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

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# ELA

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

## 1. List prioritized needs statements.

1. PM2 FAST data has indicated that all grade levels are performing below the 40% level. 2. All data sources indicated that ELL is performing below other subgroups 3. Approximately 15% of students are struggling with decoding.

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

1. Lack of reading stamina, little effort at inferencing and other skills that impacts student performance negatively 2. ELL push in support is not consistent - too many vacancies and not enough support 3. Students were doing distance learning during the phonic instruction years. 4 - Lack of teacher knowledge of the reading process 5 - lack of time and personnel to provide additional interventions for students 6 - lack of parent capacity and knowledge of how to support learning at home

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

1. Implementation of schoolwide competition 2. Regular support from Secondary Literacy 3. School to keep IXL 4. Implementation of ELA/Reading incentives 5. More recruiting for ELL support since the school has a high Hispanic population.

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

### • Communication

Call outs Parent Links Flyers Marquee

### • Parent Training

Parent Trainings that may be offered to support parent/families as they work with their children at home (ELA) School will provide parent nights to help parents better understand ways that they can facilitate their child's education.

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

- School

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

- Students

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

- Parents

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

- Staff Training

Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (ELA)

- Accessibility

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

## Math

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

1. List prioritized needs statements.

1. PM2 Fast Data indicates approx 90% are scoring level 1 or 2 in regular math

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

1. Students struggle with mastery of fundamental skills which impacts current grade level standards. 2. School does not offer remedial math 3 - Lack of teacher knowledge of the reading process 4 - lack of time and personnel to provide additional interventions for students 5 - lack of parent capacity and knowledge of how to support learning at home

3. Share possible solutions that address the root causes.

1. School/teachers to offer pull-out tutoring 2. All regular math teachers to offer spiral review to reinforce prior skills. 3. PD for teachers - Especially for new teachers 4 - Family engagement trainings with an emphasis on more staff involvement

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

• Communication

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

• Parent Training

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

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

• School

Communicate with parents on SIS and Google Classroom

• Students

Share Google Classrooms with parents and ask questions.

- Parents

Email teachers as needed and attend school based activities.

- Staff Training

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

- Accessibility

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

## Science

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

1. List prioritized needs statements.

The reading data shows the following proficiencies by grade level: 6th grade - 32% 7th grade 20% 8th grade - 28%

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

1. Students do not attend school on a regular basis. 2. Students have not learned the stamina needed to complete extensive reading passages. 3. Students are still struggling to interact and work collaboratively in small groups to complete an assignment. 4. Behavioral accountability is missing due to course recovery and lack of consequences for not attending school. 5 - Lack of teacher knowledge of the reading process 6 - lack of time and personnel to provide additional interventions for students 7 - lack of parent capacity and knowledge of how to support learning at home

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

1. STEAM Night to promote parent engagement. 2. Programs targeting individual weakness - GIZMOS/IXL 3. PM Parent Night and other family engagement trainings 4. Field trips to interact with professionals and their community. 5. Reading materials such as OWL - Popular Mechanics, SNORE, MUSE 6 - PD for teachers

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

**• Communication**

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

**• Parent Training**

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

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

**• School**

Have interactive parent nights where students showcase what they are learning and the teachers.

**• Students**

Students will bring their parents to events and share with them what they are learning.

**• Parents**

Parents will attend and take an active role in how they are learning.

- Staff Training

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

- Accessibility

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

## Social Studies

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

### 1. List prioritized needs statements.

1. Student performance on Civics EOC is below expected pass rates for some advanced, regular, ESE and ELL students. 2. School-wide reading proficiency scores and overall FAST/PM scores are lower than prior years.

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

1. Based on data and observation, key causes are low reading comprehension skills, limited efforts outside of school to review testing strategies and connect in advance of the test. 2. Students struggle with reading engagement, and comprehension skills.

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

1. Use Title 1 Funds to pay for several weeks of morning and/or in-school pullout tutoring sessions (including incentives for attending) and a Saturday Civics EOC review boot camp. 2. Utilize Civics review activities during spring FAST/EOC review "curriculum carnival" activities events (students and families earn points to win prizes based on attendance at stations). Funding will provide money to buy games, activities and prizes. 3. Implement a reading solution to use in non-tested subjects (6th and possibly 8th history and other subjects) Fund weekly challenges to encourage competition, growth and mastery. Create campus-wide "fun" mini events for winning classes, and/or students showing most growth, etc, to attend as rewards.

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

- Communication

Call outs Parent Links Flyers Marquee

- Parent Training

Parent Trainings that may be offered to support parents/families as they work with their children at home

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

- School

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

- Students

Students will attend supplemental learning events (Boot Camps, before/afterschool tutoring)

- Parents

Parents will attend with their children the afterschool activities and provide transportation to the Saturday Boot Camp and/or morning tutoring sessions to enable student success.

- Staff Training

Staff Trainings to assist teachers in understanding how to better engage and support families as they work with their children at home.

- Accessibility

Flexible times for trainings (Morning and Afternoon) Offer in-person and google meet trainings if need be.



# Acceleration Success

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

## 1. List prioritized needs statements.

1. PM FAST Data indicates approx 70% of the 7th grade accelerated students are scoring level 1 or 2 in Math. 2. 32% Proficiency in Algebra based on district diagnostic

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

1. Students have not yet mastered foundational skills. 2. Placement courses concerns based on maturity/emotional readiness for courses.

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

1. Algebra tutoring has begun every morning before school. 2. All teachers to include spiral review to close skills gaps 3. Option: skill/Algebra 1 entrance test to assist with proper placements.

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

### • Communication

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

### • Parent Training

Inform families about paper, math video and wifi options

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

- **School**

School will communicate with parents on FAST resources available. School will host parent nights, call outs about tutoring.

- **Students**

Share google classrooms and math notebooks with parents Check google classroom, review SIS and attend tutoring when offered.

- **Parents**

Email teachers as needed, attend school based activities. Check SIS and email teachers as needed.

- **Staff Training**

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

- **Accessibility**

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

## **Action Step: Classroom Instruction**

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

**Budget Total: \$333,007.00**

Acct Description	Description																																																	
Classroom Teacher	Social Science Teacher for 7th and 8th grade will facilitate standards based instruction for a more effective impact on student academic success measured by district and state data while providing students the benefit of reduced class size and increased small-group instruction.																																																	
Classroom Teacher	Reading Teacher will work with level 1 and level 2 students to help with proficiency. Reading teacher will also focus on small group instruction with the level 1 and level 2 students																																																	
Extra Periods	(5) Extra Periods for Civics (Brent Ehrlich, 7th grade), ELA (Dena Warner, 6th Grade), Reading (Esta Weiner, 7-8th Grade), Reading (Latoya Pringley, 7-8th) and Math (Staci Sembeck, 6-7th grade).																																																	
Tutorial	<table border="1"> <thead> <tr> <th data-bbox="432 636 1031 716">Item</th> <th data-bbox="1035 636 1171 716">Quantity</th> <th data-bbox="1176 636 1297 716">Rate</th> <th data-bbox="1302 636 1394 716">Days</th> <th data-bbox="1398 636 1507 716">Hours</th> <th data-bbox="1512 636 1633 716">Weeks</th> <th data-bbox="1638 636 1780 716">Certified</th> <th data-bbox="1785 636 1913 716">Type</th> <th data-bbox="1917 636 2024 716">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="432 719 1031 881">Before/After school - ELA, Math, Civics and Science tutorial targeting students below grade level - January-February 2025</td> <td data-bbox="1035 719 1171 881">7</td> <td data-bbox="1176 719 1297 881">\$37.00</td> <td data-bbox="1302 719 1394 881">2</td> <td data-bbox="1398 719 1507 881">1</td> <td data-bbox="1512 719 1633 881">10</td> <td data-bbox="1638 719 1780 881">Certified</td> <td data-bbox="1785 719 1913 881">Original</td> <td data-bbox="1917 719 2024 881">\$5,180.00</td> </tr> </tbody> </table>										Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	Before/After school - ELA, Math, Civics and Science tutorial targeting students below grade level - January-February 2025	7	\$37.00	2	1	10	Certified	Original	\$5,180.00																						
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Classroom Teacher	Mathematics Teacher for seventh grade will facilitate standards based instruction for more effective impact on student academic success measured by district and state data while providing students the benefit of reduced class size and increased small group instruction.																																																	

<b>Acct Description</b>	<b>Description</b>
Classroom Teacher	ELA Teacher for 6th 7th or 8th grade will facilitate standards based instruction for more effective impact on student academic success measured by district and state data while providing students the benefit of reduce class size and increased small group instruction.

## Action Step: Professional Development

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

**Budget Total: \$112,260.00**

<b>Acct Description</b>	<b>Description</b>
Single School Culture Coordinator	Single School Culture Coordinator will provide teachers with instructional leadership and support for the continuous academic improvement of all students in accordance with Florida Standards

## 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: \$6,142.50**

Acct Description	Description									
Enrichment Contracts	<b>Item</b>					<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>	
	Cox Science Center - Date approximately 10/24 - STEAM Night FALL 2024 - Parent Training for about 75-100 participants to engage in 2 hours of science based lessons ( rotations) to understand science based standards utilized in the classroom.					1	\$524.00	Original	\$524.00	
Supplies	<b>Item</b>					<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>
	Ink to print parent engagement materials to include: flyers, invitations, newsletters and training materials for parents of 787 students					20	\$65.00	Technology	Original	\$1,300.00
	Pens for parents to use when they are signing in for parent nights					7	\$18.00	General Supplies	Original	\$126.00
	Laminating film to create take home materials and task charts that can be reused for both parent trainings					4	\$225.00	Program Supplies	Original	\$900.00
	Cases of paper to print materials for parent meetings					10	\$48.00	General Supplies	Original	\$480.00
	Shipping					1	\$12.50	General Supplies	Original	\$12.50
Postage	<b>Item</b>					<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>	
	Postage - Sending flyers/information home for families					1	\$75.00	Original	\$75.00	
Overtime	Overtime for CLF (2) to translate at parent meetings, they will incur overtime as they already work 40 hours in their main position. Community Language Facilitator (CLF) to facilitate translation services at parent trainings for grades 6th - 8th 2 staff , 2 events, 2 hours 2 weeks									

Acct Description	Description								
Parent Support by School Staff	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Certified</b>	<b>Type</b>	<b>Total</b>
	Outside of contracted hours for Certified Teachers to help facilitate parent trainings for grades 6th -8th for FALL STEAM NIGHT. 15 Support staff 2 hours 1 event 1 day 1 week \$25.00 rate	16	\$25.00	1	2	1	Certified	Original	\$800.00
	Outside of contracted hours for Certified Teachers to help facilitate parent curriculum night for grades 6th - 8th. Training will be in the Spring 15 staff members - 2 hours 1 event , 1 day, 1 week @ \$25.00	16	\$25.00	1	2	1	Certified	Original	\$800.00

## Mission Statement

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

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

## 1. Mission Statement

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

## Involvement of Stakeholders

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

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

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

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

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

February 8th, 2024 @5:30 pm: The stakeholders input meeting was carried out where community members/parents were presented with data and given the opportunity to discuss how to use resources to focus on school improvement. September 12, 2024, 5:30 pm, during the SAC meeting, stakeholders will be invited to consider the school's needs and give input for the parent family engagement plan.

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

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

Name	Title
Edward Burke	Principal
LaToya Rigsby	Assistant Principal

## Annual Parent Meeting

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

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



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

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

September 26th, 2024 @5:00pm in the cafeteria.

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

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

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

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

## **Staff Trainings**

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

**1. Staff Training for Parent and Family Engagement #1**

- Name of Training

Mastering Parent-Teacher Communication

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

One-of the prime benefits of robust parent-teacher communication is that it allows for better understanding of a student's needs and challenges. When teachers collaborate with parents, they can share valuable insight and observation about student's behavior, learning style, and progress.

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

Effective communication between parents and teachers also positively influences student performance. When parents are informed about their child's learning objectives and progress, they can provide the necessary support at home. This collaborative approach creates a consistent learning experience for the students, reinforcing the lessons taught in the classroom and promoting a deeper understanding of the subject matter.

- What will teachers submit as evidence of implementation?

Google Classroom attendance

- Month of Training

August

- Responsible Person(s)

Rigsby, Davis

## 2. Reflection/Evaluation of Training #1

- Name and Brief Description

TBD

- Number of Participants

TBD

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

TBD

- 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

Tips for Improving Parent Engagement

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

Teachers and staff will be skilled at understanding parents' perspectives, listening to their concerns and building trust with both parties.

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

As a result of parent engagement in schools, it can help promote a positive education and health behaviors among children and adolescents. This is something that is strongly suggested especially at the Middle School/Secondary level.

- What will teachers submit as evidence of implementation?

Google Classroom attendance

- Month of Training

February

- Responsible Person(s)

Davis

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

- Name and Brief Description

TBD

- Number of Participants

YBD

- 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

S.T.E.A.M NIGHT

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

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

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

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

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

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

- Date of Training

October 17th, 2024

- Responsible Person(s)

Molly Skalapsky (Science Grade Chair) and Ms. Rigsby (Assistant Principal and Title 1 Coordinator)

- Resources and Materials

Cox Museum will provide ALL materials - TBD

- Amount (e.g. \$10.00)

N/A

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

- Name of Training

F.A.S.T. Night

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

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

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

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

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

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

- Date of Training

February

- Responsible Person(s)

Ms. Rigsby and Grade Chairs

- Resources and Materials

Power points, sample tests and study guides

- Amount (e.g. \$10.00)

N/A

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

- Name of Training

N/A

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

N/A

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

N/A

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

N/A

- Date of Training

N/A

- Responsible Person(s)

N/A

- Resources and Materials

N/A



- Amount (e.g. \$10.00)

N/A

## Coordination and Integration

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

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

- Name of Agency

McKinney-Vento/ Safe Schools Ambassador Program

- Describe how agency/organization supports families.

These District Based programs encourages positive family relationships in the lives of teenagers by making connections through small group, individual counseling, planned activities, and family empowerment.

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

Logs Invites Photos Emails

- Frequency

Monthly

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

- Name of Agency

American Association of Caregiving Youth

- Describe how agency/organization supports families.

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

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

Photos from school visit

- Frequency

Bi-Monthly

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

- Name of Agency

Faulk Center/BHP

- Describe how agency/organization supports families.

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

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

Log/ list of students Invites

- Frequency

Bi-Monthly

## Communication

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

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.
2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.
3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.
4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.
5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

- Description

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

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

Agendas, invitations, flyers, parent call out.

- Description

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

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

Progress reports and conference notes.

- Description

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

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

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

- Description

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

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

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

- Description

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

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

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

## Accessibility

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

1. Parents and families with limited English proficiency

2. Parents and families with disabilities

3. Families engaged in migratory work

4. Families experiencing homelessness

- Description

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

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

Copies of translated documents.

- Description

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

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

Pictures of the elevator. Pictures of the ramp.

- Description

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

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

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

- Description

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

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

SBT agenda.

## Other Activities

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

### 1. Activity #1

- Name of Activity

N/a

- Brief Description

N/A

### 2. Activity #2

- Name of Activity

N/A

- Brief Description

N/A

### 3. Activity #3

- Name of Activity

N/A

- Brief Description

N/A

## Building Non-Academic Skills

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

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

### 1. Building Students' Non-Academic Skills

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

## SBT/MTSS Implementation

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

- Identify students for tiered support;



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

## 1. SBT/MTSS Implementation

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

## Provision of a Well-Rounded Education

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

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

*\*The term “well-rounded education” means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience. [ESSA, section 8101 (52)].*

## 1. Well-Rounded Education

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

## Post-Secondary Opportunities and Workforce Readiness

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

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

## 1. Post-Secondary Opportunities and Workforce Readiness

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

## Transition From Early Childhood to Elementary School

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

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

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

## 1. Transition to Elementary School

This school has chosen to be exempt from this area.

## Professional Development

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

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

## 1. Professional Development

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

## Recruitment and Retention of Effective Educators

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

Recruitment:

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

Retention:

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

**1. Recruitment and Retention**

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