

The School District of Palm Beach County

Lantana Elementary School



2021-22 Schoolwide Improvement Plan

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Lantana Elementary School

710 W OCEAN AVE, Lantana, FL 33462

<https://lane.palmbeachschools.org>

Demographics

Principal: Janyn Robinson

Start Date for this Principal: 8/19/2021

| | |
|--|---|
| 2019-20 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | Elementary School PK-5 |
| Primary Service Type (per MSID File) | K-12 General Education |
| 2020-21 Title I School | Yes |
| 2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 100% |
| 2020-21 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 Black/African American Students Hispanic Students White Students Economically Disadvantaged Students |
| School Grades History | 2018-19: C (52%) 2017-18: C (48%) 2016-17: C (46%) |
| 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 | |
| * 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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Lantana Elementary School

710 W OCEAN AVE, Lantana, FL 33462

<https://lane.palmbeachschools.org>

School Demographics

| | | |
|---|-------------------------------|---|
| School Type and Grades Served (per MSID File) | 2020-21 Title I School | 2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
| Elementary School PK-5 | 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 | 84% |

School Grades History

| | | | | |
|-------|---------|---------|---------|---------|
| Year | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| Grade | | C | C | C |

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SIP Authority

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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, position title, and job duties/responsibilities for each member of the school leadership team.:

| Name | Position Title | Job Duties and Responsibilities |
|----------------------|-----------------------------|--|
| Blue, Sheena | Assistant Principal | Maintain focus and support in academic, social and behavioral needs, provide instructional feedback, coaching with teachers, data analysis and monitoring of student academic needs. |
| Campbell, Elaina | Administrative Support | Classroom support, instructional resources, coaching, feedback, monitoring. Focuses on ELA. Also, monitors the SEL integration across content areas. |
| Rainey-Reese, Ranada | Teacher, K-12 | Classroom support, instructional resources, coaching, feedback, monitoring. Focuses on ELLs & how instruction to this subgroup can be improved to meet our overall SIP goals. |
| Robinson, Janyn | Principal | Maintain focus and support in academic, social and behavioral needs, provide instructional feedback, coaching with teachers, data analysis and monitoring of student academic needs. |
| Gordon, Elise | Curriculum Resource Teacher | Classroom support, instructional resources, coaching, feedback, monitoring. Focuses on math instruction. Also provides math PD or connects teachers to math PD. |

Demographic Information

Principal start date

Thursday 8/19/2021, Janyn Robinson

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.*

8

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.*

12

Total number of teacher positions allocated to the school

61

Total number of students enrolled at the school

498

Identify the number of instructional staff who left the school during the 2020-21 school year.

5

Identify the number of instructional staff who joined the school during the 2021-22 school year.

7

Demographic Data

Early Warning Systems

2021-22

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 | 73 | 91 | 63 | 89 | 65 | 76 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 457 |
| Attendance below 90 percent | 0 | 33 | 24 | 23 | 18 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 113 |
| One or more suspensions | 0 | 3 | 6 | 4 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 17 |
| Course failure in ELA | 0 | 47 | 42 | 62 | 37 | 42 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 230 |
| Course failure in Math | 0 | 32 | 32 | 50 | 32 | 46 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 192 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 43 | 57 | 34 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 134 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 34 | 41 | 17 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 92 |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 0 | 40 | 50 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 90 |
| FY21 ELA Winter Diag Level 1 & 2 | 0 | 0 | 0 | 42 | 45 | 56 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 143 |
| FY21 Math Winter Diag Level 1 & 2 | 0 | 0 | 0 | 41 | 51 | 48 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 140 |

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 | 37 | 37 | 51 | 35 | 40 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 200 |

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 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |

Date this data was collected or last updated

Tuesday 7/20/2021

2020-21 - 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 | 70 | 63 | 87 | 74 | 65 | 77 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 436 |
| Attendance below 90 percent | 0 | 29 | 28 | 29 | 19 | 17 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 122 |
| One or more suspensions | 0 | 0 | 4 | 0 | 2 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on 2019 statewide ELA assessment | 0 | 0 | 0 | 0 | 1 | 22 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 23 |
| Level 1 on 2019 statewide Math assessment | 0 | 0 | 0 | 0 | 1 | 21 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 22 |
| FY20 ELA Winter Diag Level 1 & 2 | 0 | 0 | 0 | 36 | 33 | 60 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 129 |
| FY20 Math Winter Diag Level 1 & 2 | 0 | 0 | 0 | 35 | 28 | 21 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 84 |
| | 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 | 27 | 32 | 35 | 31 | 44 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 169 |

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 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

2020-21 - 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 | 70 | 63 | 87 | 74 | 65 | 77 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 436 |
| Attendance below 90 percent | 0 | 29 | 28 | 29 | 19 | 17 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 122 |
| One or more suspensions | 0 | 0 | 4 | 0 | 2 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on 2019 statewide ELA assessment | 0 | 0 | 0 | 0 | 1 | 22 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 23 |
| Level 1 on 2019 statewide Math assessment | 0 | 0 | 0 | 0 | 1 | 21 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 22 |
| FY20 ELA Winter Diag Level 1 & 2 | 0 | 0 | 0 | 36 | 33 | 60 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 129 |
| FY20 Math Winter Diag Level 1 & 2 | 0 | 0 | 0 | 35 | 28 | 21 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 84 |
| | 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 | 27 | 32 | 35 | 31 | 44 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 169 |

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 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

Part II: Needs Assessment/Analysis

School Data Review

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 | 2021 | | | 2019 | | | 2018 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement | | | | 41% | 58% | 57% | 31% | 57% | 56% |
| ELA Learning Gains | | | | 53% | 63% | 58% | 43% | 61% | 55% |
| ELA Lowest 25th Percentile | | | | 53% | 56% | 53% | 44% | 56% | 48% |
| Math Achievement | | | | 60% | 68% | 63% | 48% | 65% | 62% |
| Math Learning Gains | | | | 66% | 68% | 62% | 70% | 63% | 59% |
| Math Lowest 25th Percentile | | | | 50% | 59% | 51% | 66% | 53% | 47% |
| Science Achievement | | | | 42% | 51% | 53% | 34% | 56% | 55% |

Grade Level Data Review - State Assessments

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 | 2021 | | | | | |
| | 2019 | 44% | 54% | -10% | 58% | -14% |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | 26% | 62% | -36% | 58% | -32% |
| Cohort Comparison | | -44% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | 50% | 59% | -9% | 56% | -6% |
| Cohort Comparison | | -26% | | | | |

| MATH | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2021 | | | | | |
| | 2019 | 55% | 65% | -10% | 62% | -7% |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | 47% | 67% | -20% | 64% | -17% |
| Cohort Comparison | | -55% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | 75% | 65% | 10% | 60% | 15% |
| Cohort Comparison | | -47% | | | | |

| SCIENCE | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2021 | | | | | |
| | 2019 | 41% | 51% | -10% | 53% | -12% |
| Cohort Comparison | | | | | | |

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Progress monitoring allows teachers and administration to track students' academic progress or growth across the entire school year. Teachers use students performance data to continually evaluate the effectiveness of their teaching and make more informed instructional decisions. If the rate at which a particular student is learning seems insufficient, the teacher can adjust instruction. Various reports will be used to monitor and support student learning. In grades K-5 we will use iReady data for ELA for Fall, Winter, and Spring. We will use Unit Standardized Assessments data for K-5 Math and 5th grade Science.

iReady data provides user-friendly dashboards and clear reports with actionable data that give teachers a foundational understanding of students strengths and areas of need. Unit Standardized Assessments (USAs) gives teachers data on how well the students have mastered the standard. Supports the

monitoring of student learning and provides ongoing feedback that instructors can use to make adjustments to instruction to improve student learning. Successmaker is an adaptive learning program that continuously personalizes math instruction for student growth and differentiation.

| Grade 1 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 11.3 | 15.7 | 35.3 |
| | Economically Disadvantaged | 10.4 | 13.0 | 32.6 |
| | Students With Disabilities | 0 | 9.1 | 18.2 |
| | English Language Learners | 7.7 | 12.0 | 36.0 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | | 52 | 64.7 |
| | Economically Disadvantaged | | 47.6 | 63.3 |
| | Students With Disabilities | | 66.7 | 71.4 |
| | English Language Learners | | 42.9 | 73.7 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Grade 2 | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 17.1 | 12.5 | 23.4 |
| | Economically Disadvantaged | 17.3 | 12.7 | 23.7 |
| | Students With Disabilities | 23.8 | 15 | 26.3 |
| | English Language Learners | 0.0 | 6.5 | 16.7 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | | 53.3 | 54.4 |
| | Economically Disadvantaged | | 52.7 | 55.1 |
| | Students With Disabilities | | 50.0 | 50.0 |
| | English Language Learners | | 40.0 | 37.5 |
| | Number/% Proficiency | Fall | Winter | Spring |

| Grade 3 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 29.5 | 26.7 | 18.8 |
| | Economically Disadvantaged | 23.6 | 20.4 | 13.8 |
| | Students With Disabilities | 23.5 | 20.0 | 15.8 |
| | English Language Learners | 4.5 | 9.1 | 0.0 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | | 48.3 | 37.1 |
| | Economically Disadvantaged | | 42.3 | 30.4 |
| | Students With Disabilities | | 66.7 | 61.5 |
| | English Language Learners | | 20.8 | 18.5 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Grade 4 | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 15.9 | 18.5 | 13.2 |
| | Economically Disadvantaged | 13.3 | 16.1 | 12.3 |
| | Students With Disabilities | 8.7 | 8.0 | 0 |
| | English Language Learners | 3.6 | 10.7 | 3.3 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 25.9 | 27.4 | 17.9 |
| | Economically Disadvantaged | 22 | 24.1 | 14.3 |
| | Students With Disabilities | 11.8 | 10 | 4.5 |
| | English Language Learners | 8.3 | 11.1 | 3.6 |
| | Number/% Proficiency | Fall | Winter | Spring |

| Grade 5 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 9.5 | 9.5 | 4.1 |
| | Economically Disadvantaged | 9.9 | 8.3 | 4.2 |
| | Students With Disabilities | 0 | 3.7 | 0 |
| | English Language Learners | 0 | 0 | 0 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 52.9 | 52.2 | 51.4 |
| | Economically Disadvantaged | 53.8 | 53.0 | 52.2 |
| | Students With Disabilities | 44.8 | 43.3 | 41.9 |
| | English Language Learners | 40 | 40 | 35 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Science | All Students | 42.9 | 54.4 | 63.4 |
| | Economically Disadvantaged | 41.8 | 52.3 | 61.8 |
| | Students With Disabilities | 29.6 | 42.9 | 51.7 |
| | English Language Learners | 31.3 | 26.3 | 40 |
| | Number/% Proficiency | Fall | Winter | Spring |

Subgroup Data Review

| 2021 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 2019-20 | C & C Accel 2019-20 |
| SWD | 22 | 28 | 33 | 30 | 29 | 15 | 21 | | | | |
| ELL | 28 | 47 | 58 | 23 | 31 | 30 | 14 | | | | |
| BLK | 31 | 40 | | 26 | 37 | | 11 | | | | |
| HSP | 34 | 44 | | 37 | 29 | | 32 | | | | |
| WHT | 42 | 10 | | 35 | 30 | | 27 | | | | |
| FRL | 30 | 36 | 40 | 27 | 32 | 22 | 19 | | | | |
| 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 | 25 | 38 | 50 | 42 | 60 | 52 | 32 | | | | |
| ELL | 35 | 54 | 50 | 57 | 69 | 53 | 37 | | | | |
| BLK | 40 | 55 | 56 | 64 | 65 | 40 | 53 | | | | |
| HSP | 31 | 44 | 50 | 48 | 63 | 58 | 25 | | | | |

| 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 |
| WHT | 59 | 63 | | 79 | 89 | | 38 | | | | |
| FRL | 39 | 51 | 53 | 60 | 66 | 51 | 39 | | | | |
| 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 | | | | |

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

| ESSA Federal Index | |
|---|-----|
| ESSA Category (TS&I or CS&I) | |
| OVERALL Federal Index – All Students | 32 |
| OVERALL Federal Index Below 41% All Students | YES |
| Total Number of Subgroups Missing the Target | 6 |
| Progress of English Language Learners in Achieving English Language Proficiency | 35 |
| Total Points Earned for the Federal Index | 253 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 99% |
| Subgroup Data | |
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 26 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | |
| English Language Learners | |
| Federal Index - English Language Learners | 33 |
| English Language Learners Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | |

| Native American Students | |
|--|-----|
| Federal Index - Native American Students | |
| Native American Students Subgroup Below 41% in the Current Year? | N/A |
| 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 | 30 |
| Black/African American Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | |
| Hispanic Students | |
| Federal Index - Hispanic Students | 35 |
| Hispanic Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | |
| Multiracial Students | |
| Federal Index - Multiracial Students | |
| Multiracial Students Subgroup Below 41% in the Current Year? | N/A |
| 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 | 29 |
| White Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years White Students Subgroup Below 32% | |
| Economically Disadvantaged Students | |
| Federal Index - Economically Disadvantaged Students | 30 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | |

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

ELA and Math data from FY19 compared to FY21 in ELA, there was a decrease in performance and learning gains. 3rd Grade ELA had a proficiency score of 43% (FY19 44%) which was a 1% decrease, 4th Grade ELA 29% (FY19 26%) and 5th Grade ELA 30% (FY19 50%). In Math, 3rd Grade proficiency was 33% (FY19 53%), 4th Grade Math 19% (FY19 47%) and 5th Grade Math 33% (FY19 75%). Science in Grade 5 demonstrated a significant decrease in proficiency equally 17%. Iready for K-5 students demonstrate an increase in overall placement with kindergarten and 1st grade. Overall, 45% of the students met their typical growth with utilization of i-Ready.

SWD for ELA 3rd grade proficiency increase by 5%, 4th grade decreased by 19% and 29% for 5th grade. ELL for ELA 3rd Grade demonstrated 22 point decrease, 4th grade 8 point decrease, and 10 point decrease. In Math ELL students in 3rd grade demonstrated a decrease from 50% to 16%, 4th grade 41% to 10% and 67% to 15%. In Math for SWD in 3rd grade demonstrated 2 point decrease, in 4th grade 5 point increase and in 5th grade math 13 point decrease in proficiency.

LES will continue to implement a rigorous standard based instruction focusing on the use of district approved curriculum and resources. Strategic analysis of data will be monitored on a consistent basis identifying secondary benchmarks support the gaps.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The greatest need is demonstrated through increasing proficiency in Math and ELA. It is important to maintain the proficiency levels in reading within grades K-2. Math in grades 3-5 has the current need for improvement. Data from the USAs, FSQs, Diagnostic Data, and FSA data yield the need for continued monitoring and analysis. Further development and instructional practices will be supported through PLC discussion focusing on Integration of knowledge and key ideas and details. Finally, in math strategic review of domains to increase math fluency and rigor.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

During FY20 and FY21, more than 60% were virtual learners. Contact information was not accurate which caused communication breakdowns. Teachers and staff were also severely affected by the pandemic, many were quarantined which caused interruptions in instruction and support services. Virtual PLCs were established. We introduced our new instructional platforms; Google Classroom and Google Meets to ensure all students equal opportunity to learn and be supported. Identifying the gaps and learning loss will be reviewed by administration and the teachers through PLC and data chats. Further, teachers will continuously identify the secondary benchmarks and provide opportunities through small group instruction to reteach the needed skill and/or concept.

With the return of students to Brick and Mortar there was a concern with social emotional adjustment and behavioral concerns. SwPBS implemented a variety of new initiatives to support SEL and behavioral needs virtually. We are concerned with their transition, adjustment to routines, and focus in class.

Ensuring learning gains with our L25, SWD and ELL subgroups are analyzed and considered through

a variety of opportunities in data analysis (i-Ready, Oral Reading Running Records, FSQs, USAs, Successmaker, and Reflex math). Review of this data will allow for support staff to provide targeted instruction that is strategic to the needs of students.

Standard based instruction will continue. Strategies will be aligned to the standards and needs of the students through PLC discussion and coaching opportunities. The master board reflects the needs of the students.. Implementation of Reading Recovery, LLI, S.P.I.R.E., Passport, and other programs.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

While in FY19 LES demonstrated the most improvement in ELA and Math with an increase of 10% in ELA and 12% increase in Math, there was a significant loss in proficiency and learning gains in both areas. LES will continue to focus on standard-based instruction monitoring the scope and sequences provided by the District. Further, implementation of PLC meetings will ensure there is a strong focus on standard based planning along with strategic review of student data. Coaching cycles, PD opportunities, classroom walkthroughs, lesson studies, and modeling of content will support the teachers implementation of rigorous and meaningful instruction. Utilizing resource support staff to support students in the L25, ELL, and ESE in meeting individual needs will be planned strategically for maximum increase in student academic achievement.

What were the contributing factors to this improvement? What new actions did your school take in this area?

1. Continue implementation of rigorous evidence based development of PLCs with all teachers identifying and focusing on the L25, ESE and ELL students.
2. Provide opportunities for professional development to ensure core actions (Task, Talk, Text) are being implemented.
3. Implement data chats for grades K-5 focusing on SWD, ELL, and L25 students ensuring all students are receiving the academic instruction needed and interventions are in place following the district's decision tree.
4. Leadership Team monitor small group instruction and share out trends and next steps during PLCs
5. After school tutorial programs will be offered to all students utilizing research based programs.
6. Students will engage in adaptive technology (i-Ready, Reflex Math and SuccessMaker)
7. Consistently analyze data to determine action steps for future instruction. Teachers will collaborate (ESE, ELL, etc) to ensure direct collaboration is planned and created for in supporting remediation and differentiated instruction.
8. Continue to implement the district aligned CASEL standards related to SEL learning through Morning Meeting. Further, the implementation of Second Step curriculum is utilized on a consistent basis across all grade levels.
9. Consistent implementation of direct services from service providers to meet the individual needs of students based upon their instructional educational plans.

What strategies will need to be implemented in order to accelerate learning?

In Math, the focus will be to implement Successmaker, Reflex Math, and utilize small group instruction to maximize and support the needs of all students. Ensuring equity of all students to receive the quality and frequency of instruction they need. SWD and L25 will be focused in small group to strategically ensure success is being obtained in meeting individual needs of students.

In ELA, the focus will be to analyze student writing and ensure they are meeting the standards and components of the standard based writing rubric. The scope and sequence for writing will be followed utilizing systematic resources to support the needs of the students.

Learning gains will be increased for Math and ELA with students by:

1. Implementation of a tutorial program (before, in, and after school)
2. Incorporate Reflex Math and Khan Academy to support math
3. Develop a model school for SwPBS with training and the use of a behavior system focusing on the support needed for student academic and behavioral needs.
4. Strategic planning and support of an effective SBT with implementation of research based interventions
5. Implementation of TOPScore for writing instruction and standard based instruction grades 3-5
6. Implementation of S.P.I.R.E. in all grades utilized as research based intervention for phonics development with readers.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional development is key to ensure all staff will understand the delivery and execution of all strategies.

Staff will participate in collaborative training for:

SPIRE

TOP Score (grades 3-5)

Standard based instruction

SwPBS and SEL

Data Analysis

Use of Technology in the Classroom

Differentiation of instruction

Meeting the needs of your L25/SWD/ELL

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Our improvement priority is to ensure all students learn and demonstrate growth towards their future success. We will focus on:

1. SEL needs for both students and staff: Morning meetings have been imbedded within the daily master schedule. Expectations have been set to ensure consistency in implementation in all classrooms.
2. Reading Achievement
3. ELA 3rd Grade
4. Science Achievement
5. Math Achievement

Our goal to make these improvements will be to consistently work on and improve the strategies/ initiatives developed during FY22.

The following are our initiatives:

1. Implementation of rigorous standard based, focused tutorial groups. Adding enrichment opportunities as needed.
2. Implementation of AMP with our 2nd and 3rd grade students
3. Teacher analyzing data during PLCs to identify areas of weaknesses, create targeted lessons and provide small- group direct instruction to close the achievement gaps. Teachers participate in collaborative planning to ensure the team is focused on the standards.
4. Increase consistent usage of I-Ready and Successmaker in addition to Reflex Math. This is being closely monitored by teachers, administration and resource staff.
5. Implementation of rigorous standard based instruction for writing focusing on resources that are strategically aligned to standards. Providing PD to teachers in grades 3-5 to support writing instruction.

6. Implementation of research based interventions to support the needs of students with foundational reading skills as it relates to phonics utilizing S.P.I.R.E.
7. Implementation of hands-on opportunities for Science utilizing STEMSCOPES to help ensure strategic planning and instruction is aligned to fair game standards and content.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:

To ensure progress towards students achievement in ELA, to align with the District's Strategic Plan: LTO #1; Increase reading proficiency and LTO #2: Ensure High School Readiness. Research indicates that the biggest impact to student achievement is teacher effectiveness. This is why it is imperative to focus on instructional practice. We felt that this instructional practice needed to be specifically related to standards-aligned instruction because teachers need to facilitate instruction that addresses the full intent of the grade level standards. When teachers plan and deliver strong standards-based instruction, the impact on student learning will be positive.

ELA data from FY19 compared to FY21 in ELA, there was a decrease in performance and learning gains. 3rd Grade ELA had a proficiency score of 43% (FY`19 44%) which was a 1% decrease, 4th Grade ELA 29% (FY19 26%) and 5th Grade ELA 30% (FY19 50%). SWD for ELA 3rd grade proficiency increase by 5%, 4th grade decreased by 19% and 29% for 5th grade. ELL for ELA 3rd Grade demonstrated 22 point decrease, 4th grade 8 point decrease, and 10 point decrease. In Math ELL students in 3rd grade demonstrated a decrease from 50% to 16%, 4th grade 41% to 10% and 67% to 15%.

This Area of Focus was identified as a critical need based on the data components. ELA demonstrated significant decrease when compared to the state:ELA: 34% (School) and 53% (State)

Measurable Outcome:

By June 2022, Lantana Elementary School will increase ELA achievement to 41% in grades 3-5.

Monitoring:

Administration, resource teachers, and SSCC will monitor student data towards academic achievement on a regular basis by conducting evidence based PLC meetings, classroom walkthroughs, data chats, and ensuring implementation and planning of standards-based instruction.

Person responsible for monitoring outcome:

Janyn Robinson (janyn.robinson@palmbeachschools.org)

Evidence-based Strategy:

1. Establish Professional Learning Communities cycles that focus on unpacking standards and planning for standards-aligned instruction.
2. Implement coaching cycles that focus on standards-based instruction for whole and small group instruction.
3. Differentiated small group instruction will be utilized in ELA. Instruction will still be standards-based, while meeting the individual needs of the students in the groups.
4. Students will engage in adaptive technology to offer personalized instruction that is standards-based. The technology will provide support, reteaching, and enrichment at their level (iReady).
5. Provide professional development to support the implementation of research based interventions like SPIRE, LLI, Voyager Passport, etc.
6. Implementation of TOPScore for grades 3-5 to increase proficiency in writing skills.
7. Rigorous planning for implementation of research based interventions to support students with reading deficiencies.

Rationale for Evidence-

1. PLCs offer an opportunity for teachers to plan instruction with the guidance of instructional leaders.
2. Coaching cycles provide an intentional strategy for building teacher capacity. The cycle

allows for teachers to learn and plan, implement through teaching, provide feedback, and then start the cycle again. As teachers continue to cycle through this strategy for coaching, they will experience shifts in their teaching.

**based
Strategy:**

3. Small group instruction provides an opportunity for students to receive enrichment and remediation on a variety of reading strategies.
4. iReady will offer the opportunity for students to receive enrichment and remediation on a variety of skills.
5. Professional development will be provided to support implementation of research based interventions.
6. Implementation of rigorous writing curriculum for grades 3-5.
7. Implementation of research based interventions for reading deficiencies.

Action Steps to Implement

1. Continue implementation of rigorous evidence based development of PLCs with all teachers identifying and focusing on the L25, ESE and ELL students.
2. Provide opportunities for professional development to ensure core actions (Task, Talk, Text) are being implemented.
3. Implement data chats for grades K-5 focusing on SWD, ELL, and L25 students ensuring all students are receiving the academic instruction needed and interventions are in place following the district's decision tree.
4. Leadership Team monitor small group instruction and share out trends and next steps during PLCs
5. After school tutorial programs will be offered to all students utilizing research based programs.
6. Students will engage in adaptive technology (i-Ready)
7. Consistently analyze data to determine action steps for future instruction. Teachers will collaborate (ESE, ELL, etc) to ensure direct collaboration is planned and created for in supporting remediation and differentiated instruction.

Person Responsible Janyn Robinson (janyn.robinson@palmbeachschools.org)

#2. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale: If we provide a positive and supportive school climate for all stakeholders, then we will ensure the social, emotional, and academic development of all students. Based upon discipline data, tracking of supplemental and intensive intervention for behavior, it is determined that this focus aligns with meeting the school district's strategic plan to help increase social and emotional learning in all students.

Measurable Outcome: LES will consistently ensure a safe and supportive school climate that promotes the social/emotional and academic development of all students by decreasing discipline referrals by 10%.

Monitoring: The implementation of the master schedule allows for implementation of morning/afternoon meetings to occur on a regular and consistent basis. Through PLC planning, the teachers will review the SEL curriculum and district resources to ensure implementation of the SEL curriculum is planned with fidelity.

Person responsible for monitoring outcome: Sheena Blue (sheena.blue@palmbeachschools.org)

Evidence-based Strategy: Continue implementation of School Universals and Behavior Matrix with all stakeholders with fidelity to ensure implementation of Single School Culture. Teachers will complete a referral process and recommend students to School Based Team when the students exhibits an academic, social, or emotional need. Instructional staff will follow the decision tree for identifying students with reading deficiencies. Further, supporting new teachers through the ESP program. Our school mentors who are identified as a clinical educator will be partaking on several different opportunities through the theories of "Get Better Faster". These opportunities for growth will provide our beginning teachers with relevant feedback to support their growth and increase teacher retention. Implementation of the District SEL curriculum and district approved research based social emotional curriculum, Second Step, will be utilized daily in all classrooms through Morning Meeting.

Rationale for Evidence-based Strategy: If following the evidence-based strategies Single School Culture will be exhibited throughout all aspects of the school day allowing for students to reach their highest level of achievement both academically and through social and emotional learning.

Action Steps to Implement

1. Implementation of research based methods pertaining to Morning Meeting to promote SEL and achieve SSC across the school campus.
2. Implement a school-wide behavior system achieving SSC
3. Provide professional development and support to teachers in identifying and providing research based interventions to support students who have been identified a reading deficient according to the decision tree.
4. Teachers will monitor student achievement and will complete SBT referrals when needed based upon research based data and interventions.
5. Monitor discipline data on a regular basis and share with faculty.
6. Implement a school-wide curriculum through the school counseling program focusing on CASEL standards and aligning it to Morning Meetings.

7. Continue to utilize SwPBS initiatives in achievement towards Model School Status with Florida Positive Behavior Supports.

Person Responsible Sheena Blue (sheena.blue@palmbeachschools.org)

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

Area of Focus Description and Rationale:

To ensure progress towards students achievement in ELA and Math, to align with the District's Strategic Plan: LTO #1; Increase reading proficiency and LTO #2: Ensure High School Readiness. Research indicates that the biggest impact to student achievement is teacher effectiveness. This is why it is imperative to focus on instructional practice. We felt that this instructional practice needed to be specifically related to standards-aligned instruction because teachers need to facilitate instruction that addresses the full intent of the grade level standards. When teachers plan and deliver strong standards-based instruction, the impact on student learning will be positive. This Area of Focus was identified as a critical need based on the data components. Math demonstrated significant decrease when compared to the state: Math: 28% (School) and 52% (State).

Measurable Outcome:

By June 2022, Lantana Elementary School will increase learning gains in math by 70%.

Monitoring:

Administration, resource teachers, and SSCC will monitor student data towards academic achievement on a regular basis by conducting evidence based PLC meetings, classroom walkthroughs, data chats, and ensuring implementation and planning of standards-based instruction.

Person responsible for monitoring outcome:

Janyn Robinson (janyn.robinson@palmbeachschools.org)

Evidence-based Strategy:

1. Establish Professional Learning Communities cycles that focus on unpacking standards and planning for standards-aligned instruction.
2. Implement coaching cycles that focus on standards-based instruction for whole and small group instruction.
3. Differentiated small group instruction will be utilized in Math. Instruction will still be standards-based, while meeting the individual needs of the students in the groups.
4. Students will engage in adaptive technology to offer personalized instruction that is standards-based. The technology will provide support, reteaching, and enrichment at their level in Successmaker and Reflex Math.
5. Students in grades 2nd and 3rd grade will have the opportunity to participate in AMP.

Rationale for Evidence-based Strategy:

1. PLCs offer an opportunity for teachers to plan instruction with the guidance of instructional leaders (Admin, resource teachers, ESOL Coordinator, SSCC). PLCs also provide time and guidance with data analysis, while also building in systems for accountability.
2. Coaching cycles provide an intentional strategy for building teacher capacity. The cycle allows for teachers to learn and plan, implement through teaching, provide feedback, and then start the cycle again.
3. Small group instruction provides an opportunity for students to receive enrichment and remediation on a variety of Math skills. The ability to personalize instruction to meet individual needs will result in increased achievement and scores.
4. SuccessMaker will offer the opportunity for students to receive enrichment and remediation on a variety of skills.
5. Promote enrichment opportunities for students in math in all grade levels focusing on 2nd and 3rd

Action Steps to Implement

1. Continue implementation of rigorous evidence based development of PLCs with all teachers identifying and focusing on the L25, ESE and ELL students. While consistently analyze data to determine action steps for future instruction. Teachers will collaborate (ESE, ELL, etc) to ensure direct collaboration is planned and created for in supporting remediation and differentiated instruction.
2. Implement data chats for grades K-5 focusing on SWD, ELL, and L25 students ensuring all students are receiving the academic instruction needed and interventions are in place following the district's decision tree.
3. Leadership Team monitor small group instruction and share out trends and next steps during PLCs
4. After school tutorial programs will be offered to all students utilizing research based programs.
5. Students will engage in adaptive technology Reflex Math and SuccessMaker.

Person Responsible Sheena Blue (sheena.blue@palmbeachschools.org)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Lantana Elementary falls into the moderate category when compared to all elementary schools statewide. Lantana ranked #757 out of 1,395 schools, reporting 0.6 incidents per 100 students. This rate is less than the statewide elementary school rate of 1.0 incidents per 100 students. The schools culture and environment as it pertains to behavior and discipline will be monitored through monthly SwPBS/SEL meetings. The committee will look at data and implement strategies to decrease incidents across the school. These strategies will be in addition to SwPBS implemented throughout the school, school wide incentives, CHAMPS used in all classrooms, Morning Meetings, Afternoon Meetings, and explicit SEL instruction in all classrooms. Further, there will be continued efforts and planning to support students and their parents through a variety of engaging family meetings which support the development of SEL, academic support at home, and more. Teachers will continually receive professional development to support families, individual student needs, and implement innovative ways to support the increase in student achievement.

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.

Faculty/Staff: Ensuring that every member of the faculty and staff feel that they are supported by leadership in a professional community that values innovation, growth and collegiality. Teachers and administrators who feel professionally stimulated and supported are more present for their students and actively seek ways to engage them creatively and positively. Provide a robust approach to social-emotional learning with students that nurtures a growth mindset, builds positive relationships with adults and peers, and fosters the emotional safety necessary for students to focus on their learning.

Students: Building student ownerships is the cornerstone to success. You must be willing to interact with your students. Get to know them as individuals. This will not only establish trust, but allow you to recognize their strengths and understand where they may need help or guidance. Students are also likely to work harder for adults when they believe said adults have their best interest at heart.

Engaging families: Research shows that a higher level of parental involvement leads to increased student achievement at all levels, and involved families impact student attendance, performance, social skills, and post-secondary training.

School-wide Positive Behavior is used to encourage students' academic and behavioral success. To celebrate success, the students will receive student paws, incentives, certificates, and calls/notes home. To highlight teachers' contributions to students' success, the School wide Positive Behavior Team will provide teacher give aways, shout outs, inspirational quotes, and gratitude slips.

Character-development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation. Lantana Elementary also teaches Social Emotional Learning. This is done through Morning Meeting, 2nd Step Curriculum, as well as SEL competencies that are integrated into content areas, across the day. Faculty and Staff members also engage in Adult SEL. Tips for self-care are provided, mini trainings on resiliency, stress management, and other topics are provided. Also, we utilize Engagement Practices at every PLC and meeting with Faculty and Staff.

While maintaining rigorous standard based instruction, LES will infuse the content required by Florida Statute 1003.42(2) and S.B. policy 2.09 (8)(b)(ii), including but not limited to:

- (a) History of Holocaust
 - (b) History of Africans and African Americans
 - (c) Hispanic Contributions
 - (d) Women's Contributions
 - (e) Sacrifices of Veterans, and the value of Medal of Honor recipients
5. Additional content required for instruction by Florida Statute 1003.42(2), as applicable to appropriate grade levels, include:
- * Declaration of Independence
 - * Constitution of the United States and the Bill of Rights
 - * Federalist papers: Republican form of government
 - * Flag Education
 - * Civil government: functions and interrelationships
 - * History of the United States
 - * Principles of Agriculture
 - * Effects of alcohol and narcotics
 - * Kindness to animals

- * Florida history
- * Conservation of natural resources
- * Health education
- *Free enterprise
- * Character - development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

Student Support:

- Data Chats
- Small Group Counseling sessions
- Guidance Lunch Bunch
- Behavioral Health Professional
- SEL
- Character Counts
- Character Building Clubs (SECME, Green Team, Recycling)
- Mentoring

Engaging Families:

- Parent Trainings monthly
- SAC
- Parent Nights- Winter Concert, STEAM Night, Read & Treat
- Parent Communication: call outs, newsletter, Dojo, social media

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Principal and Assistant Principal: Promoting collaboration among staff members, with a proper focus and leadership, creates a positive environment in which teachers can share best practices that are responsive to student needs. Thus, principals can positively influence their school culture with strategies that encourage collaboration.

School Counselor/Mental Health Team: Supports a positive culture and environment through lessons they teach that are unique and different for academic instruction. Through the small group interactions and experience for students, our counselors ensure students feel safe, welcome and included.

Instructional Support Staff: Incorporate SwPBS; a framework that brings together school communities to develop positive, safe, supportive learning cultures. SwPBS assists schools to improve social, emotional, behavioral, and academic outcomes for children and young people to ensure all students have equitable and equal opportunity to learn in a positive environment. Tier 1: Universal Prevention (All) supports serve as the foundation for behavior and academics. Tier 2: Targeted Prevention (some) support focuses on improving specific skill deficits students have. Tier 3: Intensive, Individualized Prevention (Few)

Non-Instructional Support Staff: Incorporate SwPBS universal guidelines through everyday practice through interaction with students and classes to ensure all students have equitable and equal opportunity to learn in a positive environment.

Part V: Budget

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

| 1 | III.A. | Areas of Focus: Instructional Practice: ELA | | | | \$4,000.00 |
|---|----------|---|---|----------------|---------------|-------------------|
| | Function | Object | Budget Focus | Funding Source | FTE | 2021-22 |
| | 1140 | 239-Other | 0751 - Lantana Elementary School | UniSIG | | \$3,000.00 |
| | | | <i>Notes: Curriculum/Intervention and Resources</i> | | | |
| | 1140 | 239-Other | 0751 - Lantana Elementary School | UniSIG | | \$1,000.00 |
| | | | <i>Notes: Tutorial for Math and Reading</i> | | | |
| 2 | III.A. | Areas of Focus: Culture & Environment: Social Emotional Learning | | | | \$2,589.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2021-22 |
| | 1140 | 239-Other | 0751 - Lantana Elementary School | UniSIG | | \$2,000.00 |
| | | | <i>Notes: Social and emotional resources like curriculum, incentives, etc. to support positive school wide expectations, etc.</i> | | | |
| | 1140 | 239-Other | 0751 - Lantana Elementary School | UniSIG | | \$589.00 |
| | | | <i>Notes: SwPBS student resources and incentives</i> | | | |
| 3 | III.A. | Areas of Focus: Instructional Practice: Standards-aligned Instruction | | | | \$0.00 |
| | | | | | Total: | \$6,589.00 |