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**Title I Comprehensive Schoolwide Plan**  
**LANTANA MIDDLE SCHOOL (0761)**

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# ELA

Using your recording templates from your CNA discussions respond to each item in detailed.

## 1. List prioritized needs statements.

1. PM2 Fast data indicated that all grade levels are performing below the 40% goal level 2. All data sources indicate that ELL is performing below 15% compared to other subgroups.

## 2. List the root causes for the needs assessment statements you prioritized.

1. Lack of reading stamina 1. Little effort/attempt at inferencing and other skills that impacts student performance negatively 2. ELL push-in support in not consistent 2. Too many vacancies - which unfortunately means not enough support

## 3. Share possible solutions that address the root causes.

1. Implementation of schoolwide competition 1. Reading Plus usage for ALL ELA classes 1. Regular support for Secondary Literacy 1. School to purchase IXL for ELA classes 1. School should keep Study Island 2. More recruiting for ELL support since the school has a high Hispanic population.

## 4. How will school strengthen the PFEP to support ELA?

School will continue to use robocalls, fliers and parent links to send out information about ELA. School will continue to communicate with parent, ensuring that All correspondence is sent out in languages that meets the needs of all parents.

## • Parent Training

School will host F.A.S.T. Family Engagement Night in preparation of mandated tests.

## 5. How will each stakeholder group strengthen the School-Parent Compact to support ELA?

- **School**

School will provide high quality curriculum and instruction by using Florida standards, and providing interventions when necessary

- **Students**

Students will come to school prepared with homework and supplies ready to learn.

- **Parents**

Parents will encourage their children to work on ELA at home on a daily basis

- **Staff Training**

School will make sure that staff is trained properly with skills needed to engage with parents.

- **Accessibility**

The school has an elevator and a ramp for parents with disabilities. All departments give parents the option to have a meeting either virtually or in person to meet the needs of the parents. We have a CLF's who speak Spanish, Creole and K'anjobal for parents who need translation.

## **Math**

Using your recording templates from your CNA discussions respond to each item in detailed.

### **1. List prioritized needs statements.**

1. 6th grade - Based on PM2 only 25% of students are proficient. 2. 7th grade - Based on PM 2 only 11% of students are proficient 3. 8th grade - Based on PM 2 only 34% of students are proficient.

**2. List the root causes for the needs assessment statements you prioritized.**

1. Students lacking in basic skills, playing catch up from COVID 2. Parents lack the skills and knowledge/training to help students at home 3. Technology used to "get" answers bot for support.

**3. Share possible solutions that address the root causes.**

1. 6th grade students should have the option of having intensive math their 1st year in middle school. 2. More parent trainings for parents to help them understand the standards. 3. Begin to stray away from using technology as much so student wont be so dependent on using it.

**4. How will school strengthen the PFEP to support Math?**

**• Communication**

School will continue to send out robocalls, flyers and parent links to advertise Math activities

**• Parent Training**

Host training outside of STEAM Night, specifically for Math, to help parents understand the standards.

**5. How will each stakeholder group strengthen the School-Parent Compact to support Math?**

**• School**

Communicate with parents on SIS and Google Classroom

**• Students**

Share Google Classrooms with parents and ask questions.

- **Parents**

Email teachers as needed and attend school based activities.

- **Staff Training**

PLC's on communication options, parent link and google voice

- **Accessibility**

We have elevators and ramps for parents with disabilities. All departments give parents the option to have a meeting either virtually or in person to meet the needs of the parents. We have a CLF's who speak Spanish, Creole and K'anjobal for parents who need translation.

## **Science**

Using your recording templates from your CNA discussions respond to each item in detailed.

### **1. List prioritized needs statements.**

1. Based on the latest diagnostic only 30% of students are proficient in Science 2. Based on the most recent discipline data in EDW and SIS most referrals are written for students in November and December- just before Winter Break.

### **2. List the root causes for the needs assessment statements you prioritized.**

1. Many students are still struggling readers - which makes it difficult to pass the Science test - which is basically a reading test. 1. For students who are struggle to learn, may need more hands on instruction. 1. Elimination of the P.i.R.A.T.E.S test taking strategies schoolwide focus program. 1. Academic accountability is lacking due to course recovery to pass. 2. Students are still learning socialization after being isolated during Covid. 2. Behavioral accountability is missing due to course recovery.

**3. Share possible solutions that address the root causes.**

1. The following programs will help target individual weakness: IXL Study Island Expanded BrainPop Target Tutoring 2. Additional rewards for attendance, following rules and being compliant.

**4. How will school strengthen the PFEP to support Science?**

**• Communication**

The school will continue to send correspondence out to parents through Robocalls, parent links and fliers.

**• Parent Training**

STEAM Night in the fall to promote parent engagement. FSA Parent Night - to discuss expectations for the 8th grade Science test.

**5. How will each stakeholder group strengthen the School-Parent Compact to support Science?**

**• School**

Have a Fall STEAM Night and a Spring FSA interactive Prep Night.

**• Students**

Students will attend learning and tutoring events

**• Parents**

Parents will attend events to help parents understand what and how their students are learning.

- **Staff Training**

Staff will receive training through Professional Development on some of the standards that are taught in 8th grade, maybe this is something that Reading and Science teachers can collaborate.

- **Accessibility**

There is an elevator and a ramp for parents with wheelchairs and special needs. All departments give parents the option to have a meeting either virtually or in person to meet the needs of the parents. We have a CLF's who speak Spanish, Creole and K'anjobal for parents who need translation.

## **Social Studies**

Using your recording templates from your CNA discussions respond to each item in detailed.

### **1. List prioritized needs statements.**

1. Student performance on Civics EOC is below expected pass rate for some advanced, regular and ESE students. 2. School-wide reading proficiency scores and overall FAST/FSA scores are lower than prior years. 3. Student language art scores, especially vocabulary and reading comprehension are lower than expected. 4. Student engagement in Social Studies classes (across all grade levels) is lower than expected with some students.

### **2. List the root causes for the needs assessment statements you prioritized.**

1. Based on data and observation, a key cause is limited efforts outside of school to review testing strategies and content in advance of the test. 2. Elimination of the P.I.R.A.T.E.S. test-taking strategies school-wide focus program. 3. Virtual learning and limited reading outside of school. 4. Due to a lack of direct connection to the content.

**3. Share possible solutions that address the root causes.**

1. Use Title 1 funds to pay for several weeks of morning and /or in-school pullout tutoring sessions (including incentives for attending) and a Saturday Civics EOC review boot camp. 2. Add Civics review activities to spring STEAM night and/or re-purpose spring event to an FAST/EOC review activities event (students could earn points to win prizes based on attendance at stations.) 3. Fund a P.I.R.A.T.E.S. incentive program and training activities. 4. Use Title 1 funds to purchase class sets of books with ties to US and World History to promote reading, vocabulary skills and a higher level of interest to supplement the textbook and increase reading scores.

**4. How will school strengthen the PFEP to support Social Studies?**

**• Communication**

School will continue to send out robocalls, fliers and parent links to notify parents of upcoming events.

**• Parent Training**

Re-purpose STEAM Night to FAST/EOC interactive prep night

**5. How will each stakeholder group strengthen the School-Parent Compact to support Social Studies?**

**• School**

School will provide high quality curriculum and instruction by using Florida standards, and providing interventions when necessary.

**• Students**

Students will come to school prepared with homework and supplies, ready to learn.

**• Parents**

Parents will encourage their children to work Social Studies/Civics/World History on a regular basis.



- **Staff Training**

Staff trainings will include information for teachers (specifically Civics teachers) to better equip them to learn how to engage parents and help them with content specific activities to do at home.

- **Accessibility**

We have an elevator and ramp for parents with special needs. All departments give parents the option to have a meeting either virtually or in person to meet the needs of the parents. We have a CLF's who speak Spanish, Creole and K'anjobal for parents who need translation.

## **Acceleration Success**

Using your recording templates from your CNA discussions respond to each item in detailed.

### **1. List prioritized needs statements.**

1. 6th grade - Based on the data 77/292 (26%) are enrolled in accelerated math 2. 7th grade - Based on the data 44/244 (20%) are enrolled in accelerated math 3. 8th grade - based on the data 71/266 (27%) are enrolled in accelerated math

### **2. List the root causes for the needs assessment statements you prioritized.**

1. Students scoring below a level 3 in elementary school 2. Weak 6th grad adv teacher which impacted proficiency levels 3. 7th grade inconsistencies with teachers

### **3. Share possible solutions that address the root causes.**

1. Start targeting some of the students in elementary early - before they get to middle school. 2. More PLCs and teacher collaborations to help weaker teachers 3. Continue to build on teacher efficacy - and not move teachers around as much.

### **4. How will school strengthen the PFEP to support Acceleration Success?**

- **Communication**

School will continue to send communication through robocalls, fliers, and parent links to advertise any accelerated coursework.

- **Parent Training**

Inform families about paper, math video and wifi options

## 5. How will each stakeholder group strengthen the School-Parent Compact to support Acceleration Success?

- **School**

School will communicate with parents on FAST resources available

- **Students**

Share google classrooms and math notebooks with parents

- **Parents**

Email teachers as needed, attend school based activities.

- **Staff Training**

PLC's on communication options, parent link, and google voice

- **Accessibility**

We have an elevator and ramp available for student and parents with special needs. All departments give parents the option to have a meeting either virtually or in person to meet the needs of the parents. We have a CLF's who speak Spanish, Creole and K'anjobal for parents who need translation.

## Action Step: Classroom Instruction

Enrich, remediate, and supplement classroom instruction with the use of digital tools, including hardware and programs to drive the implementation of standards aligned instructional activities.

**Budget Total: \$206,035.50**

Acct Description	Description											
Resource Teacher	Grades 6-8 - Teaching three periods of ELA/Intensive Reading with a focus on Level 1 & 2 students.											
Field trip admissions	<b>Item</b>						<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>		
	Field Trip for 8th grade students to the Cox Science Museum + Planetarium show - Date TBD						150	\$17.00	Original	\$2,550.00		
Classroom Teacher	Social Science teacher for 7th and 8th grade will facilitate standards based instruction for a more effective impact on student academic success measured by district and state data while providing students the benefit of reduced class size and increased small-group instruction,											
Out-of-system Subs	<b>Item</b>					<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Type</b>	<b>Total</b>
	Seven(7) days of substitute teacher coverage for Title 1 funded classroom teachers: Nadia Filan (Social Science #10106980), Christina Jean (Mathematics #10093495)					2	\$16.00	7	6.5	1	Original	\$1,456.00
Supplies	<b>Item</b>					<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>		<b>Type</b>	<b>Total</b>	
	Calculators TI - 108 TKT 1LI - 6th Grade					26	\$56.16	Manipulatives		Original	\$1,460.16	

Acct Description	Description					
	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>
	TI- 30 XA Scientific CALC - 7th and 8th grade	50	\$8.19	Manipulatives	Original	\$409.50
	Shipping	1	\$0.84	General Supplies	Original	\$0.84
	Color Paper	20	\$40.00	General Supplies	Original	\$800.00
	Copy Paper	10	\$35.00	\$350.00		
Trans Compound; field trips	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>	
	Transportation - Cox Science Field Trip - TBD	1	\$1,000.00	Original	\$1,000.00	
Classroom Teacher	Mathematics teacher for seventh grade will facilitate standards based instruction for a more effective impact on student academic success measured by district and state data while providing students the benefit of reduced class size and increased small group instruction.					

## Action Step: Parent Engagement

Implement a Parent Academy that builds parental capacity to support students' academic, emotional, social and behavioral needs.

**Budget Total: \$7,211.00**

Acct Description	Description											
Enrichment Contracts	<b>Item</b>				<b>Quantity</b>		<b>Rate</b>		<b>Type</b>		<b>Total</b>	
	South Florida Science Center (October)				1		\$500.00		Original		\$500.00	
Parent Support by School Staff	<b>Item</b>				<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Certified</b>	<b>Type</b>	<b>Total</b>
	Outside of contracted hours certified teachers will help facilitate parent trainings for grades 6th - 8th Science training in the Fall (2023) 14 staff, 2 hours, 2 events 1 week \$25. rate. and Testing/Parent training in the Spring (ELA/Math/Civics/Science) Total - \$2,800				14	\$25.00	2	2	2	Certified	Original	\$2,800.00
	Community Language Facilitators (CLF) to facilitate translation services at parent trainings for grades 6th - 8th 2 staff, 2hours, 2 events, 2 weeks \$19 rate = \$304.00 total salary				2	\$19.00	2	2	2	Non-Certified	Original	\$304.00
	Non-Certified staff to assist at Parent Trainings for grades 6th - 8th for Fall and Spring 2 hours, 2 events 2 weeks \$15 rate - Total - \$240				2	\$15.00	2	2	2	Non-Certified	Original	\$240.00
Supplies	<b>Item</b>				<b>Quantity</b>		<b>Rate</b>		<b>Supply Type</b>		<b>Type</b>	<b>Total</b>
	Laminating film to create take home materials and task charts that can be completed and re-used for families of about 775 students				4		\$225.00		General Supplies		Original	\$900.00

<b>Acct Description</b>	<b>Description</b>					
	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>
	Printer Ink to print parent engagement materials, including invitations, newsletters and training activities and materials for 775 students.	22	\$60.00	Technology	Original	\$1,320.00
	Shipping	1	\$48.00	General Supplies	Original	\$48.00

## Action Step: Professional Development

Provide purposeful professional development that builds the capacity of teachers using research based pedagogy to improve student growth and academic achievement.

**Budget Total: \$254,119.00**

<b>Acct Description</b>	<b>Description</b>					
PD Webinar	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>	
	Cambridge Virtual Conference - Choice Coordinator - TBD - To stay up-to-date on Cambridge curriculum	1	\$500.00	Original	\$500.00	
Coach	Math Coach will provide instructional support and coaching to teachers in grades 6th -8th. The math coach will support best practices in using data, providing analysis of instructional strategies, and development of instructional plans and activities.					

Acct Description	Description																	
Coach	Grades 6-8 - Coach and model for new teachers, develop reading/writing strategies to be incorporated in Social Studies, Science and ELA.																	
Supplies	<table border="1"> <thead> <tr> <th data-bbox="464 293 869 375">Item</th> <th data-bbox="884 293 1100 375">Quantity</th> <th data-bbox="1100 293 1289 375">Rate</th> <th data-bbox="1289 293 1661 375">Supply Type</th> <th data-bbox="1661 293 1856 375">Type</th> <th data-bbox="1856 293 2022 375">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="464 375 884 449">Copy Paper - Case</td> <td data-bbox="884 375 1100 449">15</td> <td data-bbox="1100 375 1289 449">\$35.00</td> <td data-bbox="1289 375 1661 449">General Supplies</td> <td data-bbox="1661 375 1856 449">Original</td> <td data-bbox="1856 375 2022 449">\$525.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Supply Type	Type	Total	Copy Paper - Case	15	\$35.00	General Supplies	Original	\$525.00					
	Item	Quantity	Rate	Supply Type	Type	Total												
Copy Paper - Case	15	\$35.00	General Supplies	Original	\$525.00													
Single School Culture Coordinator	Single School Culture Coordinator will provide teachers with instructional leadership and support for the continuous academic improvement of all students in accordance with Florida Standards																	

## Mission Statement

Create one statement that communicates the vision for parent and family engagement in a motivating way. The mission statement should:

- reflect the beliefs or values the school holds regarding the importance of family engagement;
- explain the purpose of the school's Parent and Family Engagement Plan;
- be written in parent-friendly language; and
- inspire stakeholders to be engaged and supportive of the program.

### 1. Mission Statement

Lantana Middle School believes in the power of parental involvement and the impact it has on student achievement. Our vision for parental engagement is to ensure that parents have access to training that builds their capacity to support the academic and social goals of their child/children. Lantana Middle School will also ensure that the trainings are engaging and teach skills that parents can use to adequately support their child/children.

# Involvement of Stakeholders

Describe how the school will engage stakeholders (parents, families, school personnel, District staff and community) in the planning, development, review, implementation and improvement of the Title I Schoolwide Plan. Include decisions regarding how funding will support parent and family engagement. All SAC meetings should have Title I as a standing agenda item and discussion of such is reflected in the minutes to ensure compliance is met. (Note: Evidence of stakeholder input during the CNA process is available in the CNA Launcher.)

Name	Title
Edward Burke	Principal
LaToya Rigsby	Assistant Principal
Nicole Davis	Faculty/Staff/SAC Chairperson
Kathi Gundlach	Community Member
Ken Mason	Community Member
Amber Christian	Parent

2. What are the procedures for selecting members representing all stakeholders? Describe the process for electing members.

In order to build capacity for parent involvement, we reach out to parents via Parent Link, emails, and fliers in all languages inviting them to all SAC and Title I meetings/trainings. We also are able to recruit parents at our Open House, by giving them more information about SAC, the dates of the meetings and what it entails.

3. How will stakeholders be involved in jointly developing the Schoolwide Plan (CNA/SWP/PFEP)? Include details of meeting dates and times.

February 23rd 2023 @5:30 pm: The stakeholders input meeting was carried out where community members/parents were presented with data and given the opportunity to discuss how to use resources to focus on school improvement. October 12, 2023, 5:30 pm: During the SAC meeting, stakeholders will be invited to consider the school's needs and give input for the parent family engagement plan.



4. How did stakeholders provide input as to how Title I funding will support parent and family engagement? Include the outcome.

All parents and community members are invited to attend a meeting. The purpose of the meeting is to jointly develop the school's Title I Parent and Family Engagement Plan and School-Parent Compact and to provide input about the allotted one percent for family engagement. Teachers suggested home learning strategies, parents added input about the types of support they needed, community members offered resources for the school, and students told us what would help them learn.

Name	Title
Edward Burke	Principal
LaToya Rigsby	Assistant Principal

## Annual Parent Meeting

All parents and families are invited and encouraged to attend the Title I Annual Meeting, at a convenient time, to learn about the school's Title I programs, requirements and the rights of Title I parents.

Describe the steps the school will take to conduct an effective Annual Meeting. The meeting should inform parents about:

- What it means to be a Title I School;
- The school's Title I Schoolwide Plan;
- Parent and Family Engagement Plan, including the School-Parent Compact;
- Special programs such as Migrant Education and McKinney-Vento;
- Parent's Right-to-Know; and
- Other opportunities for parents.

1. What is the actual date, time and location of the Annual Meeting?

October 19th, 2023 @5:30pm - Media Center

2. How will you notify parents, teachers and the community of the Annual Meeting? Be specific (school website, marquee, call-out, newsletter, invitations, etc.).

School website, school call out/ parent link, flyer/invitations

3. What resources will be prepared for the Annual Meeting? List materials or supplies needed to host the meeting.

Agenda, Powerpoint presentation, evaluations, and sign-in sheets Handouts including the Schoolwide Plan, Parent and Family Engagement Plan and the School-Parent Compact.

## Staff Trainings

Describe the professional development trainings you will provide to build the capacity of teachers and other support personnel to understand the value and contribution of parents/families, build ties between parents and school staff, effectively reach out to, communicate with and work with families as equal partners in order to improve student achievement.

1. Staff Training for Parent and Family Engagement #1

- Name of Training

How can teachers increase Parent and Family Engagement?

- What specific strategy, skill or program will staff learn to implement with families?

Staff will learn family engagement strategies to communicate to students that their family identities are understood and valued. When students see themselves reflected in lessons and teaching materials they're more likely to be engaged and empowered to share their perspective.

- What is the expected impact of this training on family engagement?

When parent and students understand that the classroom is a place for everyone, they're more likely to speak up, get involved and participate in the learning process.

- What will teachers submit as evidence of implementation?

Surveys from the parents

- Month of Training

August

- Responsible Person(s)

Peterson, Davis

## 2. Reflection/Evaluation of Training #1

- Name and Brief Description

TBD

- Number of Participants

TBD

- What were teachers able to do as a result of the training?

TBD

- Have you seen evidence that teachers are implementing the strategy, skill, or program they learned through this training?

on

- How do you know?

TBD

- What went well with the training

TBD

- What improvements would be made and what steps will you implement to make the training more effective

TBD

### 3. Staff Training for Parent and Family Engagement #2

- Name of Training

Staff Learning How to Promote Family Engagement: Helping Staff Communicate With Families

- What specific strategy, skill or program will staff learn to implement with families?

Staff members will learn the importance of strong communication skills with parents. Staff members will model good communication strategies with parents and families. Staff members will learn how to communicate effectively with parents and families during conferences or meetings with families.

- What is the expected impact of this training on family engagement?

Positive communication is perhaps the most powerful tool that staff can use with families. With this training, the expected impact is that with good communication this with help to inform, reassure, and engage families. A single conversation, positive or negative can set the tone for a family's opinion of classroom staff, so it is essential to emphasize the importance of effective communication.

- What will teachers submit as evidence of implementation?

Notes from Parent meetings Any positive correspondence to parents

- Month of Training

February

- Responsible Person(s)

Mrs. Peterson and Ms. Davis

#### 4. Reflection/Evaluation of Training #2

- Name and Brief Description

TBD

- Number of Participants

TBD

- What were teachers able to do as a result of the training?

TBD

- Have you seen evidence that teachers are implementing the strategy, skill, or program they learned through this training?

on

- How do you know?

TBD

- What went well with the training

TBD

- What improvements would be made and what steps will you implement to make the training more effective

TBD

## Parent Trainings

Describe the trainings you will offer parents and families that will build their capacity to support learning at home to improve student academic achievement. Trainings must focus on skills that parents and families can use to extend learning at home, support students in meeting challenging state standards and monitor their child's academic progress.

### 1. Parent and Family Capacity Building Training #1

- Name of Training

STEAM NIGHT

- What specific strategy, skill or program will parents learn to implement with their children at home?

To support student learning at home, parents will be able to help promote student interest in science, technology, arts, and math in a fun engaging way. This training will also provide parents with the knowledge and skills to assist their children in this increasingly digital world. Parents will be able to strategize and think critically about science standards while connecting with their students.

- Describe the interactive hands-on component of the training.

ALL activities will be HANDS ON and Inquiry Based activities hosted by the Cox Science Musuem.

- What is the expected impact of this training on student achievement?

STEAM activities stimulate student learning, transforming real-life connections in learning. The interactive activities promote inquiry and questioning. This workshop will allow parents to utilize science strategies and standards at home to help students with with their academic learning.

- Date of Training

October

- Responsible Person(s)

Ms. Rigsby and Ms. Skalapsky

- Resources and Materials

Cox Museum will provide ALL materials - TBD

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

N/A

## 2. Reflection/Evaluation of Training #1

- Name of Training

TBD

- Number of Participants

TBD

- What were parents able to do as a result of the training?

TBD

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

- How do you know?

TBD

- What went well with the training?

TBD



- What improvements would be made and what steps will you implement to make the training more effective?

TBD

### 3. Parent and Family Capacity Building Training #2

- Name of Training

F.A.S.T Night

- What specific strategy, skill or program will parents learn to implement with their children at home?

This will be a night in which parents will be informed about testing and the expectations for 6th -8th grade students in the areas of: ELA/Reading, Math, Science and Civics. Parents will have the chance to hear from a representative from each subject, to hear how the test is designed and what is needed to pass the End of Course Exams. In some cases, parents will be given, sample tests to take home to use as practice with their children.

- Describe the interactive hands-on component of the training.

The hands on component will be that parents will have the opportunity to practice some sample tests to experience the F.A.S.T. for themselves.

- What is the expected impact of this training on student achievement?

The expectation of student achievement is to increase student achievement in all subject areas. With parents receiving, all of the pertinent information necessary for students before they take the F.A.S.T test, this should allow parents to help students at home. With parents helping students at home, this should increase student achievement.

- Date of Training

March

- Responsible Person(s)

Ms. Rigsby and (all grade chairs) Mrs. Peterson, Ms. Pringley, Mrs. Warner, Mr. Ehrlich, Mrs. Skalapsky

- Resources and Materials

Power points, sample tests and study guides

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

TBD

#### 4. Reflection/Evaluation of Training #2

- Name of Training

TBD

- Number of Participants

TBD

- What were parents able to do as a result of the training?

TBD

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

- How do you know?

TBD

- What went well with the training?

TBD

- What improvements would be made and what steps will you implement to make the training more effective?

TBD

### 5. Parent and Family Capacity Building Training #3

- Name of Training

TBD

- What specific strategy, skill or program will parents learn to implement with their children at home?

TBD

- Describe the interactive hands-on component of the training.

TBD

- What is the expected impact of this training on student achievement?

YBD

- Date of Training

TBD

- Responsible Person(s)

TBD

- Resources and Materials

TBD

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

TBD

## 6. Reflection/Evaluation of Training #3

- Name of Training

N/A

- Number of Participants

N/A

- What were parents able to do as a result of the training?

N/A

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

- How do you know?

N/A

- What went well with the training?

N/A

- What improvements would be made and what steps will you implement to make the training more effective?

N/A

## Coordination and Integration

Describe how your school collaborates with other federal programs, District departments, the business community, library systems and other governmental and non-governmental organizations to provide integrated parent and family engagement opportunities. Identify the three (3) **most relevant agencies/organizations that support your school's parent and family engagement goal.**

1. Partnership #1 - List Federal Program such as Migrant, Homeless, Professional Development, ESOL/ELL, IDEA, Region Support, or Safe Schools

- Name of Agency

Behavior Coach/BHP/ SDPBC Support Services

- Describe how agency/organization supports families.

A school-based program that encourages positive family relationships in the lives of teenagers by making connections through small group, individual counseling, planned activities, and family empowerment.

- Based on the description list the documentation you will provide to showcase this partnership.

Log Invite

- Frequency

Bi-Monthly

## 2. Partnership #2 - List Department, Organization, or Agency

- Name of Agency

American Association of Caregiving Youth

- Describe how agency/organization supports families.

Provide support services for children who take care of chronically ill, injured, elderly or disabled family members. In the school, there are lunch and learn sessions for skill building; at home, there are visits by a social worker who provides school supplies, food, tutoring, counseling, etc.; and out of school, there is are fun social activities and events.

- Based on the description list the documentation you will provide to showcase this partnership.

Photos Letters and/or Emails home

- Frequency

Quarterly

### 3. Partnership #3 - List Department, Organization, or Agency

- Name of Agency

Faulk Center for Counseling

- Describe how agency/organization supports families.

The center provides preventive counseling groups (a collaborative effort with parents, teachers and guidance counselors) for students at risk for emotional and behavioral problems with the goals to increase self-esteem, social skills and problem solving abilities to ensure future success

- Based on the description list the documentation you will provide to showcase this partnership.

Correspondence that is sent home to parents

- Frequency

Monthly

## Communication

After reflecting on the stakeholder input meeting, training evaluations and analysis of events, describe the process that your school will use to provide timely and easy to understand updates to parents and families on Title I programs, curriculum, assessments and student progress/proficiency level information.

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.

2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.

3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.

4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.

5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

• Description

All written and oral messages about every meeting, program and activity will be disseminated to parents in English, Haitian-Creole and Spanish via website, flyers, Parentlink, and email.

• List evidence that you will upload based on your description.

Agendas, invitations, flyers, parent call outs

• Description

Student progress will be conveyed via parent conferences, IEP meetings and 504 meetings,

• List evidence that you will upload based on your description.

Progres reports and coference notes,

• Description

Parents will stay abreast of upcoming state and district assessments, via curriculum nights, Title I Annual Meeting, IEP/LEP meetings, and Parent Link.



- List evidence that you will upload based on your description.

Progress reports, assessment results (FSA, Diagnostic, USAs, FSQs etc.), SAC agendas and sign-in sheets, LEP meeting sign-in sheets and IEP meeting sign-in sheets,

- Description

Parents will be invited to participate in decision-making opportunities via Parent Link, Open House, SAC and Title I Annual Meeting.

- List evidence that you will upload based on your description.

Title I Annual meeting invitation, SAC meeting invitations, IEP meeting notes.

- Description

Meetings will be conducted in person, parents will also have the option of logging on via Google Meet before or after school or in person according to district guidelines.

- List evidence that you will upload based on your description.

Letters asking parents to choose a time that is more convenient (parent-teacher conferences, IEP meetings, LEP meetings), home visit notes/log, parent training invitations

## Accessibility

It is important to address barriers that hinder families' participation in activities. After considering information gathered at your parent input meetings, describe how you ensure parents and families in the special categories below are able to fully participate in school meetings, trainings, activities and events. Describe the accommodations the school will provide for each subgroup of parents listed below.

### 1. Parents and families with limited English proficiency

2. Parents and families with disabilities

3. Families engaged in migratory work

4. Families experiencing homelessness

• Description

The school utilizes faculty and staff that speaks and writes in parent's preferred oral and written language for meetings, parent conferences, and all written correspondence.

• List evidence that you will upload based on your description.

Copies of translated documents

• Description

The school is ADA compliant (accessible handicapped ramp and parking located at the front of the school) there is also an elevator. We will contact district staff for additional assistance if needed for parents who are vision or hearing impaired.

• List evidence that you will upload based on your description.

Pictures of the elevator Pictures of the ramp

• Description

School staff will inform families about community programs and services to assist them with removing any barriers for support for their students.

• List evidence that you will upload based on your description.

School Compact (English/Spanish/Creole) Parent Leadership Counsel- (Agenda, fliers, sign-in sheets)

- Description

School Based Team led by our Guidance Counselor will assist students of families experiencing homelessness by making connections with district staff (McKinney-Vento Program) with appropriate resources as needed.

- List evidence that you will upload based on your description.

SBT agenda

## Other Activities

This is an optional step. List other activities, including additional parent and family trainings, which are planned to strengthen parent and family engagement at your school. Title I funds may not be used to purchase food for these activities.

### 1. Activity #1

- Name of Activity

N/a

- Brief Description

N/A

### 2. Activity #2

- Name of Activity

N/A

• Brief Description

N/A

3. Activity #3

• Name of Activity

N/A

• Brief Description

N/A

## Building Non-Academic Skills

How do you build students' skills outside of academic subject areas? Include descriptions of:

- Build coping skills;
- Address social/emotional needs;
- Foster a growth mindset;
- Teach resilience and persistence;
- Promote healthy habits;
- Promote positive behavior;
- Develop students organizational skills;
- Build strong study habits;
- Build character; and/or
- Develop a sense of service for others.

## 1. Building Students' Non-Academic Skills

The BHP, Support Services Case Manager, and Guidance department provides behavior support to our students. They work with students identified through an in house referral form prior to implementing the RTI process that are exhibiting behavioral issues on campus in an effort to help students make better choices. Youth engages in activities, both virtually and in-person, proven to build skills, such as problem solving, teamwork, and critical thinking. Our After School Program offers a variety of in-person activities, both academic and recreational. The students are not only participate in enriching activities that give them a chance to lead, explore, and create, but they are provided with support with reading and math tutorial and homework help after the school day ends. The school has also partnered with various community agencies to support our students: The Faulk Center For Counseling in coordination with Lantana Community Middle School & Palm Beach County Schools, provides preventive counseling groups (a collaborative effort with parents, teachers, and guidance counselors) for students at risk for emotional and behavioral problems with the goals to increase self-esteem, social skills, and problem solving abilities to ensure future success. Lantana Community Middle School has also partnered with the Youth Care Giving Project (CYP). CYP is a comprehensive program to address the challenges faced by children who take care of ill, injured, elderly or disabled family members. It promotes social and system change by integrating healthcare (body), education (mind) and the community (spirit) to create a solid foundation of support services to support students who take care of family members with health issues. This program comes to the school monthly and meets with the students individually and as a group. To document implementation, our school will collect student attendance records and counselor and/or teacher logs as evidence.

## SBT/MTSS Implementation

Describe your implementation of a tiered model of support (SBT/MTSS):

- Identify students for tiered support;
- Determine supports needed;
- Implement support; and
- Track students' progress.

## 1. SBT/MTSS Implementation

Lantana Middle School (LCMS) has a structured process to meet the needs of each of our students. Our School Based Leadership Team (SBT) follows district prescribed protocols to address student interventions (Tier 1, Tier 2, Tier 3). The SBT virtually meets regularly to review progress monitoring data and universal screening data. Our students receive instruction within an evidence-based, scientifically researched core program. The intent of the core program is the delivery of a high-quality instructional program in reading and math that has established known outcomes that cut across the skill development of the targeted area. Our teachers receive ongoing professional development activities to deliver the Tier 1 core instructional program in the way it was designed. The SBT identifies students who are not meeting identified academic targets. The SBT uses the Problem Solving Model to conduct all meetings. Students that are identified are provided appropriate research based interventions. These interventions are monitored and implemented with fidelity. All children receive Tier 1 instruction, but those children in need of supplemental intervention receive additional instruction at Tier 2 or Tier 3. Tier 2 consists of children who fall below the expected levels of accomplishment (called benchmarks) and are at some risk for academic failure but who are still above levels considered to indicate a high risk for failure. The needs of these students are identified through the assessment process, and instructional programs are delivered that focus on their specific needs. Tier 3 consists of children who are considered to be at high risk for failure and, if not responsive, are considered to be candidates for identification as having special education needs. To document implementation, our school will collect SBT meeting agendas, Academic/Behavior Intervention Plans (form 2284), and RTI Progress Monitoring Logs (form 2318).

## Provision of a Well-Rounded Education

How do you ensure all students are provided with a well-rounded education including enrichment opportunities? Describe:

- The process used to determine core instructional needs (data).
- How the school ensures instruction is aligned to standards.
- Courses/electives that are not considered core-content.
- Courses/electives that are focused on job skills.
- Opportunities to extend learning time.
- How the school connects classroom learning to real world applications
- How extra curricular opportunities enrich the students' education.

*\*The term "well-rounded education" means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as*

*determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience. [ESSA, section 8101 (52)].*

### 1. Well-Rounded Education

Lantana Community Middle School (LCMS) follows both district and state curriculum standards, and is strongly committed to the School District of Palm Beach County's strategic plan. In an effort to ensure that all student are provided with a well-rounded education including enrichment opportunities, LCMS offers a variety of Electives and After School Activities. Our school also offers several Choice Academies: Medical, Pre-Teacher Education, Dance and Band. To document implementation, our school will collect student attendance records from choice, after school, enrichment, and remediation programs.

## Post-Secondary Opportunities and Workforce Readiness

How do you build students' awareness of and readiness for post-secondary opportunities and the workforce? Consider the following examples:

- College awareness/readiness curricula and programs;
- Building pathways to rigorous coursework;
- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- Dual enrollment opportunities;
- Career and technical courses;
- ACT/SAT prep programs;
- Project-based learning opportunities;
- Job skills development (collaboration, critical thinking);
- ROTC programs;
- Career Days or guest speakers; and
- Job shadowing, field experiences, clinicals.

## 1. Post-Secondary Opportunities and Workforce Readiness

Our choice coordinator, speaks with our 8th grade students, twice a year about High School and beyond. Some of the students who are currently enrolled in one of our magnet programs have a chance to visit High Schools with magnet programs to discuss post secondary opportunities to explore their career choice, Lantana Community Middle School (LCMS) will host a Parent training session for parents, designed to provide resources, information and next steps to guiding/prepare their child to post secondary education. Our students have the opportunity to earn high school credit in: Algebra 1 Honors, Geometry Honors, 8TH grade Medical Skills and Services Honors, 8th grade Child Develop/Nutrition & Wellness and 8th grade Emerging Technology in Business - industry certification To document implementation, our school will collect results from EOC's and Industry Certification tests.

## Transition From Early Childhood to Elementary School

**Elementary Schools:** Describe the strategies used to assist preschool students in transitioning from early childhood education programs to elementary school. Consider:

- Headstart programs
- VPK on campus
- Bridges Program
- Meetings at local preschool programs to provide information to rising Kindergartners' parents
- Kindergarten Round-up
- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergarteners
- Staggered start
- Meet the teacher
- Kindergartener for a day for pre-K students
- Looping from Pre-K to K
- Collaboration with local preschools to develop readiness skills

**Secondary Schools:** Click on the Exemption button above if this is not applicable to you.



## 1. Transition to Elementary School

This school has chosen to be exempt from this area.

## Professional Development

In addition to Title I funded professional development listed in the CNA/Strategies section, what other opportunities are provided for teachers, tutors, paraprofessionals, and instructional coaches to improve the delivery of instruction and the use of data to support instructional decisions? Consider:

- Regional Support
- District Curriculum Support
- Conferences (AVID, content specific, STEM, AP/IB/AICE, etc)
- APTT
- Peer Observation Program using Palm Beach Model of Instruction
- Mentoring
- PAR Teacher
- Online workshops
- Professional book study
- Consultants
- Multicultural and ESE trainings

## 1. Professional Development

Teachers participate in Professional Learning Communities (PLC's) weekly. PLC's are supported by Administration, the Single School Culture Coordinator, Reading Coach and Math Coach. Professional development (PD) will be offered during pre-school Throughout the year, teachers will attend Professional Development training's, presented by district trainers. Teacher engage in collaborative planning, unpacking of standards and professional discussions to improve their teaching. Teachers are engaged in ongoing professional development for small group instruction. To document implementation, our school will collect instructional logs from the math and SSC, as well as PLC logs published to Google Sheets by each grade level specific content area.

## Recruitment and Retention of Effective Educators

How do you recruit and retain effective teachers (particularly in high need subjects)? Consider:

Recruitment:

- Job Fairs
- Collaboration with HR and Region Office
- Intern Teachers, Interim Teachers, Substitutes, Academic Tutors (Grow Your Own)
- Word of Mouth
- Glades Supplement
- Other Incentives such as signing bonuses and pay for performance

Retention:

- Orientation
- Mentoring/Peer Teacher
- Teaching Team with Team Leaders
- Collaborative Planning
- Department Chairs
- Coaching Support
- School/Employee Morale
- Professional Development
- Open Door Policy
- Opportunities for part-time pay such as tutoring

**1. Recruitment and Retention**

In terms of recruiting, Lantana Community Middle School (LCMS) strives to recruit and retain the most highly qualified teachers who will provide opportunities for our students to succeed. LCMS works closely with the HR and the Regional Office to recruit the most highly qualified candidates. Some strategies used for recruitment include: Job Fairs, Peoplesoft advertisement, Word of Mouth, Internships, Partnering with University Teacher Preparation Programs, Pay for performance and the Best & Brightest Teacher Scholarship Program. LCMS works to retain effective educators by insuring that all new teachers participate in the Educator Support Program (ESP), which ensure that they are properly supported, monitored, and trained. Teachers are also provided Professional Development (PD) opportunities that align with the district's strategic plan to enhance instructional practices and promote professional collaboration, thus creating a student-centered learning environment. LCMS works to ensure that our teachers have the best working conditions possible by promoting a positive school culture where both teachers and students feel safe, trusted, and respected. To document implementation, our school will collect meeting notes from ESP meetings and agendas from professional development opportunities.