

Sarasota County Schools

Lamarque Elementary School



2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	75%
2019-20 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%)
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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Lamarque Elementary School

3415 LAMARQUE AVE, North Port, FL 34286

www.sarasotacountyschools.net/lamarque

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	67%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	32%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	A	B

School Board Approval

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SIP Authority

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<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, position title, and job duties/responsibilities 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 2020-2021 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 2020-2021 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.
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 (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

Name	Title	Job Duties and Responsibilities
		<p>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.</p>
Purdin, Tammi	Teacher, K-12	<p>Team Leader- Support Team- The School Support Team Leader works directly with the support teachers, guidance, HSL, and Behavior Specialist in order to provide feedback to school leadership on program specific needs. This team lead also facilitates weekly Instructional Support Team and Behavior Support Team that is student centered and focuses on instructional practice that work. This team lead provides documentation and resources to the SWST and CARE team to continue support for struggling students.</p>
Harris, Scott	Teacher, K-12	<p>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.</p>
Pence, Sandra	Teacher, K-12	<p>The Fourth Grade Team Leader works directly with the Fourth 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.</p>
Probst, John	Administrative Support	<p>Provides support to Head of School ensuring initiatives and programs that support students, teachers, staff, parents, and the overall community. During the 2020-2021 school year, the intern consults with the Positive Behavior Support Committee as they seek ways of improving overall school-wide behavior and students' ability to show Pride, Purpose, and Performance. As a member of the Behavior Support Team (BST), the intern supports students and teachers on response calls and models best practice interventions and supports. As a member of the Instructional Support Team (IST), the intern assists in testing schedules and assisting in planning for professional development.</p>
Yates, Amanda	Teacher, K-12	<p>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.</p>

Name	Title	Job Duties and Responsibilities
Longo, Patricia	Teacher, K-12	The 5th Grade Team Leader works directly with the 5th 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.

Demographic Information

Principal start date

Monday 4/2/2018, Natasha Forbus

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

10

Total number of teacher positions allocated to the school

63

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	75%
2019-20 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%)
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 .	

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	166	153	173	160	133	144	0	0	0	0	0	0	0	929
Attendance below 90 percent	10	13	9	12	10	9	0	0	0	0	0	0	0	63
One or more suspensions	0	5	1	5	7	0	0	0	0	0	0	0	0	18
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	5	18	15	0	0	0	0	0	0	0	38
Level 1 on 2019 statewide Math assessment	0	0	0	13	15	8	0	0	0	0	0	0	0	36
Number of students eligible for Summer Boost	0	0	31	38	30	38	0	0	0	0	0	0	0	137
Number of students identified Tier 3 (3 or more grade levels below current grade) on iReady ELA Diagnostic 1 (Fall 2020)	0	12	24	26	28	39	0	0	0	0	0	0	0	129
Number of students identified Tier 3 (3 or more grade levels below current grade) on iReady Math Diagnostic 1 (Fall 2020)	0	24	47	35	33	36	0	0	0	0	0	0	0	175

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	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	3	4	0	1	0	0	0	0	0	0	0	16
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Thursday 9/17/2020

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	
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	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	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

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	
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

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	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

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	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				
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0

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 analyzing our FSA data comparison for 2018 compared to 2019, the lowest performing area was ELA. Our ELA learning gains for 2019 were at 55% with our ELA bottom quartile at 49%. The students in that cohort moving from 3rd to 4th grade went down 11 points which could be as a result of the added writing component as part of the 4th grade ELA FSA. A contributing factor to this decreased performance could be from the lack of a consistent, focused writing curriculum. Having a consistent K-5 ELA approach to writing and literacy would allow students to transition each grade level building on their writing skills and expectations.

As a Title I school, we experience high levels of absenteeism and home challenges that impact our families disproportionately. A contributing factor to the 2019 ELA data could be a missed opportunity for partnership between home and school in supporting students working towards ELA goals in Reading Counts through independent reading or iReady lessons and growth. Research shows the connection between reading and writing proficiency with consistent independent reading and higher exposure to grade level text.

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 compared to only 49% in 2018-2019. Attendance and mobility are always factors to consider for these students. We also find that many of our students with disabilities fall into these groups which declined from 51% proficient in bottom quartile to 35% in this subgroup. We point back to the other two factors impacting all student in ELA learning gains, cohesive ELA and writing curriculum and instruction and a clear home/school connection.

Our decline in science from 66% proficiency in 2018 to 60% proficiency in 2019 is also a concern and could be contributed to the decline in reading proficiency in grade-level non-fiction texts as demonstrated by our ELA FSA scores.

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 with the state average demonstrates a continued need for focus on ELA performance for all 3rd-5th grade students. Although Lamarque's overall proficiency levels of 61% is 4 points higher than the state average, it is the learning gains and bottom quartile where we see the greatest gap compared to the state averages. We had 55% of our 4th and 5th grader students make learning gains in ELA as compared to the state average 58% of students state-wide. Since writing becomes a component in 4th and 5th grade ELA FSA compared to our above state average ELA scores in 3rd, writing is a factor in the decreased averages at Lamarque. Our lowest quartile students were at 49% making learning gains compared to the state average of 53%. A need for consistent ELA and writing focused instruction across grade levels is a contributing factor. The mobility and home factors of our Title I students are also a contributing factor.

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

Math at Lamarque has consistently been on the rise in overall student proficiency, lowest quartile, and learning gains. Student proficiency increased from 73% to 77% in 3rd-5th grade math FSA results for 2019. We also saw an increase in learning gains from 71% to 74% for all students and 56% to 59% for students in our lowest quartile. Lamarque has continued to focus on research-based instruction and a vertical alignment of problem solving strategies. The school has also utilized the Math Reflex program to increase math skill fluency. The Math Explorers Extended Learning Program has become a structured and deliberate instructional gap filling program. The focus of this program is supplemental small group instruction driven by iReady next steps for instruction. Explorers also utilize Mountain Math materials to spiral standards to ensure students and proficient in grade-level standards.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

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 two student groups are areas of concern and Lamarque staff and administrators will focus on their participation in school improvement programs such as extended learning day, school-time intervention, and family engagement activities.

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

1. ELA Learning Gains (focus on bottom quartile)
2. ELA Proficiency
3. Science Proficiency

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	<p>By utilizing Guided Reading, Write Score for 4th & 5th grade, and Strategic ELA instruction, the ELA Proficiency Level for students will increase from 61% to 65% as measured by the FSA.</p> <p>Guided Reading is small-group differentiated instruction that supports students in developing reading proficiency. This strategic instruction supports readers in expanding their skills through responsive teaching on a variety of texts at the students' level. The Write Score program expands on the ELA focus providing strategic lessons to support student evidence-based writing. Both guided reading and Write Score focus on student feedback to support students at all levels.</p> <p>Student Reading and literacy gains can only be achieved through strong partnerships between home and school. Independent reading, skill practice, and the promotion of learning are done through S.T.E.P. conferences, quality resources, and relationships between students, teachers, and parents.</p>
Measurable Outcome:	<p>K-5th iReady Reading Diagnostic (Typical and Stretch Growth)- 75% of Students Reaching Growth Targets</p> <p>3rd-5th Grade FSA Reading Proficiency and Learning Gains- 2-4% Increase</p> <p>Increase in 3rd-5th Grade SWD Learning Gains from 33% to 45% as measured by ELA FSA</p> <p>S.T.E.P. Conference Parent Survey showing an increase in comfort and use of reading strategies at home.</p>
Person responsible for monitoring outcome:	Troy Thompson (troy.thompson@sarasotacountyschools.net)
Evidence-based Strategy:	<p>Having a Balanced Literacy Block, Guided Reading Approach using Jan Richardson, and Multi-Sensory Literacy Interventions are all part of a comprehensive instructional program which is one of Hattie's highest influences to student achievement.</p> <p>Utilizing Write Score for 4th-5th Grade which provides an opportunity for a cohesive, feedback-driven writing program is also a Hattie high effect strategy.</p> <p>Parent Engagement in the educational development of their children improves reading proficiency.</p>
Rationale for Evidence-based Strategy:	Guided Reading promotes increased fluency and metacognition strategies such as self-questioning while reading and accessing prior knowledge to connect with texts. Guided reading supports students in working through challenging texts with support as well as the skills needed to independently read and understand on-level texts. Write Score provides a cohesive program teaching students to then write from a prompt based on texts.

Action Steps to Implement

1. July/August- 4th & 5th Grade ELA teachers plan for Write Score Implementation
2. August/ September- Initial Reading Assessments (iReady & Running Records) for teachers to begin developing student-guided reading groups
3. October & January- Students & Teachers Engaging Parents Conferences- Reading levels, Goal Setting, Independent Reading, and Monitoring Reading proficiency.
4. September/October- CPT Writing Instruction (Write Score and Evidence-based Writing K-5)
5. September/October-GEER Up Program supporting ELA instruction as a supplemental extended day opportunity for bottom quartile students in 2nd-5th grade.
6. October- school-wide writing day
7. November- CPT Guided Reading follow-up provided by Reading Recovery Teachers to k-2nd grade

teachers

8. January- Midyear assessments (iReady & Write Score- school-wide writing prompt)

9. January/February- CPT-Review of student data /mid-year data chats (guided reading groups/ targeted writing lessons

10. January-May- Extended Learning Opportunity in ELA

Person

Responsible

Troy Thompson (troy.thompson@sarasotacountyschools.net)

#2. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: By the end of the 2021 school year, we will increase our science scores from 63% of 5th graders proficient to 68% proficient on SSA. Student Science & STEM gains can only be achieved through strong partnerships between home and school. Science interest, inquiry skill practice, STEM project development, and the promotion of learning are done through S.T.E.P. conferences, quality resources, and relationships between students, teachers, and parents.

Measurable Outcome: A school-wide focus on science will increase our proficiency from 63% to 68% based on FSSA. S.T.E.P. Conference Parent Survey showing an increase in comfort and use of inquiry skills and scientific thinking at home and school.

Person responsible for monitoring outcome: Troy Thompson (troy.thompson@sarasotacountyschools.net)

Evidence-based Strategy: This year we have increased our emphasis on science school-wide. In addition to science being part of the Specials wheel, we now include a science picture with questions and prompts as part of our daily school news program. This encourages all classes to start the day with an introduction to science vocabulary and critical thinking skills. Fifth-grade students will have the opportunity to participate in a Science Boot Camp in the spring to reinforce science topics and concepts in hands-on, activity-based learning experiences. Parent Engagement in the educational development of their children improves Science & inquiry skills that can be applied to STEM-related processes and projects.

Rationale for Evidence-based Strategy: Having continuous discussions on science instruction, the promotion of science vocabulary and critical thinking, and periodic science data chats builds collective efficacy which is one of Hattie's highest effect size strategies. Students participating in in active learning with discussions show to have a high impact on student learning. Morning science prompts and Science Boot Camp both emphasize these learning strategies. Additional Science Resources include: New Elevate Resources and Curriculum, Leveled Readers for Reading integration, Mystery Science- Engaging and Authentic Science Experiences.

Action Steps to Implement

1. July/August- Science Committee planned for school-wide science emphasis in vocabulary and critical thinking for morning news
2. August-May- Weekly science prompts on school news to promote critical thinking, vocabulary, and discussion on science standards
3. August-June- ongoing 5th grade CPT discussion on Science Benchmark Assessment data and instructional strategies; Monthly Science Committee Meetings emphasizing science instruction across grade levels
4. October & January- Students & Teachers Engaging Parents Conferences- Reading levels, Goal Setting, Independent Reading, and Monitoring Reading proficiency.
5. January- Mid-year data chats with 5th grade teachers on Science benchmark testing, student goal setting, and next steps
6. March/April- Science Boot Camp

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

#3. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus	Social-Emotional Learning is more important than ever in supporting our students returning both in-person and remotely this school year. By focusing on Social Emotional Learning, teachers are better equipped to support students and maximize instructional time.
Description and Rationale:	Student social and emotional proficiency can only be achieved through strong partnerships between home and school. self-regulation, de-escalation skill practice, and the promotion of SEL are done through S.T.E.P. conferences, quality resources, and relationships between students, teachers, and parents.
Measurable Outcome:	Improved attendance- increase by 1% school-wide Improvement in Parent and Staff Climate Survey Decrease in student suspensions by 5% Decrease in response calls by 5% S.T.E.P. Conference Parent Survey showing an increase in comfort and use of de-escalation, self-regulation, and social strategies at home.
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 and Second Step curriculum *Continue staff training on Trauma Informed Care, Adverse Childhood Experiences, Mindfulness *Behavior support team- weekly meetings for data driven decision making to support students/classes *Home School Liaison and Mental Health Counselor *Sensory Room *SEL on the specials wheel *Parent Engagement in the educational development of their children improves SEL skills at school and home.
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 2019-2020 school year, there were 18 out of school suspensions, 154 Student Incident Referrals, and 1,094 response calls to the classroom provided by our Behavior Support Team for the first three quarters before moving to remote learning. Teachers are in need of understanding and learning how to effectively support students in crisis and emotional distress, therefor continued training in Mindfulness. Trauma Informed Care and PBIS is crucial to fully implement Social Emotional Learning. This year's PBIS team is re-envisioning and supporting classroom and school foundation of: clear expectations and rules, student engagement, acknowledging positive behavior, responding to inappropriate behavior, and maximizing structure. This framework is fundamental to PBIS and CHAMPS. Additionally, for our students with autism, 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 and providing sensory input.

Action Steps to Implement

1. August- Staff voluntarily take part in book study "Lost at School"
2. October & January- Students & Teachers Engaging Parents Conferences- Reading levels, Goal Setting, Independent Reading, and Monitoring Reading proficiency.
3. August-June- implementation of SEL through Inner Explorer (Self-regulation, mindfulness) in the classroom

4. August-June- SEL as a class in the specials rotations and use of Sensory Room by students as needed
5. August-June- Guidance team supports classrooms with Second Step and Kelso's Choices Lessons
6. August-June- Weekly Behavior Support Team - data driven decision making connected to Home School Liaison, Mental Health Counselor, Behavior Specialist, and outside agencies
7. August-June- Continued professional development opportunities to staff on trauma informed care, adverse childhood experiences, mindfulness, and self-care

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

#4. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

Math Student Achievement, Math Achievement for Students with Learning Disabilities
Although in 2019 students performed above district and state in math proficiency, our students with learning disabilities performed well below. After reviewing our Diagnostic 1 Beginning of the Year iReady data we identified 16% of 1st grade, 27% of 2nd grade, 22% of 3rd grade, 25% of 4th grade, and 25% of 5th grade students as Tier 3 or identifying as 3 years or more below current grade level.
Student Math proficiency gains can only be achieved through strong partnerships between home and school. Problem-solving, discrete math skill practice and the promotion of learning are done through S.T.E.P. conferences, quality resources, and relationships between students, teachers, and parents.

Measurable Outcome:

By the end of 2020-2021 school year, 80% of our students will be proficient in math, with our Students with Learning Disabilities increasing from 55% to 60% proficient in mathematics.
Our students identified by iReady as Tier 3 (performing 3 or more years below current grade level) will decrease to below 10% in all grade levels.
S.T.E.P. Conference Parent Survey showing an increase in comfort and use of math skills and problem-solving using numbers at home and school.

Person responsible for monitoring outcome:

Troy Thompson (troy.thompson@sarasotacountyschools.net)

Evidence-based Strategy:

In addition to daily classroom instruction in Mathematics, students falling below current grade level will work with ESE resource, Title teachers, and classroom teacher on math interventions. These students will also be invited to our extended day Math Explorers opportunity. Teachers will review student progress in CPT discussions, SWST meetings as needed, and during data chats with administration. Students and teachers will also share student individual goals and progress with families during STEP (Students and Teachers Engaging Parents) conferences. Students will have set goals for iReady lessons, iReady growth, Reflex Math fluency, and classroom performance. Parent Engagement in the educational development of their children improves mathematics proficiency.

Rationale for Evidence-based Strategy:

According to Hattie's research on high effect strategies, effective implementation of RTI corresponds to more than two years of academic growth. Having data chats and discussions on intervention strategies during CPTs builds teachers' collective efficacy which is one of Hattie's highest effect strategies. All of these approaches support students in filling gaps to build confidence and meet the challenges of grade level standards in mathematics.

Action Steps to Implement

1. September- students complete initial assessments (iReady Diagnostic, Reflex, classroom); Instructional teams analyze student data to determine instructional groups, invite students to extended day opportunities, and set student goals
2. September/October- Students in Tier 3 attend GEER Up extended day opportunity
3. October- STEP conferences with families on goals for mathematics
4. October-December- Instructional practices and student progress monitored through grade level CPTs
5. December/January- Mid-year Diagnostic and Data chat discussions with instructional staff and administration
6. January-May- Math Explorers Extended day opportunity
7. January-May- Continuation of student interventions and RTI discussions for math

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

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Our Students with Disabilities have an Individual Education Plan that is a legal document with goals, accommodations, and services based on data of the individual student's present level performances and evaluation results to determine their individual needs. Teachers implement effective and research based strategies including: Modeling, guided reading comprehension scaffolds, guided word study, graphic organizers, direct multi-sensory instruction via explicit and systematic lessons, iReady toolbox interventions, reciprocal teaching, Wilson Foundation Reading and Reading Recovery best practices, Frog Street Curriculum, use of manipulatives, social stories, metacognition and social/personal strategies, PECS (Picture Exchange Communication System), use of Sensory Room, and visual schedules. Services are provided in both push in and pull out environments by multiple providers.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

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

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$611,586.58
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
		100-Salaries	1341 - Lamarque Elementary School	Title, I Part A		\$578,252.00
<i>Notes: 8.5 Instructional Positions- SEL, 2 Reading Recovery, 4 Intervention, 1 Home School Liaison. 0.5 Intervention Support</i>						
			1341 - Lamarque Elementary School	Title, I Part A		\$3,000.00
<i>Notes: IXL- Remote and Lowest Quartile supportive skill practice</i>						
			1341 - Lamarque Elementary School	Title, I Part A		\$3,441.60
<i>Notes: ELA- Write Score 4th & 5th Grade</i>						
			1341 - Lamarque Elementary School	Title, I Part A		\$6,213.00
<i>Notes: Instructional Resources- Flocabulary, ESGI, Starfall, Learning A-Z, Scholastic Magazine, Wordly Wise</i>						
			1341 - Lamarque Elementary School	Title, I Part A		\$17,000.00
<i>Notes: SAILS- Extended Day ELA 1st-2nd</i>						
			1341 - Lamarque Elementary School	General Fund		\$3,679.98
<i>Notes: Frog Street Pre-K Curriculum materials and teacher professional development</i>						
2	III.A.	Areas of Focus: Instructional Practice: Science				\$5,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			1341 - Lamarque Elementary School	Title, I Part A		\$2,000.00
<i>Notes: Science investigative activities and resources including Mystery Science and Non-fiction leveled science readers</i>						
			1341 - Lamarque Elementary School	Title, I Part A		\$3,500.00
<i>Notes: STEM Boot Camp- Extended Learning Grade 5</i>						
3	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning				\$20,111.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			1341 - Lamarque Elementary School	Title, I Part A		\$8,611.00
<i>Notes: Parent and Family Engagement-</i>						
			1341 - Lamarque Elementary School	Title, I Part A		\$0.00
<i>Notes: Supplemental Position- SEL Teacher as part of specials rotation</i>						

			1341 - Lamarque Elementary School	Other		\$3,000.00
			<i>Notes: PBIS- reinforcers and group contingencies funded by SAC</i>			
			1341 - Lamarque Elementary School	General Fund		\$500.00
			<i>Notes: Sensory tools for students with Autism</i>			
			1341 - Lamarque Elementary School	Title, I Part A		\$8,000.00
			<i>Notes: Teacher mentoring of specific students to provide additional positive relationship to student with SEL needs.</i>			
4	III.A.	Areas of Focus: Instructional Practice: Math				\$13,295.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			1341 - Lamarque Elementary School	Title, I Part A		\$10,000.00
			<i>Notes: Math Explorers- Extended Learning 3rd-5th</i>			
			1341 - Lamarque Elementary School	Title, I Part A		\$3,295.00
			<i>Notes: Reflex Math - Math automaticity Practice and Monitoring Program</i>			
					Total:	\$650,492.58