Lantana Elementary School

2022-23 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: 2/3/2015

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
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 Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (50%) 2018-19: C (52%) 2017-18: C (48%)
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	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	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	87%

School Grades History

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

School Board Approval

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SIP Authority

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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
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
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.
Rossello, Celena	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. Focus on ELA. Also, monitors the SEL integration across content areas.
Klopman, Traci	Other	Facilitate Professional Learning Communities. Provides coaching and teacher support
Ebner, Shannon	Teacher, K-12	Provide teacher support and student AMP instructor

Demographic Information

Principal start date
Tuesday 2/3/2015, Janyn Robinson

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.*
2

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.*

17

Total number of teacher positions allocated to the school

49

Total number of students enrolled at the school

492

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

14

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

12

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	0	0	0	0	0	0	0	
Attendance below 90 percent	33	39	25	40	21	26	0	0	0	0	0	0	0	184
One or more suspensions	2	1	2	3	1	8	0	0	0	0	0	0	0	17
Course failure in ELA	26	46	36	56	23	38	0	0	0	0	0	0	0	225
Course failure in Math	16	37	31	37	26	20	0	0	0	0	0	0	0	167
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	29	21	19	0	0	0	0	0	0	0	69
Level 1 on 2022 statewide FSA Math assessment	0	0	0	34	29	25	0	0	0	0	0	0	0	88
Number of students with a substantial reading deficiency	0	0	0	0	41	42	0	0	0	0	0	0	0	83

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	22	41	31	55	31	32	0	0	0	0	0	0	0	212

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

Date this data was collected or last updated

Tuesday 9/13/2022

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	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

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	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

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	39%	59%	56%				41%	58%	57%
ELA Learning Gains	65%						53%	63%	58%
ELA Lowest 25th Percentile	57%						53%	56%	53%
Math Achievement	42%	53%	50%				60%	68%	63%
Math Learning Gains	65%						66%	68%	62%
Math Lowest 25th Percentile	45%						50%	59%	51%
Science Achievement	36%	59%	59%				42%	51%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	44%	54%	-10%	58%	-14%
Cohort Comparison		0%				
04	2022					
	2019	26%	62%	-36%	58%	-32%
Cohort Comparison		-44%				
05	2022					
	2019	50%	59%	-9%	56%	-6%
Cohort Comparison		-26%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	55%	65%	-10%	62%	-7%
Cohort Comparison		0%				
04	2022					
	2019	47%	67%	-20%	64%	-17%
Cohort Comparison		-55%				
05	2022					
	2019	75%	65%	10%	60%	15%
Cohort Comparison		-47%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	41%	51%	-10%	53%	-12%

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

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	29	68	68	33	53	50	25				
ELL	33	70	67	40	73	50	27				
BLK	36	59	53	39	68	50	33				
HSP	40	70	70	44	63		29				
WHT	48	60		44	60		42				
FRL	37	66	57	39	63	45	35				

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

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)	N/A
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	66
Total Points Earned for the Federal Index	415
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	47
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	53
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	50
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	55
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	51
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	51
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?

There was an increase in ELA and Math Achievement from FY21 to FY22. ELA Achievement increased from 34% FY21 to 39% FY22. ELA Learning Gains increased 35% FY21 to 65% FY22. ELA Lowest 25th Percentile increased 40% to 57%. Math Achievement increased 31% to 42%, Math Learning Gains 32% to 65%, and Math Lowest 25th Percentile 22% to 45%. Science Achievement in 5th grade increased as well, 21% FY21 to 36% FY22.

3rd Grade ELA Achievement decreased from FY21(43%) to FY22(29%). Both 4th and 5th grade ELA Achievement increased FY21 to FY22, 4th grade's achievement increasing from 29% to 39% and 5th increasing 30% to 44%. Math Achievement increased in all grade levels FY21 to FY22, 3rd, 33% to 41%, 4th, 19% to 45%, and 5th 33% to 37%.

All subgroups increased in achievement from the FY21 school year to the FY22 school year, except our Hispanic subgroup in 5th grade Science Achievement. This subgroup decreased by 3% from FY21 to FY22.

Lantana will continue to implement rigorous standard based instruction focusing on the use of the district

approved curriculum and resources. Strategic analysis and monitoring of data will take place on a consistent basis in order to close gaps.

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

Lantana continues to demonstrate a need for increased ELA and Math proficiency. Proficiency in grade K-2 remains a necessity as well. 3rd Grade ELA proficiency has the most immediate need based on FY22 ELA Achievement levels.Lantana teachers and admin will continue to monitor and analyze data of FSQs and USAs, and the FAST Progress Monitoring assessments through PLCs and Data chats.

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

One contributing factor to need this improvement was the attendance of students and teachers remained a challenge in FY22. The pandemic was still affecting student and teacher health which caused interruptions in instruction and learning. In order to help remedy this situation, resource teachers were pulled to fill in for absent teachers and this affected intervention.

This year the school is fully staffed in all general education classrooms as well as resource teachers. The focus will now be on strengthening Core Instruction and building teacher capacity throughout K-5.

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

Based on FY22 state assessments, 4th and 5th ELA Achievement showed great improvement from FY21. There were 10% and 14% increases, respectively. Overall, Math Achievement increased by 12% and in all grade levels and subgroups.

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

Some of the contributing factors to improvement in Math Achievement are students in 3rd Grade received AMP instruction, Math data was analyzed in PLCs, additional tutorial provided to students after and during school, and consistent and monitored use of adaptive technology. Third Grade students received AMP instruction provided by the Math Resource teacher. Math data was consistently analyzed and evidence based strategies were developed during biweekly PLCs. Through the use of ESSER funds, tutorials were provided to students performing below grade level during and after school. Students consistently used SuccessMaker and Reflex Math with data and time on task being monitored and analyzed consistently and frequently. The school will continue to align it's initiatives and directives to the district's strategic plan. SEL will continue to be implemented K-5, as educating the whole child is imperative to student development.

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

In order to accelerate learning student attendance will need to be monitored carefully and strategies (mentoring program) implemented to increase student attendance. Strengthening Core Standards Based Instruction will continue to be a focus during data chats, PLCs, and grade level team meetings. Tutorial will continue after school as well as intervention throughout the school day in order to provide scaffolds for students performing below grade level.

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 one of the cornerstones ensuring effective instruction. The professional development opportunities that will be provided to support teachers and leaders include data interpretation of the adaptive technology used (SuccessMaker, iReady) as well as the core curriculum used for Literacy (Benchmark). Another opportunity for professional learning will be focused on the intervention process and providing parents with effective and aligned resources and strategies to use at home to support their child.

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

The school's strategic plan being aligned to the district's strategic plan is imperative for sustainability and improvement.

Additionally, as an early intervention to increase student readiness to enter kindergarten, we offer a PreK program and a PreK self-contained program for students ages 3 to 5 determined eligible for exceptional student education based on goals and services as written on the Individual Education Plan. These programs are
supported by the Departments of Early Childhood Education and the Department of Exceptional Student Education and follows all Florida statutes, rules, and contractual mandates, including the use of a
developmentally appropriate curriculum that enhances the age-appropriate progress of children in attaining each of the Florida Early Learning performance standards. Participating children are expected to transition to kindergarten ready to learn and be successful in school and later life.

Additional services that will be implemented to ensure sustainability of improvement in the next year and beyond include:
1. Continued SEL instruction and strategies for both students and staff
2. Rigorous standard based core instruction
3. Rigorous standard based tutorials
4. Continued AMP instruction for 2nd through 4th grade students
5. Continued consistent use of adaptive technology (Successmaker, iReady, Reflex Math)
6. Continued data analysis through PLCs, data chats, and team meetings
7. Continued teacher collaborative planning
8. Continued use of TopScore curriculum to increase Writing Achievement
9. Continued use of evidence based strategies and programs (S.P.I.R.E, LLI, Voyager) to support students performing below grade level
10. STEM lab resource teacher to increase hands on opportunities for Science instruction and enhancement

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.**	If all teachers provide effective and relevant instruction to meet the needs of all students, then the school will increase reading on grade level by 3rd Grade and will ensure high school readiness. Research indicates the biggest impact to student achievement is teacher effectiveness. Therefore, effective instructional practice will be the key to student achievement. Teachers will provide instruction that addresses the full intent and is aligned to the standards. According to FY22 FSA data, ELA Achievement overall is at 37% and therefore is a critical need for improvement.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By May 2023, 75% of our students will make one year's growth in Reading as measured by iReady and FAST.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	ELA Achievement will be monitored through Progress Monitoring Assessments provided by the State FAST assessment, iReady, and District FSQs and USAs. This data will be reviewed in PLCs by teachers, administration, the SSCC, and PLC Facilitator. Administration and teachers will engage in data chats. Teachers and students will engage in data chats as well.
Person responsible for monitoring outcome:	Janyn Robinson (janyn.robinson@palmbeachschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	The following evidence based strategies will be implemented: 1. PLC cycles that focus on standard based core instruction strategies 2. Differentiated small group instruction 3. Utilization of adaptive technology 4. Professional Development and strategic planning to support the implementation of evidence based interventions and programs 5. Continued implementation of TopScore for grades 3-5
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	1. PLCs offer the opportunity to plan rigorous instruction with the guidance administration and instructional coaches. 2. Small group instruction provides students with individualized instruction to meet their varying reading needs. 3. Adaptive technology provides yet another opportunity for students to receive instruction that is individualized to their specific needs. 4. Professional Development provides support to teachers to implement evidence and standards based instruction with fidelity. 5. TopScore provides a rigorous Writing curriculum for students in grades 3-5.

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. Plan engaging and meaningful PLCs to meet the needs of teachers. Grade level/content specific groups will meet on a regularly scheduled basis. The agenda includes input from the teachers and includes some standing items, such as welcoming ritual, data review, planning, commitments.

Person Responsible Traci Klopman (traci.klopman@palmbeachschools.org)

2. Help teachers develop and plan for effective small group instruction. Planning for small group requires data analysis, planning of the groupings and schedule, using vetted resources to teach and practice strategies during small group instruction. Finally, a way to assess the learning within the small group.

Person Responsible Elaina Campbell (elaina.campbell@palmbeachschools.org)

3. Monitor the use of adaptive technology. Teachers review reports regularly, including during PLCs. Some reports share usage. Teachers and Admin review usage data, discuss with students, and develop grade level strategies to maintain the usage expectations for the school.

Person Responsible Celena Rossello (celena.rossello@palmbeachschool.org)

4. Plan and provide meaningful professional development to support teachers. Teachers gave input through a survey. The PD Team reviews the data, determines PD topics, and arranges for the sessions.

Person Responsible Elaina Campbell (elaina.campbell@palmbeachschools.org)

5. Monitor the implementation of TopScore Writing in grades 3-5.

Person Responsible Elaina Campbell (elaina.campbell@palmbeachschools.org)

#2. Positive Culture and Environment specifically relating to the Development of the Whole Child	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Research shows that creating a classroom environment that acts intentionally to lower the affective filter of students increases student achievement. Students who are highly motivated, feel confident and safe acquire more knowledge. Therefore, if we provide a positive and supportive school climate then we will ensure the social, emotional, and academic development of all students. This aligns with the school district's strategic plan to create a student focused culture and increase mental health and wellness. The school's discipline data indicates this is an area of critical need.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Lantana Elementary School 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 20%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Monitoring will take place through the observation and feedback provided of morning/afternoon meetings which have been included in the school's Master Schedule. PLC's will also provide a platform for teachers to plan for explicit Second Step SEL curriculum to be implemented.
Person responsible for monitoring outcome:	Celena Rossello (celena.rossello@palmbeachschool.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The school will utilize a research based curriculum (Second Step) and implement a Positive Behavior System daily. Teachers will also complete a referral process and recommend students to School Based Team for academic, social, or emotional needs. The counselors, BHP, and co-located therapist will provide social and emotional instruction to all students and specific support to students who present a more pressing, individualized need.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	1. Utilizing a research based curriculum provides effective social and emotional skills needed for student success. 2. Implementing a Positive Behavior System school wide ensures a Single School Culture of expectations for a safe learning environment. 3. Referring students to School Based Team for intervention allows the school to determine the best interventions for students to help them succeed. 4. Having counselors, the BHP, and co-located therapist provides needed intervention for social and emotional needs.

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.

Provide professional development and support to teachers in identifying and providing research based interventions to support students who are exhibiting an academic or behavioral deficiency.

Person Responsible	Celena Rossello (celena.rossello@palmbeachschool.org)

Teachers will monitor student achievement and will complete SBT referrals when needed based upon research based data and interventions

Person Responsible	Celena Rossello (celena.rossello@palmbeachschool.org)

Provide daily instruction using Second Step Curriculum in Morning Meeting

Person Responsible	Elaina Campbell (elaina.campbell@palmbeachschools.org)

Provide instruction in and utilize SwPBS initiatives

Person Responsible	Celena Rossello (celena.rossello@palmbeachschool.org)

#3. -- Select below -- specifically relating to

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:
Describe the evidence-based strategy being 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.

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.

No action steps were entered for this area of focus

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Overall proficiency is in alignment with the District's Strategic Plan, Theme 1 Academic Excellence and Growth. Therefore, our focus of 75% of our students making a year's growth in ELA is an instructional priority which will be monitored to provide immediate feedback to students that is aligned to the standards. Standards-based Core Instruction continues to be a focus in grades K-2 to increase overall proficiency in ELA. By focusing on standards based core instruction in grades K-2, proficiency in grades 3-5 will naturally increase. Teachers use the PLC process to delve into data and plan effective lessons. Resource teachers provide interventions to students performing below grade level.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Overall proficiency is in alignment with the District's Strategic Plan, Theme 1 Academic Excellence and Growth. Therefore, our focus of 75% of our students making a year's growth in ELA is an instructional priority which will be monitored to provide immediate feedback to students that is aligned to the standards. Standards-based Core Instruction continues to be a focus in grades 3-5 to increase overall proficiency in ELA. One way this will be achieved through a double down approach in all Literacy classrooms in which our Resource Teachers push-in to provide small group instruction in addition to the classroom teacher. Another strategy the imploys is the use of 3 SAI teachers to provide supplemental academic intervention with a focus on students in grades 3-5. Lantana also provides in school and after school tutorial focusing on our students that have scored below proficiency on statewide assessments. 3-5 classes are departmentalized, this provides an opportunity for teachers to hone their craft in a specific content area and specialize in providing strategies specific to that content to students.

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

By May 2023 75% of our K-2 students will make one year's growth in Reading as measured by the statewide STAR Reading and STAR Early assessments.

Grades 3-5: Measureable Outcome(s)

By May 2023 75% of our 3-5 students will make one year's growth in Reading as measured by the statewide FAST assessment.

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Monitoring is a key component to improvement. Monitoring data gives administration and teachers the information needed to improve, direct, and and make instruction effective and provide differentiation for students. K-2 data will be monitored through data analysis within grade level PLCs of the STAR Progress Monitoring assessments, iReady, and District FSQs and USAs. 3-5 will be monitored through data analysis within content area PLCs of the FAST Progress Monitoring assessments, iReady and District FSQs and USAs. Each grade level will use Oral Reading Records to help determine small group instruction. Teachers will conduct data chats with students and administration will conduct data chats with teachers. Administration will also collect and review data through lesson plans, classroom walkthroughs, formal observations, PLC attendance and participation, student attendance, and student work samples.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Robinson, Janyn, janyn.robinson@palmbeachschools.org

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Evidence based practices and programs improve student outcomes and are important to implement for ELA achievement. The evidence based practices/progams Lantana implements meet Florida's definition of evidence based and align with the district's K-12 Comprehensive Evidence based Reading Plan as well as the B.E.S.T. ELA standards.Evidence based practices and programs implemented at Lantana Elementary include:
1. Reading Recovery
2. Leveled Literacy Intervention
3. Voyager
4. SPIRE
5. Small Group Instruction

6. Professional Development
7. PLCs

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

1. Reading Recovery - early Reading intervention instruction provided to 1st grade students on a one to one basis who are performing below grade level by highly trained teachers
2. Leveled Literacy Intervention - Literacy intervention provided to K-5 students that are performing below grade level
3. Voyager - Literacy intervention provided to K-5 students that are performing a year or less below grade level
4. SPIRE - Phonological Awareness and Phonics intervention provided to K-5 students that are performing below grade level who's literacy need is in Phonics and Phonological Awareness
5. Small Group Instruction - differentiated instruction provided to support all learners
6. Professional Development - teachers participate in ongoing professional development to hone their craft of providing effective instruction
7. PLCs - teachers collaborate twice monthly to analyze data and plan best practices as a team

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring
The school has a Literacy Leadership Committee which includes key members such as the SSCC, Media Specialist, Resource Teachers and a grade level teacher representative. This committee implements school wide events and activities to promote Literacy across the school and all stakeholders. This focus of promoting Literacy is important in motivating and getting across the importance of Literacy to students.	Ahmed, Uzma, uzma.ahmed@palmbeachschools.org
Literacy Modeling and Coaching is provided primarily by the SSCC. In addition, highly effective Resource Teachers and homeroom teachers provide modeling and coaching to their peers. The coaching cycle in which observing, modeling, coaching and feedback is implemented whenever coaching takes place.	Campbell, Elaina, elaina.campbell@palmbeachschools.org
Classroom teachers assess students frequently. This data is then used during PLCs and Grade Level meetings to inform instruction and plan effective lessons. Classroom and Resource Teachers administer progress monitoring assessments to students who are receiving intervention. Statewide assessments are overseen by the Assistant Principal and provide another piece of progress monitoring to inform effective, standard aligned instruction..	Rossello, Celena, celena.rossello@palmbeachschool.org
The Professional Development Team, which is made up of key members such as an ELL Teacher, the PLC Facilitator and ELL Coordinator survey teachers for specific Professional Development needs. Based on this data Professional Development is provided in house and by District Specialists during PLCs, faculty meetings, and on District provided Professional Development Days. Teachers also attend District Literacy Cadres and other Literacy Professional Development.	Campbell, Elaina, elaina.campbell@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.

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. Therefore, 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 is important. Faculty and staff 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.

Building student ownership is the cornerstone to success. Teacher must be willing to interact with their students and get to know them as individuals. This will not only establish trust, but allow teachers 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.

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. At Lantana Elementary we provide, Parent "Breakfast Breaks" which are monthly parent meetings that provide parents with strategies for Literacy, Math, and Social Emotional Learning that can be done at home. We also have a comprehensive Parent and Family Engagement Plan and committee in which we implement trainings and events for parents and families to participate in on campus such as Meet the Teacher, Curriculum Night, STEM Night, and other Literacy Night events.

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 giveaways, shout outs, inspirational quotes, and gratitude slips.

We implement a 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, Afternoon 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 engage in SEL Signature Practices at every PLC and meeting with Faculty and Staff. We also have a "Sunshine" Committee as well as a PBIS and SEL committee which implement events and activities to build teamwork and a sense of family here at the school.

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.

Lantana Elementary demonstrates an appreciation for multicultural diversity throughout the hallways and classrooms. Our diverse student body is able to 'see themselves' represented in the hallways and also in the classrooms. This is evidenced by bulletin board displays, texts within the classroom libraries and highlighted in sections of the classrooms and Media Center, and authentic student work. Students also learn about diverse populations through the curriculum in different content areas, as well as periodic facts and famous/influential individuals highlighted on the morning announcements.

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

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

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.

Parents and Family: Support school initiatives, participate in Parent and Family Engagement Events and Activities, support child with homework and other academic strategies, volunteer, and provide connection between home and school as it pertains to social emotional development

Community Members: Support school initiatives, provide funding and donations, provide input, and volunteer.