Lantana Elementary School

2017-18 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)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	95%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	84%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
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 11/8/2017.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Lantana Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	- 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. Every grade level has at least one District sponsored presentation scheduled for this Florida Statute. Teachers are provided with information and content prior to the presentation, and then given follow up materials.

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 Positive Behavior Support (PBS) 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 taught 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 school-wide 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.

Lantana Elementary is a pilot school for Social Emotional Learning (SEL). Through this Wallace Foundation grant, teachers facilitate Morning Meeting (PreK-5th grade), and counselors engage in Afternoon Meeting during the Afterschool Program.

The Pillars of Effective Instruction lead our practices in providing all of our students with opportunities that will support their academic success. All students are:
• Collaborating in a student-centered, personalized environment: Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means. Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential.
• Empowered and supported through high expectations to be college and career ready: Students consistently experience rigorous, standards-based instruction grounded in the expectation that all students can succeed. Students have access to a support system of services to feel safe, supported, and cared for by peers, adults, and the broader community.

Student involvement in the academic processes is key. Students learn to articulate the academic targets, analyze their own data, derive feedback, and develop their plan for learning. Students also

become partners in the assessment process and learn to lead conferences regarding their academic achievement.

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 Positive Behavior Support. PBS 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
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 PBS team. PBS 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.

Lantana Elementary is a pilot school for the District's Social Emotional Learning (SEL) initiative. All students engage in Morning Meeting, which promotes community, self esteem, social skills, and academics. Students in the Afterschool Program also have Afternoon Meeting. All staff members have been trained in SEL 101 as well as Morning/Afternoon Meeting.

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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
-Utilize SIS to monitor trends in attendance, as well as identify students who have attendance issues
-Utilize the Principal Dashboard for attendance and discipline data

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	17	20	23	5	19	0	0	0	0	0	0	0	105
One or more suspensions	2	1	2	2	6	7	0	0	0	0	0	0	0	20
Course failure in ELA or Math	38	40	44	66	56	59	0	0	0	0	0	0	0	303
Level 1 on statewide assessment	0	0	0	44	35	43	0	0	0	0	0	0	0	122

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	12	11	48	36	42	0	0	0	0	0	0	0	164

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
-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
-ESOL Guidance Counselor intervenes when students have attendance, academic, and behavioral problems. Counselor also teachers math small groups for students in need of extra support
-School-wide Implementation of SEL
-Establish a system for monitoring attendance and then clear steps for how to proceed when there is an issue

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
Yes

1. PFEP 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/436440.

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 supports our school throughout the year with a variety of resources. Bronx Tale Pizza 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.

C. Effective Leadership

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
Gomez, Heather	Instructional Coach
Ordonez, Lesly	Teacher, K-12

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/RtI 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 RtI, 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 implementaion of the Positive Behavior Support System and facilitates the shared decision making of the PBS 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/Instructional Leaders
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.

School-based Team - Valerie Schwartz, Assistant Principal and Sharon Wladimirski, Guidance Counselor, Heather Gomez (ESOL Coordinator), Margo Breistol (ESE Coordinator), Elaina Campbell (SSC Coordinator), Heidi Edelman (SAI Teacher), Ashley Gonzales (SAI Teacher), Janyn Robinson, (Principal)

The SBT meets regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team identifies the professional development activities needed to create effective learning environments. The team identifies students who are not meeting identified academic targets. The identified students are referred to the school-based RtI Leadership Team. Through a shared decision making model, the team determines students needing Tier 2 and Tier 3 interventions. Each case is assigned a case liaison to support the interventionist (e.g., teacher, RtI/Inclusion Facilitator,) and progress monitor effectiveness of interventions.The Master Schedule is created to align all resource staff with iii classes and Tier 3 student schedules. A primary SAI teacher 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 - Janyn 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 temporary academic tutors 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
Jennifer Brunner	Parent
David Stewart	Business/Community
Thomas Derringer	Business/Community
Denise Sasiain	Education Support Employee
Janyn Robinson	Principal
Dana Goncalves	Parent
Lesly Ordonez	Teacher
Patrick St. Hilaire	Teacher
Elaina Campbell	Teacher
Lisa Nance	Parent
Juliana Arsalis	Business/Community
Jamas Ward	Parent
	Student

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The School Advisory Council reviewed the results of the FY2017 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 FY17 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 FY18 school year.

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

The FY18 General Budget was reviewed with the School Advisory Council. The review included Salary, Benefits, Positions, Projected Enrollment and funded Resource teachers. The FY18 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 $2500 was approved by the School Advisory Council to purchase REFLEX Math, a web based instructional resource. This resource focuses on math fluency for students in grades 2nd through 5th.

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

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

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
Schwartz, Valerie	Assistant Principal
Robinson, Janyn	Principal
Plunkett, Ashley	Teacher, K-12
Campbell, Elaina	Other
Keene, Ashley	Teacher, K-12
Edelman, Heidi	Teacher, K-12
Russell, Constance	Teacher, K-12

b. Duties

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

The Literacy Leadership Team initiatives for FY18 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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

The Pillars of Effective Instruction focus on ensuring ALL students are provided with instruction that will prepare them for post-secondary success. In order to ensure all students are immersed in rigorous tasks encompassing the full intent of the standards, actively engaged in building, connecting, and applying knowledge, collaborating in a student centered, personalized environment, and empowered and supported through high expectations to be college and career ready we provide our teachers and staff opportunities to participate in collaborative planning and instruction. Through a Master Schedule, PLCs and a 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:
- Assign mentors/buddies to new teachers - Assistant Principal
- Maintain user-friendly, high interest school web site - ITSA
- Maintain a safe and secure environment and a school culture of support for staff, students and parents
- Cultivate community collaboration and partnerships - Administration

- Conduct professional development to support high quality instructional practices - District and Regional staff, SSC Coordinator, Administration, Resource Teachers
- Provide model lessons of best practices in reading, mathematics, science and writing - District and Regional staff, SSC Coordinator, Math Resource Teacher
- Identify teacher-leaders and provide opportunities for leadership experiences - Administration
- 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.
- Utilize Social Media (Facebook & Twitter) to share events, news, and images from classrooms - Administration
- Become involved in FAU's AIT Program - 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. 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. New teachers are also provided with a 'buddy teacher.' This is another individual (aside from the Mentor, Team Leader, and Admin) to serve as supportive resource for the new teacher.

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. Students are empowered and supported through high expectations to be college and career ready. 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. During frequent classroom visits, Administration ensures that instruction is aligned to the full intent of the Florida Standards. Teachers are provided with feedback in order to strengthen their instructional practices.

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 and a 30 minute iii 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 and Tier 2 and 3 student schedules.

Teachers have data chats with students to help them establish short and long term goals in literacy and mathematics. Administration has data chats with all teachers, as well as grade level pupil progression meetings. Finally, Administration has data chats with 3rd through 5th grade students.

Instruction is personalized for our students in a variety of ways:
-iReady Reading sets a personal path for each learner based on the most recent iReady Diagnostic
-iReady Math sets a personal path for each learner based on the most recent iReady Diagnostic
-REFLEX Math develops mathematical fluency according to the needs of the individual learner
-small group instruction is taught based on the similar instructional needs of the group (skill, standard, and/or reading level)
-Reading & Writing conferences during the Literacy blocks are personalized, based on the needs of the student engaged in the conference (with the teacher)

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: After School Program
Minutes added to school year: 2,500

Identified students will receive additional literacy and/or math instruction after school. Teachers will be highly qualified. Instruction will be grounded in Florida Standards, and based on the similarly grouped students.

Strategy Rationale

Research has shown that providing additional instruction after school:
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 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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.

As an early intervention to increase reading on grade level by third grade and to increase student readiness to enter Kindergarten, Lantana offers a school year VPK program that is supplemented with enrichment hours. This VPK program is supported by the Department of Early Childhood Education and follows all statutes, rules, and contractual mandates in the Florida VPK Statewide Provider Agreement, including the use of developmentally appropriate curriculum that enhances the age-appropriate progress of children in attaining each of the performance standards adopted by the Florida DOE. Participating children are expected to transition to kindergarten ready to learn and be successful in school and later life.

To assist with the transition of school-based and community children into the kindergarten program at Lantana, we engage in the following kindergarten transition activities: distribution of a Summer Transition to Kindergarten Backpack with books, transition activities, and a parent guide for its enrolled VPK students (provided by the Department of Early Childhood Education), distribution of a letter and flyer sent to families of preschool children, making plans for preschool children to practice kindergarten routines (carrying lunch trays), and providing for the transmittal of written records of a child's experiences or status to the kindergarten teacher.

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 part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

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

The following documents were submitted as evidence for this section:

No files were uploaded

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

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

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

G2.   If all teachers provide effective and relevant instruction to meet the needs of all students, then Lantana Elementary will ensure high school readiness.

G3.   If we provide a positive and supportive school climate, then Lantana Elementary will increase reading on grade level by 3rd grade.

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 all teachers provide effective and relevant instruction to meet the needs of all students, then Lantana Elementary will increase reading on Grade Level by 3rd Grade. `1a`

🔍 G094839

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement - Grade 3	58.0
FSA ELA Achievement	46.0
ELA/Reading Gains	60.0

Targeted Barriers to Achieving the Goal `3`

- Instructional staff needs to ensure a shared commitment and collective responsibility for the academic success of every student.

- All students are not provided opportunities for personalized learning.

- Instructional staff needs to ensure academic proficiency of all students in prekindergarten through grade 2.

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

- Highly Qualified Instructional Staff

- Single School Culture Coordinator, Math Resource Teacher

- 2 SAI Teachers

- Professional Learning Communities

- Staff Developers from Teachers College Reading & Writing Project

- 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
Janyn Robinson

Schedule
Biweekly, from 8/25/2017 to 6/1/2018

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

G2. If all teachers provide effective and relevant instruction to meet the needs of all students, then Lantana Elementary will ensure high school readiness. 1a

🔍 G094840

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	75.0
FSA Mathematics Achievement	51.0
Math Gains	60.0

Targeted Barriers to Achieving the Goal 3

- All students are not provided opportunities for personalized learning.

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
Janyn Robinson

Schedule
Biweekly, from 8/14/2017 to 6/1/2018

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)

G3. If we provide a positive and supportive school climate, then Lantana Elementary will increase reading on grade level by 3rd grade. `1a`

🔍 G094841

Targets Supported `1b`

Indicator	Annual Target
Attendance Below 90%	15.0

Targeted Barriers to Achieving the Goal `3`

- We need to address the behavioral, social, and emotional needs of the students.

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

- District's Social/Emotional Learning (SEL) Initiative Team

- Positive Behavior Support Team

- Leadership Team

- Single School Culture Coordinator

- EDW & SIS

- Regional & District Support Staff

-

Plan to Monitor Progress Toward G3. `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
Janyn Robinson

Schedule
Biweekly, from 8/14/2017 to 6/1/2018

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

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

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

🔍 G094839

G1.B1 Instructional staff needs to ensure a shared commitment and collective responsibility for the academic success of every student. 2

🔍 B255082

G1.B1.S1 Embed cultural competence, equity, and access within instructional practices 4

🔍 S269519

Strategy Rationale

In order to provide effective & relevant instruction for all students, there must be equity and access for all students.

Action Step 1 5

Increase the cultural competence of all faculty and staff

Person Responsible

Janyn Robinson

Schedule

Monthly, from 10/31/2017 to 6/1/2018

Evidence of Completion

Faculty Meeting agenda, PD agendas, PLC notes, weekly staff newsletter

Action Step 2 5

Ensure instruction provides equity and access for all students.

Person Responsible

Janyn Robinson

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Master Schedule, PLC notes, Faculty Meeting agenda

Action Step 3 5

Person Responsible

Schedule

Evidence of Completion

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

Action Step 4 5

Person Responsible

Schedule

Evidence of Completion

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 8/14/2017 to 6/1/2018

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 Effectiveness of Implementation of G1.B1.S1 `7`

Admin team will monitor effectiveness of daily instruction and the master schedule.

Person Responsible

Janyn Robinson

Schedule

Weekly, from 8/14/2017 to 6/1/2018

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 All students are not provided opportunities for personalized learning. 2

🔑 B255083

G1.B2.S1 Provide instructional programming customized to the individual strengths, needs, interests, and aspirations of each learner. 4

🔑 S269520

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 8/21/2017 to 6/1/2018

Evidence of Completion

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

Action Step 2 5

Provide personalized instruction for grades K-5 through iReady or Imagine Learning

Person Responsible

Elaina Campbell

Schedule

Daily, from 8/25/2017 to 6/1/2018

Evidence of Completion

iReady usage and progress reports, classroom visits, PLC notes

Action Step 3 `5`

Provide small group instruction based on the individual needs of students.

Person Responsible

Janyn Robinson

Schedule

Daily, from 8/25/2017 to 6/1/2018

Evidence of Completion

classroom visits, lesson plans, PLC notes

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

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

Person Responsible

Janyn Robinson

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

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 iReady

Person Responsible

Janyn Robinson

Schedule

Weekly, from 8/25/2017 to 6/1/2018

Evidence of Completion

iReady reports, Admin meeting notes, feedback to teachers, 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 8/25/2017 to 6/1/2018

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 iReady by reviewing student data (RRR assessments, LLI assessments, Winter Diagnostics, FLDOE FSA standardized test, and iReady data, etc)

Person Responsible

Janyn Robinson

Schedule

Monthly, from 9/15/2017 to 6/1/2018

Evidence of Completion

Admin meeting notes and agenda, review data (RRR 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 iReady program as needed.

G1.B3 Instructional staff needs to ensure academic proficiency of all students in prekindergarten through grade 2. 2

🔑 B255084

G1.B3.S1 Define pillars of effective instruction to increase the academic achievement of all students. 4

🔑 S269521

Strategy Rationale

If we understand the pillars of effective instruction, we will be able to exhibit them daily across classrooms in the building.

Action Step 1 5

Provide standards-based instruction to all students.

Person Responsible

Janyn Robinson

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Lesson plans, classroom visits, PLC notes, collaborative planning notes

Action Step 2 5

Ensure students have access to grade level, complex text.

Person Responsible

Elaina Campbell

Schedule

Daily, from 9/25/2017 to 6/1/2018

Evidence of Completion

Lesson plans, classroom visits, PLC notes

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

Admin team will monitor the fidelity of instruction provided, along with the instructional materials utilized (complex text).

Person Responsible

Elaina Campbell

Schedule

Weekly, from 9/25/2017 to 6/1/2018

Evidence of Completion

Admin meeting notes, action plan

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

Admin team will review student data and make adjustments based on needs.

Person Responsible

Janyn Robinson

Schedule

Biweekly, from 9/25/2017 to 6/1/2018

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.

G2. If all teachers provide effective and relevant instruction to meet the needs of all students, then Lantana Elementary will ensure high school readiness. 1

🔑 G094840

G2.B2 All students are not provided opportunities for personalized learning. 2

🔑 B255086

G2.B2.S1 Provide instructional programming customized to the individual strengths, needs, interests, and aspirations of each learner. 4

🔑 S269523

Strategy Rationale

If we provide personalized instruction, we will meet the needs of all learners.

Action Step 1 5

Provide additional math instruction during after school tutorial.

Person Responsible

Valerie Schwartz

Schedule

Weekly, from 10/2/2017 to 4/27/2018

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

Daily, from 8/28/2017 to 6/1/2018

Evidence of Completion

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

Action Step 3 `5`

Provide enrichment to 3rd grade students through AMP.

Person Responsible

Elise Gordon

Schedule

Daily, from 8/21/2017 to 6/1/2018

Evidence of Completion

Schedule, lesson plans, iReady data, Unify data, Diagnostic data, classroom observations, feedback to teachers

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

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

Person Responsible

Janyn Robinson

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

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

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 8/14/2017 to 6/1/2018

Evidence of Completion

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

G3. If we provide a positive and supportive school climate, then Lantana Elementary will increase reading on grade level by 3rd grade. 1

🔑 G094841

G3.B1 We need to address the behavioral, social, and emotional needs of the students. 2

🔑 B255088

G3.B1.S1 Align behavioral and social/emotional services while increasing accessibility. 4

🔑 S269525

Strategy Rationale

If we explicitly address/teach social emotional learning, we will provide a positive and supportive environment for all stakeholders.

Action Step 1 5

Implement Morning Meeting in all classrooms.

Person Responsible

Janyn Robinson

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Lesson plans, PLC notes, classroom visits

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Admin team will conduct classroom visits to monitor implementation of Morning Meetings.

Person Responsible

Janyn Robinson

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Admin team notes, feedback to teachers, classroom visit log

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

Frequent classroom visits, review attendance and tardy data, review academic performance data, review discipline data

Person Responsible

Janyn Robinson

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Admin team notes, feedback to teachers, SIS reports, EDW data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B1.S1.A3 🔑 A360017	[no content entered]		No Start Date	Classroom observations, Title I Monthly Budget, feedback to teachers, usage reports	No End Date daily
G1.B1.S1.A4 🔑 A360018	[no content entered]		No Start Date		No End Date daily
G2.B2.S1.A1 🔑 A360028	Provide additional math instruction during after school tutorial.	Schwartz, Valerie	10/2/2017	Teacher and student attendance sheets, sample lesson plans, data analysis from benchmark assessments, list of students, observations, feedback to teachers	4/27/2018 weekly
G1.MA1 🔑 M384701	Admin will monitor all strategies and action steps to determine positive growth towards school's...	Robinson, Janyn	8/25/2017	Review data (percent of proficiency on formative assessments, Winter Diagnostics, iReady data, and FLDOE FSA Standardized assessment, LLI assessments, RRR assessments).	6/1/2018 biweekly
G2.MA1 🔑 M384712	Admin will monitor all strategies and action steps to determine positive student growth towards...	Robinson, Janyn	8/14/2017	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)	6/1/2018 biweekly
G3.MA1 🔑 M384715	Admin will monitor all strategies and action steps to determine positive growth towards school's...	Robinson, Janyn	8/14/2017	Review data (percent of proficiency on formative assessments, Winter Diagnostics, iReady data, and FLDOE FSA Standardized assessment, LLI assessments, RRR assessments).	6/1/2018 biweekly
G1.B1.S1.MA1 🔑 M384693	Admin team will monitor effectiveness of daily instruction and the master schedule.	Robinson, Janyn	8/14/2017	Classroom observations, review data report (iStation, diagnostic, RRR, etc). Develop an action plan collaboratively to make adjustments to implementation as needed.	6/1/2018 weekly
G1.B1.S1.MA1 🔑 M384694	Admin team will conduct Classroom Observations, monitor attendance at PLCs and common planning...	Robinson, Janyn	8/14/2017	PLC attendance sheets, PD agendas and attendance sheets, iObservation, classroom observations, feedback to staff, sample lesson plans, action plan developed collaboratively	6/1/2018 weekly
G1.B1.S1.A1 🔑 A360015	Increase the cultural competence of all faculty and staff	Robinson, Janyn	10/31/2017	Faculty Meeting agenda, PD agendas, PLC notes, weekly staff newsletter	6/1/2018 monthly
G1.B1.S1.A2 🔑 A360016	Ensure instruction provides equity and access for all students.	Robinson, Janyn	8/14/2017	Master Schedule, PLC notes, Faculty Meeting agenda	6/1/2018 daily
G1.B2.S1.MA1 🔑 M384695	Admin team will review effectiveness of teachers by reviewing data (iii assessments, LLI...	Robinson, Janyn	8/25/2017	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.	6/1/2018 biweekly
G1.B2.S1.MA4 🔑 M384696	Admin will review effectiveness of iReady by reviewing student data (RRR assessments, LLI...	Robinson, Janyn	9/15/2017	Admin meeting notes and agenda, review data (RRR assessment data, classroom formative assessment data, usage reports from iReady, LLI assessments, FLDOE FSA standardized test, diagnostic), and develop an action plan collaboratively	6/1/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				for necessary adjustments to iReady program as needed.	
G1.B2.S1.MA1 M384697	Admin will monitor SAI teacher and Conduct classroom observations, Title I Monthly Budget	Robinson, Janyn	8/14/2017	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	6/1/2018 biweekly
G1.B2.S1.MA3 M384698	Admin will monitor implementation of iReady	Robinson, Janyn	8/25/2017	iReady reports, Admin meeting notes, feedback to teachers, action plan developed collaboratively,	6/1/2018 weekly
G1.B2.S1.A1 A360019	Provide and schedule an additional SAI teacher to enhance iii instruction to struggling readers.	Edelman, Heidi	8/21/2017	Master Schedule, iii schedule and student groups, student attendance sheets, weekly iii assessments, sample lesson plans	6/1/2018 daily
G1.B2.S1.A2 A360020	Provide personalized instruction for grades K-5 through iReady or Imagine Learning	Campbell, Elaina	8/25/2017	iReady usage and progress reports, classroom visits, PLC notes	6/1/2018 daily
G1.B2.S1.A3 A360021	Provide small group instruction based on the individual needs of students.	Robinson, Janyn	8/25/2017	classroom visits, lesson plans, PLC notes	6/1/2018 daily
G1.B3.S1.MA1 M384699	Admin team will review student data and make adjustments based on needs.	Robinson, Janyn	9/25/2017	Admin meeting notes, review student progress on skill (RRR, math assessments, etc), and develop and action plan to show evidence of adjustments as needed.	6/1/2018 biweekly
G1.B3.S1.MA1 M384700	Admin team will monitor the fidelity of instruction provided, along with the instructional...	Campbell, Elaina	9/25/2017	Admin meeting notes, action plan	6/1/2018 weekly
G1.B3.S1.A1 A360022	Provide standards-based instruction to all students.	Robinson, Janyn	8/14/2017	Lesson plans, classroom visits, PLC notes, collaborative planning notes	6/1/2018 daily
G1.B3.S1.A2 A360023	Ensure students have access to grade level, complex text.	Campbell, Elaina	9/25/2017	Lesson plans, classroom visits, PLC notes	6/1/2018 daily
G2.B2.S1.MA1 M384708	Admin will monitor all strategies and action steps to determine positive student growth towards...	Robinson, Janyn	8/14/2017	Review data (percent of proficiency on formative assessments, Winter Diagnostics, iReady, Reflex, and FLDOE FSA Standardized assessment.	6/1/2018 weekly
G2.B2.S1.MA1 M384709	Admin will monitor fidelity of Reflex Math, tutorial, and AMP Math (daily instruction, small...	Robinson, Janyn	8/14/2017	Admin meeting notes, analyze tutorial sign-in sheets, Classroom observations, PLC notes, reflection notes, action plan developed collaboratively	6/1/2018 weekly
G2.B2.S1.A2 A360029	Provide students with practice on fact fluency through Reflex Math	Gordon, Elise	8/28/2017	Schedule, Reflex Math usage data reports, classroom observations, feedback to teachers	6/1/2018 daily
G2.B2.S1.A3 A360030	Provide enrichment to 3rd grade students through AMP.	Gordon, Elise	8/21/2017	Schedule, lesson plans, iReady data, Unify data, Diagnostic data, classroom observations, feedback to teachers	6/1/2018 daily
G3.B1.S1.MA1 M384713	Frequent classroom visits, review attendance and tardy data, review academic performance data,...	Robinson, Janyn	8/14/2017	Admin team notes, feedback to teachers, SIS reports, EDW data	6/1/2018 monthly
G3.B1.S1.MA1 M384714	Admin team will conduct classroom visits to monitor implementation of Morning Meetings.	Robinson, Janyn	8/14/2017	Admin team notes, feedback to teachers, classroom visit log	6/1/2018 monthly
G3.B1.S1.A1 A360032	Implement Morning Meeting in all classrooms.	Robinson, Janyn	8/14/2017	Lesson plans, PLC notes, classroom visits	6/1/2018 daily

V. Professional Development Opportunities

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

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

G1.B1 Instructional staff needs to ensure a shared commitment and collective responsibility for the academic success of every student.

G1.B1.S1 Embed cultural competence, equity, and access within instructional practices

PD Opportunity 1

Increase the cultural competence of all faculty and staff

Facilitator

Administration, SSC, District Personnel

Participants

PreK-5 grade teachers

Schedule

Monthly, from 10/31/2017 to 6/1/2018

PD Opportunity 2

Ensure instruction provides equity and access for all students.

Facilitator

Elaina Campbell, Single School Culture Coordinator District Personnel Lizzie Hetzer, Teachers College K-2 Staff Developer Lizzie P., Teachers College 3-5 Staff Developer

Participants

K-5 Teachers

Schedule

Daily, from 8/14/2017 to 6/1/2018

G2. If all teachers provide effective and relevant instruction to meet the needs of all students, then Lantana Elementary will ensure high school readiness.

G2.B2 All students are not provided opportunities for personalized learning.

G2.B2.S1 Provide instructional programming customized to the individual strengths, needs, interests, and aspirations of each learner.

PD Opportunity 1

Provide enrichment to 3rd grade students through AMP.

Facilitator

District Personnel

Participants

Elise Gordon, Shannel Gordon

Schedule

Daily, from 8/21/2017 to 6/1/2018

G3. If we provide a positive and supportive school climate, then Lantana Elementary will increase reading on grade level by 3rd grade.

G3.B1 We need to address the behavioral, social, and emotional needs of the students.

G3.B1.S1 Align behavioral and social/emotional services while increasing accessibility.

PD Opportunity 1

Implement Morning Meeting in all classrooms.

Facilitator

District Personnel, SSC

Participants

All faculty and staff

Schedule

Daily, from 8/14/2017 to 6/1/2018

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	Increase the cultural competence of all faculty and staff	$0.00
2	G1.B1.S1.A2	Ensure instruction provides equity and access for all students.	$0.00
3	G1.B1.S1.A3		$0.00
4	G1.B1.S1.A4		$0.00
5	G1.B2.S1.A1	Provide and schedule an additional SAI teacher to enhance iii instruction to struggling readers.	$0.00
6	G1.B2.S1.A2	Provide personalized instruction for grades K-5 through iReady or Imagine Learning	$0.00
7	G1.B2.S1.A3	Provide small group instruction based on the individual needs of students.	$0.00
8	G1.B3.S1.A1	Provide standards-based instruction to all students.	$0.00
9	G1.B3.S1.A2	Ensure students have access to grade level, complex text.	$0.00
10	G2.B2.S1.A1	Provide additional math instruction during after school tutorial.	$0.00
11	G2.B2.S1.A2	Provide students with practice on fact fluency through Reflex Math	$0.00
12	G2.B2.S1.A3	Provide enrichment to 3rd grade students through AMP.	$0.00
13	G3.B1.S1.A1	Implement Morning Meeting in all classrooms.	$0.00
		Total:	**$0.00**