
Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	21
Positive Culture & Environment	31
Budget to Support Goals	32

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	75%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	21
Title I Requirements	0
Budget to Support Goals	32

Lamarque Elementary School

3415 LAMARQUE AVE, North Port, FL 34286

www.sarasotacountyschools.net/lamarque

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 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	33%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

School Board Approval

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

SIP Authority

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

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

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Lamarque Elementary School is to prepare students to achieve the highest learning standards by providing a challenging curriculum that meets individual student needs. By fostering a partnership and shared responsibility with families, we can ensure highly engaged parents and families learning with their child and teacher 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 including teachers, staff, students, and their families 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	Position Title	Job Duties and Responsibilities
Thompson, Troy	Principal	Responsible for building operations, school-wide planning, and the assessment of instructional effectiveness for the Lamarque learning community. Ensures alignment of school initiatives with the district strategic plans. Represents school and leads all communication to families, staff, and community.
Delp, Michelle	Assistant Principal	Supports the principal in strategic planning and the assessment of instructional effectiveness for the Lamarque learning community. Acts as the Special Education administrator who ensures inclusive practices and integrity of services. Leads professional development and planning for the Autism and PreK cluster programs.
Lorimier, Casie	Administrative Support	Supports the administration in daily operations and instructional planning. Development of instructional programs that align with the School Improvement Plan. Leads in literacy initiatives and ensures quality collaborative planning amongst teams to build collective efficacy.
Brown, Lora	Instructional Coach	Coordination of the Literacy Leadership Team and professional development for teachers and staff. Facilitator of collaborative planning to ensure quality professional learning aimed at student achievement and building capacity in staff.
Marchena, Olga	ELL Compliance Specialist	ESOL Liaison responsible for oversight of English Language Learner (ELL) supports at Lamarque. Works with teachers and families to ensure quality instruction and support of ELL students. Parent engagement coordinator who plans and implements family orientations, extended learning experiences, and parent trainings.
Ackley, Debora	Teacher, K-12	Supports the entire special education staff at team leader meetings and when planning experiences for stakeholders. Monitors the implementation of programs and initiatives aligned with the school improvement plan.
Griffith, Katie	Teacher, K-12	Supports the Kindergarten team at team leader meetings and when planning experiences for stakeholders. Monitors the implementation of programs and initiatives aligned with the school improvement plan.
Massoth, Adam	Teacher, K-12	Supports the 1st grade team at team leader meetings and when planning experiences for stakeholders. Monitors the implementation of programs and initiatives aligned with the school improvement plan.
Yates, Amanda	Teacher, K-12	Supports the 2nd grade team at team leader meetings and when planning experiences for stakeholders. Monitors the implementation of programs and initiatives aligned with the school improvement plan.

Name	Position Title	Job Duties and Responsibilities
Breton, Samantha	Teacher, K-12	Supports the 3rd grade team at team leader meetings and when planning experiences for stakeholders. Monitors the implementation of programs and initiatives aligned with the school improvement plan.
Pence, Sandra	Teacher, K-12	Supports the 4th grade team at team leader meetings and when planning experiences for stakeholders. Monitors the implementation of programs and initiatives aligned with the school improvement plan.
Longo, Patricia	Teacher, K-12	Supports the 5th grade team at team leader meetings and when planning experiences for stakeholders. Monitors the implementation of programs and initiatives aligned with the school improvement plan.
Purdin, Tammi	Teacher, K-12	Supports the vertical instructional and behavior teams at team leader meetings and when planning experiences for stakeholders. Monitors the implementation of programs and initiatives aligned with the school improvement plan.
Southerland, Natasha	Teacher, K-12	Supports the Specials team at team leader meetings and when planning experiences for stakeholders. Monitors the implementation of programs and initiatives aligned with the school improvement plan.
Morales, Dawn	Behavior Specialist	Leads discussions about Social Emotional Learning and Mindfulness with staff and teams. Monitors the implementation of programs and initiatives aligned with the Positive Behavior Intervention Support plan.

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.*

13

Total number of teacher positions allocated to the school

84

Total number of students enrolled at the school

976

Identify the number of instructional staff who left the school during the 2020-21 school year.

9

Identify the number of instructional staff who joined the school during the 2021-22 school year.

14

Demographic Data

Early Warning Systems

2021-22

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	157	159	177	167	156	160	0	0	0	0	0	0	0	976
Attendance below 90 percent	1	29	39	40	23	42	0	0	0	0	0	0	0	174
One or more suspensions	0	3	4	3	4	4	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 FSA ELA assessment	0	0	0	0	0	8	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Number of students with a substantial reading deficiency	26	18	16	11	16	41	0	0	0	0	0	0	0	128

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	2	0	0	2	0	0	0	0	0	0	0	4

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	1	4	0	10	0	0	0	0	0	0	0	0	0	15
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Monday 8/30/2021

2020-21 - 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	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	

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	

2020-21 - 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	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

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				61%	68%	57%	63%	66%	56%
ELA Learning Gains				55%	62%	58%	60%	57%	55%
ELA Lowest 25th Percentile				49%	53%	53%	56%	46%	48%

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
Math Achievement				77%	73%	63%	73%	72%	62%
Math Learning Gains				74%	67%	62%	71%	63%	59%
Math Lowest 25th Percentile				59%	53%	51%	56%	51%	47%
Science Achievement				63%	65%	53%	69%	66%	55%

Grade Level Data Review - State Assessments

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	2021					
	2019	69%	70%	-1%	58%	11%
Cohort Comparison						
04	2021					
	2019	54%	67%	-13%	58%	-4%
Cohort Comparison		-69%				
05	2021					
	2019	57%	68%	-11%	56%	1%
Cohort Comparison		-54%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	76%	73%	3%	62%	14%
Cohort Comparison						
04	2021					
	2019	67%	72%	-5%	64%	3%
Cohort Comparison		-76%				
05	2021					
	2019	78%	70%	8%	60%	18%
Cohort Comparison		-67%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	60%	65%	-5%	53%	7%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Grades K-5th: i-Ready Reading & Mathematics Diagnostics- 3x a year

AP1 (Fall), AP2 (Winter) AP3 (Spring) Data is percentage of students on or above grade level.

Grade 5: Science Benchmark for AP1-Fall, AP2-Winter, and FSSA for Spring (Percent Level 3,4, 5)

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	24	42	74
	Economically Disadvantaged			
	Students With Disabilities	13	21	36
	English Language Learners	0	30	80
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	17	41	69
	Economically Disadvantaged			
	Students With Disabilities	13	18	31
	English Language Learners	0	10	70
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	38	53	71
	Economically Disadvantaged			
	Students With Disabilities	16	22	34
	English Language Learners	8	25	36
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	18	37	59
	Economically Disadvantaged			
	Students With Disabilities	9	19	36
	English Language Learners	8	17	36

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	64	63	81
	Economically Disadvantaged			
	Students With Disabilities	27	37	48
	English Language Learners	14	25	50
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	20	42	62
	Economically Disadvantaged			
	Students With Disabilities	12	20	41
	English Language Learners	0	0	17

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	31	41	50
	Economically Disadvantaged			
	Students With Disabilities	5	9	16
	English Language Learners	17	17	25
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	24	35	54
	Economically Disadvantaged			
	Students With Disabilities	3	15	26
	English Language Learners	0	17	25

Grade 5					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		41	44	62
	Economically Disadvantaged				
	Students With Disabilities		7	7	27
	English Language Learners		0	0	17
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		33	45	70
	Economically Disadvantaged				
	Students With Disabilities		0	7	32
	English Language Learners		0	0	50
		Number/% Proficiency	Fall	Winter	Spring
Science	All Students		21	59	66
	Economically Disadvantaged				63
	Students With Disabilities		7	33	67
	English Language Learners		33	33	20

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	27	24	13	36	54	50	32				
ELL	43	38		53	62		50				
BLK	46	67		47	71		58				
HSP	48	55		53	73		68				
MUL	69			64							
WHT	63	56	31	66	64	47	67				
FRL	56	62	38	56	68	64	65				
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				

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
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	58
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	61
Total Points Earned for the Federal Index	461
Total Components for the Federal Index	8
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	51
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
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	58
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	55
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	67
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 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	59
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	59
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Utilizing i-Ready AP 1 to AP 3 in K-5th Grade Reading, 21% of students were at Mid or Above Grade level, 19% were Early On Grade Level. There was an increase of 29% in students at Mid or Above Grade Level and 3% Early On Grade level. This combined 32% increase was an average of all grade levels. Our 4th grade and 5th Grade cohorts were the only grade levels below the average. Utilizing i-Ready AP 1 to AP 3 in K-5 Mathematics 10% of students were at Mid or Above Grade level, 13% were Early On Grade Level. There was an increase of 38% in students at Mid or Above Grade Level and 19% Early On Grade level. This combined 44% increase was an average of all grade levels. The percentage increase of students that are Early On, Mid or Above Grade level slows as students enter intermediate grades 3rd-5th.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Utilizing i-Ready AP 1 to AP 3 in Reading for 4th Grade, there was an increase of 20% of students moving into the at Mid, Above or Early On Grade Level. Utilizing i-Ready AP 1 to AP 3 in Reading for 5th Grade, there was an increase of 21% of students moving into the at Mid, Above or Early On Grade Level.

By the final AP3 diagnostic, 51% of the 4th Grade and 63% of the 5th Grade students were Mid, Above or Early On Grade level.

Utilizing the results of Reading Florida Standards Assessment, the greatest need for improvement is in ELA for 4th grade learning gains and lowest quartile.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Factor 1: Need for time dedicated to Guided Reading and Writing Experiences in a balanced literacy block. Action: Using ELA walkthrough data, the LLT will review essential elements of a balanced block, spiral process for reading instruction, and provide training using the new curriculum. Use of frameworks and new Benchmark Advance materials to plan effective balanced literacy blocks.

Factor 2: Need for quality common assessments and more frequent progress monitoring to improve responsive instruction. Action: Using the new Benchmark Advance interim assessments, running/reading record, and other common assessments, teams will share student performance data and methods of instruction that yield the highest growth. Teams will plan quality, research-based interventions based on student levels.

Factor 3: Need for improved collaboration process that allows more time for teachers to problem solve and develop quality interventions. Action: Team leaders are participating in PLC+ book study and work closely with an instructional facilitator to improve collaborative planning meetings.

Factor 4: Need for quality intervention resources and multi-sensory approach to support striving

readers. Action: All resource and Title I teachers will utilize Literacy Level Intervention Systems to support small group reading interventions. Classroom teachers will also utilize the Benchmark Advance intervention materials to support their Tier II and III intervention groups.

Factor 5: Sufficient opportunities to read books on the students' levels at home to practice skills, build vocabulary, and increase fluency. Action: Using the Read at Home materials, teachers prescribe specific domains for students & families to complete together. Reading Counts and quarterly incentives.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Based on the increase in the percentage of students proficient, the number of students proficient in Mathematics increased by more than 40% in Grade K-3rd. By the final diagnostic AP3, 71% of our 5th grade students in 2020-2021 were proficient in Mathematics.

Based on the increase in percentage of students proficient, the number of students proficient in Reading increased the most in K & 3rd Grade. By the final diagnostic AP3, 92% in Kindergarten and 80% in 3rd Grade in 2020-2021 were proficient in Reading.

Based on the Proficiency levels 3-5 in the 2020-2021 FSSA, 65% of our 5th Grade students finished the school year proficient in Science. This percentage was 5 % higher than the 2019 results and 5 % higher than the 2021 district results.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Factor 1: Spiraling of Mathematics standards as a daily component of the Math Block. New Action: The use of Mountain Math and 360 Math approaches will be shared at Collaboration Planning Times by teachers using this effective spiraling practice.

Factor 2: Increased fluency using ReflexMath and other supportive online programs. New Action: Teams will develop regular check ins for students using ReflexMath to build automaticity in addition, subtraction, multiplication, and division facts. Promotion of fact fluency will be messaged to parents so this can be supported at home.

Factor 3: Use of the enhanced Instructional Focus Guide (IFG) to support the scope and sequence of instruction. New Action: Spend collaborative planning time in teams to discuss instruction and assessment results aligned with IFG. Plan for rounding experiences when teachers can observe math blocks and the impact of standards-based instruction.

Factor 4: Explorers Extended Learning after school for students in 3rd-5th Grade. New Action: Increase the staffing and additional planning associated with Explorers. Transportation provided to students in need.

Factor 5: Designated Science teachers in 5th grade with collaborative opportunities for planning. New Action: Build in content area discussions where Mathematics teachers focus on their standards and structures used to teach math concepts.

What strategies will need to be implemented in order to accelerate learning?

Strategy 1-Implementation of Benchmark Advance Curriculum to support ELA instruction and improve the quality of Tier 1 instruction during the 90-120 minute ELA blocks.

Strategy 2-Literacy Leadership Team- Using walkthrough data to inform professional development and balanced literacy blocks. This information creates more strategic professional development and focused reading instruction.

Strategy 3- Use district supported progress monitoring tools to improve data driven decisions. Improves the quality of Collaborative Team planning.

Strategy 4- Incorporation of Leveled Literacy Intervention and other research-based resources in intervention and services for striving readers.

Strategy 5- Focus on "What I Need" or W.I.N. time scheduled for quality interventions for reading and

mathematics.

Strategy 6- Build upon the Students & Teachers Engaging Parents approach where goal setting, instructional plans, and skill practice are the responsibility of all stakeholders.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

PD Opportunity 1- Benchmark Advance Trainings and planning opportunities for teams.

PD Opportunity 2- Reading/ Running Record Training for all Teachers of reading.

PD Opportunity 3- PLC+ Book Study- Opportunity for Team Leaders and teachers to increase the impact of PLC/ PD Opportunity 4- CPTs on balanced literacy instruction.

PD Opportunity 5- Literacy Leadership Team meetings and activities aimed at informing targeted professional development- essential elements of an ELA block.

PD Opportunity 6- Math collaboration and training on spiraling standards, math structures, and using the Enhanced Instructional Focus Guides (IFG) to support instruction. Rounding experiences for teachers to discuss math thinking and quality standards-based instruction.

PD Opportunity 7- MTSS, IEP, and 504 training to better support striving readers using the Decision Tree.

PD Opportunity 8- 20 Hours of PD focused on collaborative teaching and inclusive practices for students with disabilities.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Service 1- Support of teachers and paraprofessionals through an Instructional Facilitator to coach, model, and train staff who provide direct instruction to students.

Service 2- Continue to build capacity in teams to collaborate and share assessment data to ensure responsive teaching. This improves problem solving within teams and collective teacher efficacy which impacts student learning.

Service 3- Social Emotional Learning- Provide training and resources to support SEL Morning Meetings to teach expectations and character development. Social Skills groups to address individual student and classroom needs.

Service 4- Scheduling time in the day for "What I Need" W.I.N. to ensure time for quality interventions to accelerate learning in reading, mathematics, and SEL. W.I.N. is supported by additional Title funded staff who are assigned to grade level teams.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	<p>By utilizing Benchmark Advance for all reading and writing components in grade K-5th within the balanced literacy block, students reading on or above grade level will increase from 33% to 37% as measured by i-Ready diagnostic AP1-AP3 data as well as an increase from 57% to 61% averaged 3rd-5th on/above ELA proficiency data.</p> <p>Due to a balanced literacy block and additional staff to provide quality intervention, students reading on or above grade level within the Lowest Quartile will increase from 31% to 35% on the FSA reading assessment.</p>
Measurable Outcome:	<p>K-5th i-Ready reading diagnostic AP1-AP3 data (typical and stretch growth)---4% increase for all students.</p> <p>K-5th i-Ready reading diagnostic AP1-AP3 data (typical and stretch growth)---4% increase for students in the lowest quartile.</p> <p>3rd-5th grade FSA reading proficiency and learning gains--4% increase for all students.</p> <p>3rd-5th grade FSA reading proficiency and learning gains--4% increase for students in the lowest quartile</p> <p>1st-5th grade reading/running record progress monitoring done 3 times per year</p>
Monitoring:	<p>A specific focus will be placed on our 4th grade learning gains during the 2021-22 school year due to falling below 50% on the 2021 Spring FSA data in the area of ELA. We will be seeking additional resources/trainings from district ELA specialists and allotting CPT time to discuss ELA best practices. We will also be directing conversations in CPTs around specific learning intentions within the IFG and discuss their alignment to the standards. Administration will conduct Balanced Literacy Walkthroughs 4-6 times per month to gather formative data to drive conversations in Literacy Leadership Team as well as Team Leader meetings.</p>
Person responsible for monitoring outcome:	<p>Casie Lorimier (casie.lorimier@sarasotacountyschools.net)</p>
Evidence-based Strategy:	<p>Utilizing both Benchmark Advance and i-Ready which focuses on the spiral process of reading instruction comprised of phonological awareness, phonics, vocabulary, fluency, and comprehension helps students move from basic understanding to mastery of content within the balanced literacy block.</p> <p>Benchmark Advance Curriculum was purchased through the district to support whole group, small group, and independent practice. The curriculum includes assessment materials for gauging progress through both formative and summative tasks. Each grade level also has access to intervention resources, leveled libraries, and extension opportunities through research and inquiry projects with culminating tasks. The focus is on meeting students at their present level and providing responsive, and strategic, differentiation to promote growth.</p>
Rationale for Evidence-	<p>To support students in the Lowest quartile, resource and title I teachers will utilize Leveled Literacy Intervention systems in small groups to accelerate reading gains. The level of materials and instruction will be adapted based on the response of the students and change in reading levels.</p> <p>Whole group instruction within a balanced literacy block provides an opportunity for teachers to elicit new concepts, demonstrate critical learning strategies, and model through highest levels of conceptual understanding. Teachers utilize guided reading, strategy groups, and literature discussions to target essential skills while other students</p>

based Strategy: demonstrate mastery through independent practice. Monitoring the components within a balanced literacy block allows instruction staff to target specific areas of focus and hone in on individual learning gains.

Action Steps to Implement

1. Benchmark advanced summer institute and pre-planning week training.
2. Progress monitoring training during pre-planning week.
3. Opportunities for reading /running record training through blackboard and in person site specific training.
4. CPT discussion monthly Sept-May
5. Revisiting i-Ready and progress monitoring data monthly
6. i-Ready diagnostic assessments three times a year
7. Reading record and running records collection on progress monitoring spreadsheet 3 times yearly K-5th (Note: K assesses only twice)
8. Reading Interim assessment three times yearly K-5
9. Writing Interim assessment three times yearly through Benchmark Advance 1st-5th
10. Balanced Literacy Walkthroughs conducted 4-6 times per month by building Administration
11. Literacy Leadership Team Meetings monthly to discuss data collect from Balanced Literacy Walkthroughs
12. Read-At-Home Plan distributed to families in multiple languages
13. Lions Extended Day Learning Program for students K-5
14. S.A.I.L.S. (Students Achieving Individualized Literacy Success) extended day learning opportunities for K-2nd grade students
15. S.A.I.L.S. Parent Trainings focused on engaging and training parents to assist their child with the five pillars of literacy development through data driven intervention with a goal towards literacy proficiency.
16. Family Literacy Events
17. Readers are Leaders Events Virtual Book Fair and online activities are provided twice per year that coincide with the Book Fair. These school-wide literacy experiences provide resources for our parents and also give opportunities for other Title 1 information or reading strategies to be shared.

Person Responsible Casie Lorimier (casie.lorimier@sarasotacountyschools.net)

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: By providing access to Benchmark Advance intervention materials for all instructional staff, i-Ready differentiated instruction lessons, and Leveled Literacy Intervention Systems (LLI) used specifically for K-5 resource teachers, we will increase reading proficiency from 27% to 41% as measured by comparing 2021 to 2022 FSA ELA Data 3rd-5th grade averaged on/above proficiency data.

Measurable Outcome: 3rd-5th grade FSA reading proficiency and learning gains (comparative from 2021 Spring data to 2022 Spring data)--4% increase
1st-5th grade reading/running record progress monitoring (Benchmark window 1 to window 3)

Monitoring: During the 2021-22 school year we will use i-Ready AP1-AP3 data, reading record/running record progress monitoring data, and FSA comparable data (Spring 2021 as well as Spring 2022) to gauge student progress in the area of ELA.
A specific focus will be placed on our 4th grade learning gains during the 2021-22 school year due to falling below 50% on the 2021 Spring FSA data in the area of ELA. We will be seeking additional resources/trainings from district ELA specialists and allotting CPT time to discuss ELA best practices. We will also be directing conversations in CPTs around specific learning intentions within the IFG and discuss their alignment to the standards.

Person responsible for monitoring outcome: Michelle Delp (michelle.delp@sarasotacountyschools.net)

Evidence-based Strategy: This year we are being intentional about increasing our efforts to support schoolwide academic intervention opportunities. As a building we purchased Leveled Literacy Intervention Systems (LLI), for all resource teachers K-5 to implement during small group push-in/pull-out services. General education teachers have access to Benchmark Advance Intervention materials and i-Ready intervention lessons to use during daily scheduled W.I.N. time. During pre-service week and follow up CPT in August, all general education and instructional support teachers were retrained in the MTSS process and the use of the decision tree to effectively make decisions for individual students.

Rationale for Evidence-based Strategy: By utilizing systematic, research based, intervention materials teachers will know how to identify strengths, understand how to differentiate instruction for students needing advanced supports outlined within their Individual Education Plan (IEP), and be able to assume a collective responsibility for all students and their progress.

A specific focus will be placed on our 4th grade learning gains during the 2021-22 school year due to falling below 50% on the 2021 Spring FSA data in the area of ELA. We will be seeking additional resources/trainings from district ELA specialists and allotting CPT time to discuss ELA best practices. We will also be directing conversations in CPTs around specific learning intentions within the IFG and discuss their alignment to the standards.

Action Steps to Implement

1. Benchmark Advance Summer Institute and Pre-Planning Week training.
2. Progress monitoring training during Pre-Planning Week.
3. MTSS, 504, and IEP training during Pre-Planning Week.
4. Opportunities for reading /running record training through Blackboard and in-person site specific training.
5. CPT discussion monthly
6. Revisiting i-Ready and progress monitoring data monthly
7. i-Ready diagnostic assessments three times a year

8. Reading record and running records collection on progress monitoring spreadsheet 3 times yearly 1st-5th (Note: K assesses twice per year)
9. Reading Interim Assessment three times yearly (NOTE: This is subjective based on individual learning paths and specific student needs).
10. Daily W.I.N. time
11. Purchase and use of Leveled Literacy Intervention kits to be housed with each grade level resource teacher
12. Read-At-Home Plan distributed to families in multiple languages
13. Lions Jump Start-Extended Day Learning Program for students K-5
14. S.A.I.L.S. (Students Achieving Individualized Literacy Success) extended day learning opportunities for K-2nd grade students
15. S.A.I.L.S. Parent Trainings focused on engaging and training parents to assist their child with the five pillars of literacy development through data driven intervention with a goal towards literacy proficiency.
16. Family Literacy Events
17. Readers are Leaders Events Virtual Book Fair and online activities are provided twice per year that coincide with the Book Fair. These school-wide literacy experiences provide resources for our parents and also give opportunities for other Title 1 information or reading strategies to be shared.

Person Responsible Michelle Delp (michelle.delp@sarasotacountyschools.net)

#3. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: After reviewing the 2021 FSA Cohort data, 57% of 3rd grade students, 50% of 4th grade students, and 79% of 5th grade students were performing at a level 3 or higher in the area of math. We have identified that 22% of our K-5th grade students are performing on/above grade level as measured on the beginning of the year i-Ready AP1 Diagnostic Assessment.

Measurable Outcome: By the end of the 2021-22 school year, 45% of students in grades K-5th will be performing on/above grade level as measured by the i-Ready AP1-AP3 Benchmark Assessments K-5th grade. On the 2022 FSA Assessment, the 3rd grade cohort will show an increase in proficiency of 4% across all grade 3rd-5th. By the end of the 2021-22 school year, 3rd grade will show an increase from 57% to 61%, 4th grade from 50% to 54%, and 5th grade from 79% to 83%. On the 2022 FSA Assessment, the 3rd-5th grade Lowest Quartile will show an increase in proficiency of 4% across all grade 3rd-5th. By the end of the 2021-22 school year, 4th grade Lowest Quartile proficiency will increase from 60% to 64%, and 5th grade Lowest Quartile proficiency from 28% to 41%.

Monitoring: Student data will be collected through 3 diagnostic windows on i-Ready. On the first diagnostic, there were 22% of students at Lamarque performing at or above grade level in the area of Math. Data will also be collected from 2022 Spring FSA and compared to the 2021 FSA for grades 3rd-5th.

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

Evidence-based Strategy: In addition to Number Talks, Number of the Day, and Problem of the Day resources within the Enhanced IFG (Instructional Focus Guide), teachers will have the ability to access their individual grade level pacing guides, various resources to support their curriculum, and both formative/summative assessments to gauge student progress. Students have multiple opportunities embedded within the curriculum to demonstrate mastery and understanding of the content. During daily W.I.N. time, students will also have the ability to work through differentiated math lessons on i-Ready which support their individual learning goals.

Rationale for Evidence-based Strategy: A specific focus will be placed on our 4th grade learning gains during the 2021-22 school year due to being at 50% on the 2021 Spring FSA data in the area of math. We will be seeking additional resources/trainings from district math specialists and allotting CPT time to discuss math best practices. We will also be directing conversations in CPTs around specific learning intentions within the IFG and discussing their alignment to the standards. Historically, learning gains in the area of math have show the least amount of growth in 4th grade. During the 2020-21 school year, we had an increase from 23% performing on/above grade level to 46% on or above. The goal set for this year is both realistic/attainable allowing for additional stretch growth.

Action Steps to Implement

1. IFG updated for 2021-22 School Year
2. Gather current reality data from i-Ready AP1-AP3 Diagnostic Assessments
3. Weekly CPT Meetings to discuss data
4. County Math Specialists offering support through best math practices via Math Club held monthly
5. Lions JumpStart Extended Day Learning Program for students K-5 pillars of literacy development through data driven intervention with a goal towards literacy proficiency.
6. Family Math Events
7. Explorers Program offering extended day opportunities for students grades 3rd-5th

8. Explorers Family Trainings events focused on engaging and training parents to assist their child with grade level math standards and skills. All activities for parents are based on data driven interventions for 3rd-5th grade students with a goal toward number sense and problems solving skills.
9. Instructional Rounds conducted in intermediate grades to build capacity.

Person Responsible Troy Thompson (troy.thompson@sarasotacountyschools.net)

#4. Instructional Practice specifically relating to Professional Learning Communities

Area of Focus Description and Rationale:	Data based Professional Learning Communities (PLCs) focused on student performance are more important than ever to help close the achievement gap caused by multiple years of instruction impacted by COVID. By focusing Collaborative Planning Team (CPT) meetings on measurable student data, relevant team discussions will lead to increased student performance. When teachers work together utilizing student data instruction can be differentiated, the Multi-Tiered Systems of Support (MTSS) process becomes collaborative, and overall student achievement increases. Data driven discussion by staff in PLC's ensures that every student is actively being monitored for success.
Measurable Outcome:	This year we will focus on establishing a baseline for active participation in collaborative planning and discussions through weekly CPT meetings and quantitative balanced literacy walk-through data obtained by building administrators.
Monitoring:	Building administrators will conduct multiple balanced literacy walk-throughs per month to gauge current practices and trends. Instructional Facilitator will use this data to share out in the Literacy Leadership Team (LLT), Team Leader, and grade level CPT meetings.
Person responsible for monitoring outcome:	Lora Brown (lora.brown@sarasotacountychoools.net)
Evidence-based Strategy:	<ul style="list-style-type: none"> • Ongoing training for teacher leaders on best practices for PLC's • Weekly CPT meetings • Instructional Facilitator position to provide additional support • Monitoring ongoing student gains and proficiency through county progress monitoring, i-Ready, teacher evaluation, and balanced literacy walk-throughs • Monthly Literacy Leadership Team (LLT) led by Instructional Facilitator • Balanced Literacy Walk-throughs 4-6 times per month by building administrators • Share-out of Balanced Literacy data in LLT, Team Leader meetings, as well as CPTs • Parent online Snapshot in English/Spanish sharing current reality data and building ELA and Math goals
Rationale for Evidence-based Strategy:	Collaborative planning focused on student data obtained through county wide progress monitoring, i-Ready, tiered interventions, FSA results, and teacher observations provide a foundation for teacher discussion. When teachers plan together using collaborative student data discussion, collective teacher efficacy is developed which has an effect size of 1.57 according to Hattie. This practice is over three times greater than the .40 hinge point. Establishing a set of norms that all participants adhere to allows for everyone to have a voice, discussions to remain student centered, and the overall objective remaining on meeting students where they are and setting incremental goals for where they need to be.

Action Steps to Implement

1. Initial data is gathered through county progress monitoring and I-ready diagnostic assessment.
2. A review of the MTSS, 504, and IEP process for all grade level teams to support school PLC discussion on proper interventions
3. Provided training on how to access Benchmark materials for benchmark Oral Reading Record suite
4. Ongoing guidance from instructional support team, ongoing professional development, and frequent reminders of best practices
5. Weekly grade level CPT meetings dedicated to student discussion through appropriate grade level data
6. Monthly staff meetings to revisit the SIP at a school wide level
7. Voluntary book study on PLC strategies for teacher leaders (PLC+)
8. Balanced Literacy Walk-throughs from Admin 4-6 times per month
9. Share-out of Balanced Literacy data in Literacy Leadership Team, Team Leader, and CPTs.

10. Student and Teachers Engaging Parents (S.T.E.P.) Conferences
11. Parent online Snapshot in English/Spanish sharing current reality data and building ELA and Math goals
12. Quarterly Family Newsletter sharing teacher professional development occurring within the building.

Person Responsible Lora Brown (lora.brown@sarasotacountychoools.net)

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

Area of Focus Description and Rationale: Social Emotional Learning is an essential focus for supporting students overall wellbeing. Students learn effective communication skills, strategies for self-regulation, and social skills which help them establish relationships with both staff and peers. Establishing effective social skills allows teachers to maximize instructional time and enhances the experiences students are exposed to within the school. Partnerships are built between school and home through Student and Teachers Engaging Parents (S.T.E.P.) Conferences and maintained through effective, specific, and timely communication throughout the course of the school year.

Measurable Outcome: Attendance will show and improvement of 1% school-wide.
 Improvement in Parent and Staff Climate Survey
 Decrease out-of-school suspensions by 5%
 Decrease in response calls by 5%
 S.T.E.P. Conferences increase parent engagement in goal setting and at home practice.

Monitoring: By using Tier 2 focus groups that specifically work on social skills for students identified as needing more intensive interventions, we will use check-in check out data, TPS data, and Point Sheet data to show a 5% decrease in the number of support calls, notice of concerns, office referrals, and out-of-school suspensions.

Person responsible for monitoring outcome: Dawn Morales (dawn.morales@sarasotacountyschools.net)

Evidence-based Strategy: Social Emotional focus groups- Students identified as need more intensive supports in de-escalation, self-regulation, skill practice, and communication will be placed into social skills groups with counselors, behavioral specialists, and home school liaison. These students will learn how to effectively communicate their emotions to get their needs met and reduce time outside of the classroom.

Rationale for Evidence-based Strategy: Programs such as InnerExplorer, Character Strong, and Second Step Online Resources offer guidance counselors and behavioral specialists the tools and resources to best meet the needs of students needing social-emotional supports. Building positive relationships with other adults at pivotal points throughout the school day through check-in check-out opportunities ensures an increase in academic success. We recognize as a building that there is a need for more teachers to understanding how to effectively response to students experience distress and crisis. Therefore many of our staff members will be participating in CPT training to gain a heightened awareness of strategies best suited for students experiencing emotional distress. The PBIS team will be reviewing quantitative data collected from Notice of Concern submissions to determine specific areas of focus, social skills opportunities for our counseling and behavioral specialist, and also ways to recognize students/classes through additional positive reinforcement.

Action Steps to Implement

1. Social Emotional Learning (SEL) Class on the Specials Rotation.
2. Tier 2 Skill/ Focus groups designated by Behavior Support Team.
3. CPT Professional Development offered by Michael Santagata- CPI De-escalation methods.
4. S.T.E.P Conferences done virtually 2x per year
5. Implementation of Inner Explorer and Second Step Online Resources
6. Weekly School Wide Support Team and Behavior Support Team Meetings
7. Lunch Bunch Groups with Home School Liaison and Guidance Counselors.
8. SEL Block in the morning to set the stage for daily success.

Person Responsible Michelle Delp (michelle.delp@sarasotacountyschools.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Primary Concern- Classroom disruption & verbal aggression. Quarterly Data shared at staff meetings and incorporated in Lamarque's Family Newsletters- Metrics include Notice of Concerns, Office Referrals, ISS, and OSS data. In addition, Behavior Support Team will provide impact Positive Behavior Intervention Support (PBIS) data from Tier 2 Focus Groups.

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.

Lamarque Elementary addresses building a positive school culture and environment in three important ways:

Students embrace Respect, Organization, Acceptance, Responsibility, and Safety (R.O.A.R.S.). All students come to school knowing that they will be treated as unique individuals valued for their differences. Students, Teachers, and Parents review the School- home compact outlining each person's role in learning at the start of the year. They have a collective responsibility to follow the C.H.A.M.P.S. district-wide expectations in all areas of the campus.

Instructional Staff set high expectations for student learning gains and set attainable incremental S.M.A.R.T. goals to help students achieve grade level proficiency. These goals are shared at the initial S.T.E.P. (Students and Teachers Engaging Parents) Conference. Differentiation, remediation, intervention, and extension opportunities are used to meet students where they are and support them to meet or exceed their academic and social-emotional goals. A growth mindset is emphasized in collaborative discussions to create a safe environment that allows students to overcome challenges.

Families are engaged through our school-wide S.T.E.P. Approach. This involves an initial S.T.E.P. Conference and goal setting meeting held by the classroom teacher within the first quarter of the school

year. Lamarque Elementary families are invited to provide input into their students' education and the programs they are involved in. As a school, we provide trainings and events that offer take-home-resources, ideas, and strategies for families to use with their student at home. These meetings are flexible to ensure adequate time is provided for each family. Our family engagement events focus on topics that include instructional technology, literacy skills, math numeracy, social studies/civics, ESOL and ESE activities.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

At Lamarque we believe that ALL school personnel have a collective responsibility for the health, safety, and overall well being of every student. We believe that each adult has the ability to empower students to take an active role in their education and take charge of their lives. We focus on identifying strengths and putting appropriate supports in place to help students demonstrate growth academically, behaviorally, and socially. The ultimate goal of all stakeholders is to foster life long learning and allow students to develop self-efficacy.

- School Administration
- Office Personnel
- Custodial Staff
- Nursing Staff
- Cafeteria Staff/Monitors
- Home School Liaison
- Social Worker
- OT/PT
- ESE Liaisons
- Guidance Counselors
- Behavioral Specialist
- School Resource Officer
- Student Advisory Council (S.A.C.)
- Parent Teacher Organization (P.T.O.)
- Community of Caring Committee
- Literacy Leadership Team
- Team Leaders
- ESOL and Parent Engagement Facilitator
- Instructional Facilitator
- Instructional Staff
- Classified Staff/Para Professionals

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$133,791.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
		500-Materials and Supplies	1341 - Lamarque Elementary School	Title, I Part A		\$14,459.00
			<i>Notes: Instructional Materials- LLI Kits, Subscriptions, & Assessment Tools- ESGI, Wordly Wise, Heggerty, Frogstreet, StarFall</i>			
		100-Salaries	1341 - Lamarque Elementary School	Other Federal		\$23,198.00

			<i>Notes: JumpStart!- S.A.I.L.S. Extended Learning- Kindergarten- 2nd Grade afterschool program.</i>			
			1341 - Lamarque Elementary School	Other Federal		\$10,120.00
			<i>Notes: JumpStart!- S.A.I.L.S. Extended Learning- Kindergarten-2nd Grade- Student transportation 40 sessions x 2 buses.</i>			
		120-Classroom Teachers	1341 - Lamarque Elementary School	Title, I Part A		\$77,689.00
			<i>Notes: Additional Kindergarten Teacher- Reduced teacher student ratio to increase supports for emergent readers in classroom.</i>			
		500-Materials and Supplies	1341 - Lamarque Elementary School	Ttitle III		\$8,325.00
			<i>Notes: Additional Leveled Literacy Intervention Systems (LLI Kits)</i>			
2	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$111,249.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
		130-Other Certified Instructional Personnel	1341 - Lamarque Elementary School	Title, I Part A		\$111,249.00
			<i>Notes: Primary Grades (Kindergarten - 2nd Grade)- Instructional Support Personnel working with students in Lowest quartile in Reading. Additional Title I Teacher- Literacy Lessons Teacher, PreK Literacy- Arts Integration teacher contract.</i>			
3	III.A.	Areas of Focus: Instructional Practice: Math				\$35,414.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			1341 - Lamarque Elementary School	Other Federal		\$18,704.00
			<i>Notes: JumpStart!- Explorers Extended Learning- 3rd-5th Grade afterschool program. STEM & Robotics using standards-based activities.</i>			
			1341 - Lamarque Elementary School	Other Federal		\$10,120.00
			<i>Notes: JumpStart!- Explorers Extended Learning- 3rd-5th Grade- Student transportation 40 sessions x 2 buses.</i>			
			1341 - Lamarque Elementary School	Title, I Part A		\$6,590.00
			<i>Notes: Reflex and Frax Math & Generation Genius School wide Subscription (STEM) to support Math standards/ proficiency. MAFS Problem Solving books for 3rd Grade students.</i>			
4	III.A.	Areas of Focus: Instructional Practice: Professional Learning Communities				\$10,477.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
		510-Supplies	1341 - Lamarque Elementary School	Title, I Part A		\$420.00
			<i>Notes: PLC + Book Study 12 Copies for Team Leaders</i>			
			1341 - Lamarque Elementary School	Title, I Part A		\$1,088.00
			<i>Notes: Mid Year Data Chats with Individuals- Focus on Collaboration and IPDP. Full day substitutes to allow for meetings to build capacity.</i>			
			1341 - Lamarque Elementary School			\$8,969.00

		<i>Notes: Planning and collaboration for PBIS- Reboot!, Maximizing Math Mentality, Cambridge Curriculum Trainings, PreK Curriculum, LLI Intervention design, & Paraprofessional training specific to students with Autism and inclusive practices.</i>				
5	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning				\$135,860.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
		100-Salaries	1341 - Lamarque Elementary School	Title, I Part A		\$59,878.00
		<i>Notes: Additional Behavior Support Personnel and contracted services.</i>				
			1341 - Lamarque Elementary School	Title, I Part A		\$3,748.00
		<i>Notes: Second Step- Behavior Support Curriculum- Tier I- Tier II materials. Zones of Regulation materials for counselors and behavior support team.</i>				
			1341 - Lamarque Elementary School	Title, I Part A		\$72,234.00
		<i>Notes: Additional Title I Teacher- Social Emotional Learning Teacher who works with K-5th grade students as a part of the Specials rotation. Lessons aligned with CharacterStrong, PBIS/ ROARS, and Mindfulness.</i>				
					Total:	\$426,791.00