

Sarasota County Schools

Lamarque Elementary School



2019-20 Schoolwide Improvement Plan

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Lamarque Elementary School

3415 LAMARQUE AVE, North Port, FL 34286

www.sarasotacountyschools.net/lamarque

Demographics

Principal: Natasha Forbus

Start Date for this Principal: 4/2/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	75%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (63%) 2017-18: A (64%) 2016-17: B (55%) 2015-16: B (56%) 2014-15: A (65%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	A	A	B	B

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<https://www.floridacims.org>.

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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	Job Duties and Responsibilities
Thompson, Troy	Principal	The Principal is the head of School Leadership Team ensuring initiatives and programs that support students, teachers, staff, parents, and the overall community. The Principal works with all staff to ensure they have the resources they need for quality instruction in ELA, Mathematics, Science, Social Studies, and all other elementary standards. During the 2019-2020 school year, the head of school leads and consults with the Literacy Committee as they seek ways of improving reading, writing, listening and speaking skills school-wide. As the Instructional Support Team (IST) lead, the principal provides direction and alignment to this group providing supplemental instruction to striving readers and student below math proficiently levels.
Long, Mindy	Assistant Principal	Provides support to Head of School ensuring initiatives and programs that support students, teachers, staff, parents, and the overall community. The Assistant Principal attends and assists the School-wide Support Team to ensure Multi-Tiered System of Support (MTSS) is in place for all students. During the 2019-2020 school year, the head of school leads and consults with the Mathematics Committee as they seek ways of improving mathematics fluency and students' ability to apply grade-level concepts. As the Behavior Support Team (BST) lead, the assistant principal reviews student incident referral data, response calls, and other indicators with the team to problem solve and create intervention.
Ackley, Debora	Teacher, K-12	Team Leader- ESE Program- The ESE Team Leader works directly with teachers in the Pre-K and Autism Cluster in order to provide feedback to school leadership on program specific needs. This team lead also coordinates and supports training that are specific to our students such as VB-MAPP, PECs, and Conscious Discipline.
Schwartz, Nina	Teacher, K-12	Team Leader- Support Team- The Support Team Leader works directly with teachers in the Behavior Support Team and Instructional Support Team in order to provide feedback to school leadership on Instructional and Behavioral support models. This team lead also coordinates and supports training that are specific to our students such as i-Ready, Standards Mastery, ELL, Thinking Maps, etc. She also is our lead Professional Development coordinator and assists with parent engagement.
Reece, Kari	Teacher, K-12	Team Leader- Kindergarten Teachers- The Kindergarten Team Leader works directly with the Kindergarten teachers in order to provide feedback to school leadership on program specific needs. This team lead also facilitates weekly Collaborative Planning Time (CPT) that is student centered and focuses on instructional practice that work. The Grade level team lead provides documentation and referrals to the SWST team to continue support for struggling students.
Rushmore, Tabitha	Teacher, K-12	Teacher Leader- 1st Grade- The First Team Leader works directly with the First teachers in order to provide feedback to school leadership on program specific needs. This team lead also facilitates weekly Collaborative Planning Time

Name	Title	Job Duties and Responsibilities
		(CPT) that is student centered and focuses on instructional practice that work. The Grade level team lead provides documentation and referrals to the SWST team to continue support for struggling students.
Carrico, Jennifer	Teacher, K-12	Team Leader- 2nd Grade- The Second Grade Team Leader works directly with the Second Grade teachers in order to provide feedback to school leadership on program specific needs. This team lead also facilitates weekly Collaborative Planning Time (CPT) that is student centered and focuses on instructional practice that work. The Grade level team lead provides documentation and referrals to the SWST team to continue support for struggling students.
Breton, Samantha	Teacher, K-12	Team Leader- 3rd Grade- The Third Grade Team Leader works directly with the Third Grade teachers in order to provide feedback to school leadership on program specific needs. This team lead also facilitates weekly Collaborative Planning Time (CPT) that is student centered and focuses on instructional practice that work. The Grade level team lead provides documentation and referrals to the SWST team to continue support for struggling students.
Purdin, Tammi	Teacher, K-12	Team Leader- 4th Grade- The Fourth Grade Team Leader works directly with the Fourth Grade teachers in order to provide feedback to school leadership on program specific needs. This team lead also facilitates weekly Collaborative Planning Time (CPT) that is student centered and focuses on instructional practice that work. The Grade level team lead provides documentation and referrals to the SWST team to continue support for struggling students.
Harris, Scott	Teacher, K-12	Team Leader- Specials- The Specials team Leader works directly with the Specials teachers in order to provide feedback to school leadership on program specific needs. This team lead also facilitates weekly Collaborative Planning Time (CPT) that is student centered and focuses on instructional practice that work. The specials area team lead provides documentation and referrals to the SWST team to continue support for struggling students.
Dehart, Jennifer	Teacher, K-12	5th Grade Team Leader- The Fifth Grade Team Leader works directly with the Fifth Grade teachers in order to provide feedback to school leadership on program specific needs. This team lead also facilitates weekly Collaborative Planning Time (CPT) that is student centered and focuses on instructional practice that work. The Grade level team lead provides documentation and referrals to the SWST team to continue support for struggling students.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	144	136	152	145	123	123	0	0	0	0	0	0	0	823
Attendance below 90 percent	7	27	28	15	24	23	0	0	0	0	0	0	0	124
One or more suspensions	1	2	2	3	3	3	0	0	0	0	0	0	0	14
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	5	12	35	0	0	0	0	0	0	0	52

The number of students with two or more early warning indicators:

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

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	4	4	1	5	0	1	0	0	0	0	0	0	0	15
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

FTE units allocated to school (total number of teacher units)

52

Date this data was collected or last updated

Monday 6/17/2019

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	10	5	3	0	0	0	0	0	0	0	18

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	10	5	3	0	0	0	0	0	0	0	18

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	61%	68%	57%	62%	68%	55%
ELA Learning Gains	55%	62%	58%	59%	63%	57%
ELA Lowest 25th Percentile	49%	53%	53%	46%	54%	52%
Math Achievement	77%	73%	63%	66%	72%	61%
Math Learning Gains	74%	67%	62%	55%	68%	61%
Math Lowest 25th Percentile	59%	53%	51%	38%	57%	51%
Science Achievement	63%	65%	53%	56%	64%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	144 (0)	136 (0)	152 (0)	145 (0)	123 (0)	123 (0)	823 (0)
Attendance below 90 percent	7 (42)	27 (18)	28 (14)	15 (26)	24 (27)	23 (15)	124 (142)
One or more suspensions	1 (0)	2 (1)	2 (0)	3 (4)	3 (0)	3 (0)	14 (5)
Course failure in ELA or Math	0 (0)	0 (1)	0 (5)	0 (4)	0 (4)	0 (7)	0 (21)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	5 (33)	12 (53)	35 (36)	52 (122)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	69%	70%	-1%	58%	11%
	2018	65%	68%	-3%	57%	8%
Same Grade Comparison		4%				
Cohort Comparison						
04	2019	54%	67%	-13%	58%	-4%
	2018	58%	67%	-9%	56%	2%
Same Grade Comparison		-4%				
Cohort Comparison		-11%				
05	2019	57%	68%	-11%	56%	1%
	2018	61%	66%	-5%	55%	6%
Same Grade Comparison		-4%				
Cohort Comparison		-1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	76%	73%	3%	62%	14%
	2018	70%	72%	-2%	62%	8%
Same Grade Comparison		6%				
Cohort Comparison						
04	2019	67%	72%	-5%	64%	3%
	2018	67%	71%	-4%	62%	5%
Same Grade Comparison		0%				
Cohort Comparison		-3%				
05	2019	78%	70%	8%	60%	18%
	2018	73%	72%	1%	61%	12%
Same Grade Comparison		5%				
Cohort Comparison		11%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	60%	65%	-5%	53%	7%
	2018	66%	67%	-1%	55%	11%
Same Grade Comparison		-6%				
Cohort Comparison						

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	33	40	35	49	55	50	33				

2019 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 2017-18	C & C Accel 2017-18
ELL	66	60		72	90						
BLK	57	50		72	67	40	46				
HSP	56	55	60	69	73	69	64				
MUL	52	56		52	56						
WHT	64	55	42	81	77	67	67				
FRL	57	53	46	71	72	54	61				
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						
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				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	64
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	74
Total Points Earned for the Federal Index	512
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	42
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	72
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	55
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	64
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	54
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	65
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	60
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

After doing a FSA comparison of 2017-2018 & 2018-2019 data, we discovered that our ELA performance was the lowest area. With 49% of our Lowest Quartile students making learning gains, this was the only school-wide indicator below 50%. One of the contributing factors was a reduced amount of independent reading that occurred among this cohorts of students. We compared the amount of Reading Counts points in 4th and 5th grade was lower than the recommended goals times the number of students. Research supports the connection between reading and writing proficiency with consistent independent reading and higher exposure to grade level text.

Another contributing factor is developing a consistent K-5 ELA approach to literacy. We feel that students transition from grade level to grade with quality experiences in the Language Arts block, however we want to improve on the vertical elements included in the curriculum and instruction teachers and leadership plan. We also feel that as a Title I school, we experience high levels of absenteeism and home challenges that impact our families disproportionately.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data component where we saw the greatest decline was ELA learning gains for our lowest quartile students. In 2017-2018, 56% of our students in the lowest quartile demonstrated learning gains in ELA. In 2018-2019, 49% of our lowest quartile students made the gains when comparing the 2 years of performance data. Attendance and mobility are always a factor to consider for these students. Also, we find that many of our Students with Disabilities often fall in this students group. We point back to the other 2 factors impacting all students in ELA learning gains, independent reading and cohesive, vertical ELA curriculum and instruction.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The comparison of Lamarque Elementary and the state average demonstrates a continued focus on the ELA performance of all students 3rd-5th grade. With Lamarques overall ELA proficiency levels at 61%, 4 points higher than the state average, it is the learning gains component for all students and lowest quartile students where we see the greatest gap compared to the state average. We had 55% of our 4th and 5th grade students make learning gains in ELA as compared to the 58% of the students across the state. Again, our lowest quartile students were at 49% making learning gains as compared to 53% of students statewide. Our internal data shows that independent reading (Reading Counts) and consistent elements in the ELA curriculum and instruction across grade levels (Observation data) were contributing factors. Students in the lowest quartile were not disproportionately impacted by attendance based on a comparison, but mobility and home challenges are higher in this student group.

Which data component showed the most improvement? What new actions did your school take in this area?

As has been consistent for the past 3 years of data, our students overall and lowest quartile proficiency / learning gains have been on the rise. During the 2018-2019 school year, we saw an increase from 73% to 77% of all students being proficient in mathematics based on the FSA results. We also saw an increase in learning gains, 71 to 74% for all students and 56 to 59% students in the lowest quartile. Lamarque has continued to monitor vertical math curriculum and instruction and also the level of math skills practice in the Math Reflex program. Lamarque's Math committee has examined the outcomes of students participating in the Math Explorers club extended learning day program and noted increases in students participating in the experience. We are taking the Math Explorers club into a more structured and deliberate direction by, targeting students for filling skill gaps and designing small group instruction driven by i-ready next steps for instruction. This supplemental instruction assists students who are in multiple reading/ ELA interventions during the school day. We now are accessing Mountain Math materials and designing instruction from student data to ensure the end goal is standards-based proficiency.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Fortunately, each of the Student Groups from the EWS data are above the 41% requirement set as a minimum. However, based on the federal index, only 42% of our Students with Disabilities (SWD) are meeting the Every Student Succeeds Act criteria. In addition to our SWD, our Black/ African American student group has 9% fewer students meeting the Federal Index criteria as compared to all students measured by the ESSA indicators. These 2 students groups are areas of concern and Lamarque staff and administration will focus on their participation in school improvement programs such as extended learning days, school-time intervention, and parent engagement activities.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. ELA Proficiency- All Students
2. ELA Learning Gains-Student Group include Students With Disabilities & Black/ African American Students.
3. ELA Learning Gains- Lowest Quartile
4. Math Proficiency- Student Group- Students With Disabilities
5. Science Proficiency- All students

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	By utilizing Guided Reading and strategic ELA instruction the ELA Proficiency level for students with disabilities in grades 3-5 will increase from 33% to 45% as measured by the FSA
Rationale	Guided Reading is small-group differentiated instruction to support students in developing reading proficiency. It acknowledges that every student has their own instructional level and that daily interaction with text on their level has great benefits. This strategy of reading instruction allows the teacher to mentor and coach groups or individual students in areas of deficiency. When teachers are able to teach students skills in these areas of deficiency when applied to text, students are getting immediate feedback and making corrections for learning.
State the measurable outcome the school plans to achieve	K-5th i-Ready Reading Diagnostics (Typical and Stretch Growths)- 75% of Students Reaching Stretch Growth Targets 3rd-5th FSA Reading Proficiency and Learning Gains- 2-4% Increase in Students Level 3-5 Increase in 3rd-5th Grade SWD learning gains from 33% to 45% as measured by the Reading FSA
Person responsible for monitoring outcome	Troy Thompson (troy.thompson@sarasotacountyschools.net)
Evidence-based Strategy	<ul style="list-style-type: none"> * Balanced Literacy Block * Guided Reading Approach- Jan Richardson * Quality Classroom Discussion Techniques/ Structures * 6 Steps- Vocabulary Development * Multi-Sensory Literacy Interventions <p>Guided reading and the methods promoted through the work of Jan Richardson, has many benefits that have been shown through research. These include, students increased fluency, improved self questioning while a student reads text, and developing the skill of accessing prior knowledge to better connect with text. Reading for understanding is a complex process and requires students not only to decode text, but create meaning through connections and application of language. When a student is guided to read, think and connect, they are more likely to use this when reading independently and learning from books, articles or other forms of text.</p>
Rationale for Evidence-based Strategy	In addition to a focus in guided reading, teachers and staff are using classroom discussion techniques, the 6 steps to vocabulary development, and multi-sensory interventions to build students skills in reading and writing. As a student reads and builds meaning, they need to access language/ vocabulary in meaningful way. With the classroom discussions, students are able to share what they are reading or what they have read and apply the skills they are learning. Since all students learn differently and may require additional forms of learning, we also are building our capacity to provide interventions that engage the senses beyond auditory to increase retention of strategies and skills.
Action Step	
Description	<ol style="list-style-type: none"> 1. July-April- 4 Jan Richardson's Book Studies 2. Three Planning Sessions: 1) Reading Instruction 2) Quality Classroom Discussions 3) Multi-sensory interventions 3. Review of ELA Lesson plans School-wide- Self-assessment 4. Support from Elementary Department- PD Days for 2nd-5th Grade- ELA Instructional

Practices

5. Observations and coaching as teachers apply new and existing Reading strategies with students

6. Progress Monitoring- Standards Mastery, i-Ready Lessons Passed, Diagnostic Data, Running Records

7. Grade levels will review student data Regularly to determine impact of instruction.

Person

Responsible

Mindy Long (mindy.long@sarasotacountyschools.net)

#2	
Title	<p>Through Extended Learning Days such as SAILS, Math Explorers Club, and Science Club, the proficiency levels for students in these programs will increase at a higher rate than their peers.</p> <p>During the school day, teachers and support staff focus on interventions specific to each student. With the majority of activities during the day being the core instruction or Tier I, there is limited time for small group or individualized instruction to meet all student needs/ deficits. That is why we offer extended learning days in key areas for students who already have school day interventions. Often a student who is receiving supplemental instruction in reading, speech/ language, or writing may not participate in small group instruction in mathematics or science. Sometimes students just need to fill certain gaps from previous grades to build their capacity to meet their current grade level standards.</p> <p>That is why we offer a literacy focused extended learning day experience for our 1st and 2nd graders. This is an essential time to build reading and writing skills as they transition from learning to read/ write to reading/ writing to learn. In addition, we offer a numeracy focused extended learning day for our 3rd-5th grade students who may be struggling to meet the rigor or new and challenging math concepts. As mathematics moves from facts and procedural numeracy/ operations, to more complex problem solving and application, we want to fill skill gaps and build confidence to meet the challenges of grade level standards.</p> <p>As students enter the 5th grade, they have varying exposure and proficiency in Science standards that layer and blend from K through 5th grade. Students who have gaps in areas of Nature of Science & Physical, Earth, Space, and Life Sciences, require more review and hands-on experiences that apply the multitude of concepts. The Science Club offers target students a chance to review prior grade standards while offering application of assessed science content. The more involved students are in scientific thinking and applying concepts to real-world and relevant experiences, the more likely they will retain and be able to access those skills/ knowledge.</p>
Rationale	<p>The SAILS (Students Achieving Individualized Literacy Success) program aims for growth measured by K-2nd- i-Ready Reading Diagnostics (Typical 100% and Stretch Growths 75%) when comparing the 1st and 3rd Diagnostic of the school year.</p> <p>Math Explorers Club aims for growth measured by 3rd-5th- i-Ready Mathematics Diagnostic (Typical 100% and Stretch Growths 75%) when comparing the 1st and 3rd Diagnostic of the school year. In addition, we will compare the 3rd-5th FSA Mathematics Proficiency and Learning Gains of participating students. Math Proficiency levels for our Lowest Quartile Black/ African American students will increase from 40% to 50% from 2019 to 2020.</p> <p>Science Tutoring aims for improvements in 5th Grade- Elevate Topic Assessments that are described in the district scope and sequence. At the end of the year, we will examine the impact of the club on 5th Grade - FSSA Science Assessment- Proficiency for participants. We will also compare this sample group with the entire 5th grade results. We expect that target students and student groups participating in this extended learning day will perform higher than the entire group.</p>
State the measurable outcome the school plans to achieve	<p>The SAILS (Students Achieving Individualized Literacy Success) program aims for growth measured by K-2nd- i-Ready Reading Diagnostics (Typical 100% and Stretch Growths 75%) when comparing the 1st and 3rd Diagnostic of the school year.</p> <p>Math Explorers Club aims for growth measured by 3rd-5th- i-Ready Mathematics Diagnostic (Typical 100% and Stretch Growths 75%) when comparing the 1st and 3rd Diagnostic of the school year. In addition, we will compare the 3rd-5th FSA Mathematics Proficiency and Learning Gains of participating students. Math Proficiency levels for our Lowest Quartile Black/ African American students will increase from 40% to 50% from 2019 to 2020.</p> <p>Science Tutoring aims for improvements in 5th Grade- Elevate Topic Assessments that are described in the district scope and sequence. At the end of the year, we will examine the impact of the club on 5th Grade - FSSA Science Assessment- Proficiency for participants. We will also compare this sample group with the entire 5th grade results. We expect that target students and student groups participating in this extended learning day will perform higher than the entire group.</p>
Person responsible for	<p>Troy Thompson (troy.thompson@sarasotacountyschools.net)</p>

**monitoring
outcome**

*Use of quality, research-based literacy stations in smaller groups (4-8) to build early reading/ writing skills

**Evidence-
based
Strategy**

*Spiraling of Skills and Standards- Prerequisite "Gap Filling" for mathematics

*Use of prescriptive i-Ready reports to determine small group direct instruction

*Continuous practice of discrete Mathematics skills- Front loading

*Integration of Standards for Mathematical Practice

*Use of hands-on and standards-based Science activities to fill gaps and help with retention of skills/knowledge.

**Rationale
for
Evidence-
based
Strategy**

Students experiencing instruction in small groups have more opportunities to respond and receive feedback. During the extended learning day instruction students will be able to work on grade level standards and fill gaps they may have from previous grade levels. It is essential that students are working towards goals specific to their learning path. This is why a portion of the instruction after school is based on the students assessments such as i-Ready diagnostics or Science benchmarks. When students are using manipulative tools and technology that provide enhanced visuals, students are more engaged. Each of the 3 extended learning day programs provides supplemental practice, instruction and assessment to support learners.

Action Step**Description**

1. Create Title proposals outlining the goals of each program (SAILs, Math Explorers, and Science Club)
2. Establish teams of 3-4 per grade level to support 24-36 students for each of the programs.
3. Using i-Ready Diagnostic and Science Data, determine which students will be targeted based on need.
4. Coordinate curriculum and resources to support skills practice and instruction.
5. Implement each program by design: 1st Semester: September-December 2nd Semester: January-April
6. Using i-Ready Diagnostic 2 Data to review which students will attend the 2nd Semester programs.
7. Evaluate the effectiveness of each program using pre & post assessment data.

**Person
Responsible**

Mindy Long (mindy.long@sarasotacountyschools.net)

#3	
Title	In order to increase and enhance student ownership of learning our Students & Teachers Engaging Parents (S.T.E.P.) nights will include student-led conferences to create clear learning goals for all students.
Rationale	Student-led conferences are an emerging way of students becoming more engaged in their learning. The Students & Teachers Engaging Parents is a combination of these students led conferences and our staff immersing families in the resources and opportunities to support student academic, social, and emotional goals.
State the measurable outcome the school plans to achieve	Quality Parent Conferences- Student Generated Goals- 100% of Families Participating. Student Led conference portfolios and Goal Sheets- Completed and presented by student Parent Climate Survey- Informed on way to support their child.
Person responsible for monitoring outcome	Troy Thompson (troy.thompson@sarasotacountyschools.net)
Evidence-based Strategy	Student and Parent Goal Setting Student- Led Conferencing to improve student ownership of learning. Parent Engagement- Informing Parents of the Learning Expectations
Rationale for Evidence-based Strategy	Engaging parents in their children's school is essential in a goal of shared responsibility. The model being implemented allows for 1 evening for families to set goals and establish a plan for the school/ home partnership. Getting families involved in meaningful ways, creates a different level of commitment for learning and development. The goal of the tour of resources, strategies and programs allows us to introduce and train parents so it may transfer to the home. This relationship between schools and parents cuts across and reinforces children's health and learning in multiple settings—at home, in school, in out-of-school programs, and in the community.
Action Step	
Description	<ol style="list-style-type: none"> 1. Provide initial training for staff of a shift from Open House and teacher led conference experience to a student led and student goal focused experience. 2. Coordinate an evening for students to lead conferences in their classrooms and then guide their families through tour of resources and strategies. 3. Teachers develop goal setting sheets and develop presentation protocols 4. Students practice with peers and teacher in the classroom their student-led conference. 5. School works with families and staff to provide a convention style experience with tables and demonstrations for i-Ready, Reflex Math, InnerExplorer, Parent Portal, Thinking Maps, Special Programs, and Mental Health Resources.
Person Responsible	Mindy Long (mindy.long@sarasotacountyschools.net)

#4	
Title	Enhancing Collaborative Planning allows teachers an opportunity to share student data and collaborate on instructional strategies to increase effectiveness in the classroom.
Rationale	Teacher collaboration and efficacy is one of the highest leverage strategies we have for school improvement. Training teachers to use the weekly common planning time to review student data, share lesson plans and ideas, discuss standards, and plan for interventions sets the team goal for all students succeeding. Each week grade level teams meet in our data room to compare common assessments and share strategies for instruction. They plan for upcoming standards and make decisions on how they will assess. Once a month professional development opportunities will be utilized to support the team in areas of: Standards Mastery, student goal setting, guided reading, ELA framework, and SEL. Teachers collaborate during CPT with impact support team members to discuss students in need of intervention. By combining their expertise they are able to determine proven, multi-sensory interventions for Tier 2 and Tier 3 students.
State the measurable outcome the school plans to achieve	K-5th i-Ready Reading and Mathematics Diagnostics (Typical and Stretch Growths) 3rd-5th FSA Reading and Mathematics Proficiency and Learning Gains 2nd-5th i-Ready- Standards Mastery Increase in 3rd-5th Grade SWD learning gains from 33% to 45% as measured by the Reading FSA
Person responsible for monitoring outcome	Mindy Long (mindy.long@sarasotacountyschools.net)
Evidence-based Strategy	Collective Efficacy Data Driven Decisions Standards-based Lesson Planning Quality Collaborative Planning- Impact Team Approach- MTSS Trained facilitators Common Planning and Professional Development
Rationale for Evidence-based Strategy	Hattie's Research on high effect strategies has teacher collective efficacy as the strongest correlated positive effect on student achievement. When teachers work together to improve pedagogy, analyze data to make decisions, use standards for planning, collaborate on interventions, and believe they can make a positive difference for their students, they will. Our impact teams of resource teachers, title intervention teachers, guidance, MTSS facilitators, and liaisons work to support each grade level team as they plan for interventions, lessons, and next steps to support all students.
Action Step	
Description	1. Create CPT room with student data and resources 2. Schedule common planning times with Impact Teams supporting CPT 3. Train team leaders to facilitate CPT to focus on students and learning 4. Prepare and organize student data for grade level teams 5. Plan for PD opportunities on monthly CPT dates to support instruction, assessments, and learning (Guided reading, Standards Mastery, ELA framework, SEL).
Person Responsible	Mindy Long (mindy.long@sarasotacountyschools.net)

#5	
Title	By focusing on Social Emotional Learning, teachers are better equipped to support students and maximize instructional time.
Rationale	Social and emotional skills play a vital role in academic and life success. Skills such as self-regulation, relationships, responsible decision making and self awareness have a positive impact in academic gains. A meta-analysis school-based study conducted by Durlak et al. (2011) indicated students in Social Emotional Learning (SEL) programs demonstrated significantly improved social and emotional skills, attitudes, behavior, and academic performance that reflected an 11 percentile-point gain in achievement. Teachers are able to gain more teaching time due to less distractions and student focus; as well as reduction in daily stress.
State the measurable outcome the school plans to achieve	Improvements in Attendance- Increase by 1% School-wide Increase in Staff attendance Improvement in Parent and Staff Climate Survey Decrease in Student Incident Referrals by 5% Decrease in Response Calls by 5%
Person responsible for monitoring outcome	Troy Thompson (troy.thompson@sarasotacountyschools.net)
Evidence-based Strategy	<ul style="list-style-type: none"> *Implementation of SEL Learning through Inner Explorer (De-escalation- Self Regulation, Mindfulness) and Second Step curriculum. *Staff training in Trauma Informed Care, Adverse Childhood Experiences, Mindfulness, Stressed Brain Research *Behavior Support Team - data driven decision making *Home School Liaison & Mental Health Counselor- *Mindfulness Training for Students and Families *Sensory Room
Rationale for Evidence-based Strategy	Social Emotional Learning programs such as Inner Explorer and Second Step curriculum teaches self-regulation, promotes positive attitudes, creating and maintaining positive relationships, increases academic focus, reduces stress, anxiety and disciplinary actions. During the 2018-2019 school year, there were 293 school student incident referrals and 1,284 response calls to the classroom provided by our Behavior Support Team. Teachers are in need of understanding and learning how to effectively support students in crisis and emotional distress, there for providing training in Mindfulness. Trauma Informed Care and ACE is crucial to fully implement Social Emotional Learning. By providing families with training in Mindfulness, parents and caregivers will be able to reinforce the necessary skills at home so students can come to school regulated and more positive. The use of the Sensory Room is a place to calm students down without adding additional trauma and anxiety as well as teaching self-regulation.
Action Step	
Description	<ol style="list-style-type: none"> 1. Training staff in the importance of Mindfulness, Self-regulation and Social Emotional learning programs. 2. Select four model classrooms for implementation of SEL, mindfulness activities and strategies. 3. Implement the SEL program Inner Explorer and Second Step in small groups, model classrooms and school wide - option. 4. Inform families of mindfulness program and its benefits through STEP night, parent

- university, teacher communication, parent-teacher conferences and social media
- 5. Train teachers in Adverse Childhood Experiences, Trauma Informed Care, Stressed Brain Research, Mindfulness program - Inner Explorer
- 6. Collaborate with Mindfulness coach for activities, research based readings and best practices
- 7. Weekly scheduled meetings with Behavior Support Team including Mental Health Counselor
- 8. Review Student Incident referrals and at risk behavior students on a weekly basis
- 9. Create interventions/ plan of action on how to support at risk behavior students at SWST and Behavior Support Meetings
- 10. Utilize the sensory room to calm students in need of emotional regulation
- 11. Incorporate the use of the Sensory Room in student/class schedules

Person Responsible Mindy Long (mindy.long@sarasotacountyschools.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Strategic Mathematics Instruction

- *Math Explorers Club- See Extended Learning Days
- *i-Ready- Standards Mastery
- *Reflex Math- School-wide Fluency & Skill Builder
- *Departmentalizing 4th and 5th

Science Integration & Strategic Instruction

- *Science Resources- New Elevate Resources and Curriculum. Leveled Readers for Reading integration.
- *Science Lab- School-wide K-5th Grade Experiences- Grade level Standards
- *Mystery Science- Engaging and Authentic Science Experiences
- *Science Club to support target students- See Extended Learning Days

Attendance

- *Attendance Campaign- "Strive for less than Five"
- *Partnership with Patterson Foundation- Guide on the Side
- *Weekly Monitoring and Parent communication
- * Recognition and Incentives for Students with Perfect attendance.
- * Home/ School Liaison working with families of students struggling with attendance

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 Schoolwide Improvement Plan 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.

SAC- School Advisory Committee- Engaged in Lamarque's Improvement
PTO- Lamarque All Pro Dads
Students & Teachers Engaging Parents S.T.E.P. Night
Quarterly Recognition- Parent Experience
Community Projects- Bags of Love
Community Events
Outreach- Website, Facebook Page
Summer- Parent University

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 CHAMPs school, we believe in first ensuring a classroom setting with clear expectations and predictable procedures. When students experience quality learning experiences, they are more likely to learn and practice pro-social skills needed to become better regulated and reflective learners. However, when students experience social-emotional challenges or set backs, they need supplemental support that includes strategies they learn to access on their own. With the help of our Response and Behavior Support team, we not only provide social training, but provide immediate response to students in crisis.

Social Emotional Learning (SEL) programs such as Inner Explorer and Second Step curriculum teaches self-regulation, promotes positive attitudes, creating and maintaining positive relationships, increases academic focus, reduces stress, anxiety and disciplinary actions. Teachers are in need of understanding and learning how to effectively support students in crisis and emotional distress, there for providing training in Mindfulness. Trauma Informed Care and ACE is crucial to fully implement Social Emotional Learning. By providing families with training in Mindfulness, parents and caregivers will be able to reinforce the necessary skills at home so students can come to school regulated and more positive. The use of the Sensory Room is a place to calm students down without adding additional trauma and anxiety as well as teaching self-regulation.

Alongside SEL focused programs and training, we have the benefit of a Licensed Mental Health Therapist who works with both students and their families to provide therapy and learning sessions. The goal is to help families work through deep seeded challenges that can effect any family. By working concurrently with the school, the therapist supports the student in ways that allow them to access learning and socialization in their classroom setting.

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. Based on results of intervention, 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.

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.

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. University of Florida Family Nutrition Program is an ongoing partnership for our 3rd grade students. Gardening for nutrition reinforces health, science, language arts, math and more using a school garden. Students learn life readiness skills through 30 minutes lessons scheduled once per

month. The students have an opportunity to apply health and life lessons, while also experiencing harvest tasting at the end of the lessons.

Global Perspectives explores our world and includes team building and collaboration similar to the work setting. Biztown Experience for 5th graders to learn about careers and the financial literacy, community, economics, management and work readiness needed in the real world.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: By utilizing Guided Reading and strategic ELA instruction the ELA Proficiency level for students with disabilities in grades 3-5 will increase from 33% to 45% as measured by the FSA				\$32,620.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			1341 - Lamarque Elementary School	Title, I Part A		\$1,500.00
			<i>Notes: Jan Richardson Book Study and Follow Up Professional Learning opportunities.- The Next Step Forward in Guided Reading.</i>			
			1341 - Lamarque Elementary School	Title, I Part A		\$3,120.00
			<i>Notes: LAFS Student Materials-Resource- Aligned with Standards and i-Ready Resource</i>			
			1341 - Lamarque Elementary School	Title, I Part A		\$28,000.00
			<i>Notes: Contracted Support- Intervention Teachers- 1 for Primary and 1 for Intermediate Grades</i>			
2	III.A.	Areas of Focus: Through Extended Learning Days such as SAILs, Math Explorers Club, and Science Club, the proficiency levels for students in these programs will increase at a higher rate than their peers.				\$59,320.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			1341 - Lamarque Elementary School	Title, I Part A		\$27,000.00
			<i>Notes: SAILs- Extended Literacy Learning for 1st-2nd Grade Students- 3-4 Teachers per grade supporting students after school.</i>			
			1341 - Lamarque Elementary School	Title, I Part A		\$26,000.00
			<i>Notes: Explorers- Extended Numeracy/ Mathematics Learning for 3rd-5th Grade Students- 3-4 Teachers per grade supporting students after school.</i>			
			1341 - Lamarque Elementary School	Title, I Part A		\$3,200.00
			<i>Notes: Science Club- 4 5th Grade Teachers supporting target students in Science concepts aligned with Science Standards. Science Coach Materials for 30-35 Students.</i>			
			1341 - Lamarque Elementary School	Title, I Part A		\$3,120.00
			<i>Notes: MAFS- Student Materials-Resource- Aligned with Standards and i-Ready Resource</i>			

3	III.A.	Areas of Focus: In order to increase and enhance student ownership of learning our Students & Teachers Engaging Parents (S.T.E.P.) nights will include student-led conferences to create clear learning goals for all students.				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			1341 - Lamarque Elementary School	Title, I Part A		\$1,500.00
			<i>Notes: September STEP Night- Parent Training and Goal Setting Strategy.</i>			
4	III.A.	Areas of Focus: Enhancing Collaborative Planning allows teachers an opportunity to share student data and collaborate on instructional strategies to increase effectiveness in the classroom.				\$0.00
5	III.A.	Areas of Focus: By focusing on Social Emotional Learning, teachers are better equipped to support students and maximize instructional time.				\$9,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			1341 - Lamarque Elementary School	Title, I Part A		\$8,500.00
			<i>Notes: Inner Explorer & Mindfulness Training for Teachers and Students. Professional Development utilizing Mindfulness consultant. Working with 4 Model classrooms to implement ideal strategies and structures.</i>			
			1341 - Lamarque Elementary School	Title, I Part A		\$500.00
			<i>Notes: Book Study- PD The Boy Who Was Raised as Dog/ All Learning is Social and Emotional</i>			
Total:						\$102,440.00