Lantana Elementary School

2018-19 Schoolwide Improvement Plan

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Lantana Elementary School

710 W OCEAN AVE, Lantana, FL 33462

https://lane.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)
Elementary School PK-5	Yes	92%

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

School Grades History

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

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.

The parents, staff and community of our school will provide a safe, nurturing, and equitable education that meets the social, academic and physical needs of each student so that all students will be successful learners and productive citizens who are college and career ready.

Provide the school's vision statement.

Lantana Elementary School envisions a dynamic collaborative multicultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

School Leadership Team

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

Name	Title
Robinson, Janyn	Principal
Gordon, Elise	Instructional Coach
Gonzales, Ashley	Instructional Coach
Campbell, Elaina	Other
Ordonez, Lesly	Teacher, K-12
Rainey-Reese, Ranada	Teacher, K-12

Duties

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

Members of the School Leadership Team will monitor the goals of the School Improvement Plan. This will be done by reviewing grade level and individual student data, monitoring strategies, and providing support to grade level teams and teachers.

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	28	17	17	15	18	9	0	0	0	0	0	0	0	104
One or more suspensions	0	1	5	4	9	8	0	0	0	0	0	0	0	27
Course failure in ELA or Math	32	51	51	56	50	49	0	0	0	0	0	0	0	289
Level 1 on statewide assessment	0	0	0	54	30	29	0	0	0	0	0	0	0	113

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	13	14	14	50	38	33	0	0	0	0	0	0	0	162

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	2	2	0	7	0	0	0	0	0	0	0	0	0	11
Retained Students: Previous Year(s)	1	2	2	5	0	0	0	0	0	0	0	0	0	10

Date this data was collected
Wednesday 9/19/2018

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	21	17	20	23	5	19	0	0	0	0	0	0	0	105
One or more suspensions	2	1	2	2	6	7	0	0	0	0	0	0	0	20
Course failure in ELA or Math	38	40	44	66	56	59	0	0	0	0	0	0	0	303
Level 1 on statewide assessment	0	0	0	44	35	43	0	0	0	0	0	0	0	122

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	15	12	11	48	36	42	0	0	0	0	0	0	0	164

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	21	17	20	23	5	19	0	0	0	0	0	0	0	105
One or more suspensions	2	1	2	2	6	7	0	0	0	0	0	0	0	20
Course failure in ELA or Math	38	40	44	66	56	59	0	0	0	0	0	0	0	303
Level 1 on statewide assessment	0	0	0	44	35	43	0	0	0	0	0	0	0	122

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

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Students exhibiting two or more indicators	15	12	11	48	36	42	0	0	0	0	0	0	0	164

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?

ELA achievement is the lowest performing achievement area at 31% (level 3+). As a cohort group, 3rd grade was the lowest (20% at achievement level or higher).

Which data component showed the greatest decline from prior year?

ELA Learning Gains declined the most, from 58% to 43%, a decline of 15%.

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

ELA achievement level produced the biggest gap when compared to the state average. Our achievement level was 31% and the state had 56% at achievement level.

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

Learning gains for the Low 25% in Math showed the most improvement. The increase was 30%, from 36% to 66%.

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

The actions that led to the improvement were as follows: change in teachers, incorporating number talks, incorporating a spiral review, and making sure the core instruction was aligned to grade level standards.

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	31%	57%	56%	34%	52%	52%
ELA Learning Gains	43%	61%	55%	41%	56%	52%
ELA Lowest 25th Percentile	44%	56%	48%	44%	51%	46%
Math Achievement	48%	65%	62%	49%	61%	58%
Math Learning Gains	70%	63%	59%	47%	61%	58%
Math Lowest 25th Percentile	66%	53%	47%	32%	51%	46%
Science Achievement	34%	56%	55%	41%	53%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	28 (21)	17 (17)	17 (20)	15 (23)	18 (5)	9 (19)	104 (105)
One or more suspensions	0 (2)	1 (1)	5 (2)	4 (2)	9 (6)	8 (7)	27 (20)
Course failure in ELA or Math	32 (38)	51 (40)	51 (44)	56 (66)	50 (56)	49 (59)	289 (303)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	54 (44)	30 (35)	29 (43)	113 (122)

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
03	2018	19%	56%	-37%	57%	-38%
	2017	27%	54%	-27%	58%	-31%
Same Grade Comparison	-8%					
Cohort Comparison						
04	2018	35%	58%	-23%	56%	-21%
	2017	41%	57%	-16%	56%	-15%
Same Grade Comparison	-6%					
Cohort Comparison	8%					
05	2018	35%	59%	-24%	55%	-20%
	2017	36%	52%	-16%	53%	-17%
Same Grade Comparison	-1%					
Cohort Comparison	-6%					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	33%	63%	-30%	62%	-29%
	2017	31%	62%	-31%	62%	-31%
Same Grade Comparison	2%					
Cohort Comparison						
04	2018	59%	63%	-4%	62%	-3%
	2017	33%	64%	-31%	64%	-31%
Same Grade Comparison	26%					
Cohort Comparison	28%					
05	2018	48%	66%	-18%	61%	-13%
	2017	50%	61%	-11%	57%	-7%
Same Grade Comparison	-2%					
Cohort Comparison	15%					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	31%	56%	-25%	55%	-24%
	2017					
Cohort Comparison						

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	14	29	36	34	63	71	29				
ELL	19	47	56	39	70	61	11				
BLK	33	48	40	54	72	65	36				
HSP	22	35	58	30	64	67	14				
WHT	42	43		64	75		67				
FRL	30	42	44	47	69	66	33				
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	24	51	41	22	49	43	29				
ELL	26	59	58	35	45	30	26				
BLK	28	58	52	42	64	45	36				
HSP	33	51	46	32	43	27	30				
WHT	57	77		51	69		69				
FRL	34	58	51	41	57	36	39				

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	To ensure progress towards student achievement within ELA and Math instruction in alignment with the District's Strategic Plan to support the expectations of LTO #1 (increase 3rd grade reading) and LTO #2 (ensure High School readiness).
Rationale	* ELA is the lowest performing achievement area. * ELA experienced decreases in all three cells (achievement, learning gains, and L25 LGs). * Although there were significant increases in Math learning gains and L25 LGs. There was only a 6% increase in Math achievement. *Attendance below 90% was at 21% last school year.
Intended Outcome	* Improve ELA achievement by 9%. * Improve 3rd grade ELA achievement by 23% to be on target for meeting the LTO of the Strategic Plan by 2021. * Improve Math achievement by 8% to be on target for meeting the LTO of the Strategic Plan by 2021. * Improve attendance below 90% data by 6%, which will help us be on target for meeting both LTOs of the Strategic Plan by 2021.
Point Person	Janyn Robinson (janyn.robinson@palmbeachschools.org)

Action Step	
Description	Pillars of Effective Instruction- Students are engaged in rigorous tasks that reflect the full intent of the Florida Standards and content required by Florida State Statute 1003.42, continuing to develop a single school culture and appreciation of multicultural diversity with a focus on literacy across all content areas: *Students respond to reading in their notebooks 2-3 times a week. Responses are generated from standards-based question stems. *Students utilize math & science notebooks to explain their thinking. *Students will use accountable talk to explain their thinking in whole group, small group, and conferring, across content areas. *Teachers will incorporate Social Emotional Learning into content areas through Morning Meetings and the 2nd Step Curriculum.
Person Responsible	Janyn Robinson (janyn.robinson@palmbeachschools.org)

Plan to Monitor Effectiveness	
Description	*Teachers will plan instruction using question stems in PLCs. *Teachers will identify a cohort of students to 'study' across the school year, during PLCs. The data will inform instruction. *SSCC will provide support with academic notebooks, setting students up for accountable talk, and using student responses as data for instruction. *Administration will conduct walkthroughs, with a lens on the SIP action steps. Feedback will be provided in a variety of ways (face to face, email, note, Google form). *Teachers will share best practices for SEL (Morning Meetings & 2nd Step) during PLCs. *Administration and SEL District Support will conduct walkthroughs and provide ongoing support to teachers.
Person Responsible	Janyn Robinson (janyn.robinson@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, Â§ 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 parent participation in school events.

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.

Lantana Elementary is a pilot school for the District's Social Emotional Learning (SEL) initiative. All students engage in Morning Meeting, which promotes community, self esteem, social skills, and academics. Students in the Afterschool Program also have Afternoon Meeting. All staff members have been trained in SEL 101 as well as Morning/Afternoon Meeting. Students will also receive the 2nd Step Curriculum during the school day. This is embedded into Morning Meetings.

Students have scheduled Guidance classes each week that cover a wide range of topics, including Character Counts lessons. The Guidance teacher also establishes support groups for bereavement, divorce, anger, depression, etc. and meets with those students on a weekly basis, or more, if needed.

Through a 16 week Primary Project program, funded by Boystown and the Children's Services Council, select students in Kindergarten and First Grade who are having school adjustment difficulties meet with a Primary Project Mental Health Professional on an individual basis to improve acting out, mood, and learning skills issues.

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

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

The PreK classrooms meet all VPK requirements & prepare the students for entry into Kindergarten. Our Pre-K Kindergarten Transition Plan is designed to ensure a smooth transition from Pre-K/home to Kindergarten. The AP coordinates the Pre-School Transition procedures. She facilitates a school tour for children in Head Start programs. Parents of pre-school children are invited to our Kindergarten Round-Up. A Kindergarten information packet is given. We use a staggered start for students. Upon entering Kindergarten, all students are assessed in order to assist in the development of rigorous instruction/ intervention programs. Screening data is used to plan daily academic & SEL instruction for all students.

As an early intervention to increase reading on grade level by 3rd grade & to increase student readiness to enter Kindergarten, we offer a school year VPK program that is supplemented with enrichment hours. This VPK program is supported by the Depart. of Early Childhood Ed & follows all statutes & contractual mandates in the Florida VPK Provider Agreement (developmentally appropriate curriculum that enhances the age-appropriate progress of kids in each of the performance standards adopted by the FL DOE).

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

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

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

School-based Team - Pamela Camel, Assistant Principal and Sharon Wladimirski, Guidance Counselor, Valerie Vilmont (ESOL Coordinator), Margo Breistol (ESE Coordinator), Elaina Campbell (SSC Coordinator), Heidi Edelman (SAI Teacher), Ashley Gonzales (SAI Teacher), Janyn Robinson, (Principal)
The SBT meets regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team identifies the professional development activities needed to create effective learning environments. The team identifies students who are not meeting identified academic targets. The identified students are referred to the school-based RtI Leadership Team. Through a shared decision making model, the team determines students needing Tier 2 and Tier 3 interventions. Each case is assigned a case liaison to support the interventionist (e.g., teacher, RtI/Inclusion Facilitator,) and progress monitor effectiveness of interventions.The Master Schedule is created to align all resource staff with iii classes and Tier 3 student schedules. A Literacy Resource Teacher is funded through school Title I funds to assist in providing iii services to all Level 1 and Level 2 students in groups of 3-6 students.

Title I funds - Janyn Robinson, Principal
Based on an analysis of student needs, a Title I budget was created to include a reading resource teacher, math resource teacher, and certified tutors for additional opportunities to learn, supplies for classroom instruction, instructional software and publications, parent communication, and material for parent training. The Principal and School Treasurer monitor expenditures monthly and ensure alignment with School Improvement Plan goals and strategies and compliance with Title I requirements. District and Area staff provide professional development through Title I funding, including Literacy school based training.

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

N/A

Part V: Budget	
Total:	$4,610.00