

Sarasota County Schools

Lamarque Elementary School



2018-19 Schoolwide Improvement Plan

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Lamarque Elementary School

3415 LAMARQUE AVE, North Port, FL 34286

www.sarasotacountyschools.net/lamarque

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	69%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	33%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	A	B	B	A*

School Board Approval

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

SIP Authority

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>.

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. 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: School Information

School Mission and Vision

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.

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.

School Leadership Team

Membership

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

Name	Title
Thompson, Troy	Principal
Long, Mindy	Assistant Principal
Alexander, Tamara	Teacher, K-12
Bontrager, Amy	Teacher, K-12
Noble, Denise	Teacher, K-12
Marchena, Olga	Teacher, K-12
Carrico, Jennifer	Teacher, K-12
Huffman, Tamara	Teacher, K-12
Ackley, Debora	Teacher, K-12
Harris, Scott	Teacher, K-12
Schwartz, Nina	Instructional Coach
Knarr, Jessica	Administrative Support

Duties

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

This is a team leader committee that consists of administration and a teacher from every grade level including our ESE and specials team. They facilitate weekly collaborative planning times focused on teaching and learning. The goal of the team is to review common assessments and data, plan for supporting students goal setting and tracking of progress towards learning goals, and implementing instructional strategies with the highest impact on learning. On a bi-weekly basis, this team meets and reviews the state of instruction at each grade level. Essential program decisions are often made within this team and rolled out to each grade level.

Early Warning Systems

Year 2017-18

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	42	18	14	26	27	15	0	0	0	0	0	0	0	142
One or more suspensions	0	1	0	4	0	0	0	0	0	0	0	0	0	5
Course failure in ELA or Math	0	1	5	4	4	7	0	0	0	0	0	0	0	21
Level 1 on statewide assessment	0	0	0	33	53	36	0	0	0	0	0	0	0	122

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	0	0	0	10	5	3	0	0	0	0	0	0	0	18

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	6	3	7	6	0	0	0	0	0	0	0	0	0	22
Retained Students: Previous Year(s)	4	1	4	12	0	0	0	0	0	0	0	0	0	21

Date this data was collected

Monday 10/15/2018

Year 2016-17 - As Reported

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

Year 2016-17 - Updated

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

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The student groups and area demonstrating the lowest percentage of students below proficiency was Grades 3-5 in English Language Arts as measured by the 2018 Florida Standards Assessment. Out of the 7 Student groups, we experienced increases in both ELA and Mathematics in 6 student groups. Since we have seen ELA proficiency consistently below the district average, we consider this a trend to be addressed through SIP goal setting and action steps.

Which data component showed the greatest decline from prior year?

Nearly all of our data components increased in the percentage of students demonstrating proficiency or learning gains from the previous year. However, the ELA proficiency in Grades 3-5 were 3% points lower than the district average from the previous year. In addition, the ELA proficiency for African American students declined from 50% to 38% making gains. Finally, the percentage of students with less than 90% attendance increased from 47 to 142 students.

Which data component had the biggest gap when compared to the state average?

Each of our data components were above the state average. However our over all ELA learning gains and Lowest Quartile learning gains were below the district average.

Which data component showed the most improvement? Is this a trend?

The student group and area that experienced the most improvement was 4th and 5th Grade learning gains in Mathematics for all students and lowest quartile. As measured by the Florida Standards Assessment, we had a 16% increase in learning gains for all students and an 18% increase in learning gains for our lowest quartile student group.

Describe the actions or changes that led to the improvement in this area.

The increase in percentage of students learning gains in 4th and 5th grade is directly related to the identification of student areas for improvement and supplemental instruction. With the identification of target domains, small group instruction, practice, after school Explorers and close monitoring of progress, students made gains in mathematics. Each of the interventions and programs were driven by both i-Ready and classroom assessments aligned with the Mathematics standards.

Students in the student groups based on demographic and special programs will be monitored throughout the school year. This includes African-American students in the lowest quartile in ELA, which experienced a drop in percentage of students experiencing learning gains last year. All at-risk students in each of the student groups will be given additional academic services including small group instruction, after school tutoring, and intervention services provided by additional educational personnel.

Student absenteeism will be monitored through the Student Information System for Sarasota County. Every month students receiving "perfect attendance" for that month will participate in incentive activities to motivate students to set high attendance goals. At risk student's guardians and /or parents will be provided letters addressing students unexcused absences. Students that continue to miss school will receive a series of preventive measures to determine additional support; including phone calls to families, referrals to SWST and home visits from our Home School Liaison. In the event attendance does not improve, the district truancy worker will be involved with additional measures.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	63%	66%	56%	56%	65%	52%
ELA Learning Gains	60%	57%	55%	42%	54%	52%
ELA Lowest 25th Percentile	56%	46%	48%	41%	49%	46%
Math Achievement	73%	72%	62%	70%	70%	58%
Math Learning Gains	71%	63%	59%	61%	66%	58%
Math Lowest 25th Percentile	56%	51%	47%	51%	50%	46%
Science Achievement	69%	66%	55%	68%	64%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	42 (9)	18 (8)	14 (3)	26 (9)	27 (8)	15 (10)	142 (47)
One or more suspensions	0 (1)	1 (1)	0 (2)	4 (2)	0 (1)	0 (4)	5 (11)
Course failure in ELA or Math	0 (7)	1 (2)	5 (4)	4 (15)	4 (0)	7 (0)	21 (28)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	33 (34)	53 (30)	36 (43)	122 (107)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	65%	68%	-3%	57%	8%
	2017	62%	71%	-9%	58%	4%
Same Grade Comparison		3%				
Cohort Comparison						
04	2018	58%	67%	-9%	56%	2%
	2017	63%	69%	-6%	56%	7%
Same Grade Comparison		-5%				
Cohort Comparison		-4%				
05	2018	61%	66%	-5%	55%	6%
	2017	57%	66%	-9%	53%	4%
Same Grade Comparison		4%				
Cohort Comparison		-2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	70%	72%	-2%	62%	8%
	2017	67%	71%	-4%	62%	5%
Same Grade Comparison		3%				
Cohort Comparison						
04	2018	67%	71%	-4%	62%	5%
	2017	67%	73%	-6%	64%	3%
Same Grade Comparison		0%				
Cohort Comparison		0%				
05	2018	73%	72%	1%	61%	12%
	2017	61%	70%	-9%	57%	4%
Same Grade Comparison		12%				
Cohort Comparison		6%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	66%	67%	-1%	55%	11%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	33	56	51	44	58	55	29				
ELL	63	75		85	88						

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
BLK	54	50	38	55	48	29	43				
HSP	66	68	79	67	70	50	61				
MUL	57	62		58	79						
WHT	64	59	54	78	74	63	76				
FRL	61	61	59	69	68	57	65				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	18	37	35	32	39	33	31				
ELL	58	38		65	64						
BLK	40	48	50	40	48		25				
HSP	65	53		65	44		58				
MUL	50	38		52	44						
WHT	64	64	50	70	60	45	60				
FRL	56	55	44	59	49	35	48				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Lowest Quartile making learning gains in ELA
Rationale	ELA has an emphasis due to being below district average in both learning gains and Lowest Quartile learning gains. We will be identifying and supporting students who need additional reading intervention to make learning gains across grade levels.
Intended Outcome	Students identified as the lowest quartile for each grade level will make a minimum of 4% learning gains on district or state ELA assessments.
Point Person	Michelle Delp (michelle.delp@sarasotacountyschools.net)
Action Step	
Description	Students will participate in iReady diagnostic to identify areas of reading weaknesses. Students will participate in small groups instruction to address areas of concern with dual certified intervention teachers for each grade level. In addition to additional teacher per grade level, 2 contracted teachers work with students in lowest quartile to allow for precision reading instruction based on i-Ready diagnostic results. Students academic needs will be address in the afterschool tutoring programs, S.A.I.L.S and Explorers, focusing on building literacy skills. All grade levels will participate in the Reading Counts reading program to increase fluency and comprehension through the use of independent reading and quizzes. The use of Flocabulary school wide will provide classroom teachers an engaging resource for vocabulary instruction.Students with disabilities will participate in general education classrooms when appropriate for student's academic success.
Person Responsible	Mindy Long (mindy.long@sarasotacountyschools.net)
Plan to Monitor Effectiveness	
Description	Data chats about student progress in Reading- parent, teacher and administration Monthly Collaborative Planning Time for Professional Development - iReady Reading data - team action plans, Thinking maps training - writing, accountable talk Weekly Team Collaborative Planning Time meetings - focused on reading proficiency levels and next steps for instruction for groups and individual students. Weekly Instructional Support Team meetings- Share strategies to be brought to Team Collaborative Times to support struggling readers,
Person Responsible	Troy Thompson (troy.thompson@sarasotacountyschools.net)

Activity #2	
Title	Lowest Quartile making learning gains in Mathematics
Rationale	Identifying and supporting students who need additional math intervention to make learning gains across grade levels. By emphasizing small group instruction driven by i-Ready diagnostic results, students will see higher proficiency in the focus areas.
Intended Outcome	Students identified as the lowest quartile for each grade level will make a minimum of 4% learning gains on district or state math assessments.
Point Person	Tammi Purdin (tammi.purdin@sarasotacountyschools.net)
Action Step	
Description	Students will participate in iReady diagnostic to identify areas of weaknesses in mathematic skills and or strategies. Students will participate in small groups instruction to address areas of concern with dual certified intervention teachers for each grade level. In addition to additional teacher per grade level, 2 contracted teachers work with students in lowest quartile to allow for precision numeracy instruction based on i-Ready diagnostic results. Students academic needs will be address in the afterschool tutoring programs, S.A.I.L.S and Explorers, focusing on building mathematical skills. All students will participate in Reflex Math by setting goals, earning green lights, and mastering their math facts aligned with their grade level. The use of Flocabulary school wide will provide classroom teachers an engaging resource for vocabulary instruction. Students with disabilities will participate in general education classrooms when appropriate for student's academic success.
Person Responsible	Mindy Long (mindy.long@sarasotacountyschools.net)
Plan to Monitor Effectiveness	
Description	<p>Data chats about student progress in Mathematics - parent, teacher and administration</p> <p>Monthly School CPT - iReady data - team action plans, Thinking maps training, Writing in Mathematics, Visible Learning, and Accountable Talk</p> <p>Weekly Team CPT meetings - focusing on students of concern</p> <p>Weekly Instructional support team meetings</p> <p>Data chats about student progress in Reading- parent, teacher and administration</p> <p>Monthly Collaborative Planning Time for Professional Development - iReady Mathematics data - team action plans, Thinking maps training - writing/ journals in Mathematics, accountable talk</p> <p>Weekly Team Collaborative Planning Time meetings - focused on reading proficiency levels and next steps for instruction for groups and individual students.</p> <p>Weekly Instructional Support Team meetings- Share strategies to be brought to Team Collaborative times to support students working towards</p>
Person Responsible	Troy Thompson (troy.thompson@sarasotacountyschools.net)

Activity #3	
Title	All students reaching proficiency in Science
Rationale	Identifying and supporting students who need additional science intervention to make learning gains across grade levels.
Intended Outcome	All students will increase their academic vocabulary and 73% of fifth grade students will test as proficient as measured by Florida Statewide Science assessment.
Point Person	D'arcy Denis (darcy.denis@sarasotacountyschools.net)
Action Step	
Description	<p>Professional development will be provided to staff focused on the use of thinking maps in science. Science journals will be used throughout all grade levels focusing on academic vocabulary. The use of Flocabulary school wide will provide classroom teachers an engaging resource for vocabulary instruction. School wide CPTs are planned to address using thinking maps within the curriculum.</p> <p>Teachers utilize Mystery Science for hands-on experiences that are aligned with NGSS. This resource emphasizes conceptual understanding, high interest/ thought provoking videos, and student discussion to enhance learning.</p> <p>In addition to Science Instruction in the classrooms, all students K-5th participate in 20 Science Lab experiences as a part of the specials rotation. For additional learning, 5th grade students engage in additional Science rotations that reviews all K-5 standards making essential connections with all assessed content.</p>
Person Responsible	Mindy Long (mindy.long@sarasotacountyschools.net)
Plan to Monitor Effectiveness	
Description	<p>Data chats about student progress - parent, teacher and administration</p> <p>Monthly School CPT - Teaching science with thinking maps, visible learning, writing in science, accountable talk</p> <p>Weekly Team CPT meetings - focusing on students of concern based on district Science benchmark assessment.</p> <p>Weekly Instructional support team meeting</p>
Person Responsible	Troy Thompson (troy.thompson@sarasotacountyschools.net)

Activity #4	
Title	All students demonstrating self-regulation and social skills needed to be successful in the school setting
Rationale	Supporting all students with social-emotional education to gain the skills of self-regulation and active engagement. Determining students with intensive needs to support with intensive interventions and direct instruction in these areas.
Intended Outcome	Students will have increased time in classroom engaged in learning by the use of self-regulation strategies. There will be a 30% decrease in the number of intervention/ student incident referrals.
Point Person	Cori Jenkins (cori.jenkins@sarasotacountyschools.net)
Action Step	
Description	<p>The Positive Behavior Intervention Support approach is school-wide and teaches all students how to be engaged and how to interact within the school community. With this approach, our students are guaranteed success through the constructive and instructive support of teachers, parents and administration. As a part of the intervention support, Lamarque has developed a Behavior Support Team to assist students and teachers. The school Behavior Support Team will meet weekly to determine classroom and specific student needs. The team will provide lessons on Kelso Choices, restorative circles, and Second Step. As a school we will emphasize a Community of Caring through school-wide activities on Civility Squad that are shared on the morning news program. Staff will begin implementation of the CHAMPS program by participating in a book study and putting into practice emphasizing clear and visible expectations for behavior. Our "Best Paws Forward" Mentoring Program is coordinated with North Port High School to provide an opportunity for high school students to work directly with elementary students on goal setting, behavior choices, and to discuss scenario and how to respond appropriately. These students build positive relationships and mentorship. Our Licensed Mental Health Therapist will provide therapy for students and families for students in need of mental health and provide coaching and modeling for teachers to include a Mindful Monday tips on the school news each week.</p>
Person Responsible	Mindy Long (mindy.long@sarasotacountyschools.net)
Plan to Monitor Effectiveness	
Description	<p>Incident Referral- students receive incident referrals for major infractions and typically involve loss of instructional time. Weekly Behavior Support Team meetings- Discussion of all data points with administration, guidance, and Licensed Mental Health Therapist. Check In/ Check Out- CICO- Point sheets- students in need of intensive intervention will have check-in/check-out mentor staff member to review daily goals and re-enforcers. Student point sheets will allow students to monitor their behavior throughout the day to work towards point goals.</p> <p>TPS (Total Progress System) tracks student behaviors to create Functional Behavior Analysis and Behavior Intervention Plans.</p> <p>Support Calls will be tracked to understand classrooms trends and specific students in need of intensive interventions to support with direct instruction.</p>
Person Responsible	Troy Thompson (troy.thompson@sarasotacountyschools.net)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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 2 school functions. During the school year, we will offer 4 specific Parent Engagement Nights that blend parent training with Arts Integration & STEM activities that are high interest and interactive. Parents are taught strategies and offered tools to help them assist their child at home. The focus of each night is aligned with reading, mathematics, science, and social-emotional goals listed in the School Improvement Plan.

* 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 Community Outreach messages, newsletters, school Facebook, and school web pages.

PFEP Link

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

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.

As a support for students and teachers, Lamarque has developed a Behavior Support Team with the mission of increasing students' capacity to self regulate and establish habits of successful learners. The members of this team include guidance counselors, behavior specialist, behavior technician, licensed mental health counselor, Liaisons, and administration which meet on a weekly basis to review data, discuss actions, and plan for intervention. Lamarque has 2 guidance counselors and Home School Liaison who provide instruction to classrooms and small groups based on specific concerns or topics. Teachers and teams can request lessons generated from grade level Collaborative Planning Times where behavior trends or social needs are discussed.

When students in 4th and 5th grade 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.

In addition to guidance and mentoring, Lamarque has both a Behavior Specialist and Behavior Technician to observe students, offer recommendations and develop plans alongside teachers that provide interventions specific to each student. When small group instruction and guidance groups are not effective, Behavior Improvement Plans (BIP) are developed as a Tier III intervention. Any action steps aimed at increasing students' capacity while also supporting teachers, is monitored for effectiveness regularly.

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.

Near the end of the year, Lamarque's guidance counselors collaborate with the 2 North Port Middle Schools to plan visits and assemblies associated with the transition to 6th grade. Depending on which school they plan to attend, Lamarque ensures families are informed of orientations or information nights held at each of the schools.

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 Instructional Support Team meets weekly to review summative and formative data to determine school, grade and individual student academic needs. During weekly Collaborative Planning Time with grade level Impact Teams, the Instructional Support Team member discusses how they are supplementing instruction with lowest performing students. The entire team discusses "What's working" and connects this with common assessment results. Based on this data review, areas of focus and next steps for instruction are developed and implemented. Student progress will be monitored and individual cases reviewed periodically to determine progress and reassess further instructional interventions.

The Behavior Support Team meets weekly to review response call and incident referral data in order to respond to student needs in the classroom. The team collaborates on ways to bring strategies and services to students and families to intervene and improve self-regulation and active engagement in the classroom. In addition, the team develops plans for coaching and modeling for teachers to ensure implementation of interventions. Student progress will be monitored and individual cases reviewed periodically to determine progress and reassess further behavioral 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.

Lamarque Elementary has a home-school liaison on staff to connect families to wrap around services for to assist during time of homelessness. In conjunction with the home-school liaison, the 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.

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. Our 5th grade team participate in Law Day every year to experience a Mock trial led by volunteers from local law firms teaching the students the process of defending and prosecuting a case. The students have a first-hand look at professions in the legal system.

The Girls on the Run 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 social barriers and grow up healthy, educated, and independent. The program includes lessons that encourage positive emotional, social, mental and physical development. Participants explore and discuss their own beliefs around experiences and challenges girls face at this age. They also develop important strategies and skills to help them navigate life experiences.

Part V: Budget

Total:

\$618,795.00