Lamarque Elementary School

2017-18 Schoolwide Improvement Plan

Lamarque Elementary School

3415 LAMARQUE AVE, North Port, FL 34286

www.sarasotacountyschools.net/lamarque

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	75%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	36%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	B	A*	C

Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan is pending approval by the Sarasota County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Lamarque Elementary School

DA Region and RED	DA Category and Turnaround Status
Central - [Lucinda Thompson](#)	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Lamarque Elementary School is to prepare students to achieve the highest learning standards by providing a challenging curriculum that meets individual student needs and promotes active learning in a technology-rich and collaborative environment.

b. Provide the school's vision statement.

The vision of Lamarque Elementary School is to embrace a community of learners that promotes pride and respect for others, celebrates individual differences, challenges students and fosters life-long learning for success in the real world.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Lamarque has several programs such as Positive Behavior Support (PBS) and Community of Caring designed to teach and acknowledge the traits of model citizens. For this we can refer to our vision, "The vision of Lamarque Elementary School is to embrace a community of learners that promotes pride and respect for others, celebrates individual differences, challenges students and fosters life-long learning for success in the real world." To realize this mission for every child, we utilize resources to succeed in having this impact on students.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Lamarque works towards creating a safe environment for learning by promoting positive interactions in every setting and situation.

Lamarque utilizes student safety leaders called Safety Patrols, who have arrival and dismissal duties. These students apply for a "position," and must be recommended by staff members as being positive safety role models for the school.

Support staff are on duty at various safety posts to monitor a safe and orderly arrival and dismissal. Students are also rewarded for appropriate safe behavior throughout the day by all teachers and staff using the King Cash system for safe and orderly behavior.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Lamarque's school-wide behavior system begins with assemblies twice a year to review the expectations of Being Respectful, Being Responsible and Being Safe! On the morning newscast we recognize students, classes, teachers, volunteers, etc. for demonstrating these values. Students are awarded King Cash for demonstrating model behaviors to reinforce and maintain a focus on learning. For students with behavior concerns, we institute the Multi-Tiered System of Support (MTSS) to address the function of the student's actions and respond with a plan calibrated to the level of

concern. We often use a Communication form or other means of communicating with parents when student conferencing has not extinguished a specific behavior. Teachers discuss students at their Professional Learning Community (PLC) meetings to brainstorm strategies and appropriate support for maintaining and increasing positive behaviors or decreasing negative behaviors. More frequent or severe student behaviors are addressed through office referrals to initiate further measures such as mentoring or loss of privileges. Students are assigned to mentors or to guidance sessions to work on reducing behaviors that interrupt student learning. When students do not responding to such interventions, members of the School Wide Support Team (SWST) review the student's case for additional analysis to develop a more intensive, individualized plan.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Lamarque has Guidance as a specials course for our K-2nd grade students; through specific social skills training, students learn empathy for others and positive ways to communicate with peers and adults. Guidance counselors provide instruction to classrooms and small groups based on specific concerns or topics. Teachers and teams can request lessons generated from grade level PLC meetings where behavior trends or social needs are discussed. When students require additional support, students can be referred for the Best Paws Forward mentoring program, which focuses on promotion and celebration of the students' positive choices.A specific plan is developed for each child, and mentors and students meet on a weekly basis. Positive behavior choices are reported by regular progress reports that are sent home to families. Lamarque's teachers and administration seeks out the support and collaboration of parents by meeting with them early in any and all support processes.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Students with excessive absences (18 or more in a year) are monitored through systematic process along with interventions. Every 3 weeks, school reports are generated to identify students "on track" to attend below 90% of the school year. The benchmarks are 5 excused, 3 unexcused, and 5 tardies a quarter. These benchmarks per quarter are aligned with the semester and annual benchmarks.
18 absences on a report= Excessive absences/ Major attendance concerns
10-17 absences on a report= Moderate attendance concerns (Interventions and incentives)
9 or fewer absences= Good attendance.

We have our Positive Academic Recognition (PAR) which includes an attendance piece for all students. We have attendance ticket drawings for weekly attendance winners and Quarterly PAR Event Attendance Events. We have additional incentives for students who have perfect attendance for a semester.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	9	8	3	9	8	10	0	0	0	0	0	0	0	47
One or more suspensions	1	1	2	2	1	4	0	0	0	0	0	0	0	11
Course failure in ELA or Math	7	2	4	15	0	0	0	0	0	0	0	0	0	28
Level 1 on statewide assessment	0	0	0	34	30	43	0	0	0	0	0	0	0	107

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	1	0	1	3	7	14	0	0	0	0	0	0	0	26

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Attendance Interventions to address students trending towards Below 90% attendance include 3 Tiers: Every 2 weeks attendance reports are generated to identify students with severe 20% or more and moderate 10-20% Unexcused and 9 Excused absences in a given Semester. The first intervention is the notification of attendance concerns early using agenda labels making parents aware of current absences and tardies. The next intervention includes parent contact by teacher and administration. We send home "Tips" for improving attendance along with beginning of the year information. Positive Academic Recognition events monthly for students with perfect attendance for the month. Student compete quarterly for a celebration of the highest attendance percentage in each grade. School wide attendance goal and daily attendance rates are posted for parents, staff, and students at prime locations at the school.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

In grades K-5, Lamarque will increase parent involvement by promoting volunteerism and providing opportunities for parents to participate in school functions and increasing percentage of families attending at least 1 school function.
* We seek parental participation and input from members of our School Advisory Council (SAC), Parent Teacher Organization (PTO), Volunteer and Team Up Schools (VOLS) and Community of Caring (COC) Committees. The School Advisory Council (SAC) is composed of community and business partners, parents and staff members and is responsible for the development, evaluation and funding review of our school programs. The SAC meetings are advertised and are open to all parents.

We also encourage parental feedback through surveys and our school website. We offer a variety of parent training that address the following: student achievement, progress monitoring, technology integration, and family health and safety. Parents are regularly updated on all school happenings through Connect Ed messages, newsletters and school web pages.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Lamarque has numerous community ties through our Business Partnerships; for example, the local Publix sponsors an annual math night during which students and staff participate in hands-on activities to apply the skills learned at school such as weighing, adding totals, choosing best buys, etc.
Lamarque has an ongoing partnership with North Port Library; library staff attends our School Open Houses, Instructional Technology training, School Book Fair and offers special Lamarque literacy nights for reading enhancement during the year. The Boy and Girl Scouts also partner with our school.
Our PTO and VOLS-team up organization works closely with administration and staff to connect our parent events to a community vendor or organization to foster deeper local relationships among school and community.
Each year, we host a school-wide Veteran's Day celebration; Lamarque honors our local North Port veterans by inviting them to speak and receive awards in recognition of their service.
Our business partnerships with restaurants such as Jet's Pizza, Outback, Five Guys, and Beef O Brady's enhance family and community relationships by hosting family fun nights and providing teacher and student discounts for good behavior and academic performance. Chick-Fil-A is a new business partner that will host spirit nights during the 2017-18 school year.

C. Effective Leadership

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
BRUCK, RYAN	Principal
Jenkins, Cori	School Counselor
Hughes, Michele	School Counselor
Schwartz, Nina	Instructional Coach
Marchewka, Leah	Psychologist
Knarr, Jessica	Teacher, ESE
Emmett, Ashley	Other
Long, Mindy	Assistant Principal
Delp, Michelle	Teacher, K-12
Porinchak, Cindi	Teacher, K-12
Purdin, Tammi	Teacher, K-12

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

The school-based MTSS Leadership Team will employ a continuous improvement model to create the SIP as outlined in this document. Input will be gathered from the grade level teams, the SAC and district teams composed of specialists in the areas of instructional expertise. On a monthly basis, the District-based Leadership Team in collaboration with School-based Leadership Team will oversee the implementation of the SIP Plan.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The MTSS Leadership Team meets weekly to review summative and formative data to determine school, grade and individual student academic needs. During weekly meetings with general education teachers, individual student concerns are discussed to identify academic areas of concern and to develop individual intervention plans. Based on the data review, instructional strategies will be identified and a timeline of implementation will be constructed. Student progress will be monitored and individual cases reviewed periodically to determine progress and reassess further instructional interventions.

Title I is a federally funded program designed to address the academic needs of low performing students through additional academic support, parent training and staff development. Title I schools have a high percentage of economically disadvantaged students. Our goal is to assist them in meeting the state's high standards, particularly in the areas of reading, writing, science and mathematics.

The district supports a Migrant Identifier/Recruiter who provides referral services and support to migrant students and families. The ID & R person coordinates with the Title I and other programs to ensure student and family needs are met.

The district receives funds to provide students in alternative schools with services needed to make a successful transition from at-risk programs to further schooling or employment.

Supplemental services and materials are provided to improve the academic achievement and language acquisition of immigrant and English Language Learner students throughout the district.

Homeless education case managers provide resources (clothing, school supplies, and social service referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. This program provides on-going outreach, training and tutoring.

SAI funds will be coordinated with Title I funds to provide supplemental instruction for Level 1 readers and support for teachers at Lamarque Elementary School.

The district provides violence and drug prevention programs that incorporate bullying prevention, suicide prevention, internet safety and personal safety.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Ryan Bruck	Principal
Tabitha Rushmore	Teacher
Mindy Long	Education Support Employee
Kristin Jones	Business/Community
Tammi Purdin	Teacher
Lance Anderson	Business/Community
Talia Vonbender	Parent
Brandon Knarr	Business/Community
Megan Mattingly	Parent
Michael Chikosky	Business/Community
Beth Parquette	Business/Community
Kim Campos	Teacher
Elizabeth Sanchez-Pagan	Parent
Cindi Porinchak	Teacher

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

The School Advisory Council reviewed the SIP throughout the year to ensure we were meeting the needs of the students. The committee evaluated our goals from last year and discussed the improvements needed for next year. The input from the committee helped create the SIP this year.

b. Development of this school improvement plan

Assist in the development of the SIP and provide recommendations on specific components of the plan, such as goals of the school, indicators of school and student progress, strategies, and evaluation procedures to measure student performance. Final decision-making related to school improvement is made by SAC.

c. Preparation of the school's annual budget and plan

The school's annual budget was planned for the school year. It included school improvement funds allocated for the numerous committees focused on student improvement. SAC meets to review and approve funds as a part of the startegic plan.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

Professional Development Materials/ Training
STEM Explorer Nights $500
-Engineering and Inventions
- Earth Investigations
-Health and Fitness

Common Core Team Supports- Total PD $8,000

Lamarque Explorers Tutoring Program- $30,000

Family Training Nights- $10,000
-Literacy Nights
-iReady Family Training
-ESOL Family Nights

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.
Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
BRUCK, RYAN	Principal
VanDeusen, Jeanine	Teacher, K-12
Huffman, Tamara	Teacher, K-12
Bounds, Katie	Teacher, K-12
Reinhart, Dee	Teacher, ESE
Moran, Colleen	Teacher, K-12
Breton, Samantha	Teacher, K-12
Pineda, Gladys	Teacher, K-12
Delp, Michelle	Teacher, K-12
Harris, Michelle	Teacher, ESE

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

Florida Standards Leadership Team (FSLT) meets regularly to plan and implement literacy promotion.
Quarterly progress monitoring for all students and running records for tier 2 & 3 students
Increased exposure to non-fiction literature across the curriculum.
Increase student achievement through strategies that address targeted skill deficit areas
Monitor the student mastery of objectives as outlined in the Instructional Focus Guide
Maintain and enhance our Parent Resource Library.
Lamarque hosts several book fairs and media nights each year.
Teacher teams provide school events such as Read Across America Day to engage students in literacy.
Partnering with district office to provide professional development for parents and staff in reading.

D. Public and Collaborative Teaching
The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, §
1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Grade level teams meet weekly for their PLC meeting. During these meetings, they discuss student data, student concerns, effective teaching strategies and interventions. Teachers plan together and build relationships through collaborative planning. Teachers share lesson plans, flip charts and assessment materials to ensure consistency of instruction and assessment at their grade levels.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

The Administration pairs new teachers with veteran teacher mentors who provide ongoing coaching. The principal and assistant principal meet with new teachers to provide ongoing dialogue and support. The SCIP mentor leader, Mary Pedro, is a first grade teacher selected for her high level of teaching pedagogy and long-standing positive relationships with staff. Her expertise as both an instructor and mentor supports other SCIP mentors who meet regularly under her skilled guidance.
Additionally, Lamarque's instructional support staff is comprised of resource teachers, liaisons, counselors and curriculum specialists who provide regular support in data analysis, progress monitoring and best instructional practices.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

New teachers are to complete the SCIP mentoring program with the support of mentoring teachers who are paired based on experience in specific grade levels and expertise in specialized areas. Pairings include:
Amanda Yates with Jenn Carrico, Samantha Breton with Tammi Purdin, Rachel Schaffer with Sandy Pence,
Michelle Harris with Nina Schwartz, Dawn Reinhart with Eva Feliciano, and Diane Sperber with Denise Noble. The mentoring program includes regular on-site meetings to provide school and district wide information, and a safe place for professional support with experienced mentors.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Our ELA program, Reading Wonders, is aligned to the standards. To ensure our materials and programs are aligned to Florida standards in math, we have purchased the GoMath Series; and use i-Ready technology, an Instructional Learning System; this learning system provides a plethora of instructional strategies and materials designed to meet Florida alignment requirements. The district also created Instructional Focus Guides that provide resources that are aligned to the Florida Standards. Additionally, math training is planned for all staff and families with district math specialists.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

The school uses data to make instructional decisions and to differentiate instruction. Based on performance data, the teacher provides supplemental instruction to help both struggling students and advanced students reach their potential. Additionally, all teachers input data into a progress monitoring sheet that is housed on our SharePoint site and accessible to all staff members. After reviewing the data, students who are struggling are pulled for small group instruction by the teacher to work on targeted skills. Additionally, students are pulled by intervention/resource teachers to work on specific skills based on iReady skill deficits. After several weeks of interventions or small group work, students continuing to struggle are brought to MTSS team; this heightens the school's collective awareness of these students and provides the springboard for implementing more intensive instructional services and closer progress monitoring of specific skill mastery.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 14,400

Explorers Club Tutoring
3rd and 4th grade students with skill deficits based on standardized tests or current classroom performance data are invited to Explorers Club to strengthen foundation skills in Reading and Math. This club engages students in critical thinking and problem solving.

Strategy Rationale

The rationale for this extended-day support is to provide students with both supplemental support and enrichment in one or more of the core assessed areas (math, science, reading) prior to or after their regular school day; providing the supplemental instruction outside the school day allows students to remain in their regular classrooms so that learning during the day is not interrupted.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Delp, Michelle, michelle.delp@sarasotacountyschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Students participating in tutoring program will be assessed in the target skills by district benchmarks, state measures (FSA), i-Ready and Classroom assessments. Reports are generated to determine if progress is being made in the focus areas and to make adjustments as needed. Continued progress monitoring can also be viewed and analyzed by SWST/ MTSS team if more support is required.

Strategy: After School Program

Minutes added to school year: 810

STEM Plus
5th Grade students with skill deficits based on standardized tests or current classroom performance data, Lamarque provides after school tutoring to strengthen foundational skills in Reading and Math. This program will engage students in critical thinking and problem solving.

Strategy Rationale

The rationale for this extended-day support is to provide students with both supplemental support and enrichment in one or more of the core assessed areas (math, science, reading) prior to or after their regular school day; providing the supplemental instruction outside the school day allows students to remain in their regular classrooms so that learning during the day is not interrupted.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Huffman, Tamara, tamara.huffman@sarasotacountyschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Students participating in tutoring program will be assessed in the target skills by district benchmarks, state measures (FSA), i-Ready and Classroom assessments. Reports are generated to determine if progress is being made in the focus areas and to make adjustments as needed. Continued progress monitoring can also be viewed and analyzed by SWST/ MTSS team if more support is required.

Strategy: After School Program

Minutes added to school year: 2,880

SAILS Tutoring Program
Students Achieving Individualized Literacy Success is a program to target the lowest 40 first grade students. The groups will meet after school to provide targeted small group tutoring to students who are struggling with reading. Parents will also be given information on how to help their child be successful.

Strategy Rationale

The rationale for this extended-day support is to provide students with both supplemental support and enrichment in one or more of the core assessed areas (math, science, reading) prior to or after their regular school day; providing the supplemental instruction outside the school day allows students to remain in their regular classrooms so that learning during the day is not interrupted.

Strategy Purpose(s)
""

Person(s) responsible for monitoring implementation of the strategy
Pedro, Mary, mary.pedro@sarasotacountyschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Students participating in tutoring program will be assessed in the target skills by Running Records, Fluency, I-Ready and Classroom assessments. Reports are generated to determine if progress is being made in the focus areas and to make adjustments as needed. Continued progress monitoring can also be viewed and analyzed by SWST/ MTSS team if more support is required.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, §
1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Every year in the spring, Lamarque Elementary School has a Kindergarten Orientation which allows preschoolers and their families to visit the school. Parents receive information and brochures about the school, including policies and procedures to start the next year. Parents meet with the kindergarten teachers and the school administrators. District staff participate to assist in kindergarten registration and to answer questions about student transition to kindergarten. Students and parents visit classrooms, which helps outline expectations for the kindergarten year. In addition, there is dialogue between Lamarque Elementary School and its feeder preschools to support the kindergarten program. Our teachers screen students during the summer to assess readiness skills of our incoming students, and our district offers a Voluntary Pre-Kindergarten (VPK) program during May and June to help transition students. The assistant principal and title resource teacher visit VPK sites and the local library to offer literacy bags with books and materials to help prepare students for kindergarten.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

One of the main ways in which Lamarque promotes college and career readiness is by having community professionals visit our campus and offer courses to our students. For example, our students receive a several-week course offered by Junior Achievement program; this enables students to receive lessons from community members and make school-to-career connections. Many of our classrooms have working relationships with area dentists; these dentists visit the classroom and provide lessons on good eating habits and dental care. The University of Florida is another community partner who provides on-site lessons on proper diet and nutrition. The Audubon Society provides a bird-watching program for several of our grade level classes; students learn about various bird species, and go on bird-watching walks around campus.
The after school Explorers Club has a variety of community professionals visit the classroom to share information on topics such as: environmental awareness, proper diet, safety and scientific research. Having community members regularly on campus connects our students and school to our North Port community in an authentic manner.
The girls incorporated program is a new initiative at Lamarque this year to help girls be smart, strong, and bold. This is a comprehensive approach to the whole girl development equips girls to navigate gender, economic, and socials barriers and grow up healthy, educated, and independent.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Based on the 2017 ELA FSA scores, students falling into the bottom quartile achievement level are identified for intensive interventions.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

These students performing in the bottom quartile of the 2017 ELA FSA were identified by district data analysis based on state provided achievement levels. Students identified are in need of intensive interventions to improve school-wide achievement levels.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1. By the year 2018, there will be a minimum of 4 % increase in the number of students attending 92% or more of the school days in the academic year.

G2. By the year 2018, there will be a minimum of a 4% increase in the percentage of students Grades 3-5 demonstrating Reading proficiency (Level 3,4,5) as measured by the Florida Standards Assessment.

G3. By the year 2018, there will be a minimum of a 4% increase in the percentage of students Grades 3-5 demonstrating Mathematics proficiency (Level 3,4,5) as measured by the Florida Standards Assessment.

G4. By the year 2018, there will be a minimum of a 4% increase in the number of 5th Grade students demonstrating Science Proficiency (Level 3,4,5) as measured by the Statewide Science Assessment.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. By the year 2018, there will be a minimum of 4 % increase in the number of students attending 92% or more of the school days in the academic year. 1a

🔍 G098355

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	92.0

Targeted Barriers to Achieving the Goal 3

- Lack of parent awareness of attendance impact on achievement.

- Students loss of motivation to attend school regularly building habits.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Use of Everyday Counts materials, Tracking system, letters/ notifications related to attendance benchmarks.

- Student incentives connected to Positive Academic Recognition (PAR) program such as Lion links, attendance raffles, School goal signs, and special events.

Plan to Monitor Progress Toward G1. 8

All students attending school every day earn monthly perfect attendance celebrations.

Person Responsible
Mindy Long

Schedule
Weekly, from 8/25/2017 to 5/18/2018

Evidence of Completion
Attendance team runs reports every month to determine if more students are maintaining regular attendance patterns. Fewer students listed for interventions on the Attendance Tracking Sheets. Increased number of students earning Attendance raffle tickets for weekly drawings.

G2. By the year 2018, there will be a minimum of a 4% increase in the percentage of students Grades 3-5 demonstrating Reading proficiency (Level 3,4,5) as measured by the Florida Standards Assessment. `1a`

🔍 G098356

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	66.0

Targeted Barriers to Achieving the Goal `3`

- Lack of reading application skills, comprehension, informational text, literary analysis.

- Limited amount of time during school day for direct interventions in foundation skills.

- Lack of Parent Involvement in supporting reading at home

- Limited background knowledge, school readiness

Resources Available to Help Reduce or Eliminate the Barriers `2`

- i-Ready is an ILS program that works with students in the area of reading

- Webb's DOK and IFG's

- Scholastic Readers- Guided Reading Sets

- Thinking Maps

- Reading Counts

- Visible Learning

- Reading Pals -Volunteers

- Enhancing the Literacy Block

Plan to Monitor Progress Toward G2. `8`

Student Performance on Reading Assessments

Person Responsible
Nina Schwartz

Schedule
Monthly, from 9/1/2017 to 5/18/2018

Evidence of Completion
Performance on Grade Level Assessments- Reading Wonders, i-Ready Reading, FSA

G3. By the year 2018, there will be a minimum of a 4% increase in the percentage of students Grades 3-5 demonstrating Mathematics proficiency (Level 3,4,5) as measured by the Florida Standards Assessment. 1a

🔑 G098357

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	70.0

Targeted Barriers to Achieving the Goal 3

- Lack of Mathematics Fluency- Basic Facts

- Parent Involvement and understanding of Mathematics shifts

- ESE Students Achievement Gap

Resources Available to Help Reduce or Eliminate the Barriers 2

- i-Ready is an ILS program that works with students in the area of math

- GoMath Math Series

- Math Fluency Probes

- Title Resource Teacher

Plan to Monitor Progress Toward G3. 8

Student Performance on Mathematics Benchmarks

Person Responsible
Tammi Purdin

Schedule
Monthly, from 9/1/2017 to 5/18/2018

Evidence of Completion
Performance on Grade Level Assessments- GoMath, i-Ready Mathematics Gains, District Benchmarks, FSA Mathematics, Increased parent participation and awareness , Parent Surveys.

G4. By the year 2018, there will be a minimum of a 4% increase in the number of 5th Grade students demonstrating Science Proficiency (Level 3,4,5) as measured by the Statewide Science Assessment. `1a`

🔑 G098358

Targets Supported `1b`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	60.0

Targeted Barriers to Achieving the Goal `3`

- Lack of Inquiry Skills and questioning

- Need for Parent Involvement

- Lack of Scientific vocabulary

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Science Interactive Lab

- Safari Live- Science Video Access

- STEM Lab during Specials

- Science Fair

- Science (STEAM) Family Night

- Explorers and Field Trips

Plan to Monitor Progress Toward G4. `8`

Integrating Inquiry skills across the curriculum, build Scientific understanding using Science content, use science terminology accurately, and engaging in the Scientific method.

Person Responsible
RYAN BRUCK

Schedule
Monthly, from 9/30/2017 to 5/26/2018

Evidence of Completion
Student Performance on Fusion Assessments and Science projects (Annual Science Fair)

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** = Barrier **S** = Strategy

`1` = Problem Solving Step `S123456` = Quick Key

G1. By the year 2018, there will be a minimum of 4 % increase in the number of students attending 92% or more of the school days in the academic year. `1`

🔑 G098355

G1.B1 Lack of parent awareness of attendance impact on achievement. `2`

🔑 B264592

G1.B1.S1 Interventions include a school and parent notification system that tracks attendance and intervenes consistently throughout the year. `4`

🔑 S280295

Strategy Rationale

When parents are aware of not only the impact of excessive attendance, but feels the school is a partner in addressing this issue, students improve attendance due to higher awareness and collaboration.

Action Step 1 `5`

This data collection and notification system informs parents of current attendance trends for their child.

Person Responsible

Michelle Delp

Schedule

Every 3 Weeks, from 8/25/2017 to 5/18/2018

Evidence of Completion

Spereadsheet tracking Excused, Unexcused, Tardy along with which Tier interventions have been utilized.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Attendance Tracking Sheet

Person Responsible

Michelle Delp

Schedule

Every 3 Weeks, from 8/18/2017 to 5/18/2018

Evidence of Completion

Using the Student Information system, we run reports every 3 weeks and record current attendance performance. We also include the intervention levels each student is experiencing due to their attendance concerns.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Attendance team runs reports and records on Attendance Tracking sheet.

Person Responsible

Mindy Long

Schedule

Quarterly, from 8/25/2017 to 5/18/2018

Evidence of Completion

Attendance data compared over time by semester. At each reporting period we determine if the percentage of students attending 90% of the school days increases or decreases.

G1.B2 Students loss of motivation to attend school regularly building habits. 2

🔑 B264593

G1.B2.S1 Number of students attending all days of a given week earning Attendance Tickets, Attendance Lion Links, special events. 4

🔑 S280296

Strategy Rationale

Students set a short term goal of perfect attendance for a week, which is more attainable. They are motivated by the opportunity for special recognition and tangible incentives. A spot light is shining on students creating a positive attendance habit.

Action Step 1 5

Student incentive program to encourage good attendance habits.

Person Responsible

Michelle Delp

Schedule

Weekly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Number of students attending all days of a given week earning Attendance Tickets, Attendance Lion Links, special events.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Attendance Team tracking of attendance concerns, Lion Links, Attendance Tickets

Person Responsible

Michelle Delp

Schedule

Every 3 Weeks, from 8/22/2016 to 6/6/2017

Evidence of Completion

Decreased number of students listed on Attendance Tracking sheet due to interventions and incentives.Number of students attending all days of a given week earning Attendance Tickets, Attendance Lion Links, special events.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

Attendance Data- Tracking Sheet and SIS

Person Responsible

Mindy Long

Schedule

Semiannually, from 8/22/2016 to 6/6/2017

Evidence of Completion

Decreased number of students listed on Attendance Tracking sheet due to interventions and incentives.Number of students attending all days of a given week earning Attendance Tickets, Attendance Lion Links, special events.

G2. By the year 2018, there will be a minimum of a 4% increase in the percentage of students Grades 3-5 demonstrating Reading proficiency (Level 3,4,5) as measured by the Florida Standards Assessment. `1`
🔑 G098356

G2.B1 Lack of reading application skills, comprehension, informational text, literary analysis. `2`
🔑 B264594

G2.B1.S1 i-Ready Program in Literacy Labs `4`
🔑 S280297

Strategy Rationale

The students need exposure to varying skills based on their ability level.

Action Step 1 `5`

i-Ready Reading ILS

Person Responsible

Nina Schwartz

Schedule

Monthly, from 9/1/2017 to 5/18/2018

Evidence of Completion

i-Ready Student Report

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

i-Ready ILS Program

Person Responsible

Nina Schwartz

Schedule

Monthly, from 9/1/2017 to 5/18/2018

Evidence of Completion

i-Ready Response to Instruction Reports and Diagnostic Class Rports

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

i-Ready ILS Program

Person Responsible

Nina Schwartz

Schedule

Monthly, from 9/1/2017 to 5/18/2018

Evidence of Completion

i-Ready Response to Instruction Report and Diagnostic Class Reports

G2.B1.S2 After-school Tutoring program for Intervention Grades 1-5 [4]

🔑 S280298

Strategy Rationale

We have students who need additional support outside of the school day.

Action Step 1 [5]

After-school Tutoring Program for Interventions in Reading.

Person Responsible

Michelle Delp

Schedule

Weekly, from 9/1/2017 to 5/18/2018

Evidence of Completion

Performance on Reading Wonders passages, gains in i-Ready Reading, and FSA

Plan to Monitor Fidelity of Implementation of G2.B1.S2 [6]

Student Reading Performance

Person Responsible

RYAN BRUCK

Schedule

Quarterly, from 9/1/2017 to 5/18/2018

Evidence of Completion

Reading Assessments over the intervention periods

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 `7`

Student Reading Performance- Closing achievement gap

Person Responsible

RYAN BRUCK

Schedule

On 5/18/2018

Evidence of Completion

Reading Assessments over the intervention period

G2.B1.S3 The teacher will have a set intervention time and will receive additional support from intervention specialist. `4`

🔑 S280299

Strategy Rationale

We have students who are reading below grade level and need additional support and strategies to close the gap.

Action Step 1 `5`

Enhancing the Literacy Block for K, 1

Person Responsible

RYAN BRUCK

Schedule

Biweekly, from 1/10/2017 to 5/18/2018

Evidence of Completion

Observation Data, i-Ready Scores and Reading Wonders Assessments

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Enhancing the Literacy Block for K, 1

Person Responsible

RYAN BRUCK

Schedule

Monthly, from 9/1/2017 to 5/18/2018

Evidence of Completion

Classroom Walk-through Data, Running Records, Observation Notes and Products/Projects

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Enhancing the Literacy Block for K, 1

Person Responsible

RYAN BRUCK

Schedule

On 5/18/2018

Evidence of Completion

Product/Projects, Assessment Data, Running Records

G2.B2 Limited amount of time during school day for direct interventions in foundation skills. [2]

🔑 B264595

G2.B2.S1 Providing Before/ After-school Tutoring with a focus on strengthening foundation skills to extend learning time in reading Grades 1-5. [4]

🔑 S280300

Strategy Rationale

We have students performing below grade level in specific areas and we needed to provide them with additional support after school.

Action Step 1 [5]

Before/ After-school Tutoring Additional Intervention

Person Responsible

Michelle Delp

Schedule

Weekly, from 9/1/2017 to 3/16/2018

Evidence of Completion

Target List of 2-5 Grade Students

Plan to Monitor Fidelity of Implementation of G2.B2.S1 [6]

Student Progress in Reading Interventions

Person Responsible

Nina Schwartz

Schedule

On 5/18/2018

Evidence of Completion

Reading Benchmarks, i-Ready, FSA

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

Student Progress in Reading Interventions

Person Responsible

RYAN BRUCK

Schedule

Quarterly, from 9/1/2017 to 5/18/2018

Evidence of Completion

Reading Benchmarks, i-Ready, FSA

G2.B3 Lack of Parent Involvement in supporting reading at home `2`

🔑 B264596

G2.B3.S1 Parent Involvement Institute- Content Area Family Nights to support reading at home and building critical thinkers/ critical readers.. `4`

🔑 S280301

Strategy Rationale

Action Step 1 `5`

Parent Involvement Institute- Training Sessions (ELA)

Person Responsible

Michelle Harris

Schedule

Monthly, from 9/1/2017 to 5/18/2018

Evidence of Completion

Parent Flyer, Reading Performance demonstrating independent reading at home.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Parent Involvement Institute- Training Sessions (ELA)

Person Responsible

RYAN BRUCK

Schedule

Monthly, from 9/1/2017 to 5/18/2018

Evidence of Completion

Parent Surveys, Reading Performance demonstrating independent reading at home.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Parent Involvement Institute- Training Sessions (ELA)

Person Responsible

RYAN BRUCK

Schedule

Quarterly, from 9/1/2017 to 5/18/2018

Evidence of Completion

Parent Surveys, Reading Performance demonstrating independent reading at home.

G2.B3.S2 Reading Pals Volunteers- Partner with the community to provide tutoring for 3rd grade students. 4

S280302

Strategy Rationale

Action Step 1 5

Reading Pals Volunteers- Partner with the community to provide tutoring for 3rd grade students.

Person Responsible

Michelle Delp

Schedule

Monthly, from 9/1/2017 to 5/18/2018

Evidence of Completion

Volunteer Hours and Parent Involvement Data

Plan to Monitor Fidelity of Implementation of G2.B3.S2 6

Reading Pals Volunteers- Partner with the community to provide tutoring for 3rd grade students.

Person Responsible

Michelle Delp

Schedule

Monthly, from 9/1/2017 to 5/18/2018

Evidence of Completion

List of names and notes taken on any students needing support.

Plan to Monitor Effectiveness of Implementation of G2.B3.S2 7

Quarterly meeting with Title Teacher to discuss students and support being provided.

Person Responsible

RYAN BRUCK

Schedule

Quarterly, from 9/1/2017 to 5/18/2018

Evidence of Completion

List of students, Volunteer schedule

G2.B4 Limited background knowledge, school readiness 2

🔑 B264597

G2.B4.S1 Reading Recovery Program for KG - 2nd Grade. Support struggling readers with this intensive reading program in 1st grade. KG and 2nd Grade teachers will learn strategies to help struggling students. 4

🔑 S280303

Strategy Rationale

Identify and support students who are not readers early with intensive interventions.

> Action Step(s) Missing for Goal #2, Barrier #4, Strategy #1
> Complete one or more action steps for this Strategy or de-select it

G3. By the year 2018, there will be a minimum of a 4% increase in the percentage of students Grades 3-5 demonstrating Mathematics proficiency (Level 3,4,5) as measured by the Florida Standards Assessment. 1

🔑 G098357

G3.B1 Lack of Mathematics Fluency- Basic Facts 2

🔑 B264598

G3.B1.S1 Use of i-Ready Mathematics ILS that support basic mathematics facts. 4

🔑 S280304

Strategy Rationale

We have students who need to basic math practice everyday.

Action Step 1 5

i-Ready Mathematics ILS

Person Responsible

Nina Schwartz

Schedule

Monthly, from 9/1/2017 to 5/18/2018

Evidence of Completion

Gains illustrated in i-Ready Student Report

Plan to Monitor Fidelity of Implementation of G3.B1.S1 `6`

i-Ready ILS

Person Responsible

Nina Schwartz

Schedule

Monthly, from 9/1/2017 to 5/18/2018

Evidence of Completion

Gains illustrated by i-Ready Mathematics Course and Student Report

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

i-Ready Mathematics ILS

Person Responsible

Nina Schwartz

Schedule

Quarterly, from 9/1/2017 to 5/18/2018

Evidence of Completion

Gains illustrated by i-Ready Mathematics Class Course reports

G3.B1.S2 Tutoring program for Math Interventions to include Basic Math Facts practice. 4

S280305

Strategy Rationale

We have students that need additional support outside of the school day.

Action Step 1 5

Tutoring Program for interventions in Mathematics using i-Ready

Person Responsible

Mindy Long

Schedule

Daily, from 9/1/2017 to 5/18/2018

Evidence of Completion

Performance on Mathematics Facts and Math understanding on Benchmark Assessments, Go Math assessments, i-Ready Reports

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Student Mathematics performance- Math Fluency

Person Responsible

RYAN BRUCK

Schedule

Monthly, from 9/1/2017 to 5/18/2018

Evidence of Completion

Performance on Mathematics Facts and Math understanding on Benchmark Assessments, GoMath

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 `7`

Student Progress in Mathematics Interventions- Basic Facts ((+,-,x,/)

Person Responsible

RYAN BRUCK

Schedule

Quarterly, from 9/1/2017 to 5/18/2018

Evidence of Completion

Performance on Mathematics Facts and Math understanding on Benchmark Assessments, GoMath Series

G3.B2 Parent Involvement and understanding of Mathematics shifts `2`

🔑 B264599

G3.B2.S1 Parent Involvement Institute- Content Area Family Nights to support Math Standards understanding for parents/ guardians. `4`

🔑 S280306

Strategy Rationale

We want parents to understand the math standards and how to bridge new approaches to math concepts.

Action Step 1 `5`

Parent Involvement Institute- Training Sessions (Mathematics)

Person Responsible

Tammi Purdin

Schedule

Monthly, from 9/1/2017 to 5/18/2018

Evidence of Completion

Parent Survey

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Parent Involvement Institute- Training Sessions (Mathematics)

Person Responsible

Tammi Purdin

Schedule

On 5/18/2018

Evidence of Completion

GoMath, Parent Survey

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Parent Involvement Institute- Training Sessions (Mathematics)

Person Responsible

Mindy Long

Schedule

Semiannually, from 9/1/2017 to 5/18/2018

Evidence of Completion

GoMath, Parent Survey

G3.B3 ESE Students Achievement Gap 2

🔑 B264600

G3.B3.S1 School transition to inclusion with ESE students in the general curriculum classes. Push in instead of pulling out students. 4

🔑 S280307

Strategy Rationale

We want to close the achievement gap for our ESE students.

Action Step 1 5

Training for Teachers on Inclusion- Lower the Barriers not the Expectations

Person Responsible

Schedule

On 8/9/2017

Evidence of Completion

Agenda, Notes from Training

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Monitor Implimentation

Person Responsible

Schedule

On 10/23/2017

Evidence of Completion

Notes from FDLRS, e-mail confirmation

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 `7`

Observe ESE Teachers and inclusion classrooms

Person Responsible

RYAN BRUCK

Schedule

Weekly, from 8/21/2017 to 5/18/2018

Evidence of Completion

Observation Notes, feedback

G4. By the year 2018, there will be a minimum of a 4% increase in the number of 5th Grade students demonstrating Science Proficiency (Level 3,4,5) as measured by the Statewide Science Assessment. `1`

🔑 G098358

G4.B1 Lack of Inquiry Skills and questioning `2`

🔑 B264601

G4.B1.S1 Use of Science informational text (Leveled Readers, Integrated Science content within Reading Wonders) `4`

🔑 S280308

Strategy Rationale

The students should be exposed to the content area through non-fiction text.

Action Step 1 `5`

Integrating Inquiry skills across the curriculum and build Scientific understanding using Science content and engaging in the Scientific method.

Person Responsible

D'arcy Denis

Schedule

Monthly, from 9/1/2017 to 5/18/2018

Evidence of Completion

Student Performance on Fusion Assessments and Science projects (Annual Science Fair)

Action Step 2 `5`

Providing After-school Tutoring Program with a focus on strengthening the skills in science. The Lamarque STEM Plus tutoring program integrates reading and math into the science curriculum.

Person Responsible

Tamara Huffman

Schedule

Weekly, from 9/1/2017 to 5/18/2018

Evidence of Completion

Student Performance on Fusion Assessments and Science projects (Annual Science Fair)

Plan to Monitor Fidelity of Implementation of G4.B1.S1 `6`

Students engaging in Scientific content and using inquiry skills across the curriculum. Science being taught regularly with inquiry as common practice.

Person Responsible

D'arcy Denis

Schedule

Daily, from 9/1/2017 to 5/18/2018

Evidence of Completion

Student Performance on Fusion Assessments and Science projects (Annual Science Fair)

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 `7`

Students engaging in Scientific content and using inquiry skills across the curriculum. Science being taught regularly with inquiry as common practice.

Person Responsible

D'arcy Denis

Schedule

Monthly, from 9/1/2017 to 5/18/2018

Evidence of Completion

Student Performance on Fusion Assessments and Science projects (Annual Science Fair)

G4.B1.S2 Interactive Science Lab fostering Inquiry Skills and Scientific Method. 4

🔑 S280309

Strategy Rationale

The students need to experience the nature of science while experiencing hands-on science experiments.

Action Step 1 5

Providing Science Lab Experiences for PreK-5 Students to practice Scientific discovery

Person Responsible

D'arcy Denis

Schedule

On 5/26/2017

Evidence of Completion

Student and Class Science Projects/ Activities

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

Implementation of Science discovery activities that allow for development and practice of Inquiry skills and questioning techniques.

Person Responsible

RYAN BRUCK

Schedule

On 5/26/2017

Evidence of Completion

Student performance on Fusion assessments and Science projects (Annual Science Fair)

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 `7`

Students utilizing inquiry skills and scientific method when interacting in Science content.

Person Responsible

RYAN BRUCK

Schedule

Monthly, from 9/7/2016 to 5/26/2017

Evidence of Completion

Student performance on Fusion assessments and Science projects (Annual Science Fair)

G4.B2 Need for Parent Involvement `2`

🔑 B264602

G4.B2.S1 STEAM (Science, Technology, Engineering, Arts, and Math) Family Night and Parent Resource Library `4`

🔑 S280310

Strategy Rationale

We need to support our parents and have content area nights to help them understand all content areas.

Action Step 1 `5`

STEAM Parent Night - Involve parents in Scientific understanding and Inquiry skills

Person Responsible

D'arcy Denis

Schedule

Quarterly, from 12/6/2017 to 4/27/2018

Evidence of Completion

Increased parent attendance to (STEAM) Content Area Family Nights and Student Performance in Science Fusion assessments.

Plan to Monitor Fidelity of Implementation of G4.B2.S1 `6`

Involve parents in Scientific understanding and Inquiry skills

Person Responsible

D'arcy Denis

Schedule

Monthly, from 9/1/2017 to 5/18/2018

Evidence of Completion

Increased parent attendance to (STEAM) Content Area Family Nights and Student Performance in Florida Science Fusion assessments

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 `7`

Involve parents in Scientific understanding and Inquiry skills

Person Responsible

Mindy Long

Schedule

Monthly, from 9/1/2017 to 5/18/2018

Evidence of Completion

Increased parent attendance to (STEAM) Content Area Family Nights and Student Performance in Florida Science Fusion assessments

G4.B3 Lack of Scientific vocabulary [2]

🔑 B264603

G4.B3.S1 Intensive direct instruction and application of Science vocabulary terms using Fusion materials. [4]

🔑 S280311

Strategy Rationale

The students need direct instruction in science vocabulary terms to understand the concepts.

Action Step 1 [5]

Providing instruction and application of Science terminology.

Person Responsible

D'arcy Denis

Schedule

On 5/18/2018

Evidence of Completion

Science Fusion assessments

Plan to Monitor Fidelity of Implementation of G4.B3.S1 [6]

Providing instruction and application of Science terminology across curriculum and during lab times.

Person Responsible

D'arcy Denis

Schedule

Monthly, from 9/1/2017 to 5/18/2018

Evidence of Completion

Science Fusion assessments

Plan to Monitor Effectiveness of Implementation of G4.B3.S1 `7`

Providing instruction and application of Science terminology across curriculum and during lab times

Person Responsible

D'arcy Denis

Schedule

Monthly, from 9/1/2017 to 5/18/2018

Evidence of Completion

Science projects/ products and Science Fusion assessments

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G4.B1.S2.MA1 M409244	Students utilizing inquiry skills and scientific method when interacting in Science content.	BRUCK, RYAN	9/7/2016	Student performance on Fusion assessments and Science projects (Annual Science Fair)	5/26/2017 monthly
G4.B1.S2.MA1 M409245	Implementation of Science discovery activities that allow for development and practice of Inquiry...	BRUCK, RYAN	9/7/2016	Student performance on Fusion assessments and Science projects (Annual Science Fair)	5/26/2017 one-time
G4.B1.S2.A1 A378003	Providing Science Lab Experiences for PreK-5 Students to practice Scientific discovery	Denis, D'arcy	9/7/2016	Student and Class Science Projects/ Activities	5/26/2017 one-time
G1.B2.S1.MA1 M409217	Attendance Data- Tracking Sheet and SIS	Long, Mindy	8/22/2016	Decreased number of students listed on Attendance Tracking sheet due to interventions and incentives.Number of students attending all days of a given week earning Attendance Tickets, Attendance Lion Links, special events.	6/6/2017 semiannually
G1.B2.S1.MA1 M409218	Attendance Team tracking of attendance concerns, Lion Links, Attendance Tickets	Delp, Michelle	8/22/2016	Decreased number of students listed on Attendance Tracking sheet due to interventions and incentives.Number of students attending all days of a given week earning Attendance Tickets, Attendance Lion Links, special events.	6/6/2017 every-3-weeks
G1.B2.S1.A1 A377990	Student incentive program to encourage good attendance habits.	Delp, Michelle	8/22/2016	Number of students attending all days of a given week earning Attendance Tickets, Attendance Lion Links, special events.	6/6/2017 weekly
G3.B3.S1.A1 A378000	Training for Teachers on Inclusion-Lower the Barriers not the Expectations		8/9/2017	Agenda, Notes from Training	8/9/2017 one-time
G3.B3.S1.MA1 M409240	Monitor Implimentation		10/23/2017	Notes from FDLRS, e-mail confirmation	10/23/2017 one-time
G2.B2.S1.A1 A377994	Before/ After-school Tutoring Additional Intervention	Delp, Michelle	9/1/2017	Target List of 2-5 Grade Students	3/16/2018 weekly
G4.B2.S1.A1 A378004	STEAM Parent Night - Involve parents in Scientific understanding and Inquiry skills	Denis, D'arcy	12/6/2017	Increased parent attendance to (STEAM) Content Area Family Nights and Student Performance in Science Fusion assessments.	4/27/2018 quarterly
G1.MA1 M409219	All students attending school every day earn monthly perfect attendance celebrations.	Long, Mindy	8/25/2017	Attendance team runs reports every month to determine if more students are maintaining regular attendance patterns. Fewer students listed for interventions on the Attendance Tracking Sheets. Increased number of students earning Attendance raffle tickets for weekly drawings.	5/18/2018 weekly
G2.MA1 M409232	Student Performance on Reading Assessments	Schwartz, Nina	9/1/2017	Performance on Grade Level Assessments- Reading Wonders, i-Ready Reading, FSA	5/18/2018 monthly
G3.MA1 M409241	Student Performance on Mathematics Benchmarks	Purdin, Tammi	9/1/2017	Performance on Grade Level Assessments- GoMath, i-Ready Mathematics Gains, District Benchmarks, FSA Mathematics, Increased parent participation and awareness , Parent Surveys.	5/18/2018 monthly
G1.B1.S1.MA1 M409215	Attendance team runs reports and records on Attendance Tracking sheet.	Long, Mindy	8/25/2017	Attendance data compared over time by semester. At each reporting period we determine if the percentage of	5/18/2018 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				students attending 90% of the school days increases or decreases.	
G1.B1.S1.MA1 M409216	Attendance Tracking Sheet	Delp, Michelle	8/18/2017	Using the Student Information system, we run reports every 3 weeks and record current attendance performance. We also include the intervention levels each student is experiencing due to their attendance concerns.	5/18/2018 every-3-weeks
G1.B1.S1.A1 A377989	This data collection and notification system informs parents of current attendance trends for their...	Delp, Michelle	8/25/2017	Speadsheet tracking Excused, Unexcused, Tardy along with which Tier interventions have been utilized.	5/18/2018 every-3-weeks
G2.B1.S1.MA1 M409220	i-Ready ILS Program	Schwartz, Nina	9/1/2017	i-Ready Response to Instruction Report and Diagnostic Class Reports	5/18/2018 monthly
G2.B1.S1.MA1 M409221	i-Ready ILS Program	Schwartz, Nina	9/1/2017	i-Ready Response to Instruction Reports and Diagnostic Class Rports	5/18/2018 monthly
G2.B1.S1.A1 A377991	i-Ready Reading ILS	Schwartz, Nina	9/1/2017	i-Ready Student Report	5/18/2018 monthly
G2.B2.S1.MA1 M409226	Student Progress in Reading Interventions	BRUCK, RYAN	9/1/2017	Reading Benchmarks, i-Ready, FSA	5/18/2018 quarterly
G2.B2.S1.MA1 M409227	Student Progress in Reading Interventions	Schwartz, Nina	9/1/2017	Reading Benchmarks, i-Ready, FSA	5/18/2018 one-time
G2.B3.S1.MA1 M409228	Parent Involvement Institute- Training Sessions (ELA)	BRUCK, RYAN	9/1/2017	Parent Surveys, Reading Performance demonstrating independent reading at home.	5/18/2018 quarterly
G2.B3.S1.MA1 M409229	Parent Involvement Institute- Training Sessions (ELA)	BRUCK, RYAN	9/1/2017	Parent Surveys, Reading Performance demonstrating independent reading at home.	5/18/2018 monthly
G2.B3.S1.A1 A377995	Parent Involvement Institute- Training Sessions (ELA)	Harris, Michelle	9/1/2017	Parent Flyer, Reading Performance demonstrating independent reading at home.	5/18/2018 monthly
G3.B1.S1.MA1 M409233	i-Ready Mathematics ILS	Schwartz, Nina	9/1/2017	Gains illustrated by i-Ready Mathematics Class Course reports	5/18/2018 quarterly
G3.B1.S1.MA1 M409234	i-Ready ILS	Schwartz, Nina	9/1/2017	Gains illustrated by i-Ready Mathematics Course and Student Report	5/18/2018 monthly
G3.B1.S1.A1 A377997	i-Ready Mathematics ILS	Schwartz, Nina	9/1/2017	Gains illustrated in i-Ready Student Report	5/18/2018 monthly
G3.B2.S1.MA1 M409237	Parent Involvement Institute- Training Sessions (Mathematics)	Long, Mindy	9/1/2017	GoMath, Parent Survey	5/18/2018 semiannually
G3.B2.S1.MA1 M409238	Parent Involvement Institute- Training Sessions (Mathematics)	Purdin, Tammi	9/1/2017	GoMath, Parent Survey	5/18/2018 one-time
G3.B2.S1.A1 A377999	Parent Involvement Institute- Training Sessions (Mathematics)	Purdin, Tammi	9/1/2017	Parent Survey	5/18/2018 monthly
G3.B3.S1.MA1 M409239	Observe ESE Teachers and inclusion classrooms	BRUCK, RYAN	8/21/2017	Observation Notes, feedback	5/18/2018 weekly
G4.B1.S1.MA1 M409242	Students engaging in Scientific content and using inquiry skills across the curriculum. Science...	Denis, D'arcy	9/1/2017	Student Performance on Fusion Assessments and Science projects (Annual Science Fair)	5/18/2018 monthly
G4.B1.S1.MA1 M409243	Students engaging in Scientific content and using inquiry skills across the curriculum. Science...	Denis, D'arcy	9/1/2017	Student Performance on Fusion Assessments and Science projects (Annual Science Fair)	5/18/2018 daily
G4.B1.S1.A1 A378001	Integrating Inquiry skills across the curriculum and build Scientific understanding using Science...	Denis, D'arcy	9/1/2017	Student Performance on Fusion Assessments and Science projects (Annual Science Fair)	5/18/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.B1.S1.A2 A378002	Providing After-school Tutoring Program with a focus on strengthening the skills in science. The...	Huffman, Tamara	9/1/2017	Student Performance on Fusion Assessments and Science projects (Annual Science Fair)	5/18/2018 weekly
G4.B2.S1.MA1 M409246	Involve parents in Scientific understanding and Inquiry skills	Long, Mindy	9/1/2017	Increased parent attendance to (STEAM) Content Area Family Nights and Student Performance in Florida Science Fusion assessments	5/18/2018 monthly
G4.B2.S1.MA1 M409247	Involve parents in Scientific understanding and Inquiry skills	Denis, D'arcy	9/1/2017	Increased parent attendance to (STEAM) Content Area Family Nights and Student Performance in Florida Science Fusion assessments	5/18/2018 monthly
G4.B3.S1.MA1 M409248	Providing instruction and application of Science terminology across curriculum and during lab times	Denis, D'arcy	9/1/2017	Science projects/ products and Science Fusion assessments	5/18/2018 monthly
G4.B3.S1.MA1 M409249	Providing instruction and application of Science terminology across curriculum and during lab times.	Denis, D'arcy	9/1/2017	Science Fusion assessments	5/18/2018 monthly
G4.B3.S1.A1 A378005	Providing instruction and application of Science terminology.	Denis, D'arcy	9/1/2017	Science Fusion assessments	5/18/2018 one-time
G2.B1.S2.MA1 M409222	Student Reading Performance- Closing achievement gap	BRUCK, RYAN	9/1/2017	Reading Assessments over the intervention period	5/18/2018 one-time
G2.B1.S2.MA1 M409223	Student Reading Performance	BRUCK, RYAN	9/1/2017	Reading Assessments over the intervention periods	5/18/2018 quarterly
G2.B1.S2.A1 A377992	After-school Tutoring Program for Interventions in Reading.	Delp, Michelle	9/1/2017	Performance on Reading Wonders passages, gains in i-Ready Reading, and FSA	5/18/2018 weekly
G2.B3.S2.MA1 M409230	Quarterly meeting with Title Teacher to discuss students and support being provided.	BRUCK, RYAN	9/1/2017	List of students, Volunteer schedule	5/18/2018 quarterly
G2.B3.S2.MA1 M409231	Reading Pals Volunteers- Partner with the community to provide tutoring for 3rd grade students.	Delp, Michelle	9/1/2017	List of names and notes taken on any students needing support.	5/18/2018 monthly
G2.B3.S2.A1 A377996	Reading Pals Volunteers- Partner with the community to provide tutoring for 3rd grade students.	Delp, Michelle	9/1/2017	Volunteer Hours and Parent Involvement Data	5/18/2018 monthly
G3.B1.S2.MA1 M409235	Student Progress in Mathematics Interventions- Basic Facts ((+,-,x,/)	BRUCK, RYAN	9/1/2017	Performance on Mathematics Facts and Math understanding on Benchmark Assessments, GoMath Series	5/18/2018 quarterly
G3.B1.S2.MA1 M409236	Student Mathematics performance- Math Fluency	BRUCK, RYAN	9/1/2017	Performance on Mathematics Facts and Math understanding on Benchmark Assessments, GoMath	5/18/2018 monthly
G3.B1.S2.A1 A377998	Tutoring Program for interventions in Mathematics using i-Ready	Long, Mindy	9/1/2017	Performance on Mathematics Facts and Math understanding on Benchmark Assessments, Go Math assessments, i-Ready Reports	5/18/2018 daily
G2.B1.S3.MA1 M409224	Enhancing the Literacy Block for K, 1	BRUCK, RYAN	9/1/2017	Product/Projects, Assessment Data, Running Records	5/18/2018 one-time
G2.B1.S3.MA1 M409225	Enhancing the Literacy Block for K, 1	BRUCK, RYAN	9/1/2017	Classroom Walk-through Data, Running Records, Observation Notes and Products/Projects	5/18/2018 monthly
G2.B1.S3.A1 A377993	Enhancing the Literacy Block for K, 1	BRUCK, RYAN	1/10/2017	Observation Data, i-Ready Scores and Reading Wonders Assessments	5/18/2018 biweekly
G4.MA1 M409250	Integrating Inquiry skills across the curriculum, build Scientific understanding using Science...	BRUCK, RYAN	9/30/2017	Student Performance on Fusion Assessments and Science projects (Annual Science Fair)	5/26/2018 monthly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G2. By the year 2018, there will be a minimum of a 4% increase in the percentage of students Grades 3-5 demonstrating Reading proficiency (Level 3,4,5) as measured by the Florida Standards Assessment.

G2.B1 Lack of reading application skills, comprehension, informational text, literary analysis.

G2.B1.S1 i-Ready Program in Literacy Labs

PD Opportunity 1

i-Ready Reading ILS

Facilitator

i-Ready Trainer

Participants

School-Wide

Schedule

Monthly, from 9/1/2017 to 5/18/2018

G2.B1.S3 The teacher will have a set intervention time and will receive additional support from intervention specialist.

PD Opportunity 1

Enhancing the Literacy Block for K, 1

Facilitator

Suzanne Naiman

Participants

KG and 1st grade teachers and resource teachers

Schedule

Biweekly, from 1/10/2017 to 5/18/2018

G3. By the year 2018, there will be a minimum of a 4% increase in the percentage of students Grades 3-5 demonstrating Mathematics proficiency (Level 3,4,5) as measured by the Florida Standards Assessment.

G3.B3 ESE Students Achievement Gap

G3.B3.S1 School transition to inclusion with ESE students in the general curriculum classes. Push in instead of pulling out students.

PD Opportunity 1

Training for Teachers on Inclusion- Lower the Barriers not the Expectations

Facilitator

FDLRS

Participants

Teachers

Schedule

On 8/9/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	This data collection and notification system informs parents of current attendance trends for their child.				$5,695.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1341 - Lamarque Elementary School			$5,695.00
2	G1.B2.S1.A1	Student incentive program to encourage good attendance habits.				$0.00
3	G2.B1.S1.A1	i-Ready Reading ILS				$17,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			District-Wide			$17,000.00
4	G2.B1.S2.A1	After-school Tutoring Program for Interventions in Reading.				$0.00
5	G2.B1.S3.A1	Enhancing the Literacy Block for K, 1				$5,985.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1341 - Lamarque Elementary School	Title I, Part A		$5,985.00
6	G2.B2.S1.A1	Before/ After-school Tutoring Additional Intervention				$24,927.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1341 - Lamarque Elementary School	Title I, Part A		$24,927.00
7	G2.B3.S1.A1	Parent Involvement Institute- Training Sessions (ELA)				$0.00
8	G2.B3.S2.A1	Reading Pals Volunteers- Partner with the community to provide tutoring for 3rd grade students.				$0.00
9	G3.B1.S1.A1	i-Ready Mathematics ILS				$0.00
10	G3.B1.S2.A1	Tutoring Program for interventions in Mathematics using i-Ready				$0.00
11	G3.B2.S1.A1	Parent Involvement Institute- Training Sessions (Mathematics)				$0.00
12	G3.B3.S1.A1	Training for Teachers on Inclusion- Lower the Barriers not the Expectations				$0.00
13	G4.B1.S1.A1	Integrating Inquiry skills across the curriculum and build Scientific understanding using Science content and engaging in the Scientific method.				$0.00
14	G4.B1.S1.A2	Providing After-school Tutoring Program with a focus on strengthening the skills in science. The Lamarque STEM Plus tutoring program integrates reading and math into the science curriculum.				$0.00

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1341 - Lamarque Elementary School	Title I, Part A		$0.00
15	G4.B1.S2.A1	Providing Science Lab Experiences for PreK-5 Students to practice Scientific discovery				$0.00
16	G4.B2.S1.A1	STEAM Parent Night - Involve parents in Scientific understanding and Inquiry skills				$0.00
17	G4.B3.S1.A1	Providing instruction and application of Science terminology.				$0.00
					Total:	$53,607.00