Lantana Middle School

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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.](http://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)	**2019-20 Title I School**	**2019-20 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	92%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	B	B	B	C

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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, position title, and job duties/responsibilities 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.
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 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.

Name	Title	Job Duties and Responsibilities
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.
Nelson, Willie	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.

Demographic Information

Principal start date
Monday 7/7/2008, Edward Burke

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
3

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
32

Total number of teacher positions allocated to the school
71

Demographic Data

2020-21 Status (per MSID File)	Active

School Type and Grades Served (per MSID File)	Middle School 6-8
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Year	
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ESSA Status	TS&I
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Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	272	287	261	0	0	0	0	820
Attendance below 90 percent	0	0	0	0	0	0	61	39	54	0	0	0	0	154
One or more suspensions	0	0	0	0	0	0	12	48	46	0	0	0	0	106
Course failure in ELA	0	0	0	0	0	0	125	51	33	0	0	0	0	209
Course failure in Math	0	0	0	0	0	0	55	98	30	0	0	0	0	183
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	83	83	70	0	0	0	0	236
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	64	73	87	0	0	0	0	224
FY20 ELA Winter Diag Level 1 & 2	0	0	0	0	0	0	170	142	151	0	0	0	0	463
FY20 Math Winter Diag Level 1 & 2	0	0	0	0	0	0	138	144	126	0	0	0	0	408
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	114	111	96	0	0	0	0	321

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	3	0	2	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	5	1	2	0	0	0	0	8

Date this data was collected or last updated

Monday 8/24/2020

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	
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	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	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

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	
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	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	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

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**	
	(0)	(0)	(0)	0 (0)

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	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%
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		

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
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

ESSA Federal Index	
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%	0

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%	0

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%	0

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%	0

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%	0

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%	0

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%	0

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%	0
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%	0
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%	0

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.

When looking at the subgroup data for FY'19, our LY students have the lowest performance in ELA and Math, with only 5% of Math and 18% of Reading students performing proficiently on the FSA. There was a 1.8% drop in the number of LY students proficient in Math FY'19 according to FSA data. Overall, there were gains in both ELA (+2.16 %) and Math (+2.38 %).

Based on FY'20 Diagnostic Data, the LY students were still our lowest performing group of students in Math and ELA. Only 17.6% of our students predicted to perform proficiently in Math, and 7.6% of our students predicted to perform proficiently in ELA.

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

When looking at SY'19 Data, when looking at our grade level data with Algebra I Honors, our school had a 14% decline from 2018. We went from 91% to 77%. 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.

Our FY'20 Winter Diagnostic Data predicted 8th grade Math to show the biggest decline of 24

percentage points in proficiency (8th GRADE FSA MATH: 56.27% vs. 8th GRADE DISTRICT DIAGNOSTIC MATH: 31.52%). Some of the factors that contributed to the decline were the use of substitute teachers for one teacher and the hiring of a teacher new to teaching. Also, the Math Coach had to pick up classes in which prevented her from modeling instruction and attending Math PLCs.

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.

When looking at SY'19 Data, 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%. 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 teachers often.

Our FY'20 Winter Diagnostic Data show that our Math achievement is still below District average, we attribute the Math gap to having to create math sections for our Math Coach in Pre-Algebra, which prevented her from visiting classrooms and running PLCs often. Also, the assessment tested standards that the 8th grade teachers had yet to cover in the Scope and Sequence.

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

When looking at SY'19 Data, 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.

Our FY'20 Winter Diagnostic Data predicted an 22 percentage point increase in GRADE 7 Math proficiency (FSA FY'19: 14% vs Diagnostic FY'20 36%). A new administrator with a math background was hired and worked with teachers in PLCs, monitoring data driven instruction and providing feedback. Seventh grade teachers received ongoing professional development from district personnel during their planning. Title I provided tutors in the classroom to work in small groups with students via push-in and pull-out models.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Based on SY'19 Data and Winter Diagnostics, the percentage of students in all grade levels scoring Level 1 or 2 on Math assessments is 62%. Based on our FY'20 Winter Diagnostic Data, only 28% of our Students with Disabilities were predicted proficient in Math.

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

LTO # 2 High School Readiness...Lantana Middle School is focusing on High School Readiness. We are putting strategies, instructional practices, and protocols in place to our students are prepared for sucess in High School. The following priorities will ensure equitable opportunities for our students:

Academic Achievement - Coaches and Administration will continuously monitor the percentage of 8th grade students who have D's or F's in ELA or Math classes, attendance of less than 96% , no suspensions, and performance on District and State assessments.

Family Engagement - We have Title I funded Parent Nights that are geared towards educating parents on building positive home environments for our students.

School Culture - We have built the morale of staff to set a tone and vision that creates an expectation of excellence in all areas.

Student Services - We have created an educational focus that meets the social, emotional, and academic needs of all students.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale:	To ensure effective and equitable instruction for all students in all content areas in alignment with LTO 2, high school readiness. When referencing FY'19 FSA data, 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%. Based on SY'19 Data and Winter Diagnostics, the percentage of students in all grade levels scoring Level 1 or 2 on Math assessments is 62%. Based on our FY'20 Winter Diagnostic Data, only 28% of our Students with Disabilities were predicted proficient in Math. When comparing the percentage of students proficient in ELA, FSA FY'19 (44%) vs Winter Diagnostics ELA FY'20 (43%), the scores are stagnant. Our goal is to increase the number of students scoring proficient (Level 3, 4, or 5) on the ELA is 50%. Data from the Winter Diagnostics FY'20 reveals only 39.29% of the 6th grade subgroup performing proficiently, which is 2 percentage points lower than the FSA FY'19 results. In ELA, the lowest performing subgroup are the LY students (7.6% performed proficient on Winter Diagnostics FY'20 vs 4.8% performing proficient on FSA FY'19) but there was 2.8 percentage point increase.
Measurable Outcome:	Based on FY' 19 FSA and FY'20 Winter Diagnostic Data Math Data, we are at 38% proficiency, which is 7 percentage points away from our goal. Our ESSA subgroup (American Indians) exhibited an increase from 25% to 41.7% proficiency, a growth of +16.7 percentage points. Our goal is to increase increase 38% to 45% of our students overall proficient on Math FSA 46% to 50% of our Lowest 25% to make learning gains on Math FSA 19.7% to 30% of our SWD proficient on Math FSA
Person responsible for monitoring outcome:	Edward Burke (edward.burke@palmbeachschools.org)
Evidence-based Strategy:	1. Instructional staff will facilitate math TUTORIALS for students on math standards based on District and State data to remediate targeted standards. 2. Instructional staff will utilize DIGITAL INSTRUCTION to enhance instruction. 3. Weekly Professional Learning Communities discussing data from district assessments to plan lessons. 4. Implementation of Small Group Instruction in Math classes using Out of System Tutors to provide differentiated instructional supports for high-needs learners.
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. Digital technology is the basis for remote learning in all classes. 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 closely with individual students, with the opportunity to support students and their development of Math skills.

Differentiated needs of students are needs to meet the needs of students through reteaching, remediation, and acceleration.

Action Steps to Implement

1. Tutorials
a. Employ 8 teachers to facilitate tutorials for high needs students before school, after school, or on Saturdays from mid October through mid May.
b. Targeted instructional materials purchased from Title I resources.
c. Students selected and grouped based on the results from FY'19 FSA, FY'20 Winter Diagnostics, FY'21 Fall Diagnostics, FSQs, USAs, specifically for the ESSA identified subgroups: American Indian.
e. Tutorials will focus on student needs by content standards/benchmarks
f. Leadership will monitor via data analysis, attendance records,classroom walks, and lesson plan reviews.

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

2.Digital Technology
a. All students have been assigned a digital device (chromebook or laptop) from the district or personally.
b. Students participating in remote learning will continue to utilize their device from home. Students returning for brick and mortar learning will bring their device back and forth to the building.
c.. Students take responsibility of their learning through giving feedback on lessons, participating in projects and learning activities that provide opportunities and to learn and understand how to use technology creatively, effectively and safely.
d. Leadership will monitor via data analysis, attendance records,classroom walks, and lesson plan reviews.

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

3. Professional Learning Communities
a. Instructional staff engage in 20 hours of professional development in PLCs.
b.Teachers work collaboratively in PLCs focusing on data analysis to plan and develop lessons aligned to standards.
c. Leadership will monitor via data analysis, attendance records,classroom walks, and lesson plan reviews.

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

4. Small group
a. 3 Out of System Tutors will be hired
b. Each will assigned to Math teachers and given access to google meet to work with students in break out rooms, as well as work with students when we return to brick and mortar.
c. Students will be grouped based on district data assessments.
d. Tutors will push-in or pull-out small groups of students.
e. The rotational instructional model will be utilized in all classes.

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

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

In alignment with the District's Strategic Plan and the goal to increase academic instruction of all students, students will be actively engaged across all content areas in activities that will meet the requirements pursuant to Florida Statute 1003.42. We will continue to support a Single School Culture that provides an opportunity for all students achieve academic excellence and feel safe on our campus. This includes supporting all intitiatives put forth by SwPBS.

Pillars of Effective Instruction: Students are immersed in rigorous task encompassing the full intent of the Florida State Standards, 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.

We also are implementing the mental health lessons mandated by the state of Florida utilizing the Suite 360 lessons which are delivered to the students from their content-area teachers. Suite 360 is the curriculum that the school district selected to implement the five hour state mandated instruction related to youth mental health and awareness. Throughout the suite 360 curriculum, students participated in lessons on the following topics: Mental Health Awareness and Assistance, Healthy Coping Skills for Teens, #STOPTHESTIGMA- The Truth About Mental Health Conditions, Supporting Someone with a Mental Health Condition, Prevention of Substance Misuse, Child Trafficking, and Awareness of Resources and the Process of Assessing Treatment.

The School Behavioral Health Professional (SBHP) supports the behavioral and mental health of students. The SBHP position started for the 2019-2020 school year as part of the Marjory Stoneman Douglas High School Public Safety Act to have more mental health professionals in schools and is funded through local referendum dollars. All schools in Palm Beach County have a SBHP.

Resources-
2-1-1 is a community helpline and crisis hotline that provides suicide prevention, crisis intervention, information, assessment, and referral to community services for people of all ages. Caring staff will listen to each individual's situation to provide information on available social services, community services and resources that include food assistance, medical clinics, foreclosure prevention, parenting info on developmental concerns (Help Me Grow) & special needs, senior services that include free "Sunshine" daily calls, services for teens and more. Calls are Free, Confidential, and available 24/7.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

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 closely monitored by the Guidance team in the FALL to monitor their transition to middle school. 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.

School-wide Positive Behavior is used to encourage students' academic and behavioral success. To celebrate students "CAUGHT DOING GOOD", students receive rewards and incentives. To the highlight teachers' contributions to students' success, the SWPBS team provides incentives to teachers throughout the year for going above and beyond what is already required of them.

At LCMS, we have a variety of Choice Programs. We have Band, Dance, Pre-Teacher, and Pre-Medical. We are also have the in house Cambridge Academy as a school option. Our Performing Arts Programs, Dance and Band, are artistic opportunities dedicated to the intensive study of each students' chosen arts major. The programs challenge students to achieve a high standard of artistic professionalism, as well as academic achievement. The Pre-Teacher Academy is a three year preparatory program that includes topics of study such as child development, nutrition, safety, interpersonal skills, and also offers opportunities to receive certifications in infant/child CPR, First Aid, AED, and baby-sitting. The Pre-Medical Sciences Academy emphasizes science, math, and language skills. All medical courses provide honors credit. The Cambridge Academy provides students with the opportunity to pursue a rigorous program of study based on an internationally standardized curriculum. The goal of the Cambridge program is to build a sound academic foundation for all learners that will enable them to succeed in any high school program including AICE, Advanced Placement, International Baccalaureate, Honors and regular education programs. Students will develop skills to be confident, responsible, reflective, innovative and engaged learners.

All choice programs supports the development of the characteristics necessary for high school readiness which supports the district's strategic plan.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				$983.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5000	120-Classroom Teachers	0761 - Lantana Middle School	School Improvement Funds	893.0	$983.00
					Total:	$983.00