Lantana Middle School

2019-20 Schoolwide Improvement Plan

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Lantana Middle School

1225 W DREW ST, Lantana, FL 33462

https://lanm.palmbeachschools.org

Demographics

Principal: Edward Burke

Start Date for this Principal: 7/7/2008

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Native American Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (55%) 2017-18: B (55%) 2016-17: C (50%) 2015-16: C (51%) 2014-15: B (54%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	B	B	C	C

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SIP Authority

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Purpose and Outline of the SIP

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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 all students.
5. Staff will participate in a wide variety of professional growth opportunities to help meet the needs of our changing population.
6. 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	Job Duties and Responsibilities
Burke, Edward	Principal	Provide strategic direction in the school system. Develop standardized curricula, assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate staff and oversee facilities. Other important duties entail developing safety protocols and emergency response procedures.
Rodriguez, Jose	Assistant Principal	Assists the principal in the discharge of his/her duties at all times and acts in the capacity of the principal during the principal's absence from the school. Monitor student achievement; encourage parent involvement; oversee facilities; entail developing safety protocols and emergency response procedures; counseling; and discipline. Assists in the role of instructional leader to promote student behavior that is supportive, and conducive, to the implementation of the school's instructional programs and goals.
Vazquez, David	Assistant Principal	Assists the principal in the discharge of his/her duties at all times and acts in the capacity of the principal during the principal's absence from the school. Monitor student achievement; encourage parent involvement; oversee facilities; entail developing safety protocols and emergency response procedures; counseling; and discipline. Assists in the role of instructional leader to promote student behavior that is supportive, and conducive, to the implementation of the school's instructional programs and goals.
Simmonds, Janina	Assistant Principal	Assists the principal in the discharge of his/her duties at all times and acts in the capacity of the principal during the principal's absence from the school. Monitor student achievement; encourage parent involvement; oversee facilities; entail developing safety protocols and emergency response procedures; counseling; and discipline. Assists in the role of instructional leader to promote student behavior that is supportive, and conducive, to the implementation of the school's instructional programs and goals.
Davis, Nicole	Instructional Coach	Develop, lead and evaluate school core content standards/programs, and identify and analyze math content/lessons to support data driven decisions in professional learning committees meetings. Identify systematic patterns of student need to identify appropriate intervention strategies. Design and implement progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.
Peterson, Jordan	Instructional Coach	Provide teachers with instructional leadership and support for the continuous academic improvement in accordance with Florida Standards. The coach provides modeling and coaching for small group instruction. Additionally, the coach will assist in the implementation of progress monitoring, data collection, and data analysis; participate int he design and delivery of professional development; and provide support for assessment and implementation monitoring. The coach will guide teachers in effectively using

Name	Title	Job Duties and Responsibilities
		data to make adjustments to instruction and successful alignment and implementation of school improvement decisions.
Scuillo, Mary Ellen	Teacher, ESE	Responsible for scheduling and conducting change of placements, eligibility staffing's, and Individual Education Plan (IEP) meetings. Monitors the school's compliance with rules and regulations. Conducts FBA's on students referred by SBT/RTI process.
Cohen, Nicole	School Counselor	Responsible for the school choice, transfer, and student assignment processes, including planning, communication, implementation, record-keeping, and evaluation of services. Assist families with school choice, student assignment, and enrollment processes. Work collaborativelyy with administrators, school psychologists, instructional coaches, teachers, parents and staff to design, implement, and monitor interventions designed to help students achieve academic success.
Wilson, Fred	Dean	Responsible for attendance, discipline, safety, and related student personnel services and performs the duties within the authority and responsibility delegated by the Principal. Investigate, adjudicate, and monitor minor infractions of the school code in the form of progressive discipline such as detentions, classroom referrals, and in-school suspension. Serves as the Afterschool Director, where he responsible for maintaining the coordination, implementation, and administration of all enrichment, academic, and recreational programs.

Early Warning Systems

Current Year

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	312	281	314	0	0	0	0	907
Attendance below 90 percent	0	0	0	0	0	0	31	38	470	0	0	0	0	539
One or more suspensions	0	0	0	0	0	0	51	67	105	0	0	0	0	223
Course failure in ELA or Math	0	0	0	0	0	0	63	50	68	0	0	0	0	181
Level 1 on statewide assessment	0	0	0	0	0	0	115	136	125	0	0	0	0	376

The number of students with two or more early warning indicators:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	0	0	70	78	100	0	0	0	0	248

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
Students retained two or more times	0	0	0	0	0	0	2	0	0	0	0	0	0	2

FTE units allocated to school (total number of teacher units)

81

Date this data was collected or last updated

Wednesday 9/11/2019

Prior Year - 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	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 with two or more early warning indicators:

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

Prior Year - 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	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 with two or more early warning indicators:

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

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	46%	58%	54%	41%	56%	52%
ELA Learning Gains	59%	56%	54%	53%	57%	54%
ELA Lowest 25th Percentile	53%	49%	47%	39%	48%	44%
Math Achievement	47%	62%	58%	47%	61%	56%
Math Learning Gains	50%	60%	57%	51%	61%	57%
Math Lowest 25th Percentile	46%	53%	51%	39%	52%	50%
Science Achievement	44%	52%	51%	37%	53%	50%
Social Studies Achievement	68%	75%	72%	63%	76%	70%

EWS Indicators as Input Earlier in the Survey				
Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	312 (0)	281 (0)	314 (0)	907 (0)
Attendance below 90 percent	31 (37)	38 (42)	470 (49)	539 (128)
One or more suspensions	51 (49)	67 (63)	105 (71)	223 (183)
Course failure in ELA or Math	63 (91)	50 (97)	68 (53)	181 (241)
Level 1 on statewide assessment	115 (142)	136 (127)	125 (117)	376 (386)

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	41%	58%	-17%	54%	-13%
	2018	36%	53%	-17%	52%	-16%
Same Grade Comparison		5%				
Cohort Comparison						
07	2019	45%	53%	-8%	52%	-7%
	2018	40%	54%	-14%	51%	-11%
Same Grade Comparison		5%				
Cohort Comparison		9%				
08	2019	46%	58%	-12%	56%	-10%
	2018	51%	60%	-9%	58%	-7%
Same Grade Comparison		-5%				
Cohort Comparison		6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	35%	60%	-25%	55%	-20%
	2018	40%	56%	-16%	52%	-12%
Same Grade Comparison		-5%				
Cohort Comparison						
07	2019	14%	35%	-21%	54%	-40%
	2018	18%	39%	-21%	54%	-36%
Same Grade Comparison		-4%				
Cohort Comparison		-26%				
08	2019	56%	64%	-8%	46%	10%
	2018	50%	65%	-15%	45%	5%
Same Grade Comparison		6%				
Cohort Comparison		38%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	41%	51%	-10%	48%	-7%
	2018	39%	54%	-15%	50%	-11%
Same Grade Comparison		2%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	65%	72%	-7%	71%	-6%
2018	58%	72%	-14%	71%	-13%
Compare		7%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	76%	64%	12%	61%	15%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	91%	62%	29%	62%	29%
	Compare	-15%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	94%	60%	34%	57%	37%
2018	90%	57%	33%	56%	34%
	Compare	4%			

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	28	53	47	28	44	37	36	49	53		
ELL	28	56	58	34	46	47	16	55	65		
AMI	29	54		29	38						
BLK	47	59	49	44	49	49	40	69	85		
HSP	41	56	57	46	48	46	44	65	78		
MUL	68	71		57	55			70			
WHT	64	66	63	58	60	56	60	70	73		
FRL	45	58	53	45	48	46	42	66	79		
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		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	55
Total Points Earned for the Federal Index	548
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	42
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	46
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	38
Native American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	55
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	53
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	64
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	63
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	54
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Native American students, specifically Guatemalean students, has the lowest performance. There was a significant drop in Math achievement of 4 percentage points. Many of the students are LY students, first year ELL students entering at various levels.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

When looking at our grade level data with Algebra I Honors, our school had a 15% decline from 2018. We went from 91% to 76%. Additional all subgroups experienced a decline with Students with Disabilities experiencing the greatest decline with -37% point.

Students in the seventh grade cohort demonstrated a decline of 26% points in Mathematics. Most of those students were taught by a teacher, hired as a science teacher, and moved into math after the eleven day count. Her inexperience with the subject accounts for the major drop for the seventh grade cohort. Also, a small group of seventh grade students originally enrolled in Algebra I honors had to be moved midyear to 7th grade math for instruction due to low achievement in Algebra I Honors according to FSQs, USAs, and classroom assignments.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

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%. Although ELA achievement had a 1% point gain, the state average of 54% is still 8 percentage points above our students. We attribute the Math gap to having to create math sections for our Math Coach in Pre-Algebra, which prevented her from visiting classrooms of new teachers often. Also in ELA, a stellar teacher, who taught many regular and inclusion classes went on maternity leave for the entire Spring Semester.

Which data component showed the most improvement? What new actions did your school take in this area?

Civics went up 7% points, which was attributed to an increase EOC points in seventh grade. All Civics teachers received professional development during their weekly PLCs. Collaborative planning and data driven instruction drove the planning and instructional cycle in their classrooms.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

When looking at the Early Warning Systems, two potential areas of concern are students with course failures in ELA and/or Math and the number of level 1 students on the statewide assessment.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. High School Readiness
2. Success with Algebra I with alignment to LTO #3
3. Integrate schoolwide initiatives across all content areas to increase classroom literacy
4. Implement small group instruction in all classrooms to address differentiation
5. Monitor instruction regularly and provide specific feedback

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Ensure progress towards student achievement in Math and ELA instruction to align with the District's Strategic Plan; LTO#2; Ensure HS Readiness and LTO #3; Increase HS graduation rate
Rationale	FY19, students performed at 47% in Math achievement, which was stagnant from FY18, but in comparison to the district, a 12 percentage point difference. FY19, student performed at 46%

State the measurable outcome the school plans to achieve	Improve Math proficiency by 5 percentge points to be on target for the Long Term Outcomes of the strategic plan related to ensuring high school readiness.
Person responsible for monitoring outcome	Edward Burke (edward.burke@palmbeachschools.org)
Evidence-based Strategy	1. Tutorials 2. Use of digital technology 3. Weekly Professional Learning Communities in all content areas 4. Implementation of Small Group Inst in all content areas
Rationale for Evidence-based Strategy	1. Students will be remediated utilizing data from FSQs and USAs to build content knowledge for students. 2. Digital technology in classrooms helps students remain engaged and is an effective way to connect with students of all learning styles. 3. Standards-Based planning and instruction ensures accountability. The practice of aligning learning to standards helps to ensure that a higher level of learning is attaining, guiding teams of teachers int he process of assessment, keeping them focused. 4. Differentiated small group instruction allows teachers to work mre closely with individual students, with the opportunity to support students and their development fo ELA and Math skills.

Action Step	
Description	1. In all content 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: 2. 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 classes. Digital technology is 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 weekly PLCs. 3. In all content 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. In ELA and classrooms, Students use Reading Plus in accordance with a year long Reading Plus plan. ELL students will

develop language skills through iMagine and develop comprehension skills through Achieve 3000. Math students are enrolled in Study Island.

4. Continue to implement PIRATES test taking strategy, TAP/TEACH paragraph response strategy, and 2 T's 4 E's essay writing strategy school-wide. Students, grades 6 - 8) that are predicted to score a level 5 and 6 in writing will participate in writing boot camp. Academic tutors will be utilized in classrooms for push-ins, pull-outs and double downs in all math, ELA, and civics classrooms.

5. PLCs will be held weekly, where teachers of grade-level content specific curriculum, instructional coaches and administration will meet to discuss data and plan instruction.

Person Responsible   Edward Burke (edward.burke@palmbeachschools.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Pillars of Effective Instruction: Students are immersed in rigorous task 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 multicultural diversity in alignment to S.B. 2.09 with a focus on reading and writing across all content areas. Our students focus on content and curriculum related to:

The History of the Holocaust

The History of Black and African Americans

The Contributions of Latino and Hispanics

The Contributions of Women

The Sacrifices of Veterans and Medal of Honor recipients within US History.

Lantana Community Middle School integrates Single School Culture by sharing our Universal Guidelines for Success and communicating these expectations to parents via student protocols, and monitoring SwPBS through data. In alignment, to school board 2.09 and Florida State statue 1003.42 our school highlights multicultural diversity within the curriculum and 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.

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 Schoolwide Improvement Plan 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 at least 45%. LCM will reach out to families utilizing call outs, the website, student backpacks utilizing their home language. Community Language Facilitators are an integral part of an communication with parents, including facilitating phone calls regarding conferences, discipline, and rewards. Parents are invited in all decision-making in the school.

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.

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 Guidance team in the Spring to introduce LCMS, and prepare students for the transition to middle school.

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 guidance team reach both forward to high schools for our 8th grade students to choose classes and choice opportunities; and they reach back for our incoming 6th graders to ensure that stakeholders are aware of the transitional needs.

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.

Title I, Part A
Services are provided to ensure students requiring remediation are assisted through before, during, and after school tutorial programs. Title 1 funds has been used to fund instructional staff and coaches. Instructional coaches provide support to teachers in professional learning communities, enhancing instructional pedagogy

Family Involvement funds are used to increase parental communication. Night activities and trainings are used to increase parental capacity, and support of the education o.

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, Alternative Education programs, and the SBT/RTI process.

Title II
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.

Violence Prevention Programs
School Wide Positive Behavior Support Program is implemented schoolwide.

Adult Education
LCMS serves a diverse population in the adult education classes.

Career and Technical Education
We offer an industry certification course for high school credits. LCMS partnered with ASPIRA and TRIO programs to support high school and post-secondary readiness.

In alignment to school board 2.09 and Florida State statue 1003.42 our school highlights diversity within the arts. Students participate in activities and studiesrelated to the variety of cultures and contributions of African Americans, Latino and women 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.

All 7th grade students are enrolled in EPEP to learn about their interests and goals setting. LCMS also hosts a HS101 training session for parents, designed to provide resources, information and next steps to guiding/prepare their child to post secondary education.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Ensure progress towards student achievement in Math and ELA instruction to align with the District's Strategic Plan; LTO#2; Ensure HS Readiness and LTO #3; Increase HS graduation rate				$3,390.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5000	120-Classroom Teachers	0761 - Lantana Middle School	School Improvement Funds	909.0	$3,390.00
					Total:	$3,390.00