin will review student math data (formative assessments, Winter Diagnostics, iReady, and FLDOE...	Robinson, Janyn	8/15/2016	Admin meeting notes, PLC notes, review student data (iReady, student performance on benchmark assessments), classroom observations, feedback to staff, develop and action plan to make adjustments to implementation as needed.	6/2/2017 weekly
G2.B1.S1.MA1  M306779	Admin will monitor fidelity of Math Resource Teacher to provide instruction aligned with the...	Robinson, Janyn	8/15/2016	Admin meeting notes, Classroom Walkthrough observations and PLC notes, feedback to teacher, sample lesson plans, work product, action plan developed collaboratively, reflection notes	6/2/2017 weekly
G2.B1.S1.MA2  M306780	Admin will monitor implementation of professional development to strengthen the core math...	Schwartz, Valerie	9/12/2016	Admin meeting notes, classroom observations, Title I Monthly Budget, feedback to teachers, PLC notes, action plan developed collaboratively, reflection notes,	6/2/2017 one-time

Palm Beach - 0751 - Lantana Elementary School - 2016-17 SIP
Lantana Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1  A302152	Provide a Math Resource Teacher to provide instruction aligned with the Florida Standards	Robinson, Janyyn	8/15/2016	Teacher schedule/log, list of student groupings, sample lesson plans, PLC notes, classroom observations, student assessment data, feedback to teacher	6/2/2017 one-time
G2.B1.S1.A2  A302153	Provide classroom materials and professional development, in order to strengthen core math...	Gordon, Elise	9/12/2016	classroom observation notes, Title I Monthly Budget, admin meeting notes, feedback to teachers	6/2/2017 monthly
G2.B1.S1.A3  A302154	Provide students with personalized instruction through iReady Math	Campbell, Elaina	8/29/2016	iReady Math reports, classroom observations, feedback to teachers, PLC notes,	6/2/2017 weekly
G2.B2.S1.MA1  M306782	Admin will monitor all strategies and action steps to determine positive student growth towards...	Robinson, Janyyn	8/15/2016	Review data (percent of proficiency on formative assessments, Winter Diagnostics, iReady, Reflex, and FLDOE FSA Standardized assessment.	6/2/2017 weekly
G2.B2.S1.MA1  M306783	Admin will monitor fidelity of tutorial program and Reflex Math(daily instruction, small groups),...	Robinson, Janyyn	8/15/2016	Admin meeting notes, analyze tutorial sign-in sheets, Classroom observations, PLC notes, reflection notes, action plan developed collaboratively, reflection notes	6/2/2017 weekly
G2.B2.S1.A2  A302157	Provide students with practice on fact fluency through Reflex Math	Gordon, Elise	9/26/2016	Schedule, Reflex Math usage data reports, classroom observations, feedback to teachers	6/2/2017 weekly

V. Professional Development Opportunities

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

G1. If we provide effective and relevant instruction to meet the needs of all students, then we will increase reading on Grade Level by 3rd Grade.

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

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

PD Opportunity 1

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).

Facilitator

Elaina Campbell, Single School Culture Coordinator
Tammy Johnson, K-2 District Staff Developer
Lauren Stone, 3-5 District Staff Developer
Lizzie Hetzer, Teachers College K-2 Staff Developer
Kristin Smith, Teachers College 3-5 Staff Developer

Participants

K-5 Teachers

Schedule

Daily, from 8/15/2016 to 6/2/2017

PD Opportunity 2

Provide personalized instruction through iReady Reading

Facilitator

iReady Staff Elaina Campbell, Single School Culture Coordinator

Participants

K-5 Teachers

Schedule

Weekly, from 8/29/2016 to 6/2/2017

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

G1.B3.S1 Provide parent trainings that build parent capacity to support learning at home.

PD Opportunity 1

Provide APTT training for teachers and conduct APTT team meeting with parents to build parent capacity and engage in their child's learning

Facilitator

WestEd Shannon Ebner Lisa Daniel

Participants

Pre-K through 3rd grade teachers

Schedule

Triannually, from 8/15/2016 to 4/28/2017

G2. If teachers align their instruction to the Florida Standards and provide engaging, rigorous tasks to students, then Lantana Elementary will ensure High School readiness.

G2.B1 Teachers need to instruct students with a wide range of math abilities.

G2.B1.S1 Implement standards-based instruction that is data driven and responsive to the level of scaffolding needed for independent application of knowledge.

PD Opportunity 1

Provide classroom materials and professional development, in order to strengthen core math instruction

Facilitator

Loryn L. from Curriculum Department Elise Gordon, Math Resource Teacher Elaina Campbell, Single School Culture Coordinator

Participants

K-5 Teachers

Schedule

Monthly, from 9/12/2016 to 6/2/2017

PD Opportunity 2

Provide students with personalized instruction through iReady Math

Facilitator

iReady Staff Elaina Campbell, Single School Culture Coordinator

Participants

K-5 Teachers

Schedule

Weekly, from 8/29/2016 to 6/2/2017

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	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).				\$25,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0751 - Lantana Elementary School	Other		\$25,000.00
			Notes: Fees for TC Staff Developer visits for Professional Development. Funded by Pew Grant			
	6400	510-Supplies	0751 - Lantana Elementary School	Title I, Part A		\$500.00
			Notes: Supplies for Professional Development (paper, ink, folders pens, highlighters, chart paper, post-it notes, professional books, etc.)			
2	G1.B1.S1.A2	Engage students in learning by enhancing classroom libraries				\$6,100.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	500-Materials and Supplies	0751 - Lantana Elementary School	Title I, Part A		\$6,100.00
			Notes: Classroom Libraries			
3	G1.B1.S1.A3	Provide personalized instruction through iReady Reading				\$0.00
4	G1.B1.S1.A4	Provide personalized instruction for English Language Learners who are Beginning Speakers based on the ELDC through Imagine Learning				\$0.00
5	G1.B1.S1.A5	Provide personalized reading instruction for Pre-K students through Istation				\$0.00
6	G1.B1.S1.A6	Engage students in learning by enhancing classroom supplies, materials, publications, and online subscriptions.				\$4,600.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	530-Periodicals	0751 - Lantana Elementary School	Title I, Part A		\$600.00
			Notes: News To You (ASD Resource), Reading A to Z, Scholastic Weekly Readers, online subscriptions			
	5100	500-Materials and Supplies	0751 - Lantana Elementary School	Title I, Part A		\$4,000.00
			Notes: Supplies: paper, ink, toner, folders, pencils, pens highlighters, chart paper, math manipulatives, post-it notes, composition books,			
7	G1.B2.S1.A1	Provide and schedule an additional SAI teacher to enhance iii instruction to struggling readers.				\$66,342.45
	Function	Object	Budget Focus	Funding Source	FTE	2016-17

Palm Beach - 0751 - Lantana Elementary School - 2016-17 SIP
Lantana Elementary School

	5100	120-Classroom Teachers	0751 - Lantana Elementary School	Title I, Part A	1.0	\$66,342.45
			<i>Notes: Primary SAI Teacher - Ashley Gonzales</i>			
8	G1.B2.S1.A2	Provide a Literacy Resource Teacher to provide instruction aligned with the Florida Standards.				\$66,342.45
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	120-Classroom Teachers	0751 - Lantana Elementary School	Title I, Part A	1.0	\$66,342.45
			<i>Notes: Literacy Resource Teacher - TBD</i>			
9	G1.B2.S1.A3	Provide additional instruction during after school tutorial				\$1,700.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	100-Salaries	0751 - Lantana Elementary School	Title I, Part A		\$1,700.00
			<i>Notes: HQ Tutors for after school program</i>			
10	G1.B3.S1.A1	Provide APTT training for teachers and conduct APTT team meeting with parents to build parent capacity and engage in their child's learning				\$1,263.09
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6150	500-Materials and Supplies	0751 - Lantana Elementary School	Title I, Part A		\$1,263.09
			<i>Notes: Supplies for APTT</i>			
11	G1.B3.S1.A2	Increase home/school communication through the use of student planners and translated schoolwide parent letters, flyers, class letters, school newsletter and other communications.				\$2,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6150	510-Supplies	0751 - Lantana Elementary School	Title I, Part A		\$700.00
			<i>Notes: Notes: Student Planners and supplies for parent communication, literacy materials for Reading Oasis Room (parent resource room), Family Nights, and training</i>			
	6150	690-Computer Software	0751 - Lantana Elementary School	Title I, Part A		\$1,700.00
			<i>Notes: Notes: Mobile School App (Parent Involvement)</i>			
12	G2.B1.S1.A1	Provide a Math Resource Teacher to provide instruction aligned with the Florida Standards				\$66,342.45
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	120-Classroom Teachers	0751 - Lantana Elementary School	Title I, Part A	1.0	\$66,342.45
			<i>Notes: Math Resource Teacher - Elise Gordon</i>			

Palm Beach - 0751 - Lantana Elementary School - 2016-17 SIP
Lantana Elementary School

13	G2.B1.S1.A2	Provide classroom materials and professional development, in order to strengthen core math instruction				\$3,554.92
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	510-Supplies	0751 - Lantana Elementary School	Title I, Part A		\$500.00
			<i>Notes: Supplies for Professional Development (copy paper, chart paper, highlighters, folders, pens, etc)</i>			
	5100	500-Materials and Supplies	0751 - Lantana Elementary School	Title I, Part A		\$3,054.92
			<i>Notes: Classroom supplies: manipulatives, copy paper, chart paper, white boards, markers, Versatiles</i>			
14	G2.B1.S1.A3	Provide students with personalized instruction through iReady Math				\$0.00
15	G2.B1.S1.A4	Provide STEM instruction, specifically robotics to 3rd through 5th graders				\$15,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0751 - Lantana Elementary School	Other		\$15,000.00
			<i>Notes: Galvanizing STEM Grant from Pew Foundation</i>			
16	G2.B2.S1.A1	Provide additional math instruction during after school tutorial.				\$1,700.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	100-Salaries	0751 - Lantana Elementary School	Title I, Part A		\$1,700.00
			<i>Notes: HQ Tutors for after school program</i>			
17	G2.B2.S1.A2	Provide students with practice on fact fluency through Reflex Math				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0751 - Lantana Elementary School	School Improvement Funds		\$3,000.00
			<i>Notes: Reflex Math</i>			
18	G2.B3.S1.A1	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	2016-17
			0751 - Lantana Elementary School	General Fund		\$1,000.00
			<i>Notes: Parent Engagement, STEM</i>			
Total:						\$264,845.36