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

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# ELA

## 1. List prioritized needs statements.

1. According to PM 2 (FY25), 20% of our students in grades 3-5 scored a level 3 or above 2. According to Checkpoint #3 (FY25) for STAR Early Literacy and STAR Reading, 27% of our K-2 students are predicted to score at or above 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 both Reading and Math. 3. Academic vocabulary acquisition is below grade level. 4. Benchmark curriculum does not cover all Phonics Instruction necessary to close gaps. 5. Time allotted for phonics/word work 6. Many students in need of oral language development 7. Need a schoolwide system for identifying students in need of intervention with steps for identifying a student's targeted deficiency, and matching the deficiency to an appropriate intervention. 8. Lack of parent knowledge of how 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. Provide K-2 students with supplemental phonics instruction with UFLI and UFLI instructional materials 7. Continue to offer parent and family trainings on strategies to support their student with reading (foundational and phonics skills) 8. Provide professional development for all teachers (small group instruction, collab planning, PLC meetings) 8. Provide instructional materials / assistive technology (chart paper, markers, journals, paper, headphones, online subscription, laptops, etc.) 10. Student consumables (Scholastic News, SPIRE journals, TopScore, manipulatives, ) 11. Provide academic tutors for small group instruction 12. Continue to utilize a resource teacher for targeted small group instruction 13. Provide additional staff (resource teacher) to support interventions in a small group setting 14. Provide additional staff (SSCC, Coaches) to support teachers in the delivery of instruction, interventions in a small group setting, Collaborative planning, conferences)

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

- **Communication**

1. Create a new student informational packet for newly enrolled students that includes grade level academic and behavior expectations and information on the House System 2. Continue to provide 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. How to Navigate SIS for Families 2. Reading Strategies 3. Phonics Strategies 4. How to Utilize the Student Portal at Home to Support Reading 5. Understanding Grade Level Expectations 6. How to Understand the Report Card 6. Understanding Lantana's Positive Behavior Expectations 7. Questioning: Before, During, and After Reading

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

- **School**

The school will continue to: \* to use the House System to foster a sense of community and belonging. \*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 \* Students agree to track his/her own progress \* Students will come to school prepared and agree to follow ROARS: 1. Respect – use appropriate language, raise a quiet hand, be kind 2. Ownership – admit mistakes, apologize, ignore others' bad choices 3. Attitude – work hard, don't give up, and be ready to learn 4. Responsibility – be on time, complete assignments, keep the school neat and clean 5. Safety – follow adults' directions, keep hands and feet to myself, be where I belong, walk throughout the building

- **Parents**

Parents will: \*\*Ensure their child reads every day at home Parents will continue to: \*check their student's take home folder and agenda daily \* notify the school of any changes to phone number and/or address and when their student is absent \*attend parent trainings, parent teacher conferences 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 \*share positive thoughts in the morning and talk to my child daily about his/her day

- **Staff Training**

1. Teaching Families how to Navigate SIS 2. The School Based Team Process 3. Teaching Families How to Utilize the Student Portal

- **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**

- 1. List prioritized needs statements.

According to PM 2 (FY25) 15% of our students in grades 3-5 scored a level 3 or above. According to Checkpoint #3 (FY25) for STAR Math, 24% 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. Students come in performing below grade level in math foundational skills 2. Students are not fluent in basic math facts 3. Need a schoolwide system for identifying students in need of intervention with steps for identifying a student's targeted deficiency, and matching the deficiency to an appropriate intervention. 4. Students that struggle in ELA struggle with reading word problems 5. Implementing targeted small groups with fidelity 6. Lack of parent knowledge of how 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 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, headphones, laptops, etc.) 6. Continue to utilize i Ready Toolbox as a supplemental resource 7. Continue to utilize IXL as an adaptive technology program 8. Conduct a STEM Night for Families 9. Provide additional staff (SSCC, Coaches) to support teachers in the delivery of instruction, interventions in a small group setting, Collaborative planning, conferences)

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

### • Communication

1. Create a new student informational packet for newly enrolled students that includes grade level academic and behavior expectations and information on the House System 2. Continue to provide 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. How to Navigate SIS for Families 2. Math Strategies 3. How to Utilize the Student Portal at Home to Support Math 4. Understanding Grade Level Expectations 5. Understanding Lantana's Positive Behavior Expectations 6. Understanding the Report Card

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

- **School**

The school will continue to: \* to use the House System to foster a sense of community and belonging. \*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 \* Students agree to track his/her own progress \* Students will come to school prepared and agree to follow ROARS: 1. Respect – use appropriate language, raise a quiet hand, be kind 2. Ownership – admit mistakes, apologize, ignore others’ bad choices 3. Attitude – work hard, don’t give up, and be ready to learn 4. Responsibility – be on time, complete assignments, keep the school neat and clean 5. Safety – follow adults’ directions, keep hands and feet to myself, be where I belong, walk throughout the building

- **Parents**

Parents will continue to: \* check their student's take home folder and agenda daily \* notify the school of any changes to phone number and/or address and when their student is absent \*attend parent trainings, parent teacher conferences 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 \*share positive thoughts in the morning and talk to my child daily about his/her day

- **Staff Training**

1. Teaching Families how to Navigate SIS 2. The School Based Team Process 3. Teaching Families How to Utilize the Student Portal

- **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**

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

According to the FY 24 Statewide Science Assessment, 49% 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 are not proficient with standards covered in grades K-4 that are tested on the State Science Assessment 3. Lack of parent knowledge of how to support learning at home 4. Missing fair game benchmarks in lower grades

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

1. Continue to use JJ Bootcamp as a supplemental curriculum for our 5th graders 2. Continue to provide before or after school tutoring 3. Continue to utilize a 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, headphones, online subscription, laptops, etc.) 5. Continue to utilize supplemental resources (manipulatives, experiments, etc.) 6. Continue to Utilize IXL as a supplemental technology program for science teachers 7. Conduct a STEM Night for families 8. Provide parent trainings to reinforce concepts learned and build parent capacity to support learning at home 9. Provide additional staff (SSCC, Coaches) to support teachers in the delivery of instruction, interventions in a small group setting, Collaborative planning, conferences)

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

- Communication

1. Create a new student informational packet for newly enrolled students that includes grade level academic and behavior expectations and information on the House System 2. Continue to provide 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. How to Navigate SIS for Families 2. Science Vocabulary Activities 3. How to Utilize the Student Portal at Home to Support Science 4. Understanding Grade Level Expectations 5. Understanding Lantana's Positive Behavior Expectations 6. Understanding the Report Card

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

- School

The school will continue to: \* to use the House System to foster a sense of community and belonging. \*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 \* Students agree to track his/her own progress \* Students will come to school prepared and agree to follow ROARS: 1. Respect – use appropriate language, raise a quiet hand, be kind 2. Ownership – admit mistakes, apologize, ignore others' bad choices 3. Attitude – work hard, don't give up, and be ready to learn 4. Responsibility – be on time, complete assignments, keep the school neat and clean 5. Safety – follow adults' directions, keep hands and feet to myself, be where I belong, walk throughout the building

- Parents

Parents will continue to: \* check their student's take home folder and agenda daily \* notify the school of any changes to phone number and/or address and when their student is absent \*attend parent trainings, parent teacher conferences 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 \*share positive thoughts in the morning and talk to my child daily about his/her day

- Staff Training

1. Teaching Families how to Navigate SIS 2. The School Based Team Process 3. Teaching Families How to Utilize the Student Portal to Support Science

- 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 encouraging learning environment.

**Budget Total: \$146,440.14**

Acct Description	Description					
Supplies	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>
	Copy Paper - case to support student learning and delivery of instruction (classroom and tutorial)	60	\$34.69	General Supplies	Original	\$2,081.40
	JJ Bootcamp Science Instructional Materials (4-5) to support delivery of instruction	1	\$2,860.00	Instructional Materials	Original	\$2,860.00
	Dry Erase Markers (for UFLI Phonics) to support student learning	3	\$20.00	General Supplies	Original	\$60.00
	Cardstock for printing instructional in class & take home materials	15	\$33.54	General Supplies	Original	\$503.10
	Chart paper to support delivery of instruction	18	\$32.00	General Supplies	Original	\$576.00
	Pencils to support student learning	1	\$22.17	General Supplies	Original	\$22.17
	Top Score Printed Materials to support writing in grades 3-5	1	\$8,288.00	Instructional Materials	Original	\$8,288.00
	Highlighter tape for reading & communication boards for ASD	24	\$30.00	Technology	Original	\$720.00
	1/2 inch Binders (intervention groups)	4	\$25.00	General Supplies	Original	\$100.00
	Tutorial Instructional Materials (Measuring Up)	1	\$1,880.42	Instructional Materials	Original	\$1,880.42
	Velcro (communication boards for ASD)	2	\$20.00	Program Supplies	Original	\$40.00
Scholastic Magazine Storyworks for Grade 3	100	\$9.63	Instructional Materials	Original	\$963.00	

Acct Description	Description										
	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>			<b>Type</b>	<b>Total</b>			
	Adjustment - benefits credit and final allocation	1	\$3,010.00	General Supplies			Other	\$3,010.00			
Resource Teacher	The Math & Science Resource teacher will provide direct instruction to students in need of additional science and math skills (grades 2-5) through a push-in and/or pull-out model of support.										
Computer HW; non-cap	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>			<b>Total</b>				
	Headphone with Microphone (Kensington) to support non-native speakers in grades K-5 (all content areas)	30	\$17.71	Original			\$531.30				
	Headphone (Kensington) to support student learning in all content areas K-5	50	\$12.58	Original			\$629.00				
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>		
	Certified Teachers will provide remediation after school, for students in grades 3-5 to support student learning in math, reading, and science. / Will begin in October 2025.	8	\$37.00	2	1.25	25	Certified	Original	\$18,500.00		
Online subscription	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>			<b>Total</b>				
	IXL Math & Science to support student learning in grades 6-8 for enrichment and remediation / School site license	1	\$4,606.25	Original			\$4,606.25				
	Top Score to support writing instruction and student learning in grades 3-5 for remediation and enrichment / School site license	1	\$1,000.00	Original			\$1,000.00				

Acct Description	Description				
	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>
	Reflex Math for fact fluency to support student learning in grades 2-5 for enrichment and remediation / School site license	1	\$4,795.00	Original	\$4,795.00
	iReady Reading Teacher Toolbox to support reading instruction and progress monitoring for student learning in grades K-5 / School site license	1	\$3,017.50	Original	\$3,017.50

## Action Step: Professional Learning

Need Action Step Verbiage

Budget Total: **\$130,579.86**

Acct Description	Description					
Single School Culture Coordinator	The Single School Culture Coordinator will provide K-5 teachers with Instructional Literacy Coaching, SBT support, and SLL Professional Learning support in all content areas, and serve as the parent engagement lead.					
Supplies	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>
	Book study on PLCs after September Institute w/ Principal, AP, SSSC, & PLC Facilitator for professional learning K-5	4	\$45.00	General Supplies	Original	\$180.00
	ECTAC professional books	4	\$45.00	General Supplies	Original	\$180.00

Acct Description	Description									
Travel out-of-county	<table border="1"> <thead> <tr> <th data-bbox="462 170 1470 251">Item</th> <th data-bbox="1470 170 1617 251">Quantity</th> <th data-bbox="1617 170 1774 251">Rate</th> <th data-bbox="1774 170 1900 251">Type</th> <th data-bbox="1900 170 2026 251">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Type	Total				
	Item	Quantity	Rate	Type	Total					
	ECTAC, June 2026 - Dates TBD, Orlando, FL / Principal, AP, SSCC, and teachers will learn strategies for accelerating growth within a Title I school to increase student success. (Registration - \$425.00 / Transportation - \$0 / Lodging - \$570.38 / Per Diem - \$108.00)	4	\$1,103.38	Original	\$4,413.50					
	ECTAC, June 2026 - Dates TBD, Orlando, FL / Principal, AP, SSCC, and teachers will learn strategies for accelerating growth within a Title I school to increase student success. (Registration - \$425.00 / Transportation - \$158.40 (car rental) / Lodging - \$570.38 / Per Diem - \$108.00)	3	\$1,261.78	Original	\$3,785.50					
PLCs at Work Institute, Solution Tree, Orlando, 7/16/25-7/18/25 - Learn specific, practical, and effective strategies for PLC improvement, focusing on 3 big ideas (focus on learning, building culture, & results) / Registration - \$799.00; Transportation - \$160.00; Lodging - \$500.00; Per Diem - \$108.00	2	\$1,407.00	Original	\$2,814.00						
PLCs at Work Institute, Solution Tree, Orlando, 7/16/25-7/18/25 - Learn specific, practical, and effective strategies for PLC improvement, focusing on 3 big ideas (focus on learning, building culture, & results) / Registration - \$799.00; Transportation - \$0; Lodging - \$500.00; Per Diem - \$108.00	2	\$1,567.00	Original	\$3,134.00						

## 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: \$3,523.50**

Acct Description	Description					
Supplies	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>
	Chart Markers for parent trainings/meetings	1	\$10.39	General Supplies	Original	\$10.39
	Agendas for K-2 Classes for parent communication	600	\$2.00	General Supplies	Original	\$1,200.00
	Colored Ink (4 cartridges- cyan, magenta, yellow, black for school-home communication, parent trainings)	3	\$474.96	Technology	Original	\$1,424.88
	Paper, Copy, White 8-12"X11" for school-home communication	7	\$34.69	General Supplies	Original	\$242.83
	Refreshments for Parent Breakfast Breaks at monthly parent trainings (Per training in the PFEP)	1	\$87.36	General Supplies	Original	\$87.36
	Shipping	1	\$8.04	General Supplies	Original	\$8.04
Enrichment Contracts	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>	
	Cox Science Museum will provide STEM Night Hands-on STEM activities for all families at an evening event, activities supplied by science center / Tentative date is February 2026.	1	\$550.00	Original	\$550.00	

## Mission Statement

## 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

<b>Name</b>	<b>Title</b>
Janyn Robinson	Principal
Celena Rossello	Assistant Principal
Elaina Campbell	Single School Culture Coordinator
Donahue Byrd	Resource Teacher/SAC Chair
Taffiny Perez	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 members 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 February 2025 during for staff and March 2025 for parents and stakeholders. Stakeholder input for the CNA/SWP/PFEP was captured on the meeting Recording Template. The first SAC meeting for FY 26 will be held on September 1, 2025 where documents will be shared, additional input will be sought and approved. The Title One Annual Meeting will take place on September 25, 2025 at 5:00pm and will also be designed to garner stakeholder input through evaluations and verbal input. For FY27 SWP development the team will meet and collaborate in February 2026 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, agendas, refreshments, and for Cox Museum for Science Night to support parent engagement. Feedback from our parent stakeholders was collected.

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

## Annual Parent Meeting

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

Our Title 1 Annual Meeting will be held on September 25, 2025 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.).

Parents will be notified through translated call outs, invitations, and the school marquee.

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

1. Staff Training for Parent and Family Engagement #1

- Name of Training

How to Utilize the Student Portal at Home to Support Learning

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

Staff will be provided with a presentation that will highlight certain applications found within the student portal. Staff will share sites that support ELA, Math, and Science Learning.

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

The expected impact will be families supporting their child's learning at home by encouraging the use of specific applications found on their child's portal.

- What will teachers submit as evidence of implementation?

\*sign in sheets from Meet the Teacher \* Class Dojo messages \* conference notes \*emails

- Month of Training

August

- Responsible Person(s)

Celena Rossello and Elaina Campbell

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

- Name of Training

Helping Families Understand RTI and the School based Team Process

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

Staff will be provided with the tools needed to effectively communicate the process of RTI and school based team.

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

Staff will provide parents with concise and clear information to help them fully understand the RTI and school based team processes.

- What will teachers submit as evidence of implementation?

\*conference notes \*SBT Meeting Notes \* phone call log (SIS)

- Month of Training

January

- Responsible Person(s)

Celena Rossello and Elaina Campbell

## Parent Trainings

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

- Name of Training

How to Navigate SIS

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

Parents will be taught how to navigate SIS to locate test scores, progress reports, and report cards.

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

Parents will sign on to computers and practice navigating SIS.

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

Parents will be able to utilize SIS to locate their child's test scores, progress reports and report cards, thus being able to better support their child's academics by being able to identify their child's strengths and areas in need of improvement.

- Date of Training

September 22, 2025

- Responsible Person(s)

Celena Rossello, Elaina Campbell, Danielle Morales

- Resources and Materials

laptops Student Pin Numbers for SIS Gateway paper for copies refreshments

- Amount (e.g. \$10.00)

15.00

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

- Name of Training

Understanding the Report Card and Grade Level Standards

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

Parents will be presented with a breakdown of the PBSD Report Card and grade level standards. With a better understanding of their child's strengths and areas in need of improvement, parents will be better equipped to support their child's learning at home.

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

Parents will have copies of the BEST Standards and of a report card for their child's grade level. Parents will utilize the documents throughout the presentation and have an opportunity to use and align resources that will help their child at home to meet academic standards for improvement.

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

With a better understanding of their child's strengths and areas in need of improvement, parents will be better equipped to support their child's learning at home, thus increasing academic achievement.

- Date of Training

October 2025

- Responsible Person(s)

Celena Rossello, Elaina Campbell

- Resources and Materials

copies of BEST standards and report cards refreshments

- Amount (e.g. \$10.00)

15.00

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

- **Name of Training**

An Overview of Lantana's Positive Behavior Expectations and Role of PBS

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

Parents will learn about Lantana's Positive Behavior Expectations including ROARS, our Behavior Matrix, and PAWS.

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

Parents will have a folder with all of Lantana's Positive Behavior documents. They will refer to the documents throughout the training. Parents will create a behavior chart to track their daily behavior from school, at home, to encourage student engagement during the day to improve academic achievement.

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

Parents will have a deeper understanding of the behavior expectations at Lantana Elementary. With this, a stronger home/family connection will be established. Students will be expected by both school and home to follow the schoolwide behavior expectations which leads to a highly conducive learning environment. With a highly conducive learning environment, student academic achievement will increase.

- **Date of Training**

January 2026

- **Responsible Person(s)**

Celena Rossello, Elaina Campbell

- **Resources and Materials**

paper for PBS document copies manilla folders refreshments

- Amount (e.g. \$10.00)

15.00

## Coordination and Integration

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

- 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

- 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 hosts 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

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) IEP/LEP meeting and parent conferences at time that is convenient for families, Links for virtual meetings Picture of Marquee

## Accessibility

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

## 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

## 1. Building Students' Non-Academic Skills

Lantana Elementary is in its third 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

## 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 Elementary 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

## 1. Well-Rounded Education

Lantana Elementary School adheres to District Policies 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 lessons and activities 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. This year, Lantana is partnering with Roots and Wings, which will allow us to provide targeted students in first through third with afterschool tutoring.

## Post-Secondary Opportunities and Workforce Readiness

### 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 the 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, STAR). 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

## 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 Kick Off 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 Kick Off 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

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

## Recruitment and Retention of Effective Educators

## 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 and now FY26- with one of them participating in the Associate Teachers Program. 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.