Lantana Middle School

2022-23 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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (49%) 2018-19: B (55%) 2017-18: B (55%)
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	ATSI
* 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.](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)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	100%

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	2021-22	2020-21	2019-20	2018-19
Grade	C		B	B

School Board Approval

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Lantana Community Middle School Mission Statement

The mission of Lantana Middle Community School is to promote academic excellence, encourage an appreciation of our multi-cultural society and respect for others, develop lifelong learning skills, facilitate increased technological literacy, cultivate school and community partnerships, and foster growth among faculty and administrators in a positive, safe environment;
In order to achieve our mission, the school will become a learning center where:
1. Students will demonstrate mastery of basic skills taught by teachers using the Florida state standards.
2. Staff and students will encourage and demonstrate problem solving and critical thinking skills.
3. Staff and students will have access to and become proficient in using technology.
4. Administration will offer classes on a wide variety of levels to meet the needs of 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, 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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Burke, Edward	Principal	Provide leadership, direction and coordination within the school. The Principal's main focus is to develop and maintain effective educational programs and to promote the improvement of teaching and learning within Lantana Community School.
Nelson, Willie	Assistant Principal	Serves as an instructional leader responsible for assisting the Principal with leadership, supervision, operations, and accountability at Lantana Middle School.
Rigsby, Latoya	Assistant Principal	Serves as an in instructional leader responsible for assisting the Principal with leadership, supervision, operations, and accountability at Lantana Middle School.
Vazquez, David	Assistant Principal	Serves as an instructional leader responsible for assisting the Principal with leadership, supervision, operations, and accountability at Lantana Middle School.
Peterson, Jordan	Other	Assists with the implementation of instructional goals and selction of instructional materials; analyzes test data and helps determine ways to improve instruction and student goals. .
Davis, Nicole	Instructional Coach	Assists teachers through PLC's and lesson planning to effectively using data to make adjustments to instruction.

Demographic Information

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

Number of teachers with a 2022 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 2022 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.*
22

Total number of teacher positions allocated to the school
72

Total number of students enrolled at the school
801

Identify the number of instructional staff who left the school during the 2021-22 school year.
7

Identify the number of instructional staff who joined the school during the 2022-23 school year.
6

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	297	240	262	0	0	0	0	799
Attendance below 90 percent	0	0	0	0	0	0	67	91	87	0	0	0	0	245
One or more suspensions	0	0	0	0	0	0	90	64	77	0	0	0	0	231
Course failure in ELA	0	0	0	0	0	0	67	65	36	0	0	0	0	168
Course failure in Math	0	0	0	0	0	0	60	78	44	0	0	0	0	182
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	128	95	93	0	0	0	0	316
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	141	109	109	0	0	0	0	359
Number of students with a substantial reading deficiency	0	0	0	0	0	0	128	95	93	0	0	0	0	316

Using the table above, complete the table below with the number of students by current grade level who have 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	126	116	108	0	0	0	0	350

Using current year data, complete the table below with the number of students identified as being "retained.":

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	0	2	2	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	1	0	0	0	0	0	1

Date this data was collected or last updated
Tuesday 9/6/2022

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	236	274	251	0	0	0	0	761
Attendance below 90 percent	0	0	0	0	0	0	58	20	23	0	0	0	0	101
One or more suspensions	0	0	0	0	0	0	17	17	15	0	0	0	0	49
Course failure in ELA	0	0	0	0	0	0	1	107	105	0	0	0	0	213
Course failure in Math	0	0	0	0	0	0	1	119	92	0	0	0	0	212
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	83	83	70	0	0	0	0	236
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	64	73	87	0	0	0	0	224
Number of students with a substantial reading deficiency	0	0	0	0	0	0	80	84	84	0	0	0	0	248
FY21 ELA Winter Diag Level 1 & 2	0	0	0	0	0	0	176	209	210	0	0	0	0	595
FY21 Math Winter Diag Level 1 & 2	0	0	0	0	0	0	167	219	201	0	0	0	0	587
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	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	123	110	102	0	0	0	0	335

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	3	3	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	2	8	1	0	0	0	0	11

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	236	274	251	0	0	0	0	761
Attendance below 90 percent	0	0	0	0	0	0	58	20	23	0	0	0	0	101
One or more suspensions	0	0	0	0	0	0	17	17	15	0	0	0	0	49
Course failure in ELA	0	0	0	0	0	0	1	107	105	0	0	0	0	213
Course failure in Math	0	0	0	0	0	0	1	119	92	0	0	0	0	212
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	83	83	70	0	0	0	0	236
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	64	73	87	0	0	0	0	224
Number of students with a substantial reading deficiency	0	0	0	0	0	0	80	84	84	0	0	0	0	248
FY21 ELA Winter Diag Level 1 & 2	0	0	0	0	0	0	176	209	210	0	0	0	0	595
FY21 Math Winter Diag Level 1 & 2	0	0	0	0	0	0	167	219	201	0	0	0	0	587
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	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	123	110	102	0	0	0	0	335

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	3	3	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	2	8	1	0	0	0	0	11

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	34%	53%	50%				46%	58%	54%
ELA Learning Gains	44%						59%	56%	54%
ELA Lowest 25th Percentile	35%						53%	49%	47%
Math Achievement	32%	35%	36%				47%	62%	58%
Math Learning Gains	55%						50%	60%	57%

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
Math Lowest 25th Percentile	59%						46%	53%	51%
Science Achievement	30%	56%	53%				44%	52%	51%
Social Studies Achievement	69%	64%	58%				68%	75%	72%

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
06	2022					
	2019	41%	58%	-17%	54%	-13%
Cohort Comparison						
07	2022					
	2019	45%	53%	-8%	52%	-7%
Cohort Comparison		-41%				
08	2022					
	2019	46%	58%	-12%	56%	-10%
Cohort Comparison		-45%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	35%	60%	-25%	55%	-20%
Cohort Comparison						
07	2022					
	2019	14%	35%	-21%	54%	-40%
Cohort Comparison		-35%				
08	2022					
	2019	56%	64%	-8%	46%	10%
Cohort Comparison		-14%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	41%	51%	-10%	48%	-7%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	65%	72%	-7%	71%	-6%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	76%	64%	12%	61%	15%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	94%	60%	34%	57%	37%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	19	35	22	22	44	39	25	46	60		
ELL	25	41	35	26	51	54	20	60	72		
ASN		60			90						
BLK	34	47	41	32	54	71	30	81	77		
HSP	33	42	31	32	55	49	28	62	83		
MUL	27			20							
WHT	39	47		40	53		33	63			

2022 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 2020-21	C & C Accel 2020-21
FRL	33	44	34	32	55	58	30	68	79		

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	21	32	18	13	19	23	18	43			
ELL	29	37	31	17	17	25	15	43	54		
ASN		80		20							
BLK	39	42	35	21	20	28	39	58	49		
HSP	34	39	25	20	16	16	27	46	54		
MUL	18	36		18	18						
WHT	45	47		28	23		67	44	54		
FRL	36	41	29	20	18	22	32	51	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
SWD	28	53	47	28	44	37	36	49	53		
ELL	28	56	58	34	46	47	16	55	65		
AMI	29	54		29	38						
BLK	47	59	49	44	49	49	40	69	85		
HSP	41	56	57	46	48	46	44	65	78		
MUL	68	71		57	55			70			
WHT	64	66	63	58	60	56	60	70	73		
FRL	45	58	53	45	48	46	42	66	79		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	42
Total Points Earned for the Federal Index	479
Total Components for the Federal Index	10
Percent Tested	97%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	43
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	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	75
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	51
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	46
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	24
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	1
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	46
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	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

FY'22 Winter Diagnostics vs FSA ' 22 show
ELA Proficiency: WInter Diagnostics (37%) and FSA '22 (34%) 3% Drop in ELA
Math Proficiency: WInter Diagnositics (22%) and FSA '22 (32%) 10% Increase in Math
Science Proficiency: Winter Diagnostics (23%) and FSA '22 (30%) 7% Increase in Science

The trends also show that Hispanic students are performing slightly below their subgroup peers in ELA and Math and have a declined performance from SY21 to SY22 in ELA.
Grade Level Professional Learning Communities (PLCs) need to be consistent across all three grade levels and impementend with fidelity and there needs to be a deeper dive into progress monitoring.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on the data there is a strong need to increase proficiency in ELA in ALL grade levels. There was an (-8) decrease in points in proficiency in both 6th and 8th grades. There was a (+2) increase in 7th grade, but we still would like to increase the 33%, in SY '19 we were at 45% proficiency.

There is also a need for improvement with our Learning gaiins in 6th grade ELA. We only had 17% Learning gains in 6th grade.
Although our Math proficiency did increase this year, we are still not where we want to be. There needs to be a strong emphasis placed on 6th and 7th grade Math Proficiency.

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

ELA Proficiency - declined writing focus, inconsistent support, poor tutoring attendance
ELA Learning gains - 6th grade adjustment and expectations, incinsistent ESE/ELL support, teacher absences
Math Proficiency - prior year decline, teacher capacity, inconsistent support, poor tutoring attendance

Actions for Improvement

ELA proficiency; teacher shifts, full time ELL/ESE support, regular data meetings for monitoring, literacy initiates across content areas, fill teacher vacancies with skilled teachers.
ELA learning gains; teacher shifts, full time ELL/ESE support, regular data meetings for monitoring, literacy initatives across content areas, fill teacher vacancies with skilled teachers.
Math proficiency: teacher shifts, full time ELL/ESE support, regular data meetings for monitoring, math coach and math resource teacher, implement a tutorial program after the first marking period.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Math Learning gains and lowest 25%
Civics Proficiency
Algebra proficiency

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

The biggest contributing factor with the gains in math, was that 100% of our students are now back in the building. The data from the prior year, was a reflection of half of our students being home, not being able to take full advantage of working with a teacher, using math maniupulatives or working in small groups.

We created a masterboard where content area grade specific teachers have the same planning to facilitate PLCs. We also had push in support specifically in the lower level 6th and 7th grade classes.

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

In order to accelerate leariing, students enrolled in Algebra I and Geometry will need intensive tutoring as well as Bootcamps. This intensive instruction will target the standards and teach test taking skills to help improve the number of students proficient.

Math Resource Teacher will provide instructional support for Algebra I and Geometry teachers. These teachers will consistently meet with the Math Coach and resource teacher in PLCs to increase collaboration and consistency instructionally.

All math classes will contunue to use the IXL program which is also and added resource that will help students with proficiency.

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.

All staff will participate in colloborative training for at least one of the following areas:
Florida's BEST ELA Standards
SWPBS
Standards Based Instruction
Technology
Cambridge

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

We will try to begin our tutorial program earlier this year, to be able to provide extra support to our studetns. LCMS will also provide additional support through the use of certain online programs, such as IXL and Reading Plus, students will be able to build ther skills in their content area.

Bi-weekly SBT/RTI meetings
Quarterly data chats with ELA (Lowest 25%) and Math departments

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Our ELA data shows a significant drop in proficiency, specifically in grades 6th and 8th. For 6th grade there has been a decline since FY19 (41%) FY21 (35%) and FY22(27%) Students are entering 6th grade with lower lexile levels every year. In 8th grade there has also been a decline since FY19(46%) FY21 (43%) and FY (35%). As a result of this decline we have also seen a significant drop in our at risk students as well. Our ESSA identified subgroups also showed significant drops in ELA since FY 19, those subgroups are our SWD and Multiracial students. These students have shown an overall decline in proficiency and the low 25%. The data indicated that we need to reflect and analyze how we are reaching the aforementioned student groups from an instrucional and emotional perspective. FSA '22 shows that only 34% of our students are proficient in ELA which is lower than SY'21 and SY '19 results.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Increase achievement levels of students in ELA of 6% increase. This would be an increase from 34% to 40% in our ELA Learning Gains of the students achieving proficiency in ELA. This attainable goal is around where we were in SY '19.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	1. Administrative Classrrom Walktrough and Data Feedback. Teachers will receive feedback from I-observation, email, face-fo face conversationsm and scheduled teacher-admin data chats. 2. Assessments: USA's FSQ's, PBPA's and District Diagnostics will be anlayzed by overall teacher, school and district comparisons. Student Item Analysis will be analyzed to see what standards are needed remediation. 3. Reading Plus Data will be pulled bi-weekly to monitor sudent progress. 4. Study Island Data Reports
Person responsible for monitoring outcome:	Edward Burke (edward.burke@palmbeachschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being	1.ELA and Reading teachers will meet to discuss Implementation of Florida B.E.S.T. Standards and Instruction. 2.Teacher/Student Data Chats- Teachers will conduct data chats with their students throughout the year 3. Differentiation of Instruction in all classrooms 4. Progress Monitoring: Consistently monitoring students to see where student weaknesses are an then being able to address any essential missed learning.

implemented for this Area of Focus.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

1. ELA and Reading teachers will meet during PLCs with fidelty on a bi-weekly basis to ensure that teachers are discussing the standards and how to deliver and develop effective lessons. Reading and ELA teachers will also plan together so that Reading teachers can support ELA teachers by helping address the data driven goals.
2. Teacher/Student Data Chats will support students in setting their target goals to demonstrate at least one year learning gain.
3. Differentiated instruction in all ELA and Reading classrooms (small group) instruction is effective because teaching is focused specifically on what the students needs to learn next to move forward.
4. Progress Monitoring: Consistently monitoring students to see where student weaknesses are and then being able to address any essential missed learning.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. ELA and Reading PLCs will be conducted on a bi-weekly basis and teachers will receive calendar invites. Teachers will review and analyze standards and perhaps identify secondary benchmarks. Classroom walkthroughs will take place to observe implentation.
2. Differentiated instruction - will be monitored to ensure that sutens are progressing based upon their intitial testing. Classroom observations will be utilized to monitor that students are receiving differentiated instruction.
3. Teacher/Student Data Chats - Teachers will conduct data chats with students periodically throughout the year. Teachers will be provided with data chat forms from administration.
4. Review data from informal assessments from students in classrooms, USA's, FSQ's, Reading Plus reports and District Diagnosticts.

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

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

Our SWPBST will help serve as a monitoring group. This team will work alongside the Assistant Principals to help monitor the discipline referrals and strategize ways to help decrease the number of referrals quarterly.

Counselors will also help build a positive school culture and environment through small groups by focusing on providing students with strategies to address conflict resolution, attendance, social emotional learning lessons and academic success, therefore also helping to decrease the number of discipline referrals.

Viking Pride Tickets: Dress Down Day Incentives, extra-curricular activities and more
7th Grade Team has Positive Referrals - for students who go above and beyond.
Quarterly Honor Roll recognition

The School Behavioral Health Professional (SBHP) supports the behavioral and mental health of students. The SBHP position was introduced to LCMS at the beginning of SY'20 as part of the Marjory Stoneman Douglas High School Public Safety Act to have more mental health professional in schools and is funded through local referendum dollars.

Fortify App for reporting bullying issues; 2-1-1 hotline for SEL resources
LCMS has 2 Guidance Counselors
1 ELL Counselor
1 ESE Counselor

In accordance with School Board
Policy 2.09 and Florida State Statute 1003.42, Omni will continue to build an appreciation for multicultural diversity and single school culture in the curriculum and arts by incorporating History of Holocaust, History of Africans and African Americans, Hispanic Contributions, Women's Contributions, and Sacrifices of Veterans and the value of Medal of Honor recipients into classroom studies.

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

Mr. Edward Burke, Principal promotes collaboration amongst staff members with proper focus and leadership. Mr. Burke and the administration team also creates a positive environment in which teachers can share best practices that are responsible for students needs.

Mrs. DeCarla Bogs and Ms. Molly Baer, LCMS School Counselors, support a positive culture and environment through small group and individual interactions and experiences for students. Our school counselors ensure that students feel safe, welcomed and included.

SWPBS TEAM: Meets once a month to analyze and discuss climate problems and possible solutions.

SSCC - the Single School Culture Coordinator will continue to create a growth mindset toward culture and climate.