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**Title I Comprehensive Schoolwide Plan**  
**LANTANA ELEMENTARY SCHOOL (0751)**

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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. According to FAST PM 2, 28% of our 3rd-5th grade students are on or above grade level in reading. 2. According to STAR Reading PM2, 44% of our 2nd graders are on or above grade level in reading. 3. According to STAR Early Literacy PM2, 33% of our Kindergarten-1st grade students are on or above grade level in reading.

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

1. The new B.E.S.T standards have been introduced this this year in grades 3-5 requiring professional development in breaking down the standards. 2. The new Benchmark Curriculum is structured with a focus on whole group instruction which impacts the amount of time allotted for small group instruction. 3. Students performing below or significantly below grade level receive multiple small group lessons per day, while students performing near or on grade level receive small group lessons within the 90 minutes reading block. 4. Additional time is dedicated to ELA, but a lack of explicit resources tailored to the students' needs.

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

1. Professional development opportunities for our parents and families on strategies to support their student with reading (foundational & phonics skills/question stems) 2. Professional development to all teachers on maximizing small group instruction. 3. Continue to utilize the intermediate phonics based program SPIRE. 4. Continue to utilize an additional SAI teacher that works exclusively with small groups of students. 5. Utilize the SSCC for coaching, mentoring new teachers, and providing professional development to teachers and families. 6. Tutoring (before, after, or during the school day) 6. Continue to implement an R2 block that utilizes vetted resources such as LLI, and Scholastic magazines 7. Provide parents with kindergarten ready checklists at Kindergarten Round Up

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

Continue to provide families with a school-wide newsletter that includes resources related to academic supports. Ensure the newsletter is translated to meet the needs of the families in their native languages. Print the Parent Teacher Compact on the back of Conference Form 1051 to ensure it is reviewed at every parent/teacher conference. Continue to utilize the daily folders and agenda to strengthen the home/school connection.

- **Parent Training**

Implement a parent training on using question stems to support your reader at home Strategies to support you students with phonological awareness and phonics

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

- **School**

Teachers will utilize the daily agendas to strengthen the home/school relationship. Teachers will prepare quality lessons that address the B.E.S.T standards. Teachers will utilize the School Wide Positive Behavior System (PAWS).

- **Students**

Students will complete their homework and read daily.

- **Parents**

Parents will attend parent/teacher conferences. Parents will check Class Dojo regularly.

- **Staff Training**

Developing a school wide culture of data sharing. (When and what to share) Creating a Home School Connection to Increase Desired Behaviors

- **Accessibility**

Parents will be provided with access to the meeting room by use of ramp or elevator. Invitations to parents will include the following statement , "Lantana Elementary School provides reasonable accommodations for people with disabilities. Help us warmly welcome you to our campus by informing our front office at 561 202-0300 of any special services you may require." Translators or interpreters will be provided at every meeting.

## **Math**

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

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

1. According to STAR Math PM2, 54% of our K-2nd grade students are performing on or above grade level in Math. 2. According to FAST PM2, 12% of our 3rd-5th grade students are performing on or above grade level.

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

1. Students rely more on mental math, rather than working out math problems on scratch paper. 2. Students lack fluency with basic math facts (addition, subtraction, multiplication, division). 3. Parents lack resources/strategies to support their student in the home.

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

1. Implement Reflex Math in grades 2-5. 2. After school tutoring. 3. Extra Math resource teacher 4. Implement schoolwide use of math scratch paper. 5. Parent trainings focused on specific grade level strategies for use in the home (Math Parent Nights). 6. Collegial planning during the summer to plan units, plan informal assessments for monitoring and identify high yield strategies for instruction. 7. Utilize the I Ready Toolbox to differentiate small group instruction based on students' needs. 8. Provide families with flashcards to increase math fact fluency.

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

- **Communication**

Continue to provide families with a school-wide newsletter that includes resources related to academic supports. Ensure the newsletter is translated to meet the needs of the families in their native languages. Print the Parent Teacher Compact on the back of Conference Form 1051 to ensure it is reviewed at every parent/teacher conference. Continue to utilize the daily folders and agenda to strengthen the home/school connection.

- **Parent Training**

1. Grade level math Strategies in the home. 2. Math Nights- Make and Take Activities

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

- **School**

Teachers will utilize the daily agendas to strengthen the home/school relationship. Teachers will prepare quality lessons that address the B.E.S.T standards. Teachers will utilize the School Wide Positive Behavior System (PAWS).

- **Students**

Students will complete their homework and read daily.

- **Parents**

Parents will attend parent/teacher conferences. Parents will check Class Dojo regularly.

- **Staff Training**

Train the Trainer model: How to teach parents how to support their student with homework.

- **Accessibility**

Parents will be provided with access to the meeting room by use of ramp or elevator. Invitations to parents will include the following statement , "Lantana Elementary School provides reasonable accommodations for people with disabilities. Help us warmly welcome you to our campus by informing our front office at 561 202-0300 of any special services you may require." Translators or interpreters will be provided at every meeting.

## **Science**

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

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

According to the Winter Diagnostic, 24% of our 5th graders are on or above grade level in Science.

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

1. The need for curriculum resources outside of the district provided materials 2. Science tests all standards (Fair Game) and there are many gaps in instruction in the lower grades 3. Lack of instructional time dedicated solely to science instruction 4. Limited academic and grade level vocabulary

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

1. Dedicated time for science instruction in kindergarten-5th grades. 2. Implement JJ Bootcamp as an additional science resource 3. Utilize Science journals in K-5 with a focus on vocabulary 4. Continue to utilize the STEM resource teacher for hands on experiences on the fine arts wheel for grades 2-5 5. Implement Science Tutoring 6. Collegial planning during the summer to plan hands on experiments 7. Increase opportunities for staff to plan cross curricular activities that embed science content aligned to the district's scope and sequence

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

- **Communication**

Continue to provide families with a school-wide newsletter that includes resources related to academic supports. Ensure the newsletter is translated to meet the needs of the families in their native languages. Print the Parent Teacher Compact on the back of Conference Form 1051 to ensure it is reviewed at every parent/teacher conference. Continue to utilize the daily folders and agenda to strengthen the home/school connection.

- **Parent Training**

Encouraging Inquiry through STEM/Science Night

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

- **School**

Teachers will utilize the daily agendas to strengthen the home/school relationship. Teachers will prepare quality lessons that address the B.E.S.T standards. Teachers will utilize the School Wide Positive Behavior System (PAWS).

- **Students**

Students will complete their homework and read daily.

- **Parents**

Parents will attend parent/teacher conferences. Parents will check Class Dojo regularly.

- **Staff Training**

Train the Trainer model: How to teach parents how to support their student with homework.

- Accessibility

Parents will be provided with access to the meeting room by use of ramp or elevator. Invitations to parents will include the following statement , "Lantana Elementary School provides reasonable accommodations for people with disabilities. Help us warmly welcome you to our campus by informing our front office at 561 202-0300 of any special services you may require." Translators or interpreters will be provided at every meeting.

## Action Step: Classroom Instruction

Deliver standards-aligned instruction in an affirming and inspiring learning environment.

Budget Total: **\$150,845.00**

Acct Description	Description																		
Resource Teacher	Resource teacher will provide supplemental instruction to students in K-5 who need support, remediation or interventions in mathematics																		
Supplies	<table border="1"> <thead> <tr> <th>Item</th> <th>Quantity</th> <th>Rate</th> <th>Supply Type</th> <th>Type</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Allocation differential based on survey 3 data - may be itemized or moved on or after July 1, 2023</td> <td>1</td> <td>\$575.00</td> <td>General Supplies</td> <td>Original</td> <td>\$575.00</td> </tr> <tr> <td>Student supplies - notebooks, pens, pencils, composition books</td> <td>1</td> <td>\$610.00</td> <td>General Supplies</td> <td>Original</td> <td>\$610.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Supply Type	Type	Total	Allocation differential based on survey 3 data - may be itemized or moved on or after July 1, 2023	1	\$575.00	General Supplies	Original	\$575.00	Student supplies - notebooks, pens, pencils, composition books	1	\$610.00	General Supplies	Original	\$610.00
	Item	Quantity	Rate	Supply Type	Type	Total													
	Allocation differential based on survey 3 data - may be itemized or moved on or after July 1, 2023	1	\$575.00	General Supplies	Original	\$575.00													
Student supplies - notebooks, pens, pencils, composition books	1	\$610.00	General Supplies	Original	\$610.00														
Resource Teacher	Math resource teacher will provide direct instruction to students in grades 2-5 who need additional math or science support.																		

## Action Step: Parent Engagement



Create a welcoming and supportive campus where parents are recognized and valued as a partner in student learning.

Budget Total: **\$3,495.25**

Acct Description	Description					
Supplies	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>
	Refreshments for 3 parent trainings in PFEP	1	\$150.00	General Supplies	Original	\$150.00
	Chart Paper, White, 25×30	2	\$64.00	General Supplies	Original	\$128.00
	Allocation differential based on survey 3 data - may be itemized or moved on or after July 1, 2023	1	\$7.75	General Supplies	Original	\$7.75
	Card Stock	5	\$33.54	General Supplies	Original	\$167.70
	Chart markers	5	\$10.39	General Supplies	Original	\$51.95
	Ink (4 cartridge pack)	2	\$474.96	Technology	Original	\$949.92
	Post its	5	\$4.26	General Supplies	Original	\$21.30
	2 pocket folders for Kindergarten Roundup	2	\$18.99	Program Supplies	Original	\$37.98
	Copy paper	55	\$31.03	General Supplies	Original	\$1,706.65

Acct Description	Description					
	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>
	Wilbooks - Kindergarten Roundup Books	5	\$39.00	Program Supplies	Original	\$195.00
Online subscription	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>	
	S'more annual online subscription will increase parent communication	1	\$79.00	Original	\$79.00	

## Action Step: Professional Development

Need Action Step Verbiage

Budget Total: **\$108,480.00**

Acct Description	Description
Single School Culture Coordinator	The SSCC will provide K-5 teachers with Instructional Literacy Coaching, SBT support, SLL PD and support and serve as the parent engagement lead.

## 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 Elementary School endeavors to encourage parents/guardians to be actively involved in their child's education on a continuous basis. We strive to provide consistent and pertinent school information, academic, and culturally responsive parent training and assistance through family/parent trainings, activities, and referral services.

## **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
Janyn Robinson	Principal
Celena Rossello	Assistant Principal
Elaina Campbell	Single School Culture Coordinator
Patrick St. Hillaire	ESOL Guidance Counselor
Daquia McCoy	ESOL Coordinator
Kem Mason	Community
Jesse Lavelanet	Behavior Health Professional
Michael Robinson	Parent
Edward Shropshire	Community
Jennifer Brunner	Parent
Wislene Saint-Louis	Parent
Robert Hagerty	Community

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

All parents are welcome and encouraged to be active members of our SAC. We actively encourage families to participate. They are solicited via flyer, marquee announcements, callouts and the school web page. Parents who volunteer and commit to attend on a regular basis are selected to be part of the voting member of SAC. Community members are also solicited through the Mayor's office and the Kiwanis Club. Staff members are asked to provide input during Team Meetings, Faculty meetings, and are annual Title 1 and CNA Meetings. To secure representation from diverse groups CLFs will translate invitations, call parents, and prepare translated callouts to parents. Teachers encourage ESOL and ESE parents to participate as well. Members of SAC are also included and they are voted in.

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

Administration and Teacher leaders compiled academic and school effectiveness data to present to stakeholders. Stakeholder meeting was held in spring. Stakeholders were asked to identify trends. Staff noted causal factors and offered suggestions for improvement. These suggestions were shared and recorded in the input meeting template. The CNA meetings took place February 13th for staff and Feb. 6th for parents. Stakeholder input for the CNA/SWP/PFEP was captured on the meeting Recording Template. The first SAC meeting for FY 24 will be held on September 11, 2023 where documents will be shared, additional input will be sought and approved. The Title One Annual Meeting will take place on September 28, 2023 at 5:00pm and will also be designed to garner stakeholder input through evaluations and verbal input. For FY25 SWP development the team will meet and collaborate in February 2024 at the SAC meeting, faculty meeting, leadership team, and parent meeting. Dates will be provided to team members forthcoming. All stakeholders will have an opportunity to provide input at monthly SAC meetings which are held the first Monday of each month.

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

During the spring meeting data discussion, barriers, and program effectiveness were discussed. Recommendations were shared including funding a SSCC, resource teachers, and supplemental resources. Discussions were held about how Title I funds are used, how to best support parent and family engagement, and how Title 1 funds will be used for supplies, refreshments, on-line subscriptions, and student agendas to support school-home communication throughout the school year. Feedback from our parent stakeholders was collected.

Name	Title
Celena Rossello	Assistant Principal
Janyyn Robinson	Principal
Elaina Campbell	SSCC

## 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?**

The Lantana Elementary School Title One Annual Meeting will take place on Thursday, September 28, 2023 at 5:00 p.m. (tentative).

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

Flyers will be sent home to parents announcing and reminding parents of the Title One Annual Meeting. Translated call outs will be sent out, and the school marquee will also note the event.

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

Annual requirement content will be shared and discussed during the meeting. CLFs will translate live components and facilitate parent questions. Sign in sheets and evaluations will also be prepared for this meeting. Invitation, agenda, PowerPoint presentation, PFEP Summary, and the Compact will be prepared to be shared with parents.

## **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

School Wide Culture of Data Sharing With Families

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

Staff will learn how to utilize EDW to access and communicate the student profile report during parent conferences at specified times of the year.

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

Staff will have increased capacity to engage and inform families of student progress throughout the year. Teachers will share resources/materials with families to support learning at home.

- What will teachers submit as evidence of implementation?

Parent teacher conferences with student profile attached

- Month of Training

September 2023

- Responsible Person(s)

Elaina Campbell

## 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

Helping parents to support their student master foundational math standards at home



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

Staff will be trained on best practices for communicating strategies to parents for foundational math skills and standards.

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

Staff will be able to give specific strategies to parents for them to implement at home with their child. Teachers will share resources/materials with families to support learning at home.

- What will teachers submit as evidence of implementation?

Teachers will submit parent conference forms along with examples of strategies and activities explained to parents during the conference.

- Month of Training

January 2024

- Responsible Person(s)

Shannon Ebner and Courtney Davis

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

- Name and Brief Description

TBD

- Number of Participants

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

Strategies to Support Your Child with Phonological Awareness

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

Parents will learn to implement Elkonin Boxes with their child at home.

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

Parents will receive copies of Elkonin boxes and practice using them with counters/tokens for encoding and decoding words.

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

The expected impact on student achievement is that students will be able to better encode and decode words.

- Date of Training

September

- Responsible Person(s)

Elaina Campbell

- Resources and Materials

Elkonin boxes Counters/tokens Books Lists of Words

- Will use funds for refreshments as noted in SWP:

Yes

- Amount (e.g. \$10.00)

25.00

## 2. Reflection/Evaluation of Training #1

- Name of Training

Strategies to Support Your Child with Phonological Awareness

- 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

Foundational Math Strategies in the Home

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

Parents will learn strategies to help their child acquire the foundational math skills need to progress in Math.

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

Parents will practice using manipulatives (counters, flash cards, 10s, etc.) to teach and review foundational math strategies and skills to their child at home.

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

Student achievement is expected to increase because students will be stronger in their foundational skills.

- Date of Training

January

- Responsible Person(s)

Shannon Ebner and Courtney Davis

- Resources and Materials

Math manipulatives

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

0

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

- Name of Training

Foundational Math Strategies in the Home

- 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

Using Questions Stems to Support Your Reader

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

Parents will be given question stems to use with their child when reading at home to aid in comprehension of text.

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

Parents will practice during the training with books and the question stems.

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

Student achievement is expected to increase because of the home to school connection in the use of the question stems.

- Date of Training

February

- Responsible Person(s)

Elaina Campbell

- Resources and Materials

Copies of Question Stems Books

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

0

## 6. Reflection/Evaluation of Training #3

- Name of Training

Using Questions Stems to Support Your Reader

- 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

## 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

Multicultural Department

- Describe how agency/organization supports families.

The Multicultural Department provides Community Language Facilitators (CLFs). Our Spanish and Haitian Creole CLFs translate all communication that goes home, record the Spanish and Creole portions of our callouts, attend parent conferences, make phone calls, go on home visits, and translate for parents at meetings and trainings.

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

Translated documents CLF signatures on parent conference forms photos of CLF translating at a parent event

- Frequency

Ongoing

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

- Name of Agency

Department of Migrant Education

- Describe how agency/organization supports families.

The Lantana Elementary Campus houses the Migrant Education Office. If and when a migrant family is identified, our CLF reaches out to Migrant Education for academic, parental, supportive and supplemental services for our families. Migrant Education may also conduct parent meetings at our school.

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

Agendas, flyer, CLF call logs

- Frequency

Quarterly

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

- Name of Agency

After School / 21st Century

- Describe how agency/organization supports families.

This agency provides host parent trainings. They also encourage parents to attend the trainings.

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

Sample Communication with agency sign in sheets agendas

- Frequency

Quarterly

## 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

Title I information will be shared via the Annual Meetings, faculty meetings and SAC meetings. Stakeholders will receive invitations through Newsletters, flyers, callouts and the marquee. The school newsletter to families will include resources related to academic supports. The newsletter will be translated to meet the needs of the families in their native language.

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

SAC Meeting Agendas and Notes; Callout to parents/community; Screenshot of Parent Newsletter

- Description

Students' academic and behavior expectations, and curriculum and proficiency levels are communicated during parent conferences, phone calls and Curriculum Night. Information will be translated into parents' home languages. Curriculum

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

Curriculum Night Powerpoint Parent Invitations to Curriculum Night Screenshot of Parent Newsletter Conference notes

- Description

Parents will be informed about academic assessments and student progress via newsletters, flyers, translated letters, parent conferences, phone calls and at Curriculum Night

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

Parent Newsletter - Screenshot Report of assessment results, report cards, conference notes,

- **Description**

Lantana Elementary School will invite parents to teacher conferences, SAC meetings and Title I Annual meetings via parent newsletters, flyers, call outs, and the marquee

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

SAC meeting invitation, conference notes, IEP/LEP meeting notes

- **Description**

Lantana Elementary will provide flexible times for meetings, trainings, and events by hosting Parent Break activities in the morning. Lantana will host Curriculum Night in the evenings at 5:00 p.m. At times when parents can't be reached or are unable to attend conferences, home visits will be instituted to ensure parents remain current. Lantana also provides two after care programs--SACC and 21st Century. Parents that are unable to attend in person will have the option to attend virtually.

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

Example of invitation for event (SAC, trainings), IEP/LEP meeting at time that is convenient for families, links to attend meetings, Parent Newsletter with information

## **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**

CLFs are available to facilitate and enhance communication and parent engagement by translating letters, flyers, newsletters, evaluations. In addition, they provide the translation of information to Spanish and Creole during parent meetings, parent conferences, and parent trainings.

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

translated School Compact, translated flyers, PFEP summary translated, Parent/teacher conference notes with CLF present

- **Description**

Lantana Elementary school is ADA compliant (accessible handicapped ramp and parking located at the front of the school). Most meetings are held downstairs. Any parent with limited mobility uses the elevator if a meeting or training is upstairs. We request a sign language interpreter when needed for our family members that are deaf or hard of hearing.

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

Pictures of ADA compliant building (parking, ramp, elevator) Invitations include notification of reasonable accommodations for people with disabilities. sign in sheets

- **Description**

Once migrant families are identified, school staff will survey families to determine their needs and allow the school to provide resources and information needed. We will seek assistance from the Title I Migrant Education Program

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

CLF conference notes with identified migrant families to discuss needs  
Flyer of services offered  
School staff referral to the Migrant Department  
Slides from Annual Meeting regarding Migrant support

- Description

We have strong relationships with MVP-Mckinney Vento Program. MVP has helped several of our families with housing and transportation issues making it easier for them to get to school. We have also done home visits. School staff assist families experiencing homelessness by making connections with District staff (MVP-McKinney Vento Program) with appropriate resources as needed

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

copy of referral email McKinney Vento program flyer  
Slides from Annual Meeting regarding McKinney Vento support

## 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

#### Activity #1

- Activity #1

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- **Brief Description**

This school has chosen to be exempt from this area.

## 2. Activity #2

### Activity #2

- **Activity #2**

This school has chosen to be exempt from this area.

- **Name of Activity**

This school has chosen to be exempt from this area.

- **Brief Description**

This school has chosen to be exempt from this area.

## 3. Activity #3

### Activity #3

- **Activity #3**

This school has chosen to be exempt from this area.

- **Name of Activity**

This school has chosen to be exempt from this area.

- **Brief Description**

This school has chosen to be exempt from this area.



# 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

Lantana Elementary is a pilot school for the Ron Clark House System. The House System is an SLL initiative that builds character, strengthens relationships, and enhances a sense of belonging. In addition to the House System, all students engage in SLL activities such as Morning Meeting which also promotes community, self esteem, social skills, and academics. Students in the Afterschool Program have Afternoon Meetings. During these meeting times, students have the opportunity through various lessons to develop organizational skills, build strong study skills and develop a sense of service to others by participating in the morning meeting and afternoon meeting discussions. All staff members have been trained in SLL and the Ron Clark House System as well as Morning/Afternoon Meetings. The CASEL standards implemented through our SLL initiatives support the development of growth mindset in each of our students. Lantana Elementary School has two (2) School Counselors who provide support to students academically, behaviorally and emotionally. Students have scheduled Guidance classes each week that cover a wide range of topics, including Character Counts lessons. The School Counselors also establish support groups for bereavement, divorce, anger, depression, etc. and meet with those students on a weekly basis, or more, if needed. Through a 16 week Primary Project program, funded by Boystown and the Children's Services Council, select students in Kindergarten and First Grade who are having school adjustment difficulties meet with a Primary Project Mental Health Professional on an individual basis to improve behavior, mood, and learning skills issues. Lantana Elementary has several other clubs/activities to support non academic skills. For example, students have an opportunity to be a part of the Kindness Squad. The Kindness Squad makes kindness signage, Happy Birthday signs and welcomes new students to Lantana, ensuring that a student new to the school feels a part of the community.

## 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 Elementary uses the Core instruction adopted by the SDPBC for all students. This is considered Tier I instruction. Teachers provide core instruction through whole group and small group instruction. During small group instruction, teaching is differentiated based on student needs. Needs are determined through data analysis and observation. Teachers and Administration monitor student progress of the core curriculum through EDW, Performance Matters, and I Ready. Lantana is a Model School for PBIS, providing all students with positive behavior supports. We utilize school-wide expectations and have developed a system called ROARS for tracking daily behaviors and as a reward system for students meeting positive behavior expectations. Students not successful with Tier I instruction or behavior expectations may be referred to the School Based Team. The School Based Team discusses and addresses students who have attendance, academic and behavioral issues, and meets regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team identifies students who are not meeting identified academic and/or behavior targets. Through a shared decision making model, the SBT team determines what type of interventions and level of support a student may need. Students receiving Tier 2 (Supplemental) academic support, receives 30 minutes of additional instruction outside of the Core reading block. Students in need of intensive (Tier 3) academic support receive an additional 45 minutes of instruction outside of Core. Each case is assigned a case liaison to support the interventionist and monitor effectiveness/fidelity of interventions. The Master Schedule reflects the alignment of all resource staff with supplemental and intensive interventions, ensuring all students' needs are met. We employ several interventions based on a student's area of need. The first level of intervention is Supplemental Intervention. Some students receiving Supplemental interventions may be a part of a small strategy group within the classroom to work on specific reading strategies and some may be receiving supplemental support by support staff such as the SAI teachers and ESOL teachers. Intervention resource examples include LLI for students with comprehension and/or fluency deficiencies and SPIRE for our students that need foundational skills. All students in the MTSS process are monitored and discussed frequently. Students are monitored with a CBM (Curriculum Based Measure) based on a goal that was set for them based on baseline assessments. Data is collected and graphed in order to see the trend line and make shared decisions during the problem solving process.

## 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 Elementary School adheres to District Policy and procedures regarding instructional programs and materials. Students are empowered and supported through high expectations to be college and career ready. Teachers use the B.E.S.T Standards to plan reading, writing, and math curricula that align to the standards and support a deeper level of comprehension. PLCs, teacher conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards. Through common planning and PLCs, teachers develop activities and lessons that promote high levels of engagement. The intentional planning of lessons, activities, and questions ensures the connection between classroom learning and real world application. In addition, on our Master Schedule we have a Fine Arts rotation. Every student in the school receives P.E., Music, Art, Media and Guidance. Our 2nd-5th Grade students also receive STEM through the Fine Arts rotation. Embedded within the master schedule, is a strong focus on social and emotional learning through the use of the 2nd Step Curriculum, Morning Meetings, the Ron Clark House System, and common planning across grade levels. In 3rd through 5th grades, we have a group of students that receive instruction as part of the Accelerated Math Program. These students receive math instruction that is half on grade level, half above grade level or 100% above grade level depending on which grade they are in. Furthermore, extracurricular activities are offered through teacher led clubs to support development of a variety of skills like Chess Club, and more. Lastly, tutorial programs are offered to support academic growth in Reading and Math with our students in Grades 3-5. This tutorial focuses on the work of the B.E.S.T Standards, allowing for students to receive additional instruction in supporting their needs academically. 5th graders also have an opportunity to participate in Science Tutorial. Our primary aged students have an opportunity to participate in an after school tutorial to support the development of their foundational reading skills.

## 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

The Pillars of Effective Instruction focus on ensuring all students are provided with instruction that will prepare them for post-secondary success. In order to ensure all students are immersed in rigorous tasks encompassing the full intent of the standards, actively engaged in building, connecting, and applying knowledge, collaborating in a student centered, personalized environment, and empowered and supported through high expectations to be college and career ready we provide our teachers and staff opportunities to participate in collaborative planning and instruction. Lantana Elementary participates in Accelerated Math Program (AMP) for our 3rd grade through 5th grade students. Students are identified and recommended by their second grade teachers based on math data from the end of 2nd grade (FSQs, end of the year math assessment). Lantana has several spirit days throughout the year where staff is encouraged to wear their college t-shirts. This year Lantana will have a mentor program. Staff members, including the Principal, Assistant Principal, the ESOL Guidance Counselor, the Guidance Counselor, the two (2) BIAs will serve as mentors for students in the school.

## 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
- On-site school tours for new kindergarten families

- 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
- 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

Lantana Elementary school employs several strategies to ensure preschool students transition well from early childhood programs to elementary. Our kindergarteners begin the school year with a staggered start. A small cohort of students attend their first day of school across the first three days of school. All students in the class begin their first day as a complete class on the fourth day. This allows the teachers to acclimate the students in smaller, less overwhelming groups, forging a bond between teachers and students and within student groups. Teachers are able to model expected behaviors with students and help build routines. Lantana hosts a Kindergarten Round-up Training. During this training future Kindergarten families are taken on a tour of the school and are given information on kindergarten readiness and skills that will be taught in Kindergarten that can be supported at home to better prepare their student for Kindergarten. As a pre-k site, Lantana provides the pre-k students an opportunity to visit kindergarten classrooms towards the end of the year.

## 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
- Mentoring
- PAR Teacher

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

## 1. Professional Development

Continuous PD will be provided face to face or virtual to staff. New teachers are assigned a mentor teacher whose responsibilities are closely aligned to that of the new teacher. Assistance is provided in best instructional practices, behavior, and the day to day responsibilities of a classroom teacher. There is also a Voluntary Lead Mentor (VLM, which is the SSCC) that works with the teacher and the mentor. New teachers are provided with professional development opportunities and written and oral feedback following classroom observations. New teachers attend PLCs and have follow up meetings with the Instructional coaches and VLM. New teachers are also provided with a 'buddy teacher.' This is another individual (aside from the Mentor, Team Leader, VLM, and Admin) to serve as supportive resource for the new teacher. Struggling teachers are provided with mentor teachers whose strengths compliment the needs of the struggling teachers. Through the different departments from the school district, the teachers receive support from ESE and ELL resource teachers. We also have curriculum specialists coming on campus to help our teachers further their reading, writing, math and science instruction. District and Regional staff, our SSC Coordinator, Administration, and Resource Teachers are all also available to support teachers. Professional development needs are determined through surveys that are given out by Lantana's PD team. Teachers are asked to list potential professional development interests and the PD team analyzes the teachers' needs and arranges for the appropriate PD. Most PD days offer multiple trainings, so teachers can choose the training that best aligns with their needs. Regional support participates in Lantana's PLCs to assist teachers in data analysis and instructional planning. We provide our teachers and staff opportunities to participate in collaborative planning and instruction. Through a Master Schedule, PLCs and a Common Planning Time Schedule, teachers are provided with common planning time to develop lesson plans. Teachers work together during bi-weekly Professional Learning Communities (PLCs) in literacy and in math on data analysis, Unit planning and assessments. Research-based protocols are utilized to focus the meetings on: 1. What students need to learn (standards)? 2. How teachers teach what students need to know? 3. How teachers know if students have learned the content (assessment)? 4. What teachers do for kids who haven't mastered the content (re-teaching)? Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration. Teachers are also given the opportunity to learn from each other, by visiting rooms during the school day, to benefit from one another's instructional practices.

## 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 order to recruit, develop, and retain certified and effective teachers, we assign mentors/buddies to new teachers; maintain a safe and secure environment and a school culture of support for staff, students and parents; cultivate community collaboration and partnerships; conduct professional development to support high quality instructional practices. There are many teachers on campus willing to support Pre-Service teachers. Lantana participated in the Substitute Teacher Fair where we were able to hire 2 long-term substitutes. Each of these new teachers is assigned a mentor and a buddy teacher. They work closely with the Assistant Principal to make sure they are supported. Another way we have hired effective teachers is through the EPI program. This is a unique opportunity to have international candidates teach in our school. Our mentors utilize the practices of "Get Better Faster" in helping to ensure actionable feedback is provided to beginning teachers in order to make meaningful and impactful change in the classroom. In addition, we have District and Regional staff, SSC Coordinator, and lead teachers who support both our new teachers and our veteran teachers. They provide model lessons of best practices in reading, mathematics, science and writing. The administration will identify teacher-leaders and provide opportunities for leadership experiences. Some of these experiences include running the tutorial program, being the Team Leader, or helping with testing. Documentation of in house support from teacher leaders and guest professionals from district and regional staff, and FAU in-service program participant feedback will be used as evidence. In addition, we utilize the District's Recruitment and Retention Department and HR Resource Specialist and Regional HR Specialists to provide advice on all hiring and placement procedures. Through statewide searches they can help to locate Highly Qualified staff for the school. Through Social Media (Facebook & Twitter), teachers and administration will share events, news, and images from classrooms. Parents and community members often comment on our social media posts. Lantana Elementary has several opportunities for teachers to earn part-time pay including reading, math and science tutorials. We also have several teachers running after school clubs, including SECME and the Green Club. Each grade level or team has a Team Leader. This leadership opportunity comes with a stipend. The Administration at Lantana Elementary have an open door policy. Any staff member may stop in to discuss what is on their mind at any time. Our culture of respect, kindness and being a caring family goes a long way to help retain effective teachers. To document our effort we will provide ESP documentation, job posting, teacher fest flyer and email to HR about vacancy.