
Title I Comprehensive Schoolwide Plan
LANTANA MIDDLE SCHOOL (0761)

ELA

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 to no effort/ attempt at inferencing and other skills that impact student performance negatively. 2. ELL push in support is NOT consistent. Too many vacancies and not enough support. 3. Teachers should use reading and test taking strategies across all content areas 4. Reading coach/tutor to help students in small groups

3. Share possible solutions that address the root causes.

1. Implementation of schoolwide reading competition. 2. Regular support from Secondary Literacy. 3. School purchase license of IXL for ELA 4. Implementation of school wide ELA/Reading incentives 5. More recruiting for ELL support since the school has a high Hispanic population 6. Stakeholders can volunteer to tutor 7. Stakeholders can participate in SAC

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

• Communication

Call outs Parent Links Flyers Marquee Communicate with families and school in all languages

• Parent Training

1. Parent Trainings that may be offered to support parent/families as they work with their children at home (ELA) 2. School will provide parent nights to help parents better understand ways that they can facilitate their child's education. 3. Parent Trainings to support ELA at home and access to reading content.

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 Provide high quality curriculum and interventions

- **Students**

Students will come to school prepared with homework and supplies ready to learn. Students will abide by the rules stated in the student-parent compact

- **Parents**

Parents will encourage their children to work on ELA at home on a daily basis Parents will abide by the rules stated in the student-parent compact.

- **Staff Training**

1.Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (ELA) 2.Staff Trainings to assist teachers in understanding how to better engage families and provide reading materials at home.

- **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

- 1. List prioritized needs statements.

1. Only 27% of ESE Math students are performing on grade level. 2. African American Males are performing 2% lower than SY 25%

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

1. Class sizes are not even with ESE students. 2. ESE support not always distributed evenly 3. High student absences. 4. Lack of parent math knowledge and support. 5. More professional development for teachers in specific math content. 6. Increase tutoring opportunities for students in 6th grade geometry.

3. Share possible solutions that address the root causes.

1. Reduce Class Size 2. Common planning which would allow more teacher support 3. Parental support at home to help encourage in school tutoring 4. More parent trainings for math. 5. Attend and support trainings offered by math department. 6. Join SAC and be a part of the school community.

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

• Communication

1. School will continue to send out robocalls, flyers and parent links to advertise Math activities. 2. Communication with families and school in all languages.

• Parent Training

1. Host training outside of STEAM Night, specifically for Math, to help parents understand the standards. 2. Curriculum content clinics 3. Parent Trainings to support math at home and familiarize parents with Dreambox and IXL Supports

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

• School

Communicate with parents on SIS and Google Classroom. Send home monthly newsletters

• Students

Share Google Classrooms with parents and ask questions. Review Dreambox activities read notes, attend school Follow student-parent compact

- **Parents**

Email teachers as needed and attend school based activities. Participate in school parent-trainings

- **Staff Training**

1.PLC's on communication options, parent link and google voice. 2.More professional development for teachers. 3. Staff Trainings to assist teachers in understanding how to better engage families and communicate math curriculum goals.

- **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

1. List prioritized needs statements.

1. FSA Proficient Readers only 32% for SY 24/25 2. 26% of Proficient Readers did not pass the Science Diagnostic 3. Disproportionate amount of referrals in January around diagnostics

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

1. Academic Accountability is lacking due to the use of course recovery to receive an A in less time. 2. Truancy/skipping is a major issue especially in 8th grade - (the tested grade) 3. Recurrent discipline issues. 4. Teachers should use reading strategies across all content areas. 5. Science coach or lab to offer more hands on learning.

3. Share possible solutions that address the root causes.

1. STEAM Night in the Fall will increase student interest any buy in. 1. Spring Curriculum Night will increase parent buy in and understanding of expectations 2. Rewards for Academic Performance, attendance and positive behavior. 3. Brain Pop and Gizmo can be used to remediate, review, and introduce information in a more palatable form 4. Rewards for Academic Performance, attendance and positive behavior. 5. Parents to participate and volunteer in STEAM NIGHT.

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

- Communication

1.The school will continue to send correspondence out to parents through Robocalls, parent links and fliers. 2. Communication with families and school in all languages.

- Parent Training

1.STEAM Night in the fall to promote parent engagement. 2.FSA Parent Night - to discuss expectations for the 8th grade Science test. 3. Parent Trainings to support Science at home and participate in STEAM Night.

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 earning and the teachers.

- Students

Students will bring their parents to events and share with them what they are learning. Students will abide by the rules in the student parent compact.

- Parents

Parents will attend and take an active role in how they are learning. Parents will abide by the rules in the student-parent compact.

- **Staff Training**

1. 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. 2. Staff Training to include Science in daily life and science and reading content.

- **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 Kanjobjal for parents who need translation.

Social Studies

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 content in advance of the test. 2. Students struggle with reading engagement, and comprehension skills. 3. Teachers should use reading strategies in all content areas. 4. Additional Civics tutoring throughout the year.

3. Share possible solutions that address the root causes.

1. Use Title 1 funds to pay for several weeks (or more as needed) of morning and/or in-school pull out tutoring sessions (including incentives for attending) and a Saturday Civics EOC review boot camp. 2. Utilize Civics review activities during Winter FAST/EOC review "curriculum night" activities event (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. Support Civics by volunteering to help and tutor.

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

- **Communication**

Call outs Parent Links Flyers Marquee Communication with families and school in all languages

- **Parent Training**

1.Parent Trainings that may be offered to support parents/families as they work with their children at home. 2.Parent Trainings to support Social Studies at home by adding Civics training for families

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

- **School**

1.School will provide high quality curriculum and instruction by using Florida standards, and providing interventions when necessary. 2.Provide High quality instruction in Civics

- **Students**

1.Students will attend supplemental learning events (Boot Camps, before/afterschool tutoring) 2.Students will come to school prepared and participate in class

- **Parents**

1.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. 2.Parents will encourage children to work on Civics review.

- **Staff Training**

1.Staff Trainings to assist teachers in understanding how to better engage and support families as they work with their children at home. 2.Staff Training to assist teachers in understanding how to better engage families and increase communication in relation to Civics practice.

- Accessibility

1.Flexible times for trainings (Morning and Afternoon) 2.Offer in-person and google meet trainings if need be.

Acceleration Success

1. List prioritized needs statements.

1. 73% of Algebra students proficient of CP3 2. 82% of Geometry students proficient on CP3

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

1. Student Absences/Skipping 2. Lack of parental support 3. Lack of student effort 4. Provide additional development to teachers in accelerated courses. 5. Provide additional acceleration support through tutorials.

3. Share possible solutions that address the root causes.

1. More parental support at home to encourage student tutoring. 2. IXL available for home and school use - that can be monitored. 3. More money is needed for in class incentives, maybe there would be more of an effort made in and out of class. 4. Parents will attend all trainings and curriculum nights to assist at home.

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

- Communication

1. School will continue to send communication through robocalls, fliers, and parent links to advertise any accelerated coursework. 2. Communication with families and schools in all languages.

- Parent Training

1.STEAM Night - Training 2.Curriculum Night 3.Parent Trainings to support Acceleration at home and review IXL support with children.

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. Send out monthly newsletters with upcoming math related events. School will provide high quality instruction and tutorials.

- **Students**

Share google classrooms and math notebooks with parents Check google classroom, review SIS and attend tutoring when offered. Review IXL activities , read notes and attend class. Students will participate in class and tutoring.

- **Parents**

Email teachers as needed, attend school based activities. Check SIS and email teachers as needed. Participate in school related parent trainings. Parents will encourage students to come to school and participate in tutorials.

- **Staff Training**

1.PLC's on communication options, parent link, and google voice. 2.Teachers who teach the accelerated Math courses will attend Professional Development on and off campus to stay on top on what is needed to help prepare the students. 3. Staff Trainings to assist teachers in understanding how to better engage families.

- **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: \$346,023.75

Acct Description	Description															
Supplies	<table border="1"> <thead> <tr> <th data-bbox="434 355 1184 428">Item</th> <th data-bbox="1201 355 1339 428">Quantity</th> <th data-bbox="1348 355 1499 428">Rate</th> <th data-bbox="1507 355 1703 428">Supply Type</th> <th data-bbox="1711 355 1898 428">Type</th> <th data-bbox="1906 355 2022 428">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Supply Type	Type	Total									
	Item	Quantity	Rate	Supply Type	Type	Total										
	Cases of White printer paper	10	\$48.00	General Supplies	Original	\$480.00										
	Shipping	1	\$46.75	General Supplies	Original	\$46.75										
	Adjustment - benefits credit and final allocation	1	\$6,347.00	General Supplies	Other	\$6,347.00										
BT 516371- Reduced the benefits credit and final allocation adjustment to purchase headsets	-1	\$1,361.00	General Supplies	Budget Transfer	-\$1,361.00											
Classroom Teacher	Social Science Teacher for 7th and 8th grade will facilitate standards based instruction for a more effective impact on student academic success measured by district and state data while providing students the benefit of reduced class size and increased small-group instruction.															
Out-of-system Subs	<table border="1"> <thead> <tr> <th data-bbox="434 1094 888 1167">Item</th> <th data-bbox="896 1094 1087 1167">Quantity</th> <th data-bbox="1096 1094 1245 1167">Rate</th> <th data-bbox="1253 1094 1373 1167">Days</th> <th data-bbox="1381 1094 1520 1167">Hours</th> <th data-bbox="1528 1094 1677 1167">Weeks</th> <th data-bbox="1686 1094 1850 1167">Type</th> <th data-bbox="1858 1094 2022 1167">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Type	Total							
	Item	Quantity	Rate	Days	Hours	Weeks	Type	Total								
	ELA/Social Studies/ Math	3	\$21.00	7	6.5	1	Original	\$2,798.00								
Reading Sub	1	\$21.00	3.5	6.5	1	Original	\$466.00									
Extra Periods	1 Extra Period for first semester & 4 extra periods year-round to provide students the benefit of smaller class sizes and to help with increased small group instruction in Reading/Language Arts, Social Studies and Math.															

Acct Description	Description											
	Extra Periods for Civics (Brent Ehrlich, 7th grade), ELA (Dena Warner, 6th Grade), Reading (Esta Weiner, 7-8th Grade), Reading (Rodriguez, 6-8th - 1st semester only) and Math (Clark, 6-8th grade).											
Computer HW; non-cap	Item						Quantity	Rate	Type	Total		
	BT 516371- Headsets to be used by 6-8 grades for reading intervention in Read 180						50	\$27.22	Budget Transfer	\$1,361.00		
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 reduce 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.											
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.											
Tutorial	Item				Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Certified Teacher will provide extended learning opportunities afterschool in math for students in grades 6-8 beginning in October.				1	\$37.00	2	2	6	Certified	Original	\$888.00
	Certified Teachers will provide extended learning opportunities afterschool in ELA for students in grades 6-8 beginning in October.				1	\$37.00	2	2	6	Certified	Original	\$888.00

Action Step: Professional Learning

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

Budget Total: **\$116,073.00**

Acct Description	Description
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: **\$6,053.00**

Acct Description	Description									
Parent Support by School Staff	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	Certified teachers will facilitate parent trainings outside of their contracted hours in the areas of 6th-8th grade Science,	15	\$25.00	1	4	2	Certified	Original	\$3,000.00	

Acct Description	Description								
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	ELA, Math and Civics for the Fall and Spring Parent Nights.								
	Community language facilitators will extend their day to facilitate translation services at parent trainings for grades 6th - 8th.	2	\$27.00	1	4	2	Non-Certified	Original	\$424.00
Postage	Item					Quantity	Rate	Type	Total
	Postage at various rates - Sending flyers/information home for families					1	\$80.00	Original	\$80.00
Enrichment Contracts	Item					Quantity	Rate	Type	Total
	Cox Science Center - STEAM NIGHT FALL 2025 - Parent Training for 75-100 participants to engage in 2 hours of science based hands on learning - 10/23/25 - Cox Center will set up rotation stations for parents to visit for their hands on learning experience.					1	\$549.00	Original	\$549.00
Supplies	Item				Quantity	Rate	Supply Type	Type	Total
	Cases of paper to print materials for parent meetings.				6	\$48.00	General Supplies	Original	\$288.00
	Ink Cartridges to print parent/family engagement materials to include: flyers, invitations, newsletters and training materials for parents of 800 students.				8	\$70.00	Technology	Original	\$560.00

Mission Statement

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

Name	Title
Edward Burke	Principal
LaToya Rigsby	Assistant Principal
Nicole Davis	Faculty/Staff/SAC Chairperson
Chris Castle	Community Member
Ken Mason	Community Member
Rosita Martinez	Parent
Veronica Mejia	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 13th, 2025 @5:00 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, 2025, 5:00 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
Nicole Davis	SAC Chair

Annual Parent Meeting

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

October 9th/ 16th - will be the Title 1 meeting @5:30pm, at Lantana Middle School 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.).

We will notify parents through parent link (text messages and call- outs) as well as Title 1 fliers/invitations.

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

Power point/ evaluation and sign-in sheets. Handouts will include: School parent-compact as well as the Schoolwide Plan

Staff Trainings

1. Staff Training for Parent and Family Engagement #1

- Name of Training

"What is Family Engagement and why is it important?"

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

Staff will understand the importance of Family Engagement and learn the types of families in our community that need support in advocacy for their child.

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

Continuing to stress the importance of fostering good relationships between staff and parents, ultimately impacts the success of the child.

- What will teachers submit as evidence of implementation?

Google Classroom assignment, indicating that they have read the article and how they plan to use the strategies indicated in the article.

- Month of Training

August

- Responsible Person(s)

Ms. Davis/Ms. Rigsby

3. Staff Training for Parent and Family Engagement #2

- Name of Training

"How can teachers/staff increase Parent and Family Engagement?"

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

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

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

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

- What will teachers submit as evidence of implementation?

Google Classroom assignment from teachers/staff, after reading the article.

- Month of Training

February

- Responsible Person(s)

Davis/Rigsby

Parent Trainings

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 their academic learning.

- Date of Training

October 16th, 2025

- Responsible Person(s)

Molly Sklapsky and Ms. Rigsby

- **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

January 2026

- Responsible Person(s)

Ms. Rigsby and Subject level Department Instructional Leaders

- 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

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

- Frequency

Monthly/Bi-Monthly

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

- Name of Agency

American Association of Caregiving Youth

- Describe how agency/organization supports families.

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

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

Photos 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

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 (PM 1 and 2 Results 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

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

1. Activity #1

- Name of Activity

- Brief Description

2. Activity #2

- Name of Activity

- Brief Description

3. Activity #3

- Name of Activity

- Brief Description

Building Non-Academic Skills

1. Building Students' Non-Academic Skills

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

SBT/MTSS Implementation

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

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

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

1. Transition to Elementary School

This school has chosen to be exempt from this area.

Professional Development

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

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.