

### Title I Comprehensive Schoolwide Plan - Lantana Middle (0761)

#ELA	2017	2018	2019	2020	2021 (Expected Outcomes)
Achievement	43	41	45	46	55
Gains	51	53	55	59	55
Lowest 25% Gains	49	39	49	53	55

1. According to data, what are your top priorities? Include needs assessment statements.

Among many data sources, the following are our priorities that will us maintain or surpass our FY'21 achievement goals:  
 Increase the number of students who are proficient on all standardized assessments in ELA.  
 Increase the overall ELA gains by 1% point to 60% of our students making significant gains.  
 Increase the Lowest 25% by 5 percentage points to 58% of our lowest 25% students making gains.

2. List the root causes for the needs assessment statements for your top priorities.

Parental involvement, understanding instructiona and assessment, is a factor impeding student achievement.  
 A significant number of students are more than one grade level behind when they become students at Lantana Middle School.  
 The school's lack of instructional staff who will tutor students before and after school.

3. Share possible solutions that address the root causes.

Increase the number of students in higher level ELA courses with support in place.  
 Remediate standards for students through bell ringers and structured tutorial programs.  
 Provide professional development opportunities on differentiation in all tiers of instruction on PDDs.

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

**Communication**

**Parent Training**

**Staff Training**  
(Related to Parent Engagement)

**Accessibility**  
(Accommodations for Parents with Special Needs)

Ensure all communication between home and family is in the families' preferred language. Community Language Facilitators will be available at all parent meetings trainings to provide support to students and parents.

Ensure all parent training opportunities are created to equip families with developmentally appropriate strategies they need to support their children's learning. Literacy and Math Night Parent Training.

Ensure ALL staff training contains a component on including empowering parents to read, write, or use apps with their students at home.

Assess needs of all parents to identify parents with disabilities and create individualized plans for that students' family based on the survey. Invite all parents to all parent meetings and trainings.

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

**School**

**Students**

**Parents**

Provide high quality instruction of a Florida standards based curriculum for students in English Language Arts and Intensive Reading classes.

Complete all assignments and read daily.

Support student learning by monitoring grades and attendance frequently through SIS, holding students accountable for completing all assignments.

#Math	2017	2018	2019	2020	2021 (Expected Outcomes)
Achievement	49	47	47	47	55
Gains	57	51	54	50	55
Lowest 25% Gains	41	39	55	46	55

1. According to data, what are your top priorities? Include needs assessment statements.

Among many data sources, the following are our priorities that will us maintain or surpass our FY'21 achievement goals:  
 Increase the number of students who are proficient on all standardized assessments in Math.  
 Increase the overall Math gains by 5 percentage points to 55% of our students making significant gains.  
 Increase the Lowest 25% by 4 percentage points to 50% of our lowest 25% students making gains.

2. List the root causes for the needs assessment statements for your top priorities.

Parental involvement, understanding instructiona and assessment, is a factor impeding student achievement.  
 Instructional staff in the Math department with less than 3 years experience.  
 School leadership change mid-year, teacher instructional expectations became more rigorous.  
 The school's lack of instructional staff who will tutor students before and after school for remediation and/or enrichment.

3. Share possible solutions that address the root causes.

Diversify the type of accelerated academic programs for all students.  
 Remediate standards for students through bell ringers and structured tutorial programs before and after school.  
 Provide professional development opportunities on differentiation in all tiers of instruction on PDDs.  
 Plan and facilitate a summer program to equip students with the background knowledge/skills needed.

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

**Communication**

**Parent Training**

**Staff Training**  
*(Related to Parent Engagement)*

**Accessibility**  
*(Accommodations for Parents with Special Needs)*

Ensure all communication between home and family is in the families' preferred language. Community Language Facilitators will be available at all parent meetings trainings to provide support to students and parents.

Ensure all parent training opportunities are created to equip families with developmentally appropriate strategies they need to support their children's learning. Literacy and Math Night Parent Training and STEAM Night.

Ensure ALL staff training contains a component on including empowering parents to assist students with logging on and utilizing computer apps/programs/websites that are district and/or school approved (Khan Academy, Study Island, etc.)

Assess needs of all parents to identify parents with disabilities and create individualized plans for that students' family based on the survey. Invite all parents to all parent meetings and trainings.

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

**School**

**Students**

**Parents**

Provide high quality instruction of a Florida standards based curriculum for students in Mathematics.

Complete all assignments(both class and homework) and attend school daily.

Support student learning by monitoring grades and attendance frequently through SIS, holding students accountable for completing all assignments daily.

#Science	2017	2018	2019	2020	2021 (Expected Outcomes)
Achievement	47	37	41	44	50

1. According to data, what are your top priorities? Include needs assessment statements.

Among many data sources, the following are our priorities that will us maintain or surpass our FY'21 achievement goals:  
Increase the number of students who are proficient on all standardized assessments in Science by 6 percentage points to 50 percent proficient.

2. List the root causes for the needs assessment statements for your top priorities.

Parental involvement, understanding instructiona and assessment, is a factor impeding student achievement.  
The school's lack of instructional staff who will tutor students before and after school for remediation and/or enrichment.

3. Share possible solutions that address the root causes.

Ongoing professional development for staff to improve effective instructional deliveries, assessment, and pedagogy.  
Science staff from district office taking part in PLCs and instructional feedback.  
Increased number of in-house science field trips for hands-on experience.

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

**Communication**

**Parent Training**

**Staff Training**  
(Related to Parent Engagement)

**Accessibility**  
(Accommodations for Parents with Special Needs)

Ensure all communication between home and family is in the families' preferred language. Community Language Facilitators will be available at all parent meetings trainings to provide support to students and parents.

Ensure all parent training opportunities are created to equip families with developmentally appropriate strategies they need to support their children's learning. STEAM Night.

Ensure ALL staff training contains a component on including empowering parents to assist students with logging on and utilizing computer programs/websites that are district and/or school approved for instruction. (Study Island, etc.)

Assess needs of all parents to identify parents with disabilities and create individualized plans for that students' family based on the survey. Invite all parents to all parent meetings and trainings.

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

**School**

**Students**

**Parents**

Provide high quality instruction of a Florida standards based curriculum for students in Science.

Students will attend school daily, consistently completing classwork and homework assignments.

Support student learning by monitoring grades and attendance frequently through SIS, holding students accountable for completing all assignments.

#SocialStudies	2017	2018	2019	2020	2021 (Expected Outcomes)
Achievement	56	63	62	68	75

1. According to data, what are your top priorities? Include needs assessment statements.

Among many data sources, the following are our priorities that will us maintain or surpass our FY'21 achievement goals:  
Increase the number of students who are proficient on all standardized assessments in Civics by 5 percentage points to 75 percent proficient.

2. List the root causes for the needs assessment statements for your top priorities.

Parental involvement, understanding instructiona and assessment, is a factor impeding student achievement.  
Instructional staff in the Civics department with less than 3 years experience.  
Civics teachers migrating to other schools during voluntary transfer period.  
The school's lack of instructional staff who will tutor students before and after school for remediation and/or enrichment.

3. Share possible solutions that address the root causes.

Provide professional development opportunities on differentiation in all tiers of instruction on PDDs.  
Opportunities for common planning via the master board process.  
Remediate standards for students through bell ringers and structured tutorial programs.

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

**Communication**

**Parent Training**

**Staff Training**  
*(Related to Parent Engagement)*

**Accessibility**  
*(Accommodations for Parents with Special Needs)*

Ensure all communication between home and family is in the families' preferred language. Community Language Facilitators will be available at all parent meetings trainings to provide support to students and parents.

Ensure all parent training opportunities are created to equip families with developmentally appropriate strategies they need to support their children's learning. Literacy and Math Night Parent Training.

Ensure ALL staff training contains a component on including empowering parents to read, write, or use apps with their students at home.

Assess needs of all parents to identify parents with disabilities and create individualized plans for that students' family based on the survey. Invite all parents to all parent meetings and trainings.

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

**School**

**Students**

**Parents**

Provide high quality instruction of a Florida standards based curriculum for students in Science.

Students will attend school daily, consistently completing classwork and homework assignments.

Support student learning by monitoring grades and attendance frequently through SIS, holding students accountable for completing all assignments.



#Acceleration	2017	2018	2019	2020	2021 (Expected Outcomes)
Achievement	68	81	89	80	90

1. According to data, what are your top priorities? Include needs assessment statements.

Among many data sources, the following are our priorities that will us maintain or surpass our FY'21 achievement goals:  
 Increase the number of students who are proficient on End of Course assessments in Algebra I by 10 percentage points to 90 percent or greater of students enrolled in Algebra I Honors are proficient.

2. List the root causes for the needs assessment statements for your top priorities.

Parental involvement, understanding instruction and assessment.  
 Instructional staff for Algebra I H are veteran math teachers that are new to teaching the course.  
 The lack of experience in Math Department lower grade levels, turnaround of new teachers.  
 The school's lack of instructional staff who are not willing to tutor students before and after school for remediation and/or enrichment.  
 Students removed from the course after one year due to assignment completion.

3. Share possible solutions that address the root causes.

Diversify the student population of all accelerated academic programs.  
 Remediate standards for students through bell ringers and structured tutorial programs.  
 Provide professional development opportunities on differentiation in all tiers of instruction on PDDs.  
 Increase the number of students in higher level math courses with support in place.

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

Communication	Parent Training	Staff Training (Related to Parent Engagement)	Accessibility (Accommodations for Parents with Special Needs)
<p>Ensure all communication between home and family is in the families' preferred language. Community Language Facilitators will be available at all parent meetings trainings to provide support to students and parents.</p>	<p>Ensure all parent training opportunities are created to equip families with developmentally appropriate strategies they need to support their children's learning. Literacy and Math Night Parent Training.</p>	<p>Ensure ALL staff training contains a component on including empowering parents to assist students with logging on and utilizing computer programs/websites that are district and/or school approved for instruction. (Study Island, Reading Plus, etc.)</p>	<p>Assess needs of all parents to identify parents with disabilities and create individualized plans for that students' family based on the survey. Invite all parents to all parent meetings and trainings.</p>

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

School	Students	Parents
<p>Place students in accelerated classes and provide the support needed for students to flourish academically. Provide high quality instruction of a Florida standards based curriculum for students.</p>	<p>Students will attend school daily, consistently completing classwork and homework assignments. Students will attend tutorial sessions with academic tutors as needed.</p>	<p>Support student learning by monitoring grades and attendance frequently through SIS, holding students accountable for completing all assignments.</p>

Action Step	Provide rigorous standards based instruction in a small size classroom setting, implementing research based pedagogy for student growth and academic achievement.	Budget Total: \$310,454.27
<b>Acct Description Description</b>		
Classroom Teacher	In an effort to reduce classroom sizes and provide more small group instruction of more rigorous standards, a Language Arts Teacher will support Grade 8 students grades ELA standards based instruction for more effective impact on student academic success measured by district and state data.	
Classroom Teacher	In an effort to reduce classroom sizes and provide more small group instruction of more rigorous standards, a Mathematics Teacher will support Grade 7 students Math standards based instruction for more effective impact on student academic success measured by district and state data.	
Classroom Teacher	In an effort to reduce classroom sizes and provide more small group instruction of more rigorous standards, a Science Teacher will support Grade 7 students with standards based Science instruction for more effective impact on student academic success measured by district and state data.	
Classroom Teacher	In an effort to reduce classroom sizes and provide more small group instruction of more rigorous standards, a Social Sciences Teacher will support Grade 7 and 8 students with Social Science standards based instruction for more effective impact on student academic success measured by district and state data.	
Tutorial	Before School Tutorial Program for remediation of ELA and MATH standards by 4 certified teachers X 2 Days Weekly X 45 (.75) minutes X 20 Weeks x \$25 = \$3,000 SATURDAY Tutorial Program for remediation of ELA, MATH & SCIENCE standards by 5 certified teachers X 1 Day Weekly X 3 hours X 4 Weeks = \$1,500	
Supplies	Materials and Supplies to support Classroom Instruction: Copy Paper - \$31.03 x 20 = \$620.60; Ink - \$58.50 x 10 = \$585.00; Headset - \$8.72 x 90 = \$784.80; Post Its - \$7.49 x 10 = \$74.90; Pencils - \$1.61 x 30 = \$48.30; Pens - \$7.19 x 8 = \$57.52; Dissection Animals - \$60.97 x 10 = \$609.70; White Board Markers - \$11.37 x 10 = \$113.70; Lima Bean Seeds - \$1.70 x 20 = \$34; Seed Starter Kits - \$4.75 x 15 = 71.25	

Out-of-system Tutors (Long Term)	1 Out-of-system, certified tutor to provide push-in and/or pull-out support for content area teachers. 1 Certified Math Tutor X 3 Days Weekly X 3 Hours per day X 20 Weeks = \$4500 / 1 out-of-system non-certified tutor to support Math, Civics, and Science X 5 Days Weekly X 6 Hours per day X 16 Weeks = \$7200
Out-of-system Subs	Substitutes for 4 classroom teacher funded with Title I - 7 days at \$87.04 x 4 = \$2,437

<b>Action Step</b>	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.	<b>Budget Total:</b> \$3,750.00
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<b>Acct Description Description</b>	
Online subscription	Renew Study Island site license subscription used to support and monitor master of state standards for students in math, social studies, and science content areas. 330 math, 10 ELA, 10 Social Studies, 330 Science, 1 college and Career Readiness library program licenses for grades 6-8

<b>Action Step</b>	Provide purposeful professional development that builds the capacity of teachers using research based pedagogy to improve student growth and academic achievement.	<b>Budget Total:</b> \$167,645.73
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<b>Acct Description Description</b>	
Coach	Math coach will provide instructional support and coaching to all Math teachers, supporting best practices in using data, providing analysis of instructional strategies, and development of lessons.
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.
Teacher Collaboration	Literacy Leadership Team monthly meetings (September - April) to support content area classes (ELA, Science, Social Studies, and Math), providing best practices in curriculum and instructional strategies based on information from relevant data sources to used for rigorous instruction. 5 team members X 8 hours @\$25/hr= \$1000,00
Travel in-county	Face to Face Introductory Cambridge Lower Secondary program training (registration and materials) for 4 teachers X \$519 pp = \$2076 provided by Cambridge International to support the In-house Cambridge choice program which is continuously growing.
Supplies	Professional materials for teachers and support faculty to house handouts, notes, data sheets, and information for reference to use in lesson planning and curriculum meetings. 1 1/2 Inch Binders - 78 X \$7.59 = \$592.02; Dividers 79 X \$1.49 = \$117.71; 1 1/2 Post It Notes 24 Count X 4 X 13.99 = 55.96; Highlighters 12 Count X 6 X 8.74 = \$52.44

<b>Action Step</b>	Implement a Parent Academy that builds parental capacity to support students' academic, emotional, social and behavioral needs.	<b>Budget Total:</b> \$5,078.28
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<b>Acct Description Description</b>	
Parent Support by School Staff	Faculty and staff supporting parent engagement events held after school hours. 5 Instructional staff members providing assistance to parents/students x 3 Parent Engagement Events x 2.75 hours = \$1,031.25; 3 Support Staff members (CLF, Clerical, and/or STS) providing assistance to parents/students x 3 Parent Engagement Events x 2.75 hours at \$10.75= \$266.06

Overtime	Overtime pay for support personnel (CLFs, STS, & Clerical) when they remain after school hours to support Parent Engagement Activities. 3 Support Personnel X 3 Parent Engagement Events X \$18 = \$350
Consultants	South Florida Science Center STEAM Night parent training approximately 200 participants to engage in two hours of science based lessons (in station rotations) to understand science standards utilized in the classroom; Target date: April, 2021
Postage	Postage (\$.55) to reach out to an estimated 300 parents who are hard to reach via phone or email for participation in 3 schedule Parent Engagement events.
Supplies	Materials & Resources for Parent Engagement events, invitations and presentations: Laminating Film - 210.55 X 2 = \$421.10; 2 inch Binders - \$11.60 x 9 = \$104.40; Poster Maker Paper - 111.44 x 2 = \$222.88; Lexmark Printer Ink - \$58.50 x 6 = \$351.00; Card Stock- \$12.00 x 4 = \$48.00; Tub of Dices (Make & Take games) - \$35.09 x 2 = \$70.18; Recordable Answer Buzzers - \$26.59 x 8 = \$212.72; Erasable White Board - \$6.00 x 30 = \$180.00; White Board Markers - \$2.80 x 15 = \$42.00; Brochure/Flyer Paper - \$24.99 x 4 = 199.92; Pens (12 Count) \$11.02 x 10 = \$110.20; Whiteboard Cleaning Cloths- \$4.89 x 30 = \$146.70

## Mission Statement

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

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

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 goals of their child/children. To ensure that the trainings are engaging and teach the skills that parents can use to adequately support their child/children.

## Involvement of Stakeholders

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

### 1. List the name and title for each member/stakeholder responsible for the development and the implementation of the CNA, SWP, PFEP and School-Parent Compact.

Name	Title
Edward Burke	Principal
Janina Simmonds	Assistant Principal
Steven Loomis	Faculty/Staff/SAC Chairperson
Kathi Gundlach	Community Member
David Stewart	Community Member
Lanise Jean	Parent

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

In order to build capacity for parent involvement, we reach out to parents via Parent Link and email inviting them to all SAC and Title I meetings/trainings. When our grade level secretaries come in contact with a parent they think may be interested in serving as a member, they will personally reach out to that parent to invite them to join SAC.

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

March 12, 2020, 5:30 pm: The stakeholders input meeting was carried out where parents were presented with data and given the opportunity to discuss how to use resources to focus on school improvement. September 24, 2020, 5:00 pm: During the SAC meeting, stakeholders were 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.

<b>5. List the name and title for each member/stakeholder responsible for ongoing monitoring of the implementation of SWP and PFEP.</b>	
<b>Name</b>	<b>Title</b>
Janina Simmonds	Assistant Principal
Edward Burke	Principal
Type in the name of member/stakeholder	Type in the title of member/stakeholder

## Annual Meeting

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

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

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

### Brief Narrative

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

October 15, 2020, Virtually via recording on the webpage.

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

Parent Link call out, as well as posting in Google Classroom for ELA classes.

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

Agenda, Powerpoint presentation, evaluations, and sign-in sheets



## Staff Trainings

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

Staff Training for Parent and Family Engagement #1 (PFEPStep4)					
Name of Training	What specific strategy, skill or program will staff learn to implement with families?	What is the expected impact of this training on family engagement?	What will teachers submit as evidence of implementation?	Month of Training	Responsible Person(s)
Stay Home,	Teachers will be equipped with tools and resources to strengthen family engagement and	Ensure teachers are equipped with tools and resources to strengthen family	Emails and Communication logs with students	August 2020	Simmonds

Staff Training for Parent and Family Engagement #2 (PFEPStep4)					
Name of Training	What specific strategy, skill or program will staff learn to implement with families?	What is the expected impact of this training on family engagement?	What will teachers submit as evidence of implementation?	Month of Training	Responsible Person(s)
Professional Learning	Teacher will be able to use data to plan lessons, implement strategies, and drive instructions.	Increased strides towards improving student achievement and high school	Lesson plans and PLC logs	September - May	Peterson, Davis,



## Parent Trainings

Describe the trainings you will offer parents and families that will build their capacity to support learning at home to improve student academic achievement. Trainings must focus on skills that parents and families can use to extend learning at home, support students in meeting challenging state standards and monitor their child's academic progress.

Parent and Family Capacity Building Training #1 (PFEPStep6)							
Name of Training	What specific strategy, skill or program will parents learn to implement with their children at home?	Describe the interactive hands-on component of the training.	What is the expected impact of this training on student achievement?	Date of Training	Responsible Person(s)	Resources and Materials	Will use funds for refreshments as noted in SWP: <input type="radio"/> Yes <input checked="" type="radio"/> No  Amount \$0.00
STEAM NIGHT	Promote student interest in science, technology, engineering, arts, and math in a fun engaging way. Provide parents with the knowledge and skills to assist their students in the increasingly digital world. Parents will be able to strategize and think critically about science standards	Inquiry based experiments and challenges.	STEAM activities stimulate student learning transforming real life connections in learning. The interactive activities promote inquiry and questioning.	February 2021	Allen, Kaufmann, Simmonds	South Florida Science Museum, Science department	

Parent and Family Capacity Building Training #2 (PFEPStep6)							
Name of Training	What specific strategy, skill or program will parents learn to implement with their children at home?	Describe the interactive hands-on component of the training.	What is the expected impact of this training on student achievement?	Date of Training	Responsible Person(s)	Resources and Materials	Will use funds for refreshments as noted in SWP: <input type="radio"/> Yes <input checked="" type="radio"/> No  Amount \$0.00
ON TRACK for ACHIEVEMENT	Promote student achievement through engaged active hands on learning for literacy and math. parents will become aware of what their children are learning and be able to discuss and interact with the school curriculum. Parents will be able to strategize and think critically	Hands on projects and activities geared towards ELA and Math standards.	An increase of test scores and grades, with students understanding ELA and Math standards much better.	January 2021	Simmonds Peterson Davis	Chromebook, Supply list	

Parent and Family Capacity Building Training #3 (PFEPStep6)							
Name of Training	What specific strategy, skill or program will parents learn to implement with their children at home?	Describe the interactive hands-on component of the training.	What is the expected impact of this training on student achievement?	Date of Training	Responsible Person(s)	Resources and Materials	Will use funds for refreshments as noted in SWP: <input type="radio"/> Yes <input checked="" type="radio"/> No Amount <input type="text" value="\$0.00"/>
Pathway to High School	Students migrating to high school need critical thinking skills, analytical literacy skills, and real world mathematical skills. Parents will learn to navigate the districts school options, curriculum needs, and pathways to post secondary education for their students.	Various presentations, google meets, and note taking journals for parents and students.	Families are actively engaged in student academics and students are motivated to learn. School data collected through assessments highlights students are closer to proficiency on standards.	March 2021	Simmonds Peterson Davis	Chromebook, Supply List LCMS Pathway to High School journals	

## Coordination and Integration

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

### Partnership #1

Name of Agency	Describe how agency/organization supports families.	Based on the description list the documentation you will provide to showcase this partnership.	Frequency
Education Council of Lantana	Flourishing partnership with LCMS to support various education initiatives to ensure community leaders are aware of the needs of	Monetary Donations Sign In Sheets Photos of Events	Monthly & As Needed

### Partnership #2

Name of Agency	Describe how agency/organization supports families.	Based on the description list the documentation you will provide to showcase this partnership.	Frequency
Lantana Kiwanis	Supports our students with gifts, including bicycles for the Winter Holidays. Also, providing fundraising activities and service activities to	Monetary Donations Gifts for Students Thank you Letters	Annually & As Needed

### Partnership #3

Name of Agency	Describe how agency/organization supports families.	Based on the description list the documentation you will provide to showcase this partnership.	Frequency
Education Foundation of Palm Beach	Provides school supplies for classrooms and students to support student growth and development. Also, provides Publix gift cards	Ledger Pictures	As Needed

## Communication

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

<p><b>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.</b></p>	<p><b>List evidence that you will upload based on your description.</b></p>
<p>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, marquee, Parentlink, email, etc.</p>	<p>Emails, Agendas, invitations, screenshots, transcripts.</p>
<p><b>2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.</b></p>	<p><b>List evidence that you will upload based on your description.</b></p>
<p>Student progress will be conveyed via progress reports, parent conferences, IEP meetings, 504 meetings, home visits in parent preferred home language according to SIS.</p>	<p>Letters, progress reports, conference notes, data chats.</p>
<p><b>3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.</b></p>	<p><b>List evidence that you will upload based on your description.</b></p>
<p>Parents abreast about upcoming state and district assessments, via curriculum nights, SAC meetings, Title I Annual Meeting, parent-teacher conferences, IEP/LEP meetings, mid-term reports, report cards, assessment results, and Parent Link.</p>	<p>Progress reports, assessment results (FSA, Diagnostic, USAs, FSQs etc.), SAC agendas and sign-in sheets, LEP meeting sign-in sheets, IEP meeting sign-in sheets, parent-teacher conference notes.</p>
<p><b>4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.</b></p>	<p><b>List evidence that you will upload based on your description.</b></p>
<p>Parents will be invited to participated in decision-making opportunities via Parent Link, marquees, flyers, Title I Annual Meeting, and school website</p>	<p>Title I Annual meeting invitation, SAC meeting invitations, parent-teacher conference notes, IEP meeting notes.</p>
<p><b>5. Describe how the school will offer flexible meeting dates and times or trainings, activities and events to remove barriers for attendance.</b></p>	<p><b>List evidence that you will upload based on your description.</b></p>
<p>Meetings will be conducted before or after school via Google Meet or in person according to district guidelines.</p>	<p>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</p>

## Accessibility

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

Describe the accommodations the school will provide for each subgroup of parents listed below.

1. Parents and families with limited English proficiency	List evidence that you will upload based on your description.	File Attachments
<p>The school utilizes faculty and staff that speaks and writes in parent's preferred oral and written language for meetings, parent conferences, and all written correspondence. We also work with the district Multicultural department when the school resources aren't sufficient.</p>	<p>Copies of translated documents</p>	
2. Parents and families with disabilities	List evidence that you will upload based on your description.	File Attachments
<p>The school is ADA compliant (accessible handicapped ramp and parking located at the front of the school). We will contact district staff for assistance if additional parent needs (sight, hearing impaired, etc.) are required.</p>	<p>School Compact Picture of School handicap accessibility points</p>	
3. Families engaged in migratory work	List evidence that you will upload based on your description.	File Attachments
<p>School staff will survey families to determine their needs and allow the school to provide resources and information needed. School staff will inform all families about community programs and services to assist them with removing any barriers for support for students.</p>	<p>School Compact Call Log/Interview Results</p>	
4. Families experiencing homelessness	List evidence that you will upload based on your description.	File Attachments
<p>School Based Team led by guidance will assist students of families experiencing homelessness by making connections with district staff (McKinney-Vento Program) with appropriate resources as needed.</p>	<p>SBT agenda</p>	

## Other Activities

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

### Activity #1

Name of Activity	Brief Description
N/A	N/A

### Activity #2

Name of Activity	Brief Description
N/A	N/A

### Activity #3

Name of Activity	Brief Description
N/A	N/A



