Lamarque Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Lamarque Elementary School

3415 LAMARQUE AVE, North Port, FL 34286

www.sarasotacountyschools.net/lamarque

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

Through active partnerships, the Lamarque family will engage students in meaningful, innovative, and rigorous learning focused on empowering individuals to become global learners.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation 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.
Lorimier, Casie	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. In addition, provides guidance in literacy instruction and monitoring of the ELA SIP goals.
Carey, John	Assistant Principal	Supports the principal in strategic planning and the assessment of instructional effectiveness for the Lamarque learning community. Acts as the K, 2nd, and 4th Grade administrator who ensures quality instruction in the areas of Math & Science schoolwide. Leads professional development and planning for staff aligned with Math instruction, Science instruction, and Positive Behavior Supports. Calibrates with principal so instructional initiatives align with school mission.
Watkins, Angela	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.
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.
Lamarca, Amanda	Teacher, K-12	Supports the 5th grade team at team leader meetings and when planning experiences for stakeholders.

Name	Position Title	Job Duties and Responsibilities
		Monitors the implementation of programs and initiatives aligned with the school improvement plan.
Morales, Dawn	Behavior Specialist	Represents both the Instructional and Behavior support team at team leader meetings. Monitors the implementation of programs and initiatives aligned with the school improvement plan. Works directly with students and staff in building capacity in support appropriate behaviors. Leads Positive Behavior Support (PBS) team as a Bronze Model School.
Ackley, Debora	Teacher, ESE	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.
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.
Conway, Cynthia	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 ELA teachers K-3rd to increase reading proficiency for all students.
Pellerito, Colleen	Instructional Coach	Coordination of the MTSS, 504, and School-wide Support Team to ensure the quality and fidelity of Tier I, II, and III interventions. Facilitator of collaborative planning to ensure quality professional learning aimed at student achievement and building teacher capacity in ELA, Math, and Science. Provide support in analyzing student performance data assess tthe school improvement plan and inform leadership decisions.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

At the end of the 2022-23 school year, our SAC committee was involved in providing feedback on the School Improvement Plan. Data from FAST AP1 to AP3 progress was discussed and feedback was given to identify areas of opportunity for the upcoming school year. The School Improvement Plan was reviewed by School Advisory Council (SAC) and then was placed on the school website for community, family, and business review. School-based teams, including Shared Decision-Making Team (SDMT) and Guiding Coalition have monthly meetings to review school improvement efforts.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

An update of the School Improvement efforts and progress will be provided at each Staff Meeting for All Staff members. It will also be a component of the Classified Connection meetings so that all classified staff members have a voice. Parents, Community Members, Business Partners will be able to provide feedback through School Advisory Council (SAC). Again, the snapshot of the school improvement plan will be available for all to access on the school website. At Guiding Coalition, a leadership team focused on our mission and acting a professional learning community, progress monitoring data is disaggregated to determine trends and results of intervention. Revisions to schedules, programs, staffing and resource allocations are made from feedback by all stakeholders and decision-making groups.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	31%
2022-23 Economically Disadvantaged (FRL) Rate	75%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: A 2018-19: A 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	20	57	48	62	37	40	0	0	0	264
One or more suspensions	0	3	3	7	3	6	0	0	0	22
Course failure in English Language Arts (ELA)	0	0	0	0	7	26	0	0	0	33
Course failure in Math	0	0	15	25	6	44	0	0	0	90
Level 1 on statewide ELA assessment	0	0	0	40	14	29	0	0	0	83
Level 1 on statewide Math assessment	0	0	0	28	31	27	0	0	0	86
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	6	4	85	37	57	0	0	0	189

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	2	1	3	1	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	14	24	45	46	35	39	0	0	0	203
One or more suspensions	0	3	4	2	2	4	0	0	0	15
Course failure in ELA	0	0	1	27	12	7	0	0	0	47
Course failure in Math	0	0	1	23	5	4	0	0	0	33
Level 1 on statewide ELA assessment	0	0	0	20	17	23	0	0	0	60
Level 1 on statewide Math assessment	0	0	0	14	30	36	0	0	0	80
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	20	17	23	0	0	0	60

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	4	6	38	57	55	0	0	0	161

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	7	3	30	1	1	0	0	0	45
Students retained two or more times	0	0	0	4	0	0	0	0	0	4

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	14	24	45	46	35	39	0	0	0	203
One or more suspensions	0	3	4	2	2	4	0	0	0	15
Course failure in ELA	0	0	1	27	12	7	0	0	0	47
Course failure in Math	0	0	1	23	5	4	0	0	0	33
Level 1 on statewide ELA assessment	0	0	0	20	17	23	0	0	0	60
Level 1 on statewide Math assessment	0	0	0	14	30	36	0	0	0	80
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	20	17	23	0	0	0	60

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	4	6	38	57	55	0	0	0	161

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	7	3	30	1	1	0	0	0	45
Students retained two or more times	0	0	0	4	0	0	0	0	0	4

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	58	65	53	54	66	56	59		
ELA Learning Gains				58			57		
ELA Lowest 25th Percentile				48			32		
Math Achievement*	56	68	59	55	52	50	62		
Math Learning Gains				61			67		
Math Lowest 25th Percentile				49			57		
Science Achievement*	75	69	54	40	67	59	66		
Social Studies Achievement*					65	64			
Middle School Acceleration					51	52			
Graduation Rate					60	50			
College and Career Acceleration						80			
ELP Progress	74	68	59	83			61		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	64
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	319
Total Components for the Federal Index	5

2021-22 ESSA Federal Index	
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	448
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	28	Yes	2	1
ELL	52			
AMI				
ASN				
BLK	51			
HSP	55			
MUL	65			
PAC				
WHT	67			
FRL	62			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	34	Yes	1	
ELL	59			
AMI				
ASN				
BLK	40	Yes	1	
HSP	55			
MUL	57			
PAC				
WHT	56			
FRL	53			

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	58			56			75					74
SWD	23			23			38				4	
ELL	45			40			58				5	74
AMI												
ASN												
BLK	48			42			64				3	
HSP	53			46			48				5	74
MUL	62			60			88				4	
PAC												
WHT	61			61			82				5	75
FRL	55			52			74				5	74

2021-22 ACCOUNTABILITY 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 2020-21	C & C Accel 2020-21	ELP Progress
All Students	54	58	48	55	61	49	40					83
SWD	24	45	45	23	45	44	13					
ELL	42	56	58	51	68	79	36					83
AMI												
ASN												
BLK	41	52	20	31	67	50	17					
HSP	43	53	59	48	60	56	38					85
MUL	62	75		64	61		25					
PAC												
WHT	59	57	46	58	60	45	47					77
FRL	50	55	47	49	57	48	36					85

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	59	57	32	62	67	57	66					61
SWD	27	24	13	36	54	50	32					
ELL	43	38		53	62		50					61
AMI												
ASN												
BLK	46	67		47	71		58					
HSP	48	55		53	73		68					31
MUL	69			64								
PAC												
WHT	63	56	31	66	64	47	67					80
FRL	56	62	38	56	68	64	65					64

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data.
The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	67%	67%	0%	54%	13%
04	2023 - Spring	60%	67%	-7%	58%	2%
03	2023 - Spring	54%	61%	-7%	50%	4%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	54%	70%	-16%	59%	-5%
04	2023 - Spring	66%	70%	-4%	61%	5%
05	2023 - Spring	62%	66%	-4%	55%	7%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	73%	67%	6%	51%	22%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

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

Based on the FSSA, the percentage of 5th grade African American/ Black students proficient in Science was below 17%. Factors include reduced participation in STEM fair and STEM activities after school,

Based on the FSSA, Percentage of 5th grade Students with Disabilities proficient in Science was 13%. Due to an emphasis on Reading and Math services, Students with IEPs often miss the additional interventions the occur in the intervention block when extra Science instruction is provided.

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

Attendance Rates were lower during the 2022-2023 as compared to the past 3 years. The number of students K-5th grade who were absent for more than 10% of the days increase from 203 to 264 students since 2021-2022. Outside of the displacement of students due to Hurricane Ian, transportation, and support at home have become more of a concern.

3rd Grade Math Proficiency increased by 2 % from 2021-2022 which was below the district and state rate of increase. Factors that have impacted math proficiency include alignment of instruction to new

standards, absenteeism of students, time for common planning, new staff and the need for more manipulative/ hands-on tasks for conceptual understanding.

4th Grade Reading Proficiency decreased by 4% from 2021-2022. Factors that have impacted reading proficiency include aligning instruction to the rigor of standards, absenteeism of students, time for common planning, increase of new staff, and the need for more written responses in the ELA block.

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.

Percentage of Students with Disabilities proficient in Mathematics was 4% lower than that of the state in the same student group. Percentage of Black/ African American students proficient in Mathematics was 3% lower than that of the state in the same student group. Specific factors include absenteeism, alignment of instruction to grade level standards, use of common assessments, and the use of hands-on and interactive tasks.

Percentage of Students with Disabilities proficient in Science was 11% lower than that of the state in the same student group. Percentage of Black/ African American students proficient in Science was 18% lower than that of the state in the same student group. Specific factors include absenteeism, time allocated for science instruction in the schedule, lack of interventions, need for direct vocabulary instruction, and time for all teachers to plan for science as a professional learning community.

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

Percentage of 5th Grade students proficient in ELA increased by 20% as compared to 2021-2022. New actions included recruitment of new teachers, increased time for facilitated planning, and use of quality resources aligned with Benchmark Advance materials.

Percentage of 5th Grade students proficient in Mathematics increase by 14% as compared to 2021-2022. New actions included recruitment of new teachers, increased time for facilitated planning, addition of Math walkthroughs for feedback, increase in small, flexible groups, and use of DreamBox to supplement instruction.

Percentage of 5th Grade students proficient in Science increased by 26% as compared to 2021-2022. New actions included recruitment of new teachers, increased time planning with curriculum specialist, use of PENDA to supplement instruction, and increased science labs provided in the classroom.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Based on the Early Warning System data, there was an increase in the number of students who attended less than 90% of these attendance days.
Based on the Early Warning System data, the number of students failing Math courses has increased in in 3rd-5th grades.

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

First Priority- To improve the climate for our students through enhanced PBIS systems, MindSet training, additional celebration for academic efforts, and increased Tier II behavior interventions. Through the leadership of the Guiding Coalition, our goal is to build a collaborative culture whose is committed to student learning and well-being.

Second priority- To increase the Math and Science proficiency of students with disabilities, the SIP

includes more inclusive opportunities in the general education settings, increased planning time for both ESE, general education, and resource teachers.

Third priority- To increase the Math and Science proficiency of our Black/ African American students, the SIP includes more additional monitoring for this student group, additional mentoring by staff, and participation in extended learning programs focused in these areas.

Fourth priority- To increase the capacity of all teachers to differentiate instruction during the ELA, Math, and Science blocks in line with MTSS process. This includes small groups based on progress monitoring data and collaborating with their grade level colleagues to assess, discuss, and intervene for students a team.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

In the 2020-21 school year, there were a total of 18 students who received one or more out-of-school suspensions. There were 20 students who received one or more in-school suspensions. During the 2021-22 school year, the school was identified as a platinum PBIS school where in 2022-23 we dropped to a bronze PBIS recognition.

The goal for the 2023-24 school year would be to utilize LiveSchool positive recognition throughout the building with fidelity and ensure proper signage is easily accessible to all staff, students, and families. Emphasis will be put on recognizing CHAMPS and ROARS throughout the building to support expectations in each area of the building through common language.

Students with disabilities in all continuums of support are monitored and compared to school wide trends. Additional training and lessons are provided by behavior specialists to connect CHAMPS and ROARS in innovative ways such as social stories and resiliency resources. School counselors are providing Tier II interventions determined by behavior data collected.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The goal is to maximize learning time within the classroom to avoid disruptions to the learning continuum. At Lamarque, we would like to reduce the number of Out-of-school suspensions to 16 or fewer and our in-school suspensions to 18 or fewer. This will be monitored through district referral data.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Tier I PBIS Data is monitored using the TPS and intervention tracking sheets. Monitoring will also be done through the SIS district referral data. Students who receive Tier II and III interventions monitor their progress using TPS and individualized point sheets. Students are also providing Friday School as an alternative to OSS- Mentorship, restorative practices, and skill building reduce the probability infractions within the student code of conduct.

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

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Positive Behavior Supports will be used to recognize/reinforce desired expectations. Tangible recognition through the use of King Cash and points through Class Dojo will be awarded when students demonstrate appropriate behaviors conducive to learning. King cash may be redeemed for several types of incentives at the R.O.A.R. Store.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

When classroom disruptions are minimized and all students have high levels of engagement within the classroom, students have the highest potential for mastery of grade level standards. If students are able to be regulated and remain within the classroom with/without additional support, the number of in-school/out-of-school suspensions should decrease.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Response calls for individual students and classrooms monitored daily and communicated to staff at monthly faculty meetings.

Person Responsible: Dawn Morales (dawn.morales@sarasotacountyschools.net)

By When: Monthly

Weekly Behavior Support Team meetings to discuss trends and opportunities to strengthen classroom versus office managed behaviors. PBIS efforts discussed at monthly PBIS meetings.

Person Responsible: Dawn Morales (dawn.morales@sarasotacountyschools.net)

By When: Weekly at BST Meetings.

Classroom PBIS Plans are developed by each teacher. Part of that plan is classroom lessons provided by teacher, behavior support, and/or guidance counselors. PBIS Walkthroughs are conducted to monitor the fidelity of each classroom plan.

Person Responsible: Dawn Morales (dawn.morales@sarasotacountyschools.net)

By When: Monthly at PBIS and staff meetings.

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

ELA is a central part of the foundation of all reading skills. In 2021-22 school year, only 54% of students were on/above grade level expectations for reading in grades 3rd-5th. In the 2022-23 school year, 54% of 3rd grade students, 60% of 4th grade students, and 67% of 5th grade students scored Level 3 or above on the FAST ELA AP3 state assessment. The focus in the 2023-24 school year will be on supporting and monitoring Tier 1 whole group instruction as well as Tier 1 small groups. This will be monitored and supported through the Literacy Coach which supports grades K-3rd. Grade level PLCs and Schoolwide Support Team (SWST) will help identify students in need of more intense interventions through the use of early warning indicators from the district progress monitoring tool. Students who scored Level 1, were retained in 22-23 school year, and those that attended Summer Reading Camp will be placed in an intervention from the beginning of the school year.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

In the 2023-24 school year, 58% of 4th grade students and 64% of 5th grade students will be on/above grade level as measured by the FAST Level 3 or above AP3 data by the end of the 2023-24 school year.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Students will be given the FAST AP1 assessment during the fall window to obtain baseline data for the current school year. This data will then be used to identify students needing additional supports and opportunities for extension. The students will then take the FAST AP2 assessment during the winter benchmark window, which will allow for additional adjustments to be made to pacing, scope/sequence, and intervention supports.

Person responsible for monitoring outcome:

Troy Thompson (troy.thompson@sarasotacountyschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Tier 1 Guided Reading/Strategy Groups/Literature Discussion groups are used to support the 5 pillars of reading development (Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension). Running/Reading records will be monitored through the District Progress Monitoring sheet 3 times per year and additionally informally within each classroom. Tier 2/3 interventions will be done in a small capacity are teachers will use the Decision Tree to identify which researched based interventions are most appropriate for their student(s).

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

80% of students should be working on grade level expectations. The remaining students would be receiving additional supports to help them access the curriculum. The new house bill allows for a Literacy Coach to support RTI efforts Tier 1-3 in grades K-3rd to identify early warning signs for students in the area of ELA. The goal is to catch students in need of more intensive supports early on and build upon their known to close the achievement gap.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Monitoring reading progress along the reading continuum through the use of running records. LLT will review ELA Walkthrough Data monthly to inform SIP discussions and framework.

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

By When: Regularly. Documented formally 3 times per year during benchmark windows.

Instructional coaches with administration will provide Facilitated Planning each quarter and provide support on how to develop benchmark aligned lessons. Collaborative planning days for each grade level to backwards design to ensure balanced and differentiated learning.

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

By When: Opportunities offered quarterly (minimum).

Coaching/Support through Literacy Coach position for grades K-3rd. Coaches will model implementation of instructional frameworks, instructional practices, and utilization of student tasks aligned to benchmarks during planning.

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

By When: Identified through teacher need basis and student data. Reviewed after each FAST Progress Monitoring window in the form of team or individual chats.

Administration and Coaches will complete classroom walkthroughs in all grade levels to provide feedback to the Literacy Leadership Team (LLT) to monitor the implementation of professional learning and quality planning.

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

By When: LLT meetings occur on a monthly basis and includes a review of Walkthrough Data for trends and adjustments.

Half Day facilitated planning includes each team working in their content area groups (ELA) This intentional collaboration includes backwards design that increase their knowledge and skills. This opportunity lets them share the best pedagogical approaches to learning.

Person Responsible: Cynthia Conway (cynthia.conway2@sarasotacountyschools.net)

By When: Quarterly for each member of the instructional staff.

Extended Learning-Provide SAILS afterschool support on Tuesdays and Thursdays supported through small group instruction/differentiated independent practice opportunities as well as Varsity Tutor 1:1 teaching. Students are identified based on prior retention, and multiple indicators on the current progress monitoring tools for grades K-3rd.

Person Responsible: Cynthia Conway (cynthia.conway2@sarasotacountyschools.net)

By When: Program occurs for 10 Weeks twice a year. Fall and Spring sessions.

#3. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Mathematical practices remain a central focus for all PreK-5th grade classrooms. In the 2021-22 school year, 55% of students on/above grade level as measured by FSA in grades 3rd-5th. For the 2022-23 school year, there were 54% of 3rd grade students, 66% of 4th grade students, and 62% of 5th grade students that scored Level 3 or above on the FAST AP3 assessment.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By the end of the 2023-24 school year, as measured by the FAST AP3, 58% of 4th grade students and 70% of 5th grade students will score Level 3 or above.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The SIP plan will be monitored monthly during Faculty meetings and specific math formative/summative data will be discussed in grade level PLC meetings weekly. Students in need of additional supports will be placed in Tier 2/3 interventions. The GLOSS math screener will be used to identify areas of focus. This is a part of the Numeracy Project.

Person responsible for monitoring outcome:

Troy Thompson (troy.thompson@sarasotacountyschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Several teachers were trained to administer the GLASS screener for students in need of additional intervention support. Flipcharts were created at the district level to support Tier 1 instruction and are aligned with the state standards and MTRs (the 6 major categories for mathematical thinking and reasoning).

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Math needs to remain an area of focus and interventions that provide additional support need to be done with fidelity. Through the use of the GLOSS, teachers will be able to provide more explicit intervention support to students who have not yet mastered a specific standard within the curriculum.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Administration and Coaches will complete Math classroom walkthroughs in all grade levels to provide feedback to the Science Technology Engineering Math (STEM) committee to monitor the implementation of professional learning and quality planning to Math proficiency across all grade levels.

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

By When: Several times monthly. Data collected discussed in STEM committee. STEM will review ELA Walkthrough Data monthly to inform SIP discussions and framework.

Utilization of the GLOSS screener to determine intervention placement. The Data Coach provides support to teachers and teams on the interpretation of the GLOSS results.

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

By When: As needed based on student data and response to math interventions.

Half Day facilitated planning includes each team working in their content area groups (Math) This intentional collaboration includes backwards design that increase the knowledge and skills. This opportunity lets them share the best pedagogical approaches to learning.

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

By When: Quarterly

#4. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

In the 2022-23 school year, 73% of students in 5th grade scored a 3 or above on the FSSA.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

In the 2023-23 school year, 77% of students in grade 5 will score a 3 or above as measured by the AP3 FAST Assessment. For the current year, students will be taking the test digitally whereas it was done paper based for the 5th grade 2022-23 cohort.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Science will be monitored through formative assessments embedded within the lessons throughout each unit. Collaborative planning days will be allocated for teachers to work within their subject area to backwards design units of study focusing on essential standards for student mastery.

Person responsible for monitoring outcome:

Troy Thompson (troy.thompson@sarasotacountyschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

District created flipchart, hands on learning experiences, and a focus on writing will be key to ensuring understanding and student mastery. Teachers will provide specific, timely feedback to individual students through higher levels of DOK questioning. Additional Title I funds were used to purchase materials for STEM Lab and Science classrooms to support Science instruction.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Our school was the top performing school in the Sarasota South County area and outperformed the district/state in this area for the 2022-23 school year. We do not want to lose momentum but instead remain committed to providing opportunities for high levels of engagement for students through the planning/executing processes.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Focus on writing within the science content area through explaining reasoning, journals, making hypothesis, etc.

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

By When: Daily in all classrooms especially in 5th grade.

Administration and Coaches will complete classroom walkthroughs in all grade levels to provide feedback to the Science Technology Engineering Math (STEM) committee to monitor the implementation of professional learning and quality planning to Science proficiency across all grade levels.

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

By When: Regularly each month and discussed at monthly STEM meetings. STEM will review Science Walkthrough Data monthly to inform SIP discussions and framework.

Half Day facilitated planning includes each team working in their content area groups (Science) This intentional collaboration includes backwards design that increase their knowledge and skills. This opportunity lets them share the best pedagogical approaches to increase Science proficiency.

Person Responsible: John Carey (john.carey@sarasotacountyschools.net)

By When: Quarterly

#5. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Lamarque serves as the Autism Cluster Site for the entire Sarasota County South County area. We have Prek-5th grade classrooms, and 11 of which are identified as self-contained and/or varying exceptionalities. The goal this year is to provide as many opportunities as possible, focusing in on student strengths, to access the least restricted environment possible ensuring successful for all students. 27.5% of the student population at Lamarque during the 2022-23 school year were students identified as a student with a disability (SWD).

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

In the 2023-24 school year, 45% of our students in 3rd-5th Grade identified as SWD will score Level 3 or above as measure by FAST AP3 ELA data. As compared to the 2022-23 school year, this would be an increase of 25% in 3rd grade, 31% in 4th grade, and 24% in 5th grade.
In the 2023-24 school year, 45% of our students in 3rd-5th Grade identified as SWD will score Level 3 or above as measure by FAST AP3 Math data. As compared to the 2022-23 school year, this would be an increase of 28% in 3rd grade, 20% in 4th grade, and 25% in 5th grade.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

All students will be given the opportunity to take the FAST AP1, AP2, and AP3 assessment to monitor progress towards mastery on grade level standards.

Person responsible for monitoring outcome:

Casie Lorimier (casie.lorimier@sarasotacountyschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

80% of students that are not on ACCESS curriculum will be provided opportunity for mainstreaming into VE or Gen Ed setting during a portion of his/her day.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Students need opportunities for accessing the least restricted environment possible while still demonstrating success towards grade level standards. It is our goal to integrate students from ASD inclusion classrooms into VE settings as well as those in VE going to General Education classrooms for part of their day.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Students will have opportunities to access the least restricted environment (inclusion to VE or VE to general education placement) throughout the day. This is a key component of the Best Practices in Inclusive Education (BPIE)

Person Responsible: Dawn Morales (dawn.morales@sarasotacountyschools.net)

By When: Regularly for those on general education curriculum. This does not apply to those on ACESS curriculum. However, addition inclusive opportunities aimed at social connections increases a sense of belonging.

Teachers will utilize district curriculum and input progress monitoring data into the district progress monitoring sheet during the same benchmark windows as general education teachers.

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

By When: Daily implementation and benchmark assessments during specified windows.

Half Day facilitated planning includes opportunities to work with their general education counterparts to focus on grade level standards. This intentional collaboration vertical discussions about essential standards that increase their knowledge and skills. This opportunity lets them share the best pedagogical approaches to learning.

Person Responsible: John Carey (john.carey@sarasotacountyschools.net)

By When: Quarterly

Extended Learning-Provide SAILS afterschool support on Tuesdays and Thursdays supported through small group instruction/differentiated independent practice opportunities as well as Varsity Tutor 1:1 teaching. Students with Disabilities are given priority for all extended learning programs.

Person Responsible: Cynthia Conway (cynthia.conway2@sarasotacountyschools.net)

By When: Program occurs for 10 Weeks twice a year. Fall and Spring sessions.

#6. ESSA Subgroup specifically relating to Black/African-American

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2021-2022 State assessments, Lamarque Black/African American students performed below the over-all school proficiency rates in all areas. The areas of Mathematics and Science represented the largest discrepancy with 31% of scoring a Level 3 or higher on the Mathematics FSA. This was 24% lower than the school percent proficient at 55%.
Based on the Science state assessment,17% of our Black/African American students demonstrated proficiency in 2021-2022. Compared to the 40% of all Lamarque students assessed scoring a Level 3 or higher. This difference in 23% presents a crucial need to adjust instructional practices, intentional planning, and the use of common assessments.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

In the 2023-24 school year, 45% of our students in 3rd-5th Grade identified as SWD will score Level 3 or above as measure by FAST AP3 ELA data. As compared to the 2022-23 school year, this would be an increase of 25% in 3rd grade, 31% in 4th grade, and 24% in 5th grade.
In the 2023-24 school year, 45% of our students in 3rd-5th Grade identified as SWD will score Level 3 or above as measure by FAST AP3 Math data. As compared to the 2022-23 school year, this would be an increase of 28% in 3rd grade, 20% in 4th grade, and 25% in 5th grade.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

All students will be given the opportunity to take the District Benchmark assessments and classroom tests aligned with a prioritized scope and sequence to monitor progress towards mastery on grade level standards.

Person responsible for monitoring outcome:

Troy Thompson (troy.thompson@sarasotacountyschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

All students are present their understanding of Math and Science topics daily using journals. Our Black/African students are provided time to share and reflect on the key Math and Science concepts. These journals act as a learning tool and assessment for teachers to support all students.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Writing about mathematics and science helps students articulate their thinking, and provides useful information for teachers about learning difficulties, incorrect assumptions, and student's progress in communicating about mathematics.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Extended Learning-Provide SAILS afterschool support on Tuesdays and Thursdays supported through small group instruction/differentiated independent practice opportunities as well as Varsity Tutor 1:1 teaching. Our Black/ African American students in need of interventions are selected for all extended learning programs.

Person Responsible: Cynthia Conway (cynthia.conway2@sarasotacountyschools.net)

By When: Program occurs for 10 Weeks twice a year. Fall and Spring sessions.

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

An analysis of Student needs was based on level of present performance and the results of progress monitoring from 2022-2023. The results of student performance in each of the Areas of Focus in the SIP shared with both the School Advisory Council (SAC) and Shared Decision-Making Team (SDMT)

An assessment of programs and other Title resources to determine the return on investment. This included the percentage of students making progress towards grade level proficiency. The finding was brought to both SAC and SDMT. In addition, the leadership team and instructional staff had an opportunity to review the assessment and a proposed budget that aligned to areas for improvement.

The initial Budget proposals that included a continuation of programs and investments yielding positive results and any recommendations presented by SAC and SDMT. In addition, the leadership team and instructional staff had an opportunity to review the assessment and a proposed budget priorities prior to the summer.

Presently- Funds have been allocated to support ELA, Math, Science, PBIS, and areas to support students within ESSA student groups. For example, the funding sensory supports for chill zones as needed. Resources purchased to improve access and achievement will include but are not limited to: Additional behavior support technician, literacy specialist, data coach, professional development, and time for facilitated planning.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Grades 3-5: Instructional Practice specifically related to Reading/ELA

Measurable Outcomes
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;

- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

Grades 3-5 Measurable Outcomes

Monitoring

Monitoring
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs

Description:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Rationale:
Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

Action Steps to Implement
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The School Improvement Plan will be shared monthly during staff meetings, at the completion of the AP state benchmark windows, and during monthly SAC meetings. The plan will be posted on the school website and a copy will be linked to the school Facebook site.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

It is our goal at Lamarque to have open lines of communication with all parents and provide them with access to all of our resources. We utilize the school webpage, Facebook page, and hold regular Parent Engagement events to support the various demographics within our building.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

This year we continue with (2) Assistant Principals and will be operating with (2) ESE Liaisons. We have an addition of a Literacy Coach to support teachers in grades K-3rd, a Data Coach to assist with grade level PLCs, SWST meetings, and testing administration/coordination. These positions will help ensure fidelity of Tier 1 curriculum and identify students in need of additional supports (intervention). In addition to staffing allocations, the master schedule has been adjusted to increase time for intervention (WIN time), additional planning for teachers, and the increased time for science instruction K-5th Grade.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Our goal is to ensure student mastery of all grade level state standards. We have RTI supports for academics, attendance, and behavior which allow for us to meet each student where he/she is and put the appropriate supports in place to allow all student access to the curriculum.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

In the 2022-23 school year, we shared a mental health specialist with Cranberry Elementary. To our knowledge we will remain with that level of mental health support for the 2023-24 school year. Effective 2023-24 school year, school counselors will no longer be conducting 504 meetings which should allocate additional time towards classroom lesson and small group supports. The increase in proactive Tier II behavior interventions, increases positive academic behaviors which increase time on task and ownership.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Many of our classrooms are Cambridge classrooms which focus on real life application of standards through project-based learning. It is our intention to train additional teachers this year and provide showcases of this learning during after school community events. To ensure all students are college and career ready, there is an emphasis on learning through thinking and writing, learning through speaking and listening, and focusing on essential standards to prioritize what they learn.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Our Behavior Support Team (BST)monitors response calls, in-school suspensions, and out-of-school suspensions broken down by grade level. As a BST, we meet weekly to discuss trends and opportunities for additional supports in various areas of the building.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Teachers will receive trainings such as: Mindset (the replacement of CPI), Schoology, MTSS, Co-Teaching, and more throughout the pre-planning week. During the school year, teachers have regular PLC meetings with bit sized PD, collaboration days quarterly, and additional lunch and learns. Job embedded professional learning is also found in the quarterly half day facilitated planning sessions focused on quality planning, common assessments, and developing essential standards.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

We offer K screening events twice to allow students the opportunity to "show us what they know" before the first day of school. This ensures balance in classrooms and lets students get a feel for the building.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				$711,961.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			1341 - Lamarque Elementary School	Title, I Part A		$669,867.00
			Notes: Supplemental instructional and paraprofessional staff to provide academic and behavior interventions for students who require small group and individual support to achieve grade level proficiency and expectations.			
			1341 - Lamarque Elementary School	Title, I Part A		$6,544.00
			Notes: Support and Planning for MTSS- Individual teachers planning sessions with support team and administration to support students receiving interventions (1 day per week x 36 weeks) & Mid-year Data Chats to ensure MTSS in every classroom (6 days mid-year)			

			1341 - Lamarque Elementary School	Title, I Part A		$1,340.00
			Notes: Instructional Teacher Support Lead- Staff member provides training and consultation for new teachers to improve practices that accelerate learning for all students.			
			1341 - Lamarque Elementary School	Title, I Part A		$23,100.00
			Notes: Contracted Behavior Support Technician- Responds to students and support intervention plans. Collaborates with teachers and behavior specialists for MTSS.			
			1341 - Lamarque Elementary School	Title, I Part A		$1,150.00
			Notes: Contracted Staff- Friday School as an alternative to OSS- Offers skill building, restorative approaches, and mentorship for students struggling with behavior in the school setting.			
			1341 - Lamarque Elementary School	Title, I Part A		$9,960.00
			Notes: Providing quality training for families during monthly and quarterly events- Tools to enhance communication and partnership between home and school.			
2	**III.B.**	**Area of Focus: Instructional Practice: ELA**				**$123,077.00**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			1341 - Lamarque Elementary School			$52,955.00
			Notes: Contracting of interventionists to provide academic and behavior interventions for students who require small group and individual support to achieve grade level proficiency and expectations- Focused on Literacy K-3rd Grade.			
			1341 - Lamarque Elementary School	Title, I Part A		$6,750.00
			Notes: Literacy Intervention Materials- Used by interventionists in guided reading groups.			
			1341 - Lamarque Elementary School			$10,156.00
			Notes: Facilitated planning for classroom instructional staff to develop common assessments, create units of study, focus MTSS across a grade level, and build collective capacity. (65 teachers x 4 half days= 130 Days			
			1341 - Lamarque Elementary School	Title, I Part A		$35,000.00
			Notes: Extended Learning- S.A.I.L.S. Instructional staff- ELA interventions after school- 4 teachers per grade level K-3rd grade supporting in reading, listening, speaking, and writing. Aligned with grade level standards. Qualifying interventions.			
			1341 - Lamarque Elementary School	Other Federal		$18,216.00
			Notes: Extended Learning- S.A.I.L.S.- Transportation provided to students who may be unable to attend otherwise-Cost for 2 buses for program.			
3	**III.B.**	**Area of Focus: Instructional Practice: Math**				**$19,585.00**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			1341 - Lamarque Elementary School			$10,100.00
			Notes: Facilitated planning for classroom instructional staff to develop common assessments, create units of study, focus MTSS across a grade level, and build collective capacity. (65 teachers x 4 half days= 130 Days			

			1341 - Lamarque Elementary School	Title, I Part A		$9,485.00
			Notes: Extended Learning- Math Explorers Instructional staff afterschool to support students needing Math interventions- Includes all student groups.			
4	**III.B.**	**Area of Focus: Instructional Practice: Science**				**$6,400.00**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			1341 - Lamarque Elementary School	Title, I Part C		$4,000.00
			Notes: STEM Materials include lab materials- (Grade 2-5 at $1000)- Provides all resources aligned with the hands-on experiences.			
			1341 - Lamarque Elementary School			$2,000.00
			Notes: Facilitated planning for classroom instructional staff to develop common assessments, create units of study, focus MTSS across a grade level, and build collective capacity- Planning by Science Teachers in order to maximize learning of Science standards.			
			1341 - Lamarque Elementary School	Title, I Part A		$400.00
			Notes: Supplemental Position includes- STEM teacher working with K-5 students for continuity across grade levels. Hands-on experiences improve engagement and understanding of Science standards. STEM teacher supports projects and afterschool experiences that apply the scientific method.			
5	**III.B.**	**Area of Focus: ESSA Subgroup: Students with Disabilities**				**$16,800.00**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			1341 - Lamarque Elementary School	Title, I Part A		$3,000.00
			Notes: Sensory & Regulation Support Tools for students for inclusion and special needs classrooms- Students with Autism benefit from sensory integration within the general education setting.			
			1341 - Lamarque Elementary School	Title, I Part A		$2,700.00
			Notes: Instructional materials that focus on functioning of students with support the milestones of students with sensory, motor, and communication limitations- Helps prepare SWD to meet grade-level standards and expectations by supporting functional and foundational skills.			
			1341 - Lamarque Elementary School	Other Federal		$5,100.00
			Notes: Extended Learning- Morning Lab Time provided 4 days per week to assist students in reaching Math goals in digital platforms. Focus on students with Math Goals on their IEP and students in other ESSA student groups.			
			1341 - Lamarque Elementary School	Other Federal		$6,000.00
			Notes: Conferences and professional development focused on the needs of SWD- Building Teacher capacity so students receive explicit and systematic instruction- Accelerate learning for students to meet grade level proficiency and standards to all areas.			
			1341 - Lamarque Elementary School	Other Federal		$0.00
			Notes: Extended Learning- S.A.I.L.S. Instructional staff- ELA interventions after school- 4 teachers per grade level K-3rd grade supporting in reading, listening, speaking, and writing. Aligned with grade level standards. Qualifying interventions.			

6	III.B.	Area of Focus: ESSA Subgroup: Black/African-American				$10,800.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			1341 - Lamarque Elementary School	Other Federal		$0.00
			Notes: Extended Learning- Morning Lab Time provided 4 days per week to assist students in reaching Math goals in digital platforms. Focus on students within ESSA Student Groups as ATSI School.			
			1341 - Lamarque Elementary School			$0.00
			Notes: Extended Learning- S.A.I.L.S. Instructional staff- ELA interventions after school- 4 teachers per grade level K-3rd grade supporting in reading, listening, speaking, and writing. Aligned with grade level standards. Qualifying interventions for student in ESSA Student Groups as ATSI school.			
			1341 - Lamarque Elementary School			$10,800.00
			Notes: Assisting the Administrative Team to meet the educational needs and well-being of our students- Working as a mentor with under-represented students to motivate and engage in learning. Acting as liaison between school and home to increase access to programs and resources.			
					Total:	$888,623.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No