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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 PM 3 (FY23), 34% of our students in grades 3-5 scored a Level 3 or above. 2. According to STAR Early Literacy and STAR reading, 38% of our k-2 students are predicted to score at or above grade level.

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

1. Benchmark Curriculum is structured for a focus on whole group instruction which impacts the amount of time allotted for small group instruction. 2. Students come in performing below grade level in foundational skills in reading. 3. Benchmark curriculum does not cover all phonics instruction necessary to close gaps 4. Time allotted for phonics/word work 5. Many students lacking oral language skills 6. Need to identify students in need of intervention earlier (k-1) 7. academic tutors for extra support 8. Parents are unfamiliar with the literacy strategies used in classrooms to support learning at home

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

1. Continue to utilize TopScore as our writing curriculum for students in grades 3-5 2. Continue to use IReady Toolbox for supplemental ELA curriculum 3. Continue to use SPIRE as an phonics based intervention program 4. Offer before or after school tutoring for targeted students 5. Continue to utilize our SSCC as a resource for coaching, professional development, and various literacy initiatives 6. Continue to utilize an additional SAI teacher that works exclusively with small groups of targeted students that are performing below grade level 7. Continue to offer parent and family trainings on strategies to support their student with reading (foundational and phonics skills) 6. Provide an additional SAI teacher, staff to work in small groups 7. Provide professional development for all teachers (small group instruction, collab planning, PLC meetings) 8. Provide instructional materials / assistive technology (chart paper, markers, journals, paper, online subscription, laptops, etc.) 10. Student consumables (Scholastic News, SPIRE journals, TopScore, manipulatives, ) 11. Provide academic tutors for extra support

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

- **Communication**

1. increase home visits 2. Begin providing families with take aways/strategies during parent meetings (IEP/Parent Conferences). 3. Continue to translate the newsletter to meet the needs of the families in their native languages. 4. Ensure the Parent Teacher Compact is copied to the back of form 1051 (Conference form) to be reviewed at every parent/teacher conferences

- **Parent Training**

1. Testing Training for Parents (FAST Night) 2. Literacy Night (Hands on Literacy Activities) 3. Phonological/Phonics Activities in the Home 4. How to Utilize the I Ready Toolbox for Parents to Use in the Home 5. How to Utilize Dojo to Communicate with Families 6. Supporting Your English Language Learner in the Home 7. Progression of Standards to get your child ready for the next grade 8. Engaging literacy activities/games at home 9. Questions to ask your child while reading 10. Helping your child to acquire vocabulary

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

- **School**

\*The school will implement the House System to foster a sense of community and belonging. \* The school will continue to: \*prepare quality lessons that address Florida standards at the appropriate rigor and complexity outlined within the standards \*create a climate in the classroom conducive for learning by following the school wide positive behavior plan (ROARS) \*conduct Curriculum Night with Pre K – 5th grade parents to share curriculum, assessments, classroom procedures and expectations \*provide ongoing opportunities for parents to meet and share experiences and decisions relating to the education of their child(ren) \*share and interpret curriculum, assessments, and performance results in relation to the student's level and end of year expectations \* Utilize the student agenda, phone calls, texts, and emails to strengthen the school-home connection

- **Students**

\* Students agree to embody the characteristics of the Four Houses Student agree to follow ROARS: \*Respect – use appropriate language, raise a quiet hand, be kind \*Ownership – admit mistakes, apologize, ignore others' bad choices \*Attitude – work hard, don't give up, and be ready to learn \*Responsibility – be on time, complete assignments, keep the school neat and clean \*Safety – follow adults' directions, keep hands and feet to myself, be where I belong, walk throughout the building

- **Parents**

\*Parents agree to check their student's take home folder and agenda daily \* Parents agree to notify the school of any changes to phone number and/or address and when their student is absent \* Parents will continue to: \*attend parent trainings and/or school events \*visit the school website, view important Title 1 information, and stay informed about school news \*monitor the completion of class and homework assignments \*strengthen the school-home connection by utilizing the student agendas, phone calls, texts, Dojo, or emails for communication \*ensure that my child attends school on time every day, is dressed in uniform, and is prepared for learning \*ensure my child follows the school wide positive behavior plan (ROARS) \*ensure my child gets a full night of sleep and has a healthy breakfast at home or at school \*notify the school of any changes of phone number and/or address \*share positive thoughts in the morning and talk to my child daily about his/her day

- **Staff Training**

1. How to help parents with phonological awareness activities in the home 2. How to help parents with test taking strategies in the home

- **Accessibility**

Parents will be provided with access to the meeting room by use of ramp or elevator. Invitations for events includes 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 will be provided at every event and during meetings (IEP, Parent Conference etc).

## **Math**

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

- 1. List prioritized needs statements.

1. According to PM 3 (FY23) 43% of our students in grades 3-5 scored a level 3 or above 2. According to PM 2 STAR Math , 49% of our students in grades K-2 are predicted to score at or above grade level.

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

1. Students come in performing below grade level in foundational math skills 2. Students are not fluent in basic math facts 3. Need to identify students in need of intervention earlier (K-1) 4. Students that struggle in ELA struggle with reading math word problems 5. Need to implement small group instruction within the math block with fidelity 6. Parents are unfamiliar with the math strategies used in classrooms to support learning at home

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

1. Continue to utilize Reflex Math for students in grades 2-5 to master basic math fact fluency 2. Continue to utilize a Math resource teacher to push in to Math blocks and work with targeted students in small group instruction 3. Offer before or after school tutoring to targeted students 4. Offer parent trainings that address foundational skills in math 5. Continue to purchase instructional materials / assistive technology to support math instruction (paper, chart paper, markers, flashcards, journals, online subscription, laptops, etc) 6. Continue to utilize I Ready Toolbox as a supplemental resource (manipulatives, etc.)

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

**• Communication**

1. Increase home visits 2. Begin providing families with take aways/strategies during parent meetings (IEP/Parent Conferences). 3. Continue to translate the newsletter to meet the needs of the families in their native languages. 4. Ensure the Parent Teacher Compact is copied to the back of form 1051 (Conference form) to be reviewed at every parent/teacher conference

**• Parent Training**

1. FAST Testing Night 2. How to Support Your Student With Foundational Math Strategies 3. Engaging Families with the House System 4. STEM Night 5. Supporting Your English Language Learner in the Home 6. Engaging Math Games/Activities at Home to increase Math fluency 7. Helping your child to acquire academic vocabulary

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

- **School**

\*The school will implement the House System to foster a sense of community and belonging. \* The school will continue to: \*prepare quality lessons that address Florida standards at the appropriate rigor and complexity outlined within the standards \*create a climate in the classroom conducive for learning by following the school wide positive behavior plan (ROARS) \*conduct Curriculum Night with Pre K – 5th grade parents to share curriculum, assessments, classroom procedures and expectations \*provide ongoing opportunities for parents to meet and share experiences and decisions relating to the education of their child(ren) \*share and interpret curriculum, assessments, and performance results in relation to the student’s level and end of year expectations \* Utilize the student agenda, phone calls, texts, and emails to strengthen the school-home connection

- **Students**

\* Students agree to embody the characteristics of the Four Houses Student agree to follow ROARS: \*Respect – use appropriate language, raise a quiet hand, be kind \*Ownership – admit mistakes, apologize, ignore others’ bad choices \*Attitude – work hard, don’t give up, and be ready to learn \*Responsibility – be on time, complete assignments, keep the school neat and clean \*Safety – follow adults’ directions, keep hands and feet to myself, be where I belong, walk throughout the building

- **Parents**

\*Parents agree to check their student's take home folder and agenda daily \* Parents agree to notify the school of any changes to phone number and/or address and when their student is absent \* Parents will continue to: \*attend parent trainings and/or school events \*visit the school website, view important Title 1 information, and stay informed about school news \*monitor the completion of class and homework assignments \*strengthen the school-home connection by utilizing the student agendas, phone calls, texts, Dojo, or emails for communication \*ensure that my child attends school on time every day, is dressed in uniform, and is prepared for learning \*ensure my child follows the school wide positive behavior plan (ROARS) \*ensure my child gets a full night of sleep and has a healthy breakfast at home or at school \*notify the school of any changes of phone number and/or address \*share positive thoughts in the morning and talk to my child daily about his/her day

- **Staff Training**

1. How to Utilize the I Ready Toolbox for Parents to Use in the Home 2. How to Utilize Dojo to Communicate with Families 3. Integrating Math into other subjects 4. Integrating Reading strategies into reading Math problems

- Accessibility

Parents will be provided with access to the meeting room by use of ramp or elevator. Invitations for events includes 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 will be provided at every event and during meetings (IEP, Parent Conference etc).

## Science

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

1. List prioritized needs statements.

According to the FY 23 Statewide Science Assessment, 48% of students scored a level 3 or above

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

1. Academic vocabulary acquisition is below grade level. 2. 5th grade students lack proficiency of Science standards that were taught in grades K-4 that are testing on the end of year State Science Assessment. 3. Parents are unfamiliar with the science standards used in classrooms to support learning at home 4. Not explicit instruction of science vocabulary / terminology

3. Share possible solutions that address the root causes.

1. Continue to use JJ Bootcamp as a supplemental curriculum for our 5th graders 2. Provide before or after school tutoring 3. Continue to utilize a STEM resource teacher that provides hands-on science instruction to students in grades 2-5 on the fine arts wheel 4. Continue to purchase instructional materials / assistive technology (paper, markers, chart paper, journals, student consumables, online subscription, laptops,etc) 5. Continue to utilize supplemental resources (manipulatives, experiments, etc.) 6. Provide professional develop on explicit vocabulary instruction

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

- Communication

1. Increase home visits 2. Begin providing families with take aways/strategies during parent meetings (IEP/Parent Conferences). 3. Continue to translate the newsletter to meet the needs of the families in their native languages. 4. Ensure the Parent Teach Compact is copied to the back of form 1051 (Conference form) to be reviewed at every parent/teacher conference

- Parent Training

1. Hold a STEM Night 2. Engaging Families with the House System 3. Simple Science Experiments in the Home 4. Helping your child to acquire academic vocabulary

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

- School

\*The school will implement the House System to foster a sense of community and belonging. \* The school will continue to: \*prepare quality lessons that address Florida standards at the appropriate rigor and complexity outlined within the standards \*create a climate in the classroom conducive for learning by following the school wide positive behavior plan (ROARS) \*conduct Curriculum Night with Pre K – 5th grade parents to share curriculum, assessments, classroom procedures and expectations \*provide ongoing opportunities for parents to meet and share experiences and decisions relating to the education of their child(ren) \*share and interpret curriculum, assessments, and performance results in relation to the student's level and end of year expectations \* Utilize the student agenda, phone calls, texts, and emails to strengthen the school-home connection

- Students

\* Students agree to embody the characteristics of the Four Houses Student agree to follow ROARS: \*Respect – use appropriate language, raise a quiet hand, be kind \*Ownership – admit mistakes, apologize, ignore others' bad choices \*Attitude – work hard, don't give up, and be ready to learn \*Responsibility – be on time, complete assignments, keep the school neat and clean \*Safety – follow adults' directions, keep hands and feet to myself, be where I belong, walk throughout the building

- **Parents**

\*Parents agree to check their student's take home folder and agenda daily \* Parents agree to notify the school of any changes to phone number and/or address and when their student is absent \* Parents will continue to: \*attend parent trainings and/or school events \*visit the school website, view important Title 1 information, and stay informed about school news \*monitor the completion of class and homework assignments \*strengthen the school-home connection by utilizing the student agendas, phone calls, texts, Dojo, or emails for communication \*ensure that my child attends school on time every day, is dressed in uniform, and is prepared for learning \*ensure my child follows the school wide positive behavior plan (ROARS) \*ensure my child gets a full night of sleep and has a healthy breakfast at home or at school \*notify the school of any changes of phone number and/or address \*share positive thoughts in the morning and talk to my child daily about his/her day

- **Staff Training**

1. Science Vocabulary PD to provide resources for families to use at home 2. Integrating science into other content areas (ELA/Math) 3. How to help parents with test taking strategies in the home

- **Accessibility**

Parents will be provided with access to the meeting room by use of ramp or elevator. Invitations for events includes 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 will be provided at every event and during meetings (IEP, Parent Conference etc).

## **Action Step: Classroom Instruction**

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

**Budget Total: \$134,940.00**

| Acct Description  | Description  |            |                         |                         |             |            |       |  |  |  |  |  |
|---|--|------------|-------------------------|-------------------------|-------------|------------|-------|--|--|--|--|--|
| Supplies  | <table border="1"> <thead> <tr> <th data-bbox="424 212 1129 293">Item</th> <th data-bbox="1129 212 1278 293">Quantity</th> <th data-bbox="1278 212 1444 293">Rate</th> <th data-bbox="1444 212 1690 293">Supply Type</th> <th data-bbox="1690 212 1900 293">Type</th> <th data-bbox="1900 212 2028 293">Total</th> </tr> </thead> </table> | Item       | Quantity                | Rate                    | Supply Type | Type       | Total |  |  |  |  |  |
|   | Item   | Quantity   | Rate                    | Supply Type             | Type        | Total      |       |  |  |  |  |  |
|   | White copy paper for classroom and tutorial to support student learning and delivery of instruction  | 1          | \$676.00                | General Supplies        | Original    | \$676.00   |       |  |  |  |  |  |
|   | Amend 22- Pencils (BT 490914)  | 1          | \$40.69                 | General Supplies        | Amendment   | \$40.69    |       |  |  |  |  |  |
|   | Amend 22- iReady Phonics for Reading Workbooks   | 100        | \$12.91                 | Instructional Materials | Amendment   | \$1,291.00 |       |  |  |  |  |  |
|   | Amend 22- J&J Bootcamp Science Instructional Materials (4-5)- BT 40914   | 1          | \$3,017.50              | Instructional Materials | Amendment   | \$3,017.50 |       |  |  |  |  |  |
|   | Amend 22- Increase funds for Copy Paper (BT 490914)  | 54         | \$50.00                 | General Supplies        | Amendment   | \$2,700.00 |       |  |  |  |  |  |
|   | Amend 22- Scholastic Magazines K-5 (BT 490914)   | 1          | \$4,235.01              | Instructional Materials | Amendment   | \$4,235.01 |       |  |  |  |  |  |
| Amend 22- UFLI Student Materials and Manipulatives (BT 490914)    | 1  | \$3,200.00 | Instructional Materials | Amendment               | \$3,200.00  |            |       |  |  |  |  |  |
| BT 492015- Transferred funds to cover Top Score cost increase     | -1   | \$70.00    | General Supplies        | Budget Transfer         | -\$70.00    |            |       |  |  |  |  |  |
| Online subscription   | <table border="1"> <thead> <tr> <th data-bbox="424 1232 1373 1317">Item</th> <th data-bbox="1373 1232 1518 1317">Quantity</th> <th data-bbox="1518 1232 1682 1317">Rate</th> <th data-bbox="1682 1232 1900 1317">Type</th> <th data-bbox="1900 1232 2028 1317">Total</th> </tr> </thead> </table>  |            | Item                    | Quantity                | Rate        | Type       | Total |  |  |  |  |  |
|   | Item   | Quantity   | Rate                    | Type                    | Total       |            |       |  |  |  |  |  |
|   | Amend 22- Top Score Curriculum for students and teacher guides Writing Grades 3-5 (BT 490914)  |            | 1                       | \$1,350.00              | Amendment   | \$1,350.00 |       |  |  |  |  |  |
| Amend 22- iReady Tool Kit for students ELA Grades K-5 (BT 490914) |  | 1          | \$3,017.50              | Amendment               | \$3,017.50  |            |       |  |  |  |  |  |

| Acct Description | Description  |                 |             |                 |              |              |                  |             |              |
|------------------|--|-----------------|-------------|-----------------|--------------|--------------|------------------|-------------|--------------|
|                  | <b>Item</b>  | <b>Quantity</b> | <b>Rate</b> | <b>Type</b>     |              |              |                  |             | <b>Total</b> |
|                  | Amend 22- IXL Learning Math & Science Grades 2-5 (BT 490914)   | 1               | \$5,270.00  | Amendment       |              |              |                  |             | \$5,270.00   |
|                  | Amend 22- Reflex Math with Frac Math Grades 2.5 (BT 490914)  | 1               | \$4,725.00  | Amendment       |              |              |                  |             | \$4,725.00   |
|                  | BT 492015- Additional funds to cover Top Score cost increase   | 1               | \$70.00     | Budget Transfer |              |              |                  |             | \$70.00      |
|                  | BT 492434- Transferred funds to cover the IXL PD Virtual Session   | -1              | \$695.00    | Budget Transfer |              |              |                  |             | -\$695.00    |
| Tutorial         | <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> |
|                  | Amend 22- Teachers will provide support for level 1 and level 2 students in grades 2-5 in all content areas through a small group instruction to increase student achievement. (Tentative start date October 2024)- BT 490914  | 6               | \$37.00     | 2               | 1.25         | 25           | Certified        | Amendment   | \$13,875.00  |
|                  | Amend 22- Associate teacher Substitutes will provide support for level 1 and level 2 students in grades 2-5 in all content areas through a small group instruction to increase student achievement. (Tentative start date October 2024) NO BACHELOR DEGREE (BT 490914) | 2               | \$15.00     | 2               | 1.25         | 25           | Non-Certified    | Amendment   | \$1,875.00   |

| <b>Acct Description</b>  | <b>Description</b>  |                 |                 |             |              |              |   |    |         |           |          |  |    |         |           |          |
|--|---|-----------------|-----------------|-------------|--------------|--------------|---|----|---------|-----------|----------|--|----|---------|-----------|----------|
| Resource Teacher   | Math Resource Teacher will provide direct instruction to students in need of additional support, remediation, intervention in grades 2-5 with Math and/or Science, through a push-in and/or pull-out model of support.  |                 |                 |             |              |              |   |    |         |           |          |  |    |         |           |          |
| Resource Teacher   | Resource Teacher will provide to K-5 students in need of additional support, remediation, interventions and/or AMP in mathematics based upon current levels of academic students, through a push-in and/or pull-out small group model of support.   |                 |                 |             |              |              |   |    |         |           |          |  |    |         |           |          |
| Computer HW; non-cap   | <table border="1"> <thead> <tr> <th><b>Item</b></th> <th><b>Quantity</b></th> <th><b>Rate</b></th> <th><b>Type</b></th> <th><b>Total</b></th> </tr> </thead> <tbody> <tr> <td>Amend 22- Headphone (Kensington) To support student learning in all content areas K-5 (BT 490914)</td> <td>50</td> <td>\$12.58</td> <td>Amendment</td> <td>\$629.00</td> </tr> <tr> <td>Amend 22- Headphone with Microphone (Kensington) To support ELL students in grades K-5 (BT 490914)</td> <td>30</td> <td>\$17.71</td> <td>Amendment</td> <td>\$531.30</td> </tr> </tbody> </table> | <b>Item</b>     | <b>Quantity</b> | <b>Rate</b> | <b>Type</b>  | <b>Total</b> | Amend 22- Headphone (Kensington) To support student learning in all content areas K-5 (BT 490914) | 50 | \$12.58 | Amendment | \$629.00 | Amend 22- Headphone with Microphone (Kensington) To support ELL students in grades K-5 (BT 490914) | 30 | \$17.71 | Amendment | \$531.30 |
|  | <b>Item</b>   | <b>Quantity</b> | <b>Rate</b>     | <b>Type</b> | <b>Total</b> |              |   |    |         |           |          |  |    |         |           |          |
|  | Amend 22- Headphone (Kensington) To support student learning in all content areas K-5 (BT 490914)   | 50              | \$12.58         | Amendment   | \$629.00     |              |   |    |         |           |          |  |    |         |           |          |
| Amend 22- Headphone with Microphone (Kensington) To support ELL students in grades K-5 (BT 490914) | 30  | \$17.71         | Amendment       | \$531.30    |              |              |   |    |         |           |          |  |    |         |           |          |

## Action Step: Professional Development

Need Action Step Verbiage

Budget Total: **\$131,250.00**

| <b>Acct Description</b>   | <b>Description</b>   |                 |                 |             |              |              |   |   |            |           |            |
|---|--|-----------------|-----------------|-------------|--------------|--------------|---|---|------------|-----------|------------|
| Travel out-of-state   | <table border="1"> <thead> <tr> <th><b>Item</b></th> <th><b>Quantity</b></th> <th><b>Rate</b></th> <th><b>Type</b></th> <th><b>Total</b></th> </tr> </thead> <tbody> <tr> <td>Amend 22- Model Schools Conference / June 22-25, 2025 / Washington DC (Principal, AP, SSCC, and 1 teacher) This conference will provide information and knowledge of best practices for</td> <td>4</td> <td>\$2,480.00</td> <td>Amendment</td> <td>\$9,920.00</td> </tr> </tbody> </table> | <b>Item</b>     | <b>Quantity</b> | <b>Rate</b> | <b>Type</b>  | <b>Total</b> | Amend 22- Model Schools Conference / June 22-25, 2025 / Washington DC (Principal, AP, SSCC, and 1 teacher) This conference will provide information and knowledge of best practices for | 4 | \$2,480.00 | Amendment | \$9,920.00 |
|   | <b>Item</b>  | <b>Quantity</b> | <b>Rate</b>     | <b>Type</b> | <b>Total</b> |              |   |   |            |           |            |
| Amend 22- Model Schools Conference / June 22-25, 2025 / Washington DC (Principal, AP, SSCC, and 1 teacher) This conference will provide information and knowledge of best practices for | 4  | \$2,480.00      | Amendment       | \$9,920.00  |              |              |   |   |            |           |            |

| Acct Description                  | Description  |                 |             |                         |              |              |
|-----------------------------------|--|-----------------|-------------|-------------------------|--------------|--------------|
|                                   | <b>Item</b>  | <b>Quantity</b> | <b>Rate</b> | <b>Type</b>             | <b>Total</b> |              |
|                                   | academics, climate and culture to support professional learning to increase student learning and achievement. (Reg. \$1,000, Transp. \$400. Lodging \$900, Per Diem \$180= \$2,480 each) BT 490914   |                 |             |                         |              |              |
|                                   | Amend 22- Ron Clark Academy / January 23-24, 2025 / Atlanta, Georgia (Principal, SSCC, 2 teachers) This conference will provide strategies for increasing student engagement, academics and SLL through the implementation of the house system. (REg. \$1,075, Transp \$350, Lodging \$300, Per Diem & Car Rental \$200= \$1,925 each) | 4               | \$1,925.00  | Amendment               | \$7,700.00   |              |
| Webinar /PD with Purchase         | Webinar /PD with Purchase  |                 |             |                         |              |              |
| Supplies                          | <b>Item</b>  | <b>Quantity</b> | <b>Rate</b> | <b>Supply Type</b>      | <b>Type</b>  | <b>Total</b> |
|                                   | Amend 22- PD Book Study: Be 1% Better - Surprisingly Simple Ways to Transform Your School (BT 490914)  | 27              | \$25.00     | Instructional Materials | Amendment    | \$675.00     |
| Single School Culture Coordinator | The SSCC will provide K-5 teachers with Instructional Literacy Coaching, SBT support, and SLLPD support in all content areas, and serve as the parent engagement lead.   |                 |             |                         |              |              |

## Action Step: Parent Engagement

Engage parents to increase and maximize the home to school connection, Increase publicity and communication in all native languages for all school events.

**Budget Total: \$3,385.75**

| Acct Description  | Description  |          |                  |                  |             |            |       |  |  |  |  |  |
|---|--|----------|------------------|------------------|-------------|------------|-------|--|--|--|--|--|
| Supplies  | <table border="1"> <thead> <tr> <th data-bbox="464 175 1289 245">Item</th> <th data-bbox="1289 175 1436 245">Quantity</th> <th data-bbox="1436 175 1575 245">Rate</th> <th data-bbox="1575 175 1785 245">Supply Type</th> <th data-bbox="1785 175 1917 245">Type</th> <th data-bbox="1917 175 2024 245">Total</th> </tr> </thead> </table> | Item     | Quantity         | Rate             | Supply Type | Type       | Total |  |  |  |  |  |
|   | Item   | Quantity | Rate             | Supply Type      | Type        | Total      |       |  |  |  |  |  |
|   | Colored Ink (4 cartridges- Cyan, Magenta, Yellow, Black for school-home communication, parent trainings, and sharing assessment reports)   | 2        | \$474.96         | Technology       | Original    | \$949.96   |       |  |  |  |  |  |
|   | Chart Markers for parent trainings/meetings  | 2        | \$10.39          | General Supplies | Original    | \$20.78    |       |  |  |  |  |  |
|   | Chart Paper, White, 25" X 30" for parent trainings/meetings  | 2        | \$64.00          | General Supplies | Original    | \$128.00   |       |  |  |  |  |  |
|   | Wilbooks (Take home books for Kindergarten Round Up)   | 5        | \$39.00          | Program Supplies | Original    | \$195.00   |       |  |  |  |  |  |
|   | Paper, Copy, White 8-12" X 11" letter for school-home communication  | 57       | \$31.03          | General Supplies | Original    | \$1,768.71 |       |  |  |  |  |  |
|   | Post-It Notes/Stack of 5 for parent trainings/meetings   | 1        | \$5.64           | General Supplies | Original    | \$5.64     |       |  |  |  |  |  |
| Refreshments for Parent Breakfast Breaks at monthly parent trainings (Per training in the PFEP) | 1  | \$150.00 | Program Supplies | Original         | \$150.00    |            |       |  |  |  |  |  |
| Cardstock for printing instructional take home games & materials                                | 5  | \$33.54  | General Supplies | Original         | \$167.70    |            |       |  |  |  |  |  |

## 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                         |
| Jessie Lavelanet     | Behavior Health Professional      |
| Michael Robinson     | Parent                            |
| 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 emails. 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 our 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. SAC members are selected to reflect the diverse community that the school serves.

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 the week of January 30- February 2nd during PLCs for staff and February 5, 2024 for parents. Stakeholder input for the CNA/SWP/PFEP was captured on the meeting Recording Template. The first SAC meeting for FY 25 will be held on September 9, 2024 where documents will be shared, additional input will be sought and approved. The Title One Annual Meeting will take place on September 26, 2024 at 5:00pm and will also be designed to garner stakeholder input through evaluations and verbal input. For FY26 SWP development the team will meet and collaborate in February 2025 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 the purchase of 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, and for Kindergarten Round-up materials to support parent engagement. Feedback from our parent stakeholders was collected.

| Name            | Title               |
|-----------------|---------------------|
| Celena Rossello | Assistant Principal |
| Janyn 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?**

Lantana Elementary's Title 1 Annual Meeting will be held on September 26, 2024 in the cafeteria. The meeting will begin at 5:00 pm.

**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 advertise 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 (all translated into Spanish and Haitian Creole) 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

Individualized Home Activities Through IReady Toolbox

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

Staff will analyze Individual Instructional reports and be taught how to use the IReady Toolbox to provide parents with individualized activities that they can use to support their child at home.

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

The expected impact will be an increase in home support of individualized student academic strengths and weaknesses.

- What will teachers submit as evidence of implementation?

Teachers will submit parent conference notes stating that the student's individualized instructional summary report was explained along with the explanation of the supporting IReady toolbox activities that the parents can use at home to support learning.

- Month of Training

September

- 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

- 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

Teaching Parents how to Use Games to Increase Acquisition of Science Vocabulary

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

Staff will learn how to present parents with essential science vocabulary and simple, interactive games that the parent can use to support their child at home.

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

By providing parents with the materials to support their child at home with science vocabulary, students' conceptual knowledge will increase.

- What will teachers submit as evidence of implementation?

Conference notes indicating that the vocabulary picture cards and interactive games were given to parents

- Month of Training

February

- Responsible Person(s)

Elaina Campbell, Celena Rossello

#### 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

- 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

Engaging Families With the House System

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

Parents will learn about the purpose of the House System. They will learn the characteristics/traits that are taught through the House System and how they can reinforce the House System at home.

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

Parents will learn and practice the House System call outs and chants.

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

As students feel an increased sense of belonging and community, academic achievement will increase.

- Date of Training

August 2024

- Responsible Person(s)

Elaina Campbell, Celena Rossello

- Resources and Materials

House System call outs and chants

- Amount (e.g. \$10.00)

N/A

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

- **Name of Training**

At Home Fun With Science Vocabulary

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

Parents will learn vocabulary words essential to student understanding of science concepts. Parents will learn interactive games to support their child with the acquisition of science vocabulary.

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

Parents will be given a set of picture Science vocabulary cards and practice playing games that will reinforce the acquisition of essential science vocabulary

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

The expected outcome is that students will acquire essential science vocabulary which will increase their conceptual knowledge

- **Date of Training**

October 2024

- **Responsible Person(s)**

Elaina Campbell, Celena Rossello, Donahue Byrd

- **Resources and Materials**

Science Picture Vocabulary Cards Copies of the interactive games Card Stock

- Amount (e.g. \$10.00)

\$25.00

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

- Name of Training

Fun at Home with Math

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

Parents will learn simple, interactive games that they can play with their child to increase math fluency

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

Parents will get an opportunity to play the games

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

Students math fluency will increase

- Date of Training

January 2025

- Responsible Person(s)

Elaina Campbell, Celena Rossello, Shannon Ebner

- Resources and Materials

dice 10 sided dice playing cards card stock

- Amount (e.g. \$10.00)

35.00

## 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). They also provide information for school staff to share with families (resources, etc.) Our Spanish and Haitian Creole CLFs translate all communication that goes home. They record the Spanish and Creole portions of our school's callouts. They attend parent conferences when translation is needed, make phone calls, 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 PLC presentations/handouts

- 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, presentations, email, handouts, brochures of services, CLF call logs

- Frequency

Ongoing

## 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

Ongoing

## 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 translated flyers, callouts and the school's 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 Flyers, newsletters

- **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.

- **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 during Curriculum Night

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

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

- **Description**

Lantana Elementary School will invite parents to teacher conferences, IEP meetings, SAC meetings, and our annual Title 1 Meetings via parent newsletters, flyers, invitations, call outs, and the marquee

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

SAC meeting invitation Flyers IEP/LEP meeting notes Parent Conferences

- Description

Lantana Elementary will provide flexible times for meetings, trainings, and events by hosting Parent Break activities in the morning. Lantana Elementary 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.

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

Example of invitation for event (SAC, trainings) Links to meetings for parents to attend virtually as needed IEP/LEP meeting and parent conferences at time that is convenient for families, Picture of Marquee

## 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 presentations, letters, flyers, newsletters, and 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 which allows the school to provide resources and information as needed. We will seek assistance from the Title I Migrant Education Program to support these families that are engaged in migratory work. School will provide resources to families as needed (supplies, etc.) as able.

- **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 Photos or log of donations

- Description

We have strong relationships with the MVP(Mckinney Vento Program). The 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 Photos or log of donations

## 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 in its second year of implementation as a Ron Clark House System school. 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 responding to core behavior supports are given supplemental behavior support that includes a target goal, aimed at shaping one specific behavior. Students are taught replacement behaviors. Both the replacement behaviors and the target are tracked over a 6-8 week period. At that time, the team will determine if the supplemental support can be faded, or if a more intense behavior plan is needed. 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, Dance Club, SECME 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 to garner excitement for post-secondary options.

## 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
- Early school year start/summer program for incoming

- 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
- 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. We host Kindergarten Round Up for our future families. During this presentation, parents are given materials to support their student with at home learning and to practice some of the tips, strategies, and skills needed in order to be successful in kindergarten. Furthermore, 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. Lastly, families are welcomed on campus for Meet the Teacher prior to school starting. This allows families to meet their child's teacher as well as familiarize themselves with our campus and staff, thus helping our future kindergarteners and families feel less anxious about starting school. 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
- 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

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 mentor and/or 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. In FY24, Lantana participated in the Substitute Teacher Fair where we were able to hire 2 long-term substitutes. Both substitutes have stayed on for FY25 with one of them participating in the Associate Teachers Program. 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.