



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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### Lantana Elementary School

710 W OCEAN AVE

Lantana, FL 33462

561-202-0300

[www.edline.net/pages/lantana\\_elementary\\_school/](http://www.edline.net/pages/lantana_elementary_school/)

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## School Demographics

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|   |                             |   |
|---|-----------------------------|---|
| <b>School Type</b><br>Elementary School | <b>Title I</b><br>Yes       | <b>Free and Reduced Lunch Rate</b><br>92% |
| <b>Alternative/ESE Center</b><br>No     | <b>Charter School</b><br>No | <b>Minority Rate</b><br>79%               |

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## School Grades History

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|                     |                     |                     |                     |
|---------------------|---------------------|---------------------|---------------------|
| <b>2013-14</b><br>C | <b>2012-13</b><br>C | <b>2011-12</b><br>B | <b>2010-11</b><br>B |
|---------------------|---------------------|---------------------|---------------------|

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## SIP Authority and Template

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Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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**Table of Contents**

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|   |           |
|---|-----------|
| <b>Purpose and Outline of the SIP</b>                             | <b>4</b>  |
| <b>Differentiated Accountability</b>                              | <b>5</b>  |
| <b>Part I: Current School Status</b>                              | <b>6</b>  |
| <b>Part II: Expected Improvements</b>                             | <b>18</b> |
| <b>Goals Summary</b>  | <b>23</b> |
| <b>Goals Detail</b>   | <b>23</b> |
| <b>Action Plan for Improvement</b>                                | <b>28</b> |
| <b>Part III: Coordination and Integration</b>                     | <b>45</b> |
| <b>Appendix 1: Professional Development Plan to Support Goals</b> | <b>46</b> |
| <b>Appendix 2: Budget to Support Goals</b>                        | <b>49</b> |

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## Purpose and Outline of the SIP

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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

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### Part II: Expected Improvements

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### Part III: Coordination and Integration

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### Appendix 1: Professional Development Plan to Support Goals

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### Appendix 2: Budget to Support Goals

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

| DA Category | Region | RED |
|-------------|--------|-----|
| Not in DA   | N/A    | N/A |

  

| Former F | Post-Priority Planning | Planning | Implementing TOP |
|----------|------------------------|----------|------------------|
| No       | No                     | No       | No               |

## Current School Status

### School Information

#### School-Level Information

##### School

Lantana Elementary School

##### Principal

Elaine Persek

##### School Advisory Council chair

Valerie Valcourt

##### Names and position titles of the School-Based Leadership Team (SBLT)

| Name             | Title                    |
|------------------|--------------------------|
| Ranada Reese     | Kindergarten Grade Chair |
| Lisa Lomelli     | First Grade Chair        |
| Ashley Keene     | Second Grade Chair       |
| Heather Gomez    | Third Grade Chair        |
| Gina Rising      | Fourth Grade Chair       |
| Michele May      | Fifth Grade Chair        |
| Margo Breistol   | ESE Contact              |
| Terry Walker     | ESOL Coordinator         |
| Jennifer Dumas   | Fine Arts Grade Chair    |
| Ramona Eddlemon  | SAI Teacher              |
| Kathy Liller     | Reading Coach            |
| Elise Gordon     | Math Coach               |
| Jean Lord        | School-Based Team Leader |
| Valerie Schwartz | Assistant Principal      |
| Elaine Persek    | Principal                |

#### District-Level Information

##### District

Palm Beach

##### Superintendent

Mr. E. Wayne Gent

##### Date of school board approval of SIP

11/19/2013

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

**Involvement of the SAC in the development of the SIP**

The School Advisory Council conducts a data analysis to determine academic strengths and weaknesses and the goals of the school improvement plan for the current year. The members review and revise the School Improvement Plan after Identifying research-based strategies for improving the areas most important to the school.

**Activities of the SAC for the upcoming school year**

- Review mission statement and SAC By-laws
- Conduct data analysis to determine strengths and weaknesses and focus of school improvement plan
- Review and revise the School Improvement Plan
- Identify strategies for improving the areas most important to the school
- Provide input in the preparation of the school's annual Title I budget.
- Assist in recruiting and retaining other school advisory council members.
- Review and approve grants using School Improvement funds.

**Projected use of school improvement funds, including the amount allocated to each project**

School Improvement funds may be used for classroom materials and supplies (2,000).

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

**# of administrators**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

| <b>Elaine Persek</b>      |   |                            |
|---------------------------|---|----------------------------|
| Principal                 | Years as Administrator: 18  | Years at Current School: 8 |
| <b>Credentials</b>        | Educational Leadership; School Principal (All Levels)<br>Elementary Education;<br>ESOL Endorsement  |                            |
| <b>Performance Record</b> | FY2013 School Grade: C<br>FY2012 School Grade: B<br>FY2011 School Grade: B; AYP-No<br>FY 2010 School Grade: A; AYP-No.<br>FY 2009 School Grade: A; AYP-No.<br>FY 2008 School Grade: B; AYP-No<br>FY 2007 School Grade: A; AYP-Yes<br>FY 2006 School Grade: C; AYP- No |                            |

| <b>Valerie Schwartz</b>   |   |                             |
|---------------------------|---|-----------------------------|
| Asst Principal            | Years as Administrator: 11  | Years at Current School: 11 |
| <b>Credentials</b>        | Educational Leadership;<br>Elementary Education;<br>Exceptional Student Education;<br>ESOL Endorsement  |                             |
| <b>Performance Record</b> | FY2013 School Grade: C<br>FY2012 School Grade: B<br>FY2011 School Grade: B; AYP-No<br>FY 2010 School Grade: A; AYP-No.<br>FY 2009 School Grade: A; AYP-No.<br>FY 2008 School Grade: B; AYP-No<br>FY 2007 School Grade: A; AYP-Yes<br>FY 2006 School Grade: C; AYP- No |                             |

**Instructional Coaches**

**# of instructional coaches**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**



| <b>Kathy Liller</b>             |  |                                    |
|---------------------------------|--|------------------------------------|
| <b>Full-time / School-based</b> | <b>Years as Coach: 9</b>   | <b>Years at Current School: 15</b> |
| <b>Areas</b>                    | Reading/Literacy   |                                    |
| <b>Credentials</b>              | Early Childhood Education;<br>Advanced Professional Degree;<br>Reading Endorsement;<br>ESOL Endorsement  |                                    |
| <b>Performance Record</b>       | FY2013 School Grade: C<br>FY2012 School Grade: B<br>FY2011 School Grade: B; AYP-No<br>FY 2010 School Grade: A; AYP-No.<br>FY 2009 School Grade: A; AYP-No.<br>FY 2008 School Grade: B; AYP-No<br>FY 2007 School Grade: A; AYP-Yes<br>FY 2006 School Grade: C; AYP- No<br>FY2013 - L3+: Reading 38%; Learning Gains 54%; Lowest 25% 57%<br>FY2012 - L3+: Reading 44%; Learning Gains 70%; Lowest 25% 85%<br>FY2011 - L3+: Reading 67%; Learning Gains 62%; Lowest 25% 85%<br>FY2010 - L3+: Reading 66%; Learning Gains 68%; Lowest 25% 72%<br>FY2009 - L3+: Reading 69%; Learning Gains 64%; Lowest 25% 60%<br>FY2008 - L3+: Reading 67%; Learning Gains 58%; Lowest 25% 55%<br>FY2007 - L3+: Reading 69%; Learning Gains 65%; Lowest 25% 70% |                                    |

| <b>Elise Gordon</b>       |   |                            |
|---------------------------|---|----------------------------|
| Part-time / School-based  | Years as Coach: 0   | Years at Current School: 9 |
| <b>Areas</b>              | Mathematics   |                            |
| <b>Credentials</b>        | Elementary Education;<br>ESOL   |                            |
| <b>Performance Record</b> | FY2013 School Grade: C<br>FY2012 School Grade: B<br>FY2011 School Grade: B; AYP-No<br>FY 2010 School Grade: A; AYP-No.<br>FY 2009 School Grade: A; AYP-No.<br>FY 2008 School Grade: B; AYP-No<br>FY 2007 School Grade: A; AYP-Yes<br>FY 2006 School Grade: C; AYP- No<br>FY2013 - L3+: Math 44%; Learning Gains 67%; Lowest 25% 72%<br>FY2012 - L3+: Math 44%; Learning Gains 63%; Lowest 25% 81%<br>FY2011 - L3+: Math 80%; Learning Gains 69%; Lowest 25% 81%<br>FY2010 - L3+: Math 65%; Learning Gains 75%; Lowest 25% 69%<br>FY2009 - L3+: Math 75%; Learning Gains 75%; Lowest 25% 86%<br>FY2008 - L3+: Math 68%; Learning Gains 66%; Lowest 25% 68%<br>FY2007 - L3+: Math 67%; Learning Gains 71%; Lowest 25% 76% |                            |

**Classroom Teachers**

|   |          |
|---|----------|
| <b># of classroom teachers</b>                | 45       |
| <b># receiving effective rating or higher</b> | 44, 98%  |
| <b># Highly Qualified Teachers</b>            | 100%     |
| <b># certified in-field</b>                   | 45, 100% |
| <b># ESOL endorsed</b>                        | 34, 76%  |
| <b># reading endorsed</b>                     | 4, 9%    |
| <b># with advanced degrees</b>                | 13, 29%  |
| <b># National Board Certified</b>             | 1, 2%    |
| <b># first-year teachers</b>                  | 3, 7%    |

**# with 1-5 years of experience**

20, 44%

**# with 6-14 years of experience**

17, 38%

**# with 15 or more years of experience**

9, 20%

**Education Paraprofessionals**

**# of paraprofessionals**

8

**# Highly Qualified**

8, 100%

**Other Instructional Personnel**

**# of instructional personnel not captured in the sections above**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

1. Assign mentors to new teachers - Assistant Principal
2. Facilitate Beginning Teacher Assistance Program (BTAP) and schedule bi-monthly meetings of new teachers and mentors - Assistant Principal and BTAP Mentor Teachers
3. Maintain user-friendly, high interest school web site - ITSA
4. Maintain a safe and secure environment and a school culture of support for staff, students and parents
5. Cultivate community collaboration and partnerships - Administration
6. Conduct professional development to support high quality instructional practices - District staff, Reading Coach, Administration, Resource Teachers
7. Provide model lessons of best practices in reading, mathematics , science and writing - District and Area staff, Reading Coach, Math Resource Teacher
- 8 - Identify teacher-leaders and provide opportunities for leadership experiences - Administration

**Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Teacher mentoring program/plan, including the rationale for pairings and the 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.

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

## Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

The school-based RtI Leadership Team 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. After determining that effective Tier 1- Core Instruction is in place, the team identifies students who are not meeting identified academic targets. The identified students are referred to the school-based RtI Leadership Team.

The SBT uses the Problem Solving Model\* to conduct all meetings. Based on data and discussion, the team identifies students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan is developed which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team ensures the necessary resources are available and the intervention is implemented with fidelity. Each case is assigned a case liaison to support the interventionist (e.g., teacher, RtI/Inclusion Facilitator,) and report back on all data collected for further discussion at future meetings.

The four steps of the Problem Solving Model are:

- Problem Identification entails identifying the problem and the desired behavior for the student.
- Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.
- Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.
- Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.

### **Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

Principal: Provides a common vision for the use of data-based decision-making to ensure:

- a sound, effective academic program is in place
- a process to address and monitor subsequent needs is created
- the School Based Team (SBT) is implementing MTSS/RtI processes
- assessment of RtI skills of school staff is conducted
- fidelity of implementation of intervention support is documented
- adequate professional development to support RtI implementation is provided

MTSS/RtI Facilitator: assists in the design and implementation of progress monitoring, collects and analyzes data, contributes to the development of intervention plans, implements Tier 3 interventions, and offers professional development and technical assistance.

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.

General Education Teachers (Primary and Intermediate): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention and collaborates with other

staff to implement Tier 2 interventions and to integrate Tier 1 materials/instruction with Tier 2/3 students within the classroom.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 2 and Tier 3 instruction, and collaborates with general education teachers and ELL teachers.

English Language Learner (ELL) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 2 and Tier 3 instruction, and collaborates with general education teachers and ESE teachers.

Reading Coach: Provides guidance on Curriculum Frameworks; facilitates 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 1, Tier 2 and Tier 3 intervention plans. Collaborates with both ESE and general education teachers to develop and implement intervention plans.

School Psychologist: Participates in collection, analysis and interpretation of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation.

ESE Contact: Participates in collection, interpretation and analysis of data; collaborates with the team to develop and implement student intervention plans. Communicates with parents regarding school-based Rtl plans and meetings.

ESOL Coordinator: Participates in collection, interpretation and analysis of data; collaborates with the team to develop and implement student intervention plans. Communicates with parents regarding school-based Rtl plans and meetings.

Rtl Facilitator: Participates in collection, interpretation and analysis of data; facilitates development and implementation of intervention plans; provides support for intervention fidelity and documentation; Communicates with parents regarding school-based Rtl plans and activities.

Guidance Counselor: Manages school-based team referrals and paperwork. Participates in collection, interpretation and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; Communicates with parents regarding school-based Rtl plans, meetings and activities. Facilitates student and family support by linking family to community agencies and helps identify systemic patterns of student need with respect to academic, emotional, behavioral and social needs.

Speech Language Pathologist: Educates the team in the role language plays in the curriculum, assessment, and instruction as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language needs.

School Nurse: Provides quality services and medical expertise. Facilitates student and family support and helps identify systemic patterns of student need with respect to emotional, behavioral and medical needs.

Student Services Personnel (Afterschool Director and Primary Project Facilitator): Provides quality services and expertise on issues ranging from home life, community services to intervention with individual students. Facilitates student and family support by linking family to community agencies and helps identify systemic patterns of student need with respect to academic, emotional, behavioral and social needs.

### **Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

Members of the school-based MTSS/Rtl Leadership Team meet with the School Advisory Council (SAC) and assist in the development of the SIP, utilizing the previous year's data, information on Tier 1, Tier 2, and Tier 3 targets. Deficient areas are discussed. Topics for discussion include, but are not limited to, FCAT scores and the lowest 25%, Intervention program data, mentoring, tutoring, and other services.

**Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

Baseline data:

Florida Comprehensive Assessment Test (FCAT)  
Curriculum Based Measurement  
Florida Assessment for Instruction in Reading (FAIR)  
Palm Beach County Fall Diagnostics  
Palm Beach Writes  
K-5 Literacy Assessment System  
Progress Monitoring and Reporting Network (PMRN)  
Comprehensive English Language Learning Assessment (CELLA)  
Office Discipline Referrals  
Absences  
Retentions

Midyear data:

Florida Assessment for Instruction in Reading (FAIR)  
Palm Beach County Winter Diagnostics  
Palm Beach Writes  
Progress Monitoring and Reporting Network (PMRN)

End of year data:

Florida Assessment for Instruction in Reading (FAIR)  
Florida Comprehensive Assessment Test (FCAT)  
FCAT Writes

Frequency of required Data Analysis and Action Planning Days:  
Once within a cycle of instruction

**Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

The school-based MTSS/Rtl Facilitator will provide in-service to the faculty as needed on designated professional development days (PDD) or during Lesson Study Team meetings. These in-service opportunities will include, but are not limited to, the following:

Problem Solving Model  
Consensus building  
Positive Behavioral Intervention and Support (PBIS)  
Data-based decision-making to drive instruction  
Progress monitoring  
Selection and availability of research-based interventions  
Tools utilized to identify specific discrepancies in reading.

Individual professional development will be provided to classroom teachers, as needed.

The MTSS Organization Chart outlines Rtl Project Managers for each grade level who facilitate implementation of Tiered support. The Master Schedule reflects Tier II support with 30 additional minutes of literacy instruction and Tier III support with two 30 minute sessions of additional literacy instruction.

Teachers and the Rtl Facilitator develop instructional and behavior plans for individual students. The Rtl Facilitator monitors implementation and provides ongoing data analysis to determine further action. MTSS/Rtl team reviews implementation data at weekly meetings.

**Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Before or After School Program

**Minutes added to school year:** 10,800

Provide tutorial services in reading, math and writing to 3rd, 4th and 5th grade struggling students.

**Strategy Purpose(s)**

- Instruction in core academic subjects

**How is data collected and analyzed to determine the effectiveness of this strategy?**

Baseline data, determined through Fall SSS Diagnostics and Fall Palm Beach Writes, will be compared with bi-weekly Math MBA's and weekly tutorial writing assessments.

**Who is responsible for monitoring implementation of this strategy?**

Administration

**Literacy Leadership Team (LLT)**

**Names and position titles of the members of the school-based LLT**

| <b>Name</b>           | <b>Title</b>        |
|-----------------------|---------------------|
| Ranada Reese          | Kindergarten        |
| Michelle Brutus       | First               |
| Ashley Keene          | Second              |
| Heather Gomez         | Third               |
| Lesly Ordonez         | Fourth              |
| Wanda Padgett         | Fifth               |
| Jeff Gulden           | Fifth               |
| Nancy Mensch          | ELL Primary         |
| Margaret Hanratty     | ELL Intermediate    |
| Kimberly Johnson      | ESE Primary         |
| Marianne Higginbothan | ESE Intermediate    |
| Ramona Eddlemon       | SAI                 |
| Jill Fowler           | ESE Intermediate    |
| Terry Walker          | ESOL Coordinator    |
| Valerie Schwartz      | Assistant Principal |
| Elaine Persek         | Principal           |
| Kathy Liller          | Reading Coach       |
| Danielle D'Amato      | ASD Teacher         |

**How the school-based LLT functions**



The Literacy Leadership Team (LLT) meets once a month. The agendas include data review and analysis and identification of new strategies and activities that are aligned to the data analysis. As needs and concerns arise, the LLT will study and plan a course of action, implement the action, analyze its effectiveness, and reflect on the process. This is a continuous process throughout the school year. The reading coach is co-leader of the LLT with the principal. The coach helps identify schoolwide concerns in the area of literacy and serves as the LLT chairperson. The principal and reading coach develop the meeting agendas. The principal provides staff members with updates regarding the LLT activities. The LLT makes recommendations regarding professional development in literacy.

### **Major initiatives of the LLT**

The Literacy Leadership Team literacy initiatives for FY 2014 include implementation of the District Literacy Roll-Out and providing iii, Tier 2 and Tier 3 services to identified students. Additionally, the LLT will review trend data in reading and develop an Action Plan that includes identifying research-based strategies for ESE students, iii, and tutorials. The LLT will conduct progress monitoring in reading to determine if mid-year revisions should be made to the Action Plan.

## **Every Teacher Contributes to Reading Instruction**

### **How the school ensures every teacher contributes to the reading improvement of every student**

#### **Preschool Transition**

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### **Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs**

Lantana Elementary School has a VPK Pre-K program with 14 students and an ESE Pre-K program. The VPK program serves 9 standard curriculum students and 9 ESE students identified by the District's Child Find Department. 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. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. Specifically, ECHOES is used to assess basic academic skill development and academic school readiness of incoming students. Oral Language Fluency Probes are used to determine oral language skills of incoming students. Additionally, the FAIR is used to assess oral language and letter identification. The Fountas and Pinnell Assessment System is used to determine student's print/letter knowledge and level of phonological awareness/processing.

Screening is completed by the middle of September. 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.



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

### **College and Career Readiness**

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future**

**How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful**

**Strategies for improving student readiness for the public postsecondary level**

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

| Group                      | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|----------------------------|---------------|---------------|-------------|---------------|
| All Students               | 52%           | 38%           | No          | 57%           |
| American Indian            |               |               |             |               |
| Asian                      |               |               |             |               |
| Black/African American     | 44%           | 38%           | No          | 50%           |
| Hispanic                   | 47%           | 29%           | No          | 52%           |
| White                      | 73%           | 50%           | No          | 76%           |
| English language learners  | 33%           | 23%           | No          | 40%           |
| Students with disabilities | 41%           | 26%           | No          | 47%           |
| Economically disadvantaged | 48%           | 35%           | No          | 53%           |

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3          | 49            | 23%           | 25%           |
| Students scoring at or above Achievement Level 4 | 22            | 10%           | 11%           |

#### Florida Alternate Assessment (FAA)

|  | 2013 Actual #                              | 2013 Actual % | 2014 Target % |
|--|--|---------------|---------------|
| Students scoring at Levels 4, 5, and 6 | <i>[data excluded for privacy reasons]</i> |               | 25%           |
| Students scoring at or above Level 7   | <i>[data excluded for privacy reasons]</i> |               | 68%           |

#### Learning Gains

|   | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Students making learning gains (FCAT 2.0 and FAA)       | 116           | 54%           | 59%           |
| Students in lowest 25% making learning gains (FCAT 2.0) | 19            | 57%           | 62%           |

**Comprehensive English Language Learning Assessment (CELLA)**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students) | 92            | 50%           | 55%           |
| Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)   | 36            | 20%           | 22%           |
| Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)  | 33            | 18%           | 20%           |

**Area 2: Writing**

|   | 2013 Actual #                              | 2013 Actual % | 2014 Target % |
|---|--|---------------|---------------|
| Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5 | 36   | 50%           | 75%           |
| Florida Alternate Assessment (FAA) Students scoring at or above Level 4               | <i>[data excluded for privacy reasons]</i> |               | 80%           |

**Area 3: Mathematics**

**Elementary and Middle School Mathematics**

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

| Group                      | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|----------------------------|---------------|---------------|-------------|---------------|
| All Students               | 62%           | 45%           | No          | 66%           |
| American Indian            |               |               |             |               |
| Asian                      |               |               |             |               |
| Black/African American     | 59%           | 46%           | No          | 63%           |
| Hispanic                   | 60%           | 38%           | No          | 64%           |
| White                      | 73%           | 49%           | No          | 76%           |
| English language learners  | 49%           | 19%           | No          | 54%           |
| Students with disabilities | 46%           | 30%           | No          | 51%           |
| Economically disadvantaged | 60%           | 42%           | No          | 64%           |

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3          | 55            | 27%           | 30%           |
| Students scoring at or above Achievement Level 4 | 33            | 16%           | 18%           |

**Florida Alternate Assessment (FAA)**

|  | 2013 Actual #                       | 2013 Actual % | 2014 Target % |
|--|-------------------------------------|---------------|---------------|
| Students scoring at Levels 4, 5, and 6 | [data excluded for privacy reasons] |               | 16%           |
| Students scoring at or above Level 7   | [data excluded for privacy reasons] |               | 50%           |

**Learning Gains**

|   | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Learning Gains  | 144           | 67%           | 74%           |
| Students in lowest 25% making learning gains (FCAT 2.0 and EOC) | 25            | 72%           | 79%           |

**Area 4: Science**

**Elementary School Science**

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

|  | 2013 Actual #                       | 2013 Actual % | 2014 Target % |
|--|-------------------------------------|---------------|---------------|
| Students scoring at Achievement Level 3          | 20                                  | 32%           | 38%           |
| Students scoring at or above Achievement Level 4 | [data excluded for privacy reasons] |               | 15%           |

**Florida Alternate Assessment (FAA)**

|  | 2013 Actual #                       | 2013 Actual % | 2014 Target % |
|--|-------------------------------------|---------------|---------------|
| Students scoring at Levels 4, 5, and 6 | [data excluded for privacy reasons] |               | 27%           |
| Students scoring at or above Level 7   | [data excluded for privacy reasons] |               | 27%           |

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)**

**All Levels**

|  | 2013 Actual # | 2013 Actual % | 2014 Target |
|--|---------------|---------------|-------------|
| # of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs) | 7             |               | 10          |
| Participation in STEM-related experiences provided for students  | 240           | 52%           | 57%         |

**Area 6: Career and Technical Education (CTE)**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students enrolling in one or more CTE courses  |               |               |               |
| Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses |               |               |               |
| Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses                              |               |               |               |
| Students taking CTE industry certification exams   |               |               |               |
| Passing rate (%) for students who take CTE industry certification exams                                  |               |               |               |
| CTE program concentrators  |               |               |               |
| CTE teachers holding appropriate industry certifications   |               |               |               |

**Area 7: Social Studies**

**U.S. History End-of-Course (EOC) Assessment**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3          |               |               |               |
| Students scoring at or above Achievement Level 4 |               |               |               |

**Civics End-of-Course (EOC) Assessment**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3          |               |               |               |
| Students scoring at or above Achievement Level 4 |               |               |               |

**Area 8: Early Warning Systems**

**Elementary School Indicators**

|   | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Students who miss 10 percent or more of available instructional time  | 9             | 2%            | 1%            |
| Students retained, pursuant to s. 1008.25, F.S.   | 22            | 4%            | 3%            |
| Students who are not proficient in reading by third grade   | 56            | 74%           | 67%           |
| Students who receive two or more behavior referrals   | 35            | 7%            | 5%            |
| Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S. | 10            | 1%            | 1%            |

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school**

Increase parent participation in school events.

**Specific Parental Involvement Targets**

| Target                                | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---------------------------------------|---------------|---------------|---------------|
| Increase parent participation by 10%. | 1257          | 44%           | 48%           |

**Area 10: Additional Targets**

**Additional targets for the school**

Lantana Elementary School will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

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

**Specific Additional Targets**

| Target   | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Increase instances of infusion of the history of Holocaust, History of Africans and African Americans, Hispanic Contributions, Women’s Contributions, and the Sacrifices of Veterans | <50           | <99%          | 100%          |

## Goals Summary

- G1.** Increase writing proficiency in all students.
- G2.** Increase mathematics proficiency in all students.
- G3.** Increase reading proficiency in all students.
- G4.** Increase science proficiency in all students.
- G5.** Increase parent involvement in school activities.

## Goals Detail

### G1. Increase writing proficiency in all students.

#### Targets Supported

- Writing

#### Resources Available to Support the Goal

- Instructional staff
- Area and District Writing Specialists

#### Targeted Barriers to Achieving the Goal

- 4th grade students lack sufficient skills, including punctuation and grammar, to score 4.0 or higher on FY2014 FCAT Writes.

### Plan to Monitor Progress Toward the Goal

Monitor weekly writing assessments, Palm Beach Writes, and FY2014 FCAT Writes.

#### Person or Persons Responsible

Writing Teacher, Administration

#### Target Dates or Schedule:

Bi-weekly

#### Evidence of Completion:

Increased writing proficiency as measured by Spring Palm Beach Writes and FY2014 FCAT Writes.

## G2. Increase mathematics proficiency in all students.

### Targets Supported

#### Resources Available to Support the Goal

- Highly Qualified Instructional Staff
- Math Coach/Resource Teacher
- Math Lab
- Title I Budget

#### Targeted Barriers to Achieving the Goal

- Students have limited fluency in basic math facts and problem solving skills.
- Students have limited opportunity for enrichment work in math.

### Plan to Monitor Progress Toward the Goal

Monitor bi-weekly benchmark assessments, SSS Winter Diagnostics, and FY2014 FCAT

#### Person or Persons Responsible

Math Coach/Resource Teacher, Administration

#### Target Dates or Schedule:

Monthly

#### Evidence of Completion:

Increased mathematics proficiency on bi-weekly benchmark assessments, SSS Winter Diagnostics, and FY2014 FCAT



### G3. Increase reading proficiency in all students.

#### Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Science - Elementary School

#### Resources Available to Support the Goal

- Highly Qualified Instructional Staff
- Reading Coach
- SAI Teacher
- Learning Team Facilitator
- Learning Team Meetings
- Professional Development Days
- Area and District Professional Development Staff
- Title I Budget

#### Targeted Barriers to Achieving the Goal

- Students have limited knowledge of reading strategies including rigorous, close reading and the gradual release model.
- Limited staffing and the high number of Level 1 and 2 students prevents scheduling students into groups of 6 or 7 for immediate, intensive instruction.

#### Plan to Monitor Progress Toward the Goal

Monitor bi-weekly MBA's, RRR, and SSS Winter Diagnostic data and FY2014 FCAT

#### Person or Persons Responsible

Teachers, Reading Coach, Learning Team Facilitator and Administration

#### Target Dates or Schedule:

Bi-weekly Learning Team Meetings, Mid Year, End of Year

#### Evidence of Completion:

Increased reading proficiency as measured by bi-weekly MBA's, RRR, FAIR, SSS Winter Diagnostic data and FY2014 FCAT

#### G4. Increase science proficiency in all students.

##### **Targets Supported**

- Science - Elementary School

##### **Resources Available to Support the Goal**

- Highly-qualified instructional staff.
- Gizmos Software

##### **Targeted Barriers to Achieving the Goal**

- Limited use of Gizmos software

#### Plan to Monitor Progress Toward the Goal

Monitor bi-weekly benchmark science assessments, SSS Winter Diagnostics and FY2014 FCAT

##### **Person or Persons Responsible**

Science Teacher and Administration

##### **Target Dates or Schedule:**

Bi-weekly

##### **Evidence of Completion:**

Increased proficiency on bi-weekly benchmark science assessments, SSS Winter Diagnostics and FY2014 FCAT

#### G5. Increase parent involvement in school activities.

##### **Targets Supported**

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Science
- Science - Elementary School

##### **Resources Available to Support the Goal**

- Highly Qualified Staff
- 2 Community Language Facilitators - Hispanic and Haitian-Creole
- ELL Coordinator
- Family Involvement Contact
- Title I Budget

##### **Targeted Barriers to Achieving the Goal**

- Limited number of parents participate in school activities.

## Plan to Monitor Progress Toward the Goal

Compare parent involvement data from FY2013 to FY2014.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule:**

June 2014

**Evidence of Completion:**

Increased number of parents involved in school activities.

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Increase writing proficiency in all students.

**G1.B1** 4th grade students lack sufficient skills, including punctuation and grammar, to score 4.0 or higher on FY2014 FCAT Writes.

**G1.B1.S1** A writing tutorial will be provided for selected 4th grade students.

#### Action Step 1

Schedule tutorial services in writing to selected 4th grade students.

#### Person or Persons Responsible

Tutorial staff, Administration

#### Target Dates or Schedule

2x/week, After school, October-February

#### Evidence of Completion

Student sign in sheets and weekly assessments

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

Monitor attendance and weekly tutorial assessments

#### Person or Persons Responsible

Tutorial teachers and Administration

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Weekly attendance sheets and tutorial assessments

## Plan to Monitor Effectiveness of G1.B1.S1

Analyze weekly tutorial assessments, Palm Beach Writes, and FY2014 FCAT Writes

### Person or Persons Responsible

Tutorial teachers and Administration

### Target Dates or Schedule

Weekly

### Evidence of Completion

Increased writing proficiency as evidence by weekly tutorial assessments, Palm Beach Writes, and FY2014 FCAT Writes

**G1.B1.S2** 4th grade writing teacher will implement new writing strategies during instruction.

### Action Step 1

4th grade writing teacher will participate in professional development on new writing strategies, including SMOPS, and incorporate new strategies in instruction. All iii reading students will be assessed weekly through a dictation assessment focusing on punctuation, capitalization, spelling, and grammar.

### Person or Persons Responsible

4th Grade teacher, Area Writing Specialist

### Target Dates or Schedule

Weekly - August 2013 - February 2014

### Evidence of Completion

Classroom observation of new writing strategies

### Facilitator:

Susan Haag

### Participants:

4th Grade Writing Teacher

### Plan to Monitor Fidelity of Implementation of G1.B1.S2

Review of student work with evidence of new writing strategies

#### Person or Persons Responsible

Teacher, Area Writing Specialist

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Student work

### Plan to Monitor Effectiveness of G1.B1.S2

Establish baseline with Palm Beach Writes, and monitor weekly writing assignments during Learning Team Meetings and Palm Beach Writes throughout the year

#### Person or Persons Responsible

Teacher, Administration and Area Writing Specialist

#### Target Dates or Schedule

Palm Beach Writes schedule and bi-weekly Learning Team meetings

#### Evidence of Completion

Increased writing proficiency as measured by Palm Beach Writes and FY2014 FCAT Writes.

## G2. Increase mathematics proficiency in all students.

**G2.B1** Students have limited fluency in basic math facts and problem solving skills.

**G2.B1.S1** Teachers will implement the District Mathematics program with fidelity.

#### Action Step 1

Math teachers will participate in professional development on research based math strategies.

#### Person or Persons Responsible

Math Coach and Administration

#### Target Dates or Schedule

Bi- weekly Learning Team meetings and Professional Development Days

#### Evidence of Completion

Observation of research based math strategies during classroom walk-throughs and Learning Team meeting notes.

### **Plan to Monitor Fidelity of Implementation of G2.B1.S1**

Conduct classroom walk-throughs, formal and informal observations and attend Learning Team meetings to see evidence of research-based strategies.

#### **Person or Persons Responsible**

Math Coach and Administration

#### **Target Dates or Schedule**

Weekly observations and bi-weekly Learning Team meetings

#### **Evidence of Completion**

iObservation reports and Learning Team meeting agendas and notes.

### **Plan to Monitor Effectiveness of G2.B1.S1**

Analyze bi-weekly benchmark assessments, Winter SSS Diagnostics and FY2014 FCAT

#### **Person or Persons Responsible**

Teachers, Math Coach, Administration

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Increased proficiency in math as measured by bi-weekly benchmark assessments, Winter SSS Diagnostics and FY2014 FCAT

### **G2.B1.S2 Provide tutorial services in math to struggling 3rd grade math students.**

#### **Action Step 1**

Schedule tutorial services in math for struggling 3rd grade math students.

#### **Person or Persons Responsible**

Tutorial Staff and Administration

#### **Target Dates or Schedule**

2x/week October - April

#### **Evidence of Completion**

Student sign-in sheets and weekly assessments

### Plan to Monitor Fidelity of Implementation of G2.B1.S2

Monitor attendance and weekly tutorial assessments

**Person or Persons Responsible**

Tutorial teachers and Administration

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Weekly attendance sheets and tutorial assessments

### Plan to Monitor Effectiveness of G2.B1.S2

Analyze weekly assessments, bi-weekly benchmark assessments, SSS Winter Diagnostics, FY2014 FCAT

**Person or Persons Responsible**

Teachers and Administration

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Increased math proficiency as measured by weekly assessments, bi-weekly benchmark assessments, SSS Winter Diagnostics, FY2014 FCAT

### G2.B1.S3 Provide students with the opportunity to practice math fact fluency on Reflex Math software

**Action Step 1**

Schedule 3rd-5th grade students on Reflex math software to practice math fact fluency and use assessment clickers for progress monitoring.

**Person or Persons Responsible**

Math teachers

**Target Dates or Schedule**

15 minutes/day, 3x/week

**Evidence of Completion**

Reflex Math reports



### Plan to Monitor Fidelity of Implementation of G2.B1.S3

Monitor Reflex Math reports

#### Person or Persons Responsible

Teachers, Math Coach/Resource Teacher and Administration

#### Target Dates or Schedule

Bi-Weekly

#### Evidence of Completion

Reflex Math reports showing usage for all 3rd-5th students 3x/week.

### Plan to Monitor Effectiveness of G2.B1.S3

Analyze bi-weekly benchmark assessments, SSS Winter Diagnostics and FY2014 FCAT

#### Person or Persons Responsible

Math Coach/Resource Teacher

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Increased proficiency in math as measured by bi-weekly benchmark assessments, SSS Winter Diagnostics and FY2014 FCAT

**G2.B2** Students have limited opportunity for enrichment work in math.

**G2.B2.S1** Students will practice high order problem solving strategies in Math using IXL software.

#### Action Step 1

Schedule selected 4th and 5th grade students on IXL software to practice high order problem solving strategies.

#### Person or Persons Responsible

Math teachers, Math Coach

#### Target Dates or Schedule

Daily

#### Evidence of Completion

IXL reports

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

Monitor IXL reports

**Person or Persons Responsible**

Teacher, Math Coach/Resource Teacher, Administration

**Target Dates or Schedule**

Bi-Weekly

**Evidence of Completion**

IXL reports showing daily usage for selected students

### Plan to Monitor Effectiveness of G2.B2.S1

Analyze IXL reports and bi-weekly benchmark assessments.

**Person or Persons Responsible**

Administration, Math Coach/Resource Teacher, Classroom Teacher

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Increased mathematics proficiency on bi-weekly benchmarks assessments and increased number of Level 4 and 5 students on FY2014 FCAT.

**G2.B2.S2** 3rd-5th grade students will receive an additional 60 minutes/week of hands-on math instruction in the Math Lab.

**Action Step 1**

Schedule 3rd-5th grade students in the Math Lab 60 additional minutes per week to receive hands-on math instruction and use the laptop computers with headphones.

**Person or Persons Responsible**

Administration, Math Resource Teacher

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Math Lab Schedule

### Plan to Monitor Fidelity of Implementation of G2.B2.S2

Monitor class participation in Math Lab

**Person or Persons Responsible**

Administration, Math Resource Teacher

**Target Dates or Schedule**

Daily

**Evidence of Completion**

Student attendance and student journals

### Plan to Monitor Effectiveness of G2.B2.S2

Analyze bi-weekly benchmark assessments, Winter SSS Diagnostics and FY2014 FCAT

**Person or Persons Responsible**

Math teachers

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Increased math proficiency on bi-weekly benchmark assessments, Winter SSS Diagnostics and FY2014 FCAT

**G3. Increase reading proficiency in all students.**

**G3.B1** Students have limited knowledge of reading strategies including rigorous, close reading and the gradual release model.

**G3.B1.S1** Tutorial services will be provided to Level 1 and 2 students.

**Action Step 1**

Schedule tutorial services in literacy for retained 3rd grade students and Level 1 and 2 3rd-5th grade students.

**Person or Persons Responsible**

Tutorial staff, Administration

**Target Dates or Schedule**

2x/week, After school, October - April

**Evidence of Completion**

Student sign in sheets and weekly assessments

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

Monitor attendance and weekly tutorial assessments

**Person or Persons Responsible**

Tutorial teachers and Administration

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Weekly attendance sheets and tutorial assessments

### Plan to Monitor Effectiveness of G3.B1.S1

Analyze weekly tutorial assessments, MBA's, RRR, FAIR, SSS Winter Diagnostics and FY2014 FCAT

#### Person or Persons Responsible

Tutorial Teachers and Administration

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Increased reading proficiency as measured by tutorial assessments, MBA's, RRR, FAIR, SSS Winter Diagnostics and FY2014 FCAT

### G3.B1.S2 K-5 Literacy teachers will implement the District Literacy Plan with fidelity.

#### Action Step 1

Teachers, coaches and Administrators will participate in professional development in close reading strategies and the gradual release model during Faculty Meetings, Learning Team meetings, Professional Development Days and to individual teachers as needed. School team will attend summer FLDOE Common Core professional development.

#### Person or Persons Responsible

Area Professional Development Specialist, Reading Coach, Administration

#### Target Dates or Schedule

August Faculty Meeting, bi-weekly Learning Team meetings, and Professional Development Days

#### Evidence of Completion

Observation of close reading strategies and the gradual release model during classroom walk-throughs and Learning Team meeting notes.

#### Facilitator:

Susan Haag, Area Professional Development Specialist Kathy Liller, Reading Coach

#### Participants:

K-5 Literacy Teachers

## Action Step 2

Teachers will implement the District Literacy Plan, including Interactive Read Aloud, Shared Reading, Mini Lesson, Word Work, and small group instruction. Teachers will receive literacy supplies such as pens, pencils, sticky notes, paper, journals, markers, chart paper, and the Literacy Phonics kit for the primary ELL classroom. ASD students will practice reading skills using News to You software.

### Person or Persons Responsible

Teachers, ASD Teachers, Reading Coach and Administration

### Target Dates or Schedule

Daily

### Evidence of Completion

Teacher Observations, Learning Team meeting agendas and notes.

## Plan to Monitor Fidelity of Implementation of G3.B1.S2

Conduct classroom walk-throughs, formal and informal observations and attend Learning Team meetings to see evidence of close reading strategies.

### Person or Persons Responsible

Administration, Reading Coach

### Target Dates or Schedule

Weekly observations and bi-weekly Learning Team meetings.

### Evidence of Completion

iObservation reports and Learning Team meeting agendas and notes.

## Plan to Monitor Effectiveness of G3.B1.S2

Analyze bi-weekly MBA's, RRR data, FAIR, Winter SSS Diagnostics and FY2014 FCAT

### Person or Persons Responsible

Teachers, Reading Coach and Administration

### Target Dates or Schedule

Bi-weekly Learning Team meetings

### Evidence of Completion

Increased reading proficiency on MBA's, RRR data, FAIR, Winter SSS Diagnostics and FY2014 FCAT

**G3.B2** Limited staffing and the high number of Level 1 and 2 students prevents scheduling students into groups of 6 or 7 for immediate, intensive instruction.

**G3.B2.S1** Teachers will instruct iii students, grouped by RRR level, with no more than 6-7 students in a group.

**Action Step 1**

iii students will be grouped by RRR level and Words Their Way Elementary Inventory, with no more than 6-7 in a group, with the following instructional materials Kindergarten - FCRR Binder, Mondo, and F&P Word Study First - Foundations, RazKids and F&P Word Study Second - LLI and F&P Word Study and RazKids Third - LLI, Words Their Way and RazKids Fourth - Words Their Way and RazKids Fifth - LLI, Words Their Way and RazKids

**Person or Persons Responsible**

Teachers, In-School Tutor, Reading Coach, Administration

**Target Dates or Schedule**

August-September 2013

**Evidence of Completion**

iii Matrix with students grouped by RRR level and instructional program

**Plan to Monitor Fidelity of Implementation of G3.B2.S1**

Conduct classroom walk-throughs during iii instruction

**Person or Persons Responsible**

Reading Coach and Administration

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

iii students, group by RRR level, in groups of 6-7.

### Plan to Monitor Effectiveness of G3.B2.S1

Monitor weekly iiii assessments, MBA's, RRR, Winter SSS Diagnostics, FY2014 FCAT.

#### Person or Persons Responsible

Reading Coach

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Increased reading proficiency on iiii assessments, MBA's, RRR, Winter SSS Diagnostics, FY2014 FCAT.

**G3.B2.S2** Teachers will identify L25% iiii students and MTSS Tier 2 and Tier 3 students and provide additional reading support through RazKids and Reading A-Z software.

#### Action Step 1

L25% students and Tier 2 and Tier 3 students will practice reading strategies using RazKids and Reading A-Z software.

#### Person or Persons Responsible

Literacy Teachers, Reading Coach

#### Target Dates or Schedule

Daily

#### Evidence of Completion

RazKids and A-Z assessment results

### Plan to Monitor Fidelity of Implementation of G3.B2.S2

Review RazKids and Reading A-Z assessments

#### Person or Persons Responsible

Literacy Teacher, Reading Coach, and MTSS School-based Team

#### Target Dates or Schedule

Bi-weekly at Learning Team meetings and every 6-9 weeks by SBT.

#### Evidence of Completion

Increased reading proficiency on RazKids and Reading A-Z assessments.



### Plan to Monitor Effectiveness of G3.B2.S2

Analyze MBA's, RRR levels, Winter SSS Diagnostics, and FY2014 FCAT

#### Person or Persons Responsible

Teachers, Reading Coach, Administration

#### Target Dates or Schedule

Bi-weekly

#### Evidence of Completion

Increased proficiency in reading as measured by MBA's, RRR levels, Winter SSS Diagnostics and FY2014 FCAT

### G4. Increase science proficiency in all students.

#### G4.B1 Limited use of Gizmos software

##### G4.B1.S1 Teachers will increase the use of Gizmos software during science instruction

#### Action Step 1

Students will use Gizmos software at least 2x/month to increase their knowledge and understanding of science concepts.

#### Person or Persons Responsible

Science teachers and Administration

#### Target Dates or Schedule

2x/month

#### Evidence of Completion

Gizmos Reports

## Action Step 2

3rd-5th grade science teachers will participate in professional development on Gizmos software.

### Person or Persons Responsible

Gizmos Professional Development Staff

### Target Dates or Schedule

August 2013

### Evidence of Completion

Sign In Sheets

### Facilitator:

Desiree Sujoy, Gizmos Representative

### Participants:

3rd-5th Science and Math Teachers

## Plan to Monitor Fidelity of Implementation of G4.B1.S1

Monitor Gizmos usage report.

### Person or Persons Responsible

Science Teachers and Administration

### Target Dates or Schedule

2x/month

### Evidence of Completion

Gizmos report with evidence of usage at least 2x/month

## Plan to Monitor Effectiveness of G4.B1.S1

Analyze Gizmos assessments and bi-weekly science benchmark assessments

### Person or Persons Responsible

5th grade Science teacher and Administration

### Target Dates or Schedule

Bi-weekly

### Evidence of Completion

Increased proficiency on Gizmos assessments, bi-weekly benchmark science assessments, SSS Winter Diagnostics and FY2014 FCAT

**G5. Increase parent involvement in school activities.**

**G5.B1 Limited number of parents participate in school activities.**

**G5.B1.S2** Provide parents with choices for parent conferences before, during, or after school and increase opportunities for school/parent communication with Student Planners, translated flyers and other communications.

**Action Step 1**

Teachers and Administration will Increase home/school communication through the use of student planners and translated flyers, class letters, other communications, etc.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

August 2013

**Evidence of Completion**

Distribution of student planners.

**Action Step 2**

Teachers will schedule parent conferences, before, during or after school.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

2x/year

**Evidence of Completion**

Parent conference forms

### **Plan to Monitor Fidelity of Implementation of G5.B1.S2**

Collect data on the number of parent conferences

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

2x/year

**Evidence of Completion**

Completed Parent Conference forms and Substitute list

### **Plan to Monitor Effectiveness of G5.B1.S2**

Compare parent involvement data from FY2013 to FY2014.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

June 2014

**Evidence of Completion**

Increased number of parents involved in school activities.

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I funds are used to purchase supplies for parent training including ELL parents, the Parent Leadership Council and quarterly Title I Parent training. They are also used to purchase Reading and Math Coaches, tutorial staff, instructional software and classroom supplies. Title I funds are used to fund staff who provide professional development.

The Lantana Elementary School campus houses the Migrant Education Office, and provides a location for Open House and monthly parent meetings. The Migrant Office uses our Computer Lab, classrooms and Cafeteria. Our custodial staff is available to assist the Migrant Office for Saturday events.

The District coordinates with Title II in ensuring staff development needs are provided. The district coordinates with Title III in ensuring staff development needs are provided. Homeless students are enrolled immediately, without the required registration documentation. SAI funds are used to purchase an SAI teacher for additional instructional time in reading for Level 1 and/or 2 students. Our Violence Prevention Program includes implementation of Single School Culture, Appreciation of Multicultural Diversity, and an Anti-bullying campaign, including a dedicated phone line that is monitored each day, for anonymous reports of bullying. The Nutrition Program provides free breakfast for all students during the school year. During the summer, students and community members under the age of 18 may receive free breakfast and lunch. We do not have a Housing Program, Head Start Program or Adult Education classes. Career education topics are integrated into content area curriculum and through 5th grade Guidance.

Lantana Elementary School integrates Single School by sharing our Universal Guidelines for Success, following our Behavioral Matrix and teaching expected behaviors, communicating with parents, and monitoring our SwPBS. We update our Action Plans during SWPBS team meetings. We instill an appreciation for multicultural diversity through our antibullying campaign, structured lessons, and implementation of the SwPBS programs, including our "Tiger Trot" and Behavior Matrix.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

### G1. Increase writing proficiency in all students.

**G1.B1** 4th grade students lack sufficient skills, including punctuation and grammar, to score 4.0 or higher on FY2014 FCAT Writes.

**G1.B1.S2** 4th grade writing teacher will implement new writing strategies during instruction.

#### PD Opportunity 1

4th grade writing teacher will participate in professional development on new writing strategies, including SMOPS, and incorporate new strategies in instruction. All iii reading students will be assessed weekly through a dictation assessment focusing on punctuation, capitalization, spelling, and grammar.

#### Facilitator

Susan Haag

#### Participants

4th Grade Writing Teacher

#### Target Dates or Schedule

Weekly - August 2013 - February 2014

#### Evidence of Completion

Classroom observation of new writing strategies

**G3. Increase reading proficiency in all students.**

**G3.B1** Students have limited knowledge of reading strategies including rigorous, close reading and the gradual release model.

**G3.B1.S2** K-5 Literacy teachers will implement the District Literacy Plan with fidelity.

**PD Opportunity 1**

Teachers, coaches and Administrators will participate in professional development in close reading strategies and the gradual release model during Faculty Meetings, Learning Team meetings, Professional Development Days and to individual teachers as needed. School team will attend summer FLDOE Common Core professional development.

**Facilitator**

Susan Haag, Area Professional Development Specialist Kathy Liller, Reading Coach

**Participants**

K-5 Literacy Teachers

**Target Dates or Schedule**

August Faculty Meeting, bi-weekly Learning Team meetings, and Professional Development Days

**Evidence of Completion**

Observation of close reading strategies and the gradual release model during classroom walk-throughs and Learning Team meeting notes.

**G4.** Increase science proficiency in all students.

**G4.B1** Limited use of Gizmos software

**G4.B1.S1** Teachers will increase the use of Gizmos software during science instruction

**PD Opportunity 1**

3rd-5th grade science teachers will participate in professional development on Gizmos software.

**Facilitator**

Desiree Sujoy, Gizmos Representative

**Participants**

3rd-5th Science and Math Teachers

**Target Dates or Schedule**

August 2013

**Evidence of Completion**

Sign In Sheets



## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

| Goal  | Description                                       | Total     |
|-------|---|-----------|
| G1.   | Increase writing proficiency in all students.     | \$3,600   |
| G2.   | Increase mathematics proficiency in all students. | \$74,338  |
| G3.   | Increase reading proficiency in all students.     | \$65,661  |
| G5.   | Increase parent involvement in school activities. | \$3,826   |
| Total |   | \$147,425 |

### Budget Summary by Funding Source and Resource Type

| Funding Source                       | Personnel | Evidence-Based Program | Evidence-Based Materials | Professional Development | Total     |
|--------------------------------------|-----------|------------------------|--------------------------|--------------------------|-----------|
| Title I                              | \$81,672  | \$11,543               | \$14,833                 | \$35,777                 | \$143,825 |
| Community Grant 1800<br>Title I 1800 | \$0       | \$3,600                | \$0                      | \$0                      | \$3,600   |
| Total                                | \$81,672  | \$15,143               | \$14,833                 | \$35,777                 | \$147,425 |

### Budget Details

*Budget items identified in the SIP as necessary to achieve the school's goals.*

#### G1. Increase writing proficiency in all students.

**G1.B1** 4th grade students lack sufficient skills, including punctuation and grammar, to score 4.0 or higher on FY2014 FCAT Writes.

**G1.B1.S1** A writing tutorial will be provided for selected 4th grade students.

#### Action Step 1

Schedule tutorial services in writing to selected 4th grade students.

#### Resource Type

Evidence-Based Program

#### Resource

60 Hour Writing tutorial

#### Funding Source

Title I

#### Amount Needed

\$3,600

**G2. Increase mathematics proficiency in all students.**

**G2.B1 Students have limited fluency in basic math facts and problem solving skills.**

**G2.B1.S1 Teachers will implement the District Mathematics program with fidelity.**

**Action Step 1**

Math teachers will participate in professional development on research based math strategies.

**Resource Type**

Personnel

**Resource**

.5 Math Coach

**Funding Source**

Title I

**Amount Needed**

\$35,537

**G2.B1.S2 Provide tutorial services in math to struggling 3rd grade math students.**

**Action Step 1**

Schedule tutorial services in math for struggling 3rd grade math students.

**Resource Type**

Evidence-Based Program

**Resource**

Math Tutorial

**Funding Source**

Community Grant 1800 Title I 1800

**Amount Needed**

\$3,600

**G2.B1.S3** Provide students with the opportunity to practice math fact fluency on Reflex Math software

**Action Step 1**

Schedule 3rd-5th grade students on Reflex math software to practice math fact fluency and use assessment clickers for progress monitoring.

**Resource Type**

Evidence-Based Program

**Resource**

Reflex math software license \$1498 Assessment Clickers \$1400

**Funding Source**

Title I

**Amount Needed**

\$2,898

**G2.B2** Students have limited opportunity for enrichment work in math.

**G2.B2.S1** Students will practice high order problem solving strategies in Math using IXL software.

**Action Step 1**

Schedule selected 4th and 5th grade students on IXL software to practice high order problem solving strategies.

**Resource Type**

Evidence-Based Program

**Resource**

IXL Software license

**Funding Source**

Title I

**Amount Needed**

\$200

**G2.B2.S2** 3rd-5th grade students will receive an additional 60 minutes/week of hands-on math instruction in the Math Lab.

**Action Step 1**

Schedule 3rd-5th grade students in the Math Lab 60 additional minutes per week to receive hands-on math instruction and use the laptop computers with headphones.

**Resource Type**

Personnel

**Resource**

.5 Math Resource Teacher \$31803 Laptop Headphones \$300

**Funding Source**

Title I

**Amount Needed**

\$32,103

**G3.** Increase reading proficiency in all students.

**G3.B1** Students have limited knowledge of reading strategies including rigorous, close reading and the gradual release model.

**G3.B1.S1** Tutorial services will be provided to Level 1 and 2 students.

**Action Step 1**

Schedule tutorial services in literacy for retained 3rd grade students and Level 1 and 2 3rd-5th grade students.

**Resource Type**

Evidence-Based Program

**Resource**

Literacy tutorial

**Funding Source**

Title I

**Amount Needed**

\$3,600

**G3.B1.S2** K-5 Literacy teachers will implement the District Literacy Plan with fidelity.**Action Step 1**

Teachers, coaches and Administrators will participate in professional development in close reading strategies and the gradual release model during Faculty Meetings, Learning Team meetings, Professional Development Days and to individual teachers as needed. School team will attend summer FLDOE Common Core professional development.

**Resource Type**

Professional Development

**Resource**

.5 Reading Coach - \$35,536 FLDOE Common Core professional development staff - \$240

**Funding Source**

Title I

**Amount Needed**

\$35,777

**Action Step 2**

Teachers will implement the District Literacy Plan, including Interactive Read Aloud, Shared Reading, Mini Lesson, Word Work, and small group instruction. Teachers will receive literacy supplies such as pens, pencils, sticky notes, paper, journals, markers, chart paper, and the Literacy Phonics kit for the primary ELL classroom. ASD students will practice reading skills using News to You software.

**Resource Type**

Evidence-Based Materials

**Resource**

Phonics Kit \$150 News to You Software \$150 Classroom Supplies \$11,484

**Funding Source**

Title I

**Amount Needed**

\$12,039

**G3.B2** Limited staffing and the high number of Level 1 and 2 students prevents scheduling students into groups of 6 or 7 for immediate, intensive instruction.

**G3.B2.S1** Teachers will instruct iii students, grouped by RRR level, with no more than 6-7 students in a group.

**Action Step 1**

iii students will be grouped by RRR level and Words Their Way Elementary Inventory, with no more than 6-7 in a group, with the following instructional materials Kindergarten - FCRR Binder, Mondo, and F&P Word Study First - Foundations, RazKids and F&P Word Study Second - LLI and F&P Word Study and RazKids Third - LLI, Words Their Way and RazKids Fourth - Words Their Way and RazKids Fifth - LLI, Words Their Way and RazKids

**Resource Type**

Personnel

**Resource**

In-School Tutor

**Funding Source**

Title I

**Amount Needed**

\$13,000

**G3.B2.S2** Teachers will identify L25% iii students and MTSS Tier 2 and Tier 3 students and provide additional reading support through RazKids and Reading A-Z software.

**Action Step 1**

L25% students and Tier 2 and Tier 3 students will practice reading strategies using RazKids and Reading A-Z software.

**Resource Type**

Evidence-Based Program

**Resource**

RazKids and Reading A-Z - \$1,500

**Funding Source**

Title I

**Amount Needed**

\$1,245

**G5. Increase parent involvement in school activities.**

**G5.B1 Limited number of parents participate in school activities.**

**G5.B1.S2** Provide parents with choices for parent conferences before, during, or after school and increase opportunities for school/parent communication with Student Planners, translated flyers and other communications.

**Action Step 1**

Teachers and Administration will Increase home/school communication through the use of student planners and translated flyers, class letters, other communications, etc.

**Resource Type**

Evidence-Based Materials

**Resource**

Student planners and copy paper

**Funding Source**

Title I

**Amount Needed**

\$2,794

**Action Step 2**

Teachers will schedule parent conferences, before, during or after school.

**Resource Type**

Personnel

**Resource**

Substitutes for in-school parent conferences Student Planners Copy Paper

**Funding Source**

Title I

**Amount Needed**

\$1,032