

The School District of Palm Beach County

Lantana Middle School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	11
III. Planning for Improvement	16
IV. ATSI, TSI and CSI Resource Review	26
V. Reading Achievement Initiative for Scholastic Excellence	0
VI. Title I Requirements	27
VII. Budget to Support Areas of Focus	27

Lantana Middle School

1225 W DREW ST, Lantana, FL 33462

<https://lanm.palmbeachschools.org>

School Board Approval

This plan was approved by the Palm Beach County School Board on 10/18/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

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 Middle School.
Rigsby, Latoya	Assistant Principal	Serves as an instructional leader responsible for assisting the Principal with leadership, supervision, operations, and accountability at Lantana Community Middle School.
Vazquez, David	Assistant Principal	Serves as an instructional leader responsible for assisting the Principal with leadership, supervision, operations, and accountability at Lantana Community Middle School.
Nelson, Willie	Assistant Principal	Serves as 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 selection of instructional materials; analyzes test data and helps to determine ways to improve instruction and student goals.
davis, nicole	Math Coach	Assists teachers through PLC's and lesson planning to effectively using data to make adjustments to instruction.
Pringley, Latoya	Reading Coach	Assists teachers through PLC's, coaching and lesson planning to effectively use data to make adjustments to instruction.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Principal

The Principal is in charge of ensuring that all aspects of the SIP are executed throughout the school year. The Principal is also in charge of making sure that ALL stakeholders (faculty, students, parents and community members) truly understand the mission and the vision of the SIP.

Assistant Principal's

The Assistant Principal's will help facilitate PLCs and collaboration among teachers and support staff. The Assistant Principals will also help the Principal eliminate any barriers that would hinder effective teaching and learning. The Assistant Principals will also visit classroom to help monitor instruction.

SSCC - Other

The SSCC will continue to provide support in PLCS, instructional leadership and support with academic improvement. As the SWPS lead, the SSCC will monitor and lead cultural and social responsiveness within the instructional practices and implementation of the schoolwide culture. The SSCC will pull and update data, and use it to assess students' needs and to also help teachers differentiate instruction.

Instructional Coaches (Reading/Math)

The instructional coaches will assist with the implementation of ELA and Math curriculum. While working with teachers, specifically new teachers, the coaches will implement the coaching model. The instructional coaches will attend content PLCs and will assist teachers in the interpretation of data, as well as offer strategies to help with differentiating instruction.

Stakeholders (Parents/Community Members)

Through our Parent Trainings we inform our parents with necessary information as it pertains to portions of the SIP. Our ESOL Coordinator and Counselor will also host parent nights PLCs - parent learning communities to inform the parents of our ELL students about portions of the SIP as well and provide them with support services for some of our migrant families.

Our School Behavior Health Professional will continue to support the behavioral and mental health of our students and work with our school counselors and SBT liaison.

Our Guidance Counselors will also continue to work in partnership with families and the District McKinney-Veto liaison to ensure the needs of homeless families are met.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The Principal and the Assistant Principal's will help monitor the SIP. Data will be monitored through, FSQ's, USA's, NGSQ's, Reading Plus Data and FAST Progress Monitoring, the monitoring will take place throughout the year.

Collaborative Planning and Professional Learning Communities will take place bi-weekly per grade level and per content area. Teachers will meet with SSCC, academic coaches and Content Assistant Principal to discuss and analyze and to help modify instruction if need be. This will also give teachers a chance to share best practices with their colleagues.

Our ELL students will continue to have support through push in and pull out support personnel. We will also use the data from WIDA to assess ELL students' proficiency in the areas of speaking, listening, reading, and writing.

Our ESE students will continue to have support through push in and pull out support personnel. The data from the FSAA will be used to assess ESE students' proficiency in the areas of ELA, Mathematics, Science and Social Studies.

We will plan to monitor the SIP for effective implementation through the following ways:

- Data Chats
- Data Analysis
- Classroom walk-throughs
- PLC's
- Formative/Summative Assessments

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	92%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL)* White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B 2018-19: B 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	0	0	0	0	0	0	65	83	82	230	
One or more suspensions	0	0	0	0	0	0	92	82	62	236	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	82	28	32	142	
Course failure in Math	0	0	0	0	0	0	75	62	41	178	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	157	101	95	353	
Level 1 on statewide Math assessment	0	0	0	0	0	0	98	69	75	242	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	165	116	101	382	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	162	120	104	386

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	2	1	3
Students retained two or more times	0	0	0	0	0	0	0	0	1	1

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	67	91	87	245	
One or more suspensions	0	0	0	0	0	0	90	64	77	231	
Course failure in ELA	0	0	0	0	0	0	67	65	36	168	
Course failure in Math	0	0	0	0	0	0	60	78	44	182	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	128	95	93	316	
Level 1 on statewide Math assessment	0	0	0	0	0	0	141	109	109	359	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	128	95	93	316	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	126	116	108	350

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	2	2	4
Students retained two or more times	0	0	0	0	0	0	0	1	0	1

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	67	91	87	245	
One or more suspensions	0	0	0	0	0	0	90	64	77	231	
Course failure in ELA	0	0	0	0	0	0	67	65	36	168	
Course failure in Math	0	0	0	0	0	0	60	78	44	182	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	128	95	93	316	
Level 1 on statewide Math assessment	0	0	0	0	0	0	141	109	109	359	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	128	95	93	316	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Students with two or more indicators	0	0	0	0	0	0	126	116	108	350	

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	2	2	4
Students retained two or more times	0	0	0	0	0	0	0	1	0	1

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	33	51	49	34	53	50	37		
ELA Learning Gains				44			42		
ELA Lowest 25th Percentile				35			30		
Math Achievement*	44	59	56	32	35	36	21		
Math Learning Gains				55			19		
Math Lowest 25th Percentile				59			22		
Science Achievement*	29	50	49	30	56	53	35		
Social Studies Achievement*	63	68	68	69	64	58	51		
Middle School Acceleration	87	76	73	79	52	49	51		
Graduation Rate					50	49			
College and Career Acceleration					70	70			
ELP Progress	21	37	40	42	85	76	39		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	277
Total Components for the Federal Index	6
Percent Tested	96
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	48

2021-22 ESSA Federal Index

OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	479
Total Components for the Federal Index	10
Percent Tested	97
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)**2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	21	Yes	2	1
ELL	38	Yes	1	
AMI	50			
ASN				
BLK	46			
HSP	44			
MUL	60			
PAC				
WHT	50			
FRL	45			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	35	Yes	1	
ELL	43			
AMI				
ASN	75			
BLK	51			
HSP	46			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL	24	Yes	1	1
PAC				
WHT	46			
FRL	48			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	33			44			29	63	87			21
SWD	14			26			16	37			5	11
ELL	21			35			18	46	86		6	21
AMI	43			57							2	
ASN												
BLK	33			42			30	67	77		6	25
HSP	30			42			25	59	90		6	17
MUL				60							1	
PAC												
WHT	40			58			35	67			4	
FRL	32			44			27	63	86		6	20

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	34	44	35	32	55	59	30	69	79			42
SWD	19	35	22	22	44	39	25	46	60			33
ELL	25	41	35	26	51	54	20	60	72			42
AMI												
ASN		60			90							

2021-22 ACCOUNTABILITY 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	ELP Progress
BLK	34	47	41	32	54	71	30	81	77			41
HSP	33	42	31	32	55	49	28	62	83			43
MUL	27			20								
PAC												
WHT	39	47		40	53		33	63				
FRL	33	44	34	32	55	58	30	68	79			42

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	37	42	30	21	19	22	35	51	51			39
SWD	21	32	18	13	19	23	18	43				21
ELL	29	37	31	17	17	25	15	43	54			39
AMI												
ASN		80			20							
BLK	39	42	35	21	20	28	39	58	49			34
HSP	34	39	25	20	16	16	27	46	54			39
MUL	18	36		18	18							
PAC												
WHT	45	47		28	23		67	44	54			
FRL	36	41	29	20	18	22	32	51	53			38

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	29%	48%	-19%	47%	-18%
08	2023 - Spring	36%	47%	-11%	47%	-11%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	25%	45%	-20%	47%	-22%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	41%	54%	-13%	54%	-13%
07	2023 - Spring	36%	36%	0%	48%	-12%
08	2023 - Spring	42%	65%	-23%	55%	-13%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	27%	46%	-19%	44%	-17%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	90%	48%	42%	50%	40%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	92%	50%	42%	48%	44%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	61%	65%	-4%	66%	-5%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

6th Grade ELA performed the lowest this year. In 6th grade we only had 25% of our students who were proficient, we dropped from 27.2% last year to 25%. There were 272 students who tested with only 68 of those students being proficient.

There were several contributing factors for the low performance in this grade level. Personnel was a HUGE contributing factor. We opened the school year with a vacancy in ELA. The Principal had a hard time filling the vacancy, so he had to fill the position with an ESE teacher with limited experience in ELA. This teacher was a support person who pushed into ELA classrooms, but that was the only experience she had. A veteran 6th grade reading teacher took medical leave after week's of absences. This is important because our reading teachers and ELA teachers usually work and plan together, so to have a new ELA teacher and a teacher who was never showed up to work, could cause serious issues for a student who struggles with reading and comprehension. Two novice intensive reading teachers occupied the position thereafter. We are confident with ongoing coaching and professional development, that we will see teacher development that will lead to increased student performance.

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

Civics showed the greatest decline this year -6 points, we dropped from 69% to 63%. Although our Civics scores are high, we did however drop a little this year. The major factor that contributed to this decline, was the reading proficiency percentage in comparison. We began the year with a proficiency of 27% for our 7th grade students, which made it difficult for Civics teachers, to work with students who were struggling with reading and comprehension. Because of this, we have our top teachers in the department teaching Civics.

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

6th grade ELA -25%

State Average - 47%

There were several contributing factors for the low performance in this grade level. Personnel was a HUGE contributing factor. We opened the school year with a vacancy in ELA. The Principal had a hard time filling the vacancy, so he had to fill the position with an ESE teacher with limited experience in ELA. This teacher was a support person who pushed into ELA classrooms, but that was the only experience she had. A veteran 6th grade reading teacher took medical leave after week's of absences. This is important because our reading teachers and ELA teachers usually work and plan together, so to have a new ELA teacher and a teacher who was never showed up to work, could cause serious issues for a student who struggles with reading and comprehension. Two novice intensive reading teachers occupied the position thereafter. We are confident with ongoing coaching and professional development, that we will see teacher development that will lead to increased student performance.

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

Our math department as a whole showed a significant improvement from the year before. The area that showed the most improvement was our 7th grade math, the was a 25% increase going from 11%% proficiency to 36% proficiency.

We created a master board where content area grade specific teachers have the same planning to facilitate PLCs.

In every 7th grade math classroom, we had experience teachers push-in classes on their planning period for support.

The Math Coach and 7th grade teachers offered tutoring, before and afterschool.

Resources/Math manipulatives were used to help with hands on learning.

Teachers worked together in PLCs to share best practices.

Small group instruction was used with fidelity - math teachers realized how important it was to

differentiate instruction for the struggling students.

Math teachers received professional development on the PDD Days. Math Coach also provided PD sessions as needed.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

At Lantana Middle we strive to meet the needs of all of our students, their academic growth and achievement is very important to us. When looking at our Early Warning System indicators our two potential areas of concern are:

Level 1 State Assessments ELA and Math

Reading Deficiency

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

1. Proficiency
2. Lowest 25% ELA
3. Learning Gains - ELA

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. ESSA Subgroup specifically relating to Multi-Racial**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Guidelines set forth by the Department of Education which complies with Every Student Succeeds Act, states that schools who receive a school grade will have one additional component factored with their school grade to produce their Federal Percent of Points Index. In compliance with ESSA's additional focus on the reporting of subgroups performance, our Multi-Racial students for 2 years in a row have performed below the threshold of 41%. Based on the data we only have about 12 students, who fall in this category. Unfortunately, those students were not in classes with a lot of extra support, which explains the low number in proficiency and Learning Gains.

As part of the Districts Strategic Plan: For Academic Excellence and Growth, Lantana Middle School will ensure all students engage in teaching and learning that results in academic excellence.

Measurable Outcome:

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

Our mid-year (February) goal is to see a 3% increase in proficiency In ELA

Our mid year (February) goal is to see a 3% increase in proficiency in Math

Our end of the year (May) goal is to see a 5% increase in proficiency and learning gains in ELA

Our end of the year (May) goal is to see a 5% increase in proficiency and learning gains in Math.

Monitoring:

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

ELL Coordinator will monitor the data throughout the year.

Data will be monitored through - USAs, FSQ's, PM Monitoring and F.A.S.T. - to notice any trends

Lesson plans will be evaluated to make sure that the learning needs of all students are being met

Content Specific AP - will conduct walkthroughs and provide documented feedback to teachers.

Person responsible for monitoring outcome:

Edward Burke (edward.burke@palmbeachschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Reading Plus - this program provides an integrated reading intervention program for all learners. Reading plus includes an adaptive assessment, it personalizes instruction and practice this program is an intervention that allows the teachers to meet the needs of every student.

Study Island - Study Island is an interactive learning platform where students can strengthen their knowledge and skills in ELA, Math, Science and Social Studies.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

These programs were chosen because both technology centered platforms have been known to achieve academic excellence, if implemented and utilized with fidelity. If students spend at least 160 minutes week, working on these programs, it is almost guaranteed that there will be an increase in academic achievement.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

ELA and Reading teachers will conduct bi-weekly PLC's to analyze data specifically targeting the Multi-Racial students.

ELL Coordinator will hold monthly data chats with ELL teachers as well as the 12 Multi-Racial students

Math Coach will monitor the progress of multi racial students through USA, FSQ's and PM testing.

Reading Coach will monitor Reading Plus data/progress bi-weekly of our multi-racial students.

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

By When: Mr. Burke will monitor at the end of each semester, the progress of the multi racial students.

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Guidelines set forth by the Department of Education which complies with Every Student Succeeds Act, states that schools who receive a school grade will have one additional component factored with their school grade to produce their Federal Percent of Points Index. In compliance with ESSA's additional focus on the reporting of subgroups performance, our Students with disabilities performed below the threshold for 1 year. At Lantana Middle we have a high population of ESE students. Based on the data, our ESE students performed well in Science and Social Studies, but struggle in ELA achievement and learning gains as well as Math achievement \ and Learning Gains. This is definitely odd, since Science and Social Studies are both Reading Comprehension, it seems odd there there would be such a discrepancy in Reading data.

As part of the Districts Strategic Plan: For Academic Excellence and Growth, Lantana Middle School will ensure all students engage in teaching and learning that results in academic excellence.

Measurable Outcome:

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

Our mid-year (February) goal will be to increase Reading proficiency by 3%

Our mid-year (February) goal will be to increase Math proficiency by 3%

Our end of the year (May) goal will be to increase Reading Proficiency and Learning Gains by 5%

Our end of the year (May) goal will be to increase Math proficiency and learning gains by 5%

Monitoring:

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

Academics - USA. FSQ's PM Monitoring and F.A.S.T. Data will be analyzed to notice any trends. Content Specific AP's will conduct walk-throughs and provide documented feedback to teachers Lesson Plans will be checked to make sure lessons are being differentiated to meet the needs of struggling learners

Reading coach - will work with new teachers and provide resources to teachers who have never worked with ESE students before.

Math Coach - will also work with new teachers to provide resources and manipulates that can be used to help teachers and students.

Person responsible for monitoring outcome:

Edward Burke (edward.burke@palmbeachschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Reading Plus - this program provides an integrated reading intervention program for all learners. Reading plus includes an adaptive assessment, it personalizes instruction and practice this program is an intervention that allows the teachers to meet the needs of every student.

Study Island - Study Island is an interactive learning platform where students can strengthen their knowledge and skills in ELA, Math, Science and Social Studies.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

These programs were chosen because both technology centered platforms have been known to achieve academic excellence, if implemented and utilized with fidelity. If students spend at least 160 minutes

week, working on these programs, it is almost guaranteed that there will be an increase in academic achievement.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

ELA and Reading teachers will conduct bi-weekly PLC's to analyze data specifically targeting SWD. ESE Coordinator will hold monthly data chats with ESE teachers and ESE support, to check in on the progress of the SWD.

Math Coach will monitor the progress of SWD students through USA, FSQ's and PM testing.

Reading Coach will monitor Reading Plus data/progress bi-weekly of our SWD.

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

By When: Mr. Burke, Principal will monitor the progress of our SWD, at the end of each semester.

#3. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on the data from the past two years, there has been a high number of students in 6th and 7th grade with 1 or more suspensions. In 2021-2022 there were 90 students with 1 more suspensions. In school year 2022-2023, there were 92 students with 1 or more suspensions. Although this was only increased by 2 students, there were only 297 students in 6th grade which means 31% of the 6th grade class had been suspended more than once. This makes it harder for students to succeed academically if they are not in school.

In 7th grade during the 2021-2022 school year, there were 64 students with more than 1 suspension. During the 2022-2023 school year, there were 82 students with more than 1 suspension, that is an increase of 18 students. Last year there were 234 students in 7th grade which means that 35% of 7th grade students, had been suspended more than once. This makes it harder for struggling students to catch up, if they are always out of school.

Measurable Outcome:

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

Our mid-year goal (February) is to decrease the number of 6th grade students being suspended more than once by 3%.

Our mid year goal (February) is to decrease the number of 7th grade students being suspended more than once by 3%.

Our end of the year goal (May) is to decrease the number of 6th grade students being suspended more than once by 5%

Our end of the year goal (May) is to decrease the number of 7h grade students being suspended more than once by 5%

Monitoring:

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

6th and 7th grade level AP's will monitor referral data in SIS

Grade Level APs will also attend SWPBS to help create incentives that could perhaps help with behavior. Administration will work with teachers, who struggle with classroom management, send them to CHAMPS. Our data last year showed, that most of our referrals were from the classroom, so perhaps with better classroom management, students will be less likely to get into trouble.

Person responsible for monitoring outcome:

Latoya Rigsby (latoya.rigsby@palmbeachschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

PBS - this is a set of research-based strategies used to increase positive behavior in school and decrease problem behavior by teaching new skills and making changes in a child's environment.

School Based Team - The SBT is a collaborative team that helps meet the emotional, academic and behavioral needs of students. The team, reviews that child's strength, discusses the behaviors of concern, brainstorms new interventions and then develops a plan to carry out the interventions with accountability measures.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

If implemented with fidelity, PBS is a know way to decrease problematic behavior. When kids are constantly rewarded for doing the right thing, it is most definitely a proven trickle down effect that works.

School Based Team, is an intervention that works because it is a collaborative effort, that more than one person can give input on what would be the best intervention for a student that struggles with behavior issues.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

In addition, as stipulated within Florida Statute & Policy 2.09 and in alignment to the District's Strategic plan our school ensures all students receive equal access to the pillars of Effective Instruction: Students immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42.

Continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 Instruction applicable to appropriate grade levels including but not limited to:

- (g) History of Holocaust
- (h) History of Africans and African Americans
- (i) History of Asian Americans & Pacific Islanders
- (o) Health Education, Life Skills & Social Media
- (q) Hispanic Contributions
- (r) Women's Contributions
- (t) Civic & Character Education
- (u) Sacrifices of Veterans, and the value of Medal of Honor recipients

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

By When: Mr. Burke, will continue to monitor at the end of each semester.

#4. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our ELA data shows a significant drop in proficiency, specifically in grades 6th and 7th.

For 6th grade there has been a decline since FY19 (41%) FY21 (35%) FY22(27%) and FY 23 (25%)

Students are entering 6th grade with lower Lexile levels every year. In 7th grade for the past 2 years there was a significant increase. This year unfortunately there was a drop from 33% to 29%. This was the result of us losing one of our strongest 7th grade ELA teachers and placing a 1st Reading teacher in this ELA class.

Our SWD with disabilities have also shown a decline across the years in these grade levels as well. There was a significant drop in 6th grade as well, because we had to start the year, being short a teacher, and as result and ESE support staff was placed in our 6th grade ELA class for the entire year.

Most of our 12 multi-racial students were in 6th grade this year, working with a teacher who was teaching 6th grade ELA for the 1st time.

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 for 6th grade from 25% to 31%

This would be an increase for 7th grade from 29%to 35%

Monitoring:

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

1. Administrative Classroom Walkthroughs and Data Feedback. Teachers will receive feedback from I-observation, email, face-to face conversations and scheduled teacher-admin data chats.
2. Assessments: USA's FSQ's, PBPA's and District Diagnostics will be analyzed 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 student progress.
4. Study Island Data Reports

Person responsible for monitoring outcome:

Edward Burke (edward.burke@palmbeachschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

- 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 and being able to address any essential missed learning.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. ELA and Reading teachers will meet during PLCs with fidelity 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.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

2. Classroom walkthroughs will take place to observe implementation.

3. Differentiated instruction - will be monitored to ensure that students are progressing based upon their initial testing. Classroom observations will be utilized to monitor that students are receiving differentiated instruction.

4. 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.

5. Review data from informal assessments from students in classrooms, USA's, FSQ's, Reading Plus reports and PM tests.

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

By When: Mr. Burke will check the ELA progress at the end of each nine weeks.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C)).

1. Administration will have bi-weekly meetings to review and discuss data.

2. Reading and Math Coach will provide teachers (new and veteran) with support to ensure teacher development, growth and efficacy. Our coaches will also help teachers with small group planning and implementation.

3. Single School Culture Coordinator will ensure that teachers collaborate and plan through PLCs and focus on best practices and methodologies. Single School Culture Coordinator will also help teachers analyze data to help drive instruction in the classroom.

4. ELL Coordinator will ensure that our Multi-Racial students are being provided with every opportunity to be successful in the classroom and in the school environment.

5. Our ESE Coordinator will ensure that our Students with Disabilities are being provided with the necessary support push in or pull out needed to be successful. Our Coordinator will also ensure that our ESE teachers

are utilizing small group instruction in the classroom.

6. Principal, and content level AP's will conduct regular classroom walkthroughs to ensure that the proper level of instruction is taking place.

7. Teachers and support staff will have the opportunity to attend ongoing content specific professional development.

8. Assistant Principal and Schoolwide Positive Behavior Coordinator will monitor at the end of each nine weeks, referrals, and discipline incidents by grade level.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

Title 1 schools in SDPBC are required to complete a Schoolwide Plan (SWP) where the answers to these questions are addressed. This information is located on the District Title 1 Website.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

N/A

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

N/A

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: ESSA Subgroup: Multi-Racial	\$0.00
2	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
4	III.B.	Area of Focus: Instructional Practice: ELA	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes