Lantana Middle School

2018-19 Schoolwide Improvement Plan

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Lantana Middle School

1225 W DREW ST, Lantana, FL 33462

https://lanm.palmbeachschools.org

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	93%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	90%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	C	C	B*

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

SIP Authority

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.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

Lantana Community Middle School Mission Statement

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

Provide the school's vision statement.

Lantana Middle School Vision Statement

Lantana Middle School subscribes to the vision of the School District of Palm Beach County, of a dynamic collaborative multicultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

School Leadership Team

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

Name	Title
Burke, Edward	Principal
Rodriguez, Jose	Assistant Principal
Vazquez, David	Assistant Principal
Simmonds, Janina	Assistant Principal
Davis, Nicole	Instructional Coach
Peterson, Jordan	Instructional Coach
Scuillo, Mary Ellen	Teacher, ESE

Duties

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

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

Assistant Principals will support and assist the principal in implementing and monitoring cultural competence, equity, and access within the instructional practices at the school center. It is the responsibility of assistant principal to be present in classrooms and learning communities frequently, support collaboration between teachers and resource staff, facilitating professional learning focused on instruction and content knowledge. Additionally, monitoring and improving instruction, using data to make decisions on instruction, professional learning, and student learning.

ESE Coordinator will provide leadership and assistance to LCMS leadership regarding ESE programming, including but not limited to program design, curriculum and methodology. Additionally, the coordinator will monitor quality of individualized educational plans (IEPs), effectively communication to parents the special education process, including the rights granted by IDEA.

SSE Coach will provide teachers with instructional leadership and support for the continuous academic improvement in accordance with Florida Standards.The coach will provide modeling and coaching for small group instruction. Additionally, the coach will assist in the design and implementation of progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. The coach will guide teachers in effectively using data to make adjustments to instruction, and successful alignment and implementation of school improvement decisions.

Instructional Math Coach will develop, lead, and evaluate school core content standards/programs, identify and analyze math content/lessons and make data driven decisions with the mathematics department. The coach will also identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with the whole school screening programs that provide early detection services for children that may be considered, "at-risk". Additionally, the coach will assist in the design and implementation of progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

Early Warning Systems

Year 2017-18

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	37	42	49	0	0	0	0	128
One or more suspensions	0	0	0	0	0	0	49	63	71	0	0	0	0	183
Course failure in ELA or Math	0	0	0	0	0	0	91	97	53	0	0	0	0	241
Level 1 on statewide assessment	0	0	0	0	0	0	142	127	117	0	0	0	0	386

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	92	92	81	0	0	0	0	265

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	1	1	0	0	0	0	0	2
Retained Students: Previous Year(s)	0	0	0	0	0	0	66	68	40	0	0	0	0	174

Date this data was collected

Wednesday 9/26/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	12	20	14	0	0	0	0	46
One or more suspensions	0	0	0	0	0	0	57	51	35	0	0	0	0	143
Course failure in ELA or Math	0	0	0	0	0	0	46	45	34	0	0	0	0	125
Level 1 on statewide assessment	0	0	0	0	0	0	129	122	121	0	0	0	0	372

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	60	56	48	0	0	0	0	164

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	12	20	14	0	0	0	0	46
One or more suspensions	0	0	0	0	0	0	57	51	35	0	0	0	0	143
Course failure in ELA or Math	0	0	0	0	0	0	46	45	34	0	0	0	0	125
Level 1 on statewide assessment	0	0	0	0	0	0	129	122	121	0	0	0	0	372

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	60	56	48	0	0	0	0	164

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Science achievement has the lowest performing achievement area for 2018, students performing at 41% Level 3+. There was a slight increase of 4 percentage points from 2017, at 37%. Science scores have been consistently the lowest scores.

ELA achievement is slightly higher with 45% of the students performing at Level 3 or above. There was a slight increase of 4 percentage points from 2017, at 41%.

Which data component showed the greatest decline from prior year?

Social Studies achievement declined 1% from 21017 - 2018. Black students scoring a Level 3, 4, or 5 has remained stagnant in ELA when compared to their White and Hispanic peers. When looking at at males socring levels 3 - 5 on ghe FSA ELA, they have only moved 2 percentage points, when compared to females scoring 3 - 5, who moved 6 percentage points. Black and Hispanic students scoring a level 3, 4, or 5 has remained stagnant when compared to their White peers on FSA MATH, whose score raised by 4 percentage points. Females continue to outscore males by 12 percentage points in FSA MATH for FY'17 and FY '18.

Which data component had the biggest gap when compared to the state average?

The math achievement gap between the school at 47% and the state, at 58%, is 11 percentage points. Math achievement has remained stagnant at 47%. Math raw data achievement data between the school and the District is -16% (GR6), -21% (GR7), and -15%(GR8) from 2017 - 2018.
The science achievement gap between the school at 41% and the state at 52%, is 11 percentage points. The science achievement gap between the school at 41% and the the district at 55% is 14 percentage points.

Which data component showed the most improvement? Is this a trend?

The Math Lowest 25th Percentile improved 16 percentage points, from 39% to 55% in FY'2018. ELL improved 5 percentage points, and Students with disabilities improved 12 percentage points. The trend is higher achievment in math categories, including Alg I, with 91% proficient, and increase of 17 points, and Geometry, with 90% proficient, and increase of 5 percentage points.

Describe the actions or changes that led to the improvement in this area.

Strategies utilized in the action plan were small group remedial instruction daily for student in need. The rotational instructional model was implemented in all mathematics classrooms. Weekly Learning Team meetings were implemented in content grade specific meetings. The use of Study Island with the lower students durin the rotation.

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	45%	56%	53%	43%	55%	52%
ELA Learning Gains	55%	57%	54%	51%	56%	53%
ELA Lowest 25th Percentile	49%	49%	47%	49%	49%	45%
Math Achievement	47%	61%	58%	49%	59%	55%
Math Learning Gains	54%	61%	57%	57%	60%	55%
Math Lowest 25th Percentile	55%	54%	51%	41%	48%	47%
Science Achievement	41%	55%	52%	47%	54%	50%
Social Studies Achievement	62%	75%	72%	56%	73%	67%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	37 (12)	42 (20)	49 (14)	128 (46)
One or more suspensions	49 (57)	63 (51)	71 (35)	183 (143)
Course failure in ELA or Math	91 (46)	97 (45)	53 (34)	241 (125)
Level 1 on statewide assessment	142 (129)	127 (122)	117 (121)	386 (372)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	36%	53%	-17%	52%	-16%
	2017	36%	54%	-18%	52%	-16%
Same Grade Comparison		0%				
Cohort Comparison						
07	2018	40%	54%	-14%	51%	-11%
	2017	41%	55%	-14%	52%	-11%
Same Grade Comparison		-1%				
Cohort Comparison		4%				
08	2018	51%	60%	-9%	58%	-7%
	2017	36%	56%	-20%	55%	-19%
Same Grade Comparison		15%				
Cohort Comparison		10%				

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	40%	56%	-16%	52%	-12%
	2017	43%	55%	-12%	51%	-8%
Same Grade Comparison		-3%				
Cohort Comparison						
07	2018	18%	39%	-21%	54%	-36%
	2017	25%	38%	-13%	53%	-28%
Same Grade Comparison		-7%				
Cohort Comparison		-25%				
08	2018	50%	65%	-15%	45%	5%
	2017	45%	63%	-18%	46%	-1%
Same Grade Comparison		5%				
Cohort Comparison		25%				

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	39%	54%	-15%	50%	-11%
	2017					
Cohort Comparison						

BIOLOGY EOC

Year	School	District	School Minus District	State	School Minus State
2018					
2017					

CIVICS EOC

Year	School	District	School Minus District	State	School Minus State
2018	58%	72%	-14%	71%	-13%
2017	58%	73%	-15%	69%	-11%
Compare		0%			

HISTORY EOC

Year	School	District	School Minus District	State	School Minus State
2018					
2017					

ALGEBRA EOC

Year	School	District	School Minus District	State	School Minus State
2018	91%	62%	29%	62%	29%
2017	74%	59%	15%	60%	14%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
Compare		17%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	90%	57%	33%	56%	34%
2017	85%	55%	30%	53%	32%
Compare		5%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	23	46	47	29	45	40	17	38	90		
ELL	17	46	48	25	46	55		41			
AMI	13	38		33	47						
BLK	42	54	56	44	50	53	43	68	87		
HSP	44	54	43	45	54	57	37	55	85		
MUL	65	60		70	60						
WHT	55	57	53	62	62	58	48	70	96		
FRL	43	54	49	46	53	55	40	60	88		

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	11	37	32	23	41	37	13	25			
ELL	12	41	39	27	41	40	18	43			
BLK	39	52	45	43	51	47	32	69	83		
HSP	38	52	36	48	47	33	34	56	78		
MUL	50	63		60	58						
WHT	47	53	29	57	59	35	53	55	85		
FRL	38	51	38	45	49	38	34	62	73		

Part III: Planning for Improvement
Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Ensure progress towards student achievement in ELA instruction to support High School Readiness (Long Term Outcome, High School Readines
Rationale	FY'18, students performed at 45% proficiency in ELA achievement, which was an improvement of 4 percentage points from FY'17, but in comparison to district, an 11 percentage point difference.
Intended Outcome	Improve ELA proficiency by 5 percentage points to be on target for the the Long Term Outcomes of the Strategic plan.
Point Person	Edward Burke (edward.burke@palmbeachschools.org)

Action Step	
Description	Pillars of Effective Instruction-Students are immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42 continuing to develop a single school culture and appreciation of the multicultural diversity with a focus on Reading and Writing across the content areas: In all content areas, small group remedial instruction will be provided daily to students in need. Focus will be placed on the delivery of instruction within small groups. A protocol/guide will be provided to assist teachers. Additionally, the rotational instructional model will be utilized in all ELA and reading classes. Computers for 1/3 of the class are included in every classroom to support RIM and the adaptive technology programs. Groups will be data driven and ongoing conversations will focus on the implementation in bi-weekly PLCs. In ELA classrooms, Students use Reading Plus in accordance with a year long Reading Plus plan. Level 1 and 2 students enrolled in Intensive Reading, will utilize Read 180 or System 44, depending on their needs. ELL students will develop language skills through iMagine and develop comprehension skills through Achieve 3000. In ELA classrooms, teachers will plan differentiated lessons focusing on the time in small group instruction to scaffold reading and writing instructions. Independent practice within the RIM model will be used to analyze teacher feedback and practice areas of need. Writing will be strategically weaved into every lesson. Continue to implement PIRATES and TAP/TEACH test taking strategies school-wide. Students, grades 6 - 8) that are predicted to score a level 5 and 6 in writing will participate in s writing boot camp. Shakers will participate in reading pull-out during their elective. PLCs will be held once a week, where teachers of grade-level content specific curriculum, the Single School Culture coach, and administration will meet to discuss data and plan instruction.
Person Responsible	Jose Rodriguez (jose.rodriguez.5@palmbeachschools.org)

Plan to Monitor Effectiveness	
Description	Data Chats will be conducted with teachers and students. Teachers will analyze current data for their students - including historical performance over several years and calculating points needed for LG. Data chats will occur again after winter diagnostics. Teachers will analyze diagnostic data to form class and individual action plans.

Administration and coaches will use data to select students for participation in tutorials and boot camps.

Teachers will administer FSQs, USAs, and PBPAs, utilizing the data to drive instruction.

Students will monitor progress on assessments utilizing a data tracking form.

Administrators and coaches will strive to observe teachers at least once per week and will provide feedback on effective use of the standards for practice and elements to achieve rigor (standards-based instruction).

Person Responsible Jose Rodriguez (jose.rodriguez.5@palmbeachschools.org)

Activity #2	
Title	Ensure progress towards student achievement in Math instruction to support High School Readiness (Long Term Outcome, High School Readiness)
Rationale	FY'18, students performed at 47% proficiency in Math achievement, which is the same in FY'17, but there was an increase in the lowest 25th percentile of 3 percentage points. In comparison to the district, there is a 5 percentage point difference, and an 11 percentage point difference in comparison to the state.
Intended Outcome	Improve Math proficiency by 8 percentage points to be on target for the Long Term Outcomes of the Strategic Plan.
Point Person	Edward Burke (edward.burke@palmbeachschools.org)

Action Step	
Description	Pillars of Effective Instruction-Students are immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42 continuing to develop a single school culture and appreciation of the multicultural diversity with a focus on Reading and Writing across the content areas:

In all content areas, small group remedial instruction will be provided daily to students in need. Focus will be placed on the delivery of instruction within small groups. A protocol/guide will be provided to assist teachers. Additionally, the rotational instructional model will be utilized in all mathematics classes. Computers for 1/3 of the class are included in every classroom to support RIM and the adaptive technology programs. Groups will be data driven and ongoing conversations will focus on the implementation in bi-weekly PLCs.

In math, teachers will scaffold lessons following a strategic gradual release model which will include small group intensive guided instruction, independent practice, and adaptive technology.

Khan Academy will be mandated for use by all students in mathematics classes. students enrolled in Algebra I Honors and Geometry classes will use Math Nation. Direct Instruction classrooms are required to utilize I-Ready with ESE students.

Utilize Academic Tutors to provide classroom support for small group instruction in all regular math classes.

Teachers will analyze standards, focusing on item specifications, to develop lessons learned to identify common areas of weakness for students with a particular skill or concept.

Algebra students will participate in Saturday Success Academy. Shakers will participate in math pull-out during their elective. All day Algebra workshops will be provided. |
| **Person Responsible** | Janina Simmonds (janina.simmonds@palmbeachschools.org) |

Plan to Monitor Effectiveness	
Description	Data Chats will be conducted with teachers and students. Teachers will analyze current data for their students - including historical performance over several years and calculating points needed for LG. Data chats will occur again after winter diagnostics.

Teachers will monitor for the desired effect when implementing a strategy. Strategies |

include but are not limited to classwork, homework, exit tickets, whiteboards, scale reflection, student-teacher conversation, and summaries.

Students will monitor progress on assessments utilizing a data tracking form.

The Admin team will collaborate to review individual teacher data and form immediate action plans if necessary.

Administrators and coaches will strive to observe teachers at least once per week and will provide feedback on effective use of the standards for practice and elements to achieve rigor (standards-based instruction).

Person Responsible   Janina Simmonds (janina.simmonds@palmbeachschools.org)

Activity #3	
Title	Ensure progress towards student achievement in Science instruction to support High School Readiness (Long Term Outcome,High School Readiness)
Rationale	FY'18, students performed at 41% proficiency in ELA achievement, which was an improvement of 4 percentage points from FY'17, but in comparison to district, an 14 percentage point difference.
Intended Outcome	Improve Science proficiency by 4 percentage points to support the Long Term Outcome High School Readiness of the district's strategic plan.
Point Person	Edward Burke (edward.burke@palmbeachschools.org)

Action Step	
Description	Teachers will engage in scaffolded instruction to ensure all students can achieve at high levels. Standards-based instruction and Marzano elements to achieve rigor (rigor elements) will be the focus of instructional planning and included in lesson plans. Strategically developed warm-ups and cool downs will complement all lessons. A deeper examination of I do, We do, You do will occur in PD/PLCs. Teachers will engage students with project-based learning, tiered student choice activities and the rotational instructional model focusing on text-based research and higher order thinking. Designed hands-on labs will complement complex lessons and concepts maps will be used frequently and strategically. Thorough and deliberate planning with develop a succint 5E model of instruction. (Engage, Explore, Explain, Extend/Elaborate, Evaluate). Science teachers will utilize online textbook features, including assessment tracking and tutorials. Push-in and pull-out support in 8th grade Science by resource teachers. Students will be identified after administration of NGSQs and diagnostic assessments. ESE, and ELL support is also present when needed.
Person Responsible	David Vazquez (david.vazquez@palmbeachschools.org)

Plan to Monitor Effectiveness	
Description	In addition to current NGSQs and USAs, teachers will analyze historical data to prepare spiral review lessons. Data Chats will be conducted with teachers and students. Teachers will analyze current NGSQ data for their students, to drive review and instruction. Data chats will occur again after winter diagnostics. Administrators and coaches will strive to observe teachers at least once per week and will provide feedback on effective use of the standards for practice and elements to achieve rigor (standards-based instruction).
Person Responsible	David Vazquez (david.vazquez@palmbeachschools.org)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Increase parental attendance to 45%, increase parental capacity. LCMS will reach out to families utilizing communication in their home language. Community langue facilitators are an integral part of any communication with parents, including phone calls and conferences. Parents are invited in the decision making process.

PFEP Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

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

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

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

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

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

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.

Families are invited to provide input on how funds are spent to provide equity and access, and individualized support for all students. Funding is used to hire additional instructional personnel. Professional development is offered to instructional staff on best practices, including differentiation of instruction and utilizing a rotational model in their classrooms.

Title I, Part A
Services are provided to ensure students requiring remediation are assisted through before, during, and after school tutorial programs. LCMS Title 1 funds has been used to fund instructional staff and coaches.

The Single School Culture and Math coach provides direct support to the teachers providing professional development activities in professional learning communities to enhance or improve the instructional pedagogy in all classes.

Family Involvement funds will be used to increase parental communication and notification of activities and events. Night activities and trainings are used to increase parental capacity, and support of the education of our students.

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

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

Title II
New technology in classrooms increases the capacity for good learning practices and funds at are used to implement Reading Plus and Study Island to support all students.

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

Title X -Homeless
District Homeless Social Workers provide resources for students under the McKinney-Vento Act to eliminate barriers for free and appropriate education.

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

Violence Prevention Programs
The School Wide Positive Behavior Support Program is implemented schoolwide. Students are familiar with the behavior matrix and the district's student code of conduct.

Adult Education
Lantana Middle School currently serves a diverse population in the community school education classes.

Career and Technical Education
We offer an industry certification course for high credits, and five other high school credit courses. SECME program is available for students to engage in STEM education projects. LCMS partnered with ASPIRA and TRIO programs to supporthigh school and post-secondary readiness.

In alignment to school board 2.09 and Florida State statue 1003.42 our school highlights multicultural diversity within the arts. Our students participate in activities and studies including, but not limited to, art expos of different cultures and in music our students study music of different eras and countries and in media our library selection is filled with books related to the variety of cultures and contributions of black and African Americans, Latino and Hispanics and women with in US History.

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

1. All 7th grade students are enrolled in EPEP to learn about their interests and goals setting.
2. LCMS will host a HS411 training session for parents, designed to provide resources, information and next steps to guiding/prepare their child to post secondary education.

Part V: Budget

Total:	**$1,764.00**