

Sarasota County Schools

Lamarque Elementary School



2016-17 School Improvement Plan

Lamarque Elementary School

3415 LAMARQUE AVE, North Port, FL 34286

www.sarasotacountyschools.net/lamarque

School Demographics

| | | |
|---|-------------------------------|---|
| School Type and Grades Served (per MSID File) | 2015-16 Title I School | 2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3) |
| Elementary School PK-5 | Yes | 69% |
| Primary Service Type (per MSID File) | Charter School | 2015-16 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 31% |

School Grades History

| | | | | |
|--------------|----------------|----------------|----------------|----------------|
| Year | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
| Grade | B | A* | C | B |

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

| | |
|---|-----------|
| Purpose and Outline of the SIP | 4 |
| Differentiated Accountability | 5 |
| Current School Status | 6 |
| 8-Step Planning and Problem Solving Implementation | 17 |
| Goals Summary | 17 |
| Goals Detail | 17 |
| Action Plan for Improvement | 22 |
| Appendix 1: Implementation Timeline | 46 |
| Appendix 2: Professional Development and Technical Assistance Outlines | 0 |
| Professional Development Opportunities | 49 |
| Technical Assistance Items | 50 |
| Appendix 3: Budget to Support Goals | 0 |

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2016-17 DA Category and Statuses

| DA Category | Region | RED |
|-------------|-------------------|-----------------------------|
| Not In DA | Southwest | Jim Browder |
| Former F | Turnaround Status | |
| No | None | |

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

The mission of Lamarque Elementary School is to prepare students to achieve the highest learning standards by providing a challenging curriculum that meets individual student needs and promotes active learning in a technology-rich and collaborative environment.

b. Provide the school's vision statement

The vision of Lamarque Elementary School is to embrace a community of learners that promotes pride and respect for others, celebrates individual differences, challenges students and fosters life-long learning for success in the real world.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Lamarque has several programs such as Positive Behavior Support (PBS) and Community of Caring designed to teach and acknowledge the traits of model citizens. For this we can refer to our vision, "The vision of Lamarque Elementary School is to embrace a community of learners that promotes pride and respect for others, celebrates individual differences, challenges students and fosters life-long learning for success in the real world." To realize this mission for every child, we utilize resources to succeed in having this impact on students.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school

Lamarque works towards creating a safe environment for learning by promoting positive interactions in every setting and situation.

Lamarque utilizes student safety leaders called Safety Patrols, who have arrival and dismissal duties. These students apply for a "position," and must be recommended by staff members as being positive safety role models for the school.

Support staff are on duty at various safety posts to monitor a safe and orderly arrival and dismissal. Students are also rewarded for appropriate safe behavior throughout the day by all teachers and staff using the King Cash system for safe and orderly behavior.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Lamarque's school-wide behavior system begins with assemblies twice a year to review the expectations of Being Respectful, Being Responsible and Being Safe! On the morning newscast we recognize students, classes, teachers, volunteers, etc. for demonstrating these values. Students are awarded King Cash for demonstrating model behaviors to reinforce and maintain a focus on learning. For students with behavior concerns, we institute the Multi-Tiered System of Support (MTSS) to address the function of the student's actions and respond with a plan calibrated to the level of

concern. We often use a Communication form or other means of communicating with parents when student conferencing has not extinguished a specific behavior. Teachers discuss students at their Professional Learning Community (PLC) meetings to brainstorm strategies and appropriate support for maintaining and increasing positive behaviors or decreasing negative behaviors. More frequent or severe student behaviors are addressed through office referrals to initiate further measures such as mentoring or loss of privileges. Students are assigned to mentors or to guidance sessions to work on reducing behaviors that interrupt student learning. When students do not responding to such interventions, members of the School Wide Support Team (SWST) review the student's case for additional analysis to develop a more intensive, individualized plan.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Lamarque has Guidance as a specials course for our K-2nd grade students; through specific social skills training, students learn empathy for others and positive ways to communicate with peers and adults. Guidance counselors provide instruction to classrooms and small groups based on specific concerns or topics. Teachers and teams can request lessons generated from grade level PLC meetings where behavior trends or social needs are discussed. When students require additional support, students can be referred for the Best Paws Forward mentoring program, which focuses on promotion and celebration of the students' positive choices. A specific plan is developed for each child, and mentors and students meet on a weekly basis. Positive behavior choices are reported by regular progress reports that are sent home to families. Lamarque's teachers and administration seeks out the support and collaboration of parents by meeting with them early in any and all support processes.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system

Students with excessive absences (18 or more in a year) are monitored through systematic process along with interventions. Every 3 weeks, school reports are generated to identify students "on track" to attend below 90% of the school year. The benchmarks are 5 excused, 3 unexcused, and 5 tardies a quarter. These benchmarks per quarter are aligned with the semester and annual benchmarks.

18 absences on a report= Excessive absences/ Major attendance concerns
10-17 absences on a report= Moderate attendance concerns (Interventions and incentives)
9 or fewer absences= Good attendance.

We have our Positive Academic Recognition (PAR) which includes an attendance piece for all students. We have attendance ticket drawings for weekly attendance winners and Quarterly PAR Event Attendance Events. We have additional incentives for students who have perfect attendance for a semester.

b. Provide the following data related to the school's early warning system

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

| Indicator | Grade Level | | | | | | | | | | | | Total | |
|---------------------------------|-------------|----|----|----|----|----|---|---|---|---|----|----|-------|-----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | 12 |
| Attendance below 90 percent | 31 | 32 | 27 | 21 | 37 | 30 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 178 |
| One or more suspensions | 0 | 1 | 4 | 1 | 5 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 13 |
| Course failure in ELA or Math | 0 | 0 | 0 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 6 | 14 | 57 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 77 |

The number of students identified by the system as exhibiting two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | Total | |
|--|-------------|---|---|---|---|----|---|---|---|---|----|----|-------|----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | 12 |
| Students exhibiting two or more indicators | 0 | 0 | 0 | 3 | 1 | 19 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 23 |

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Attendance Interventions to address students trending towards Below 90% attendance include 3 Tiers: Every 2 weeks attendance reports are generated to identify students with severe 20% or more and moderate 10-20% Unexcused and 9 Excused absences in a given Semester. The first intervention is the notification of attendance concerns early using agenda labels making parents aware of current absences and tardies. The next intervention includes parent contact by teacher and administration. We send home "Tips" for improving attendance along with beginning of the year information. Positive Academic Recognition events monthly for students with perfect attendance for the month. Student compete quarterly for a celebration of the highest attendance percentage in each grade. School wide attendance goal and daily attendance rates are posted for parents, staff, and students at prime locations at the school.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/314587>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Lamarque has numerous community ties through our Business Partnerships; for example, the local Publix sponsors an annual math night during which students and staff participate in hands-on activities to apply the skills learned at school such as weighing, adding totals, choosing best buys, etc.

Lamarque has an ongoing partnership with North Port Library; library staff attends our School Open Houses, Instructional Technology training, School Book Fair and offers special Lamarque literacy nights for reading enhancement during the year.

Our PTO and PALS organization works closely with administration and staff to connect our parent events to a community vendor or organization to foster deeper local relationships among school and community. Each year, we host a school-wide Veteran's Day celebration; Lamarque honors our local North Port veterans by inviting them to speak and receive awards in recognition of their service.

Our business partnerships with restaurants such as Chik-fil-A, Five Guys, and Beef O Brady's enhance family and community relationships by hosting family fun nights and providing teacher and student discounts for good behavior and academic performance.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

1. School Leadership Team

a. Membership

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

| Name | Title |
|-----------------|---------------------|
| BRUCK, RYAN | Principal |
| Jenkins, Cori | Guidance Counselor |
| Hughes, Michele | Guidance Counselor |
| Schwartz, Nina | Instructional Coach |
| Marchewka, Leah | Psychologist |
| Knarr, Jessica | Teacher, ESE |
| Emmett, Ashley | Other |
| Long, Mindy | Assistant Principal |

b. Duties

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

The school-based MTSS Leadership Team will employ a continuous improvement model to create the SIP as outlined in this document. Input will be gathered from the grade level teams, the SAC and district teams composed of specialists in the areas of instructional expertise. On a monthly basis, the District-based Leadership Team in collaboration with School-based Leadership Team will oversee the implementation of the SIP Plan.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The MTSS Leadership Team meets weekly to review summative and formative data to determine school, grade and individual student academic needs. During weekly meetings with general education teachers, individual student concerns are discussed to identify academic areas of concern and to develop individual intervention plans. Based on the data review, instructional strategies will be identified and a timeline of implementation will be constructed. Student progress will be monitored

and individual cases reviewed periodically to determine progress and reassess further instructional interventions.

Title I is a federally funded program designed to address the academic needs of low performing students through additional academic support, parent training and staff development. Title I schools have a high percentage of economically disadvantaged students. Our goal is to assist them in meeting the state's high standards, particularly in the areas of reading, writing, science and mathematics.

The district supports a Migrant Identifier/Recruiter who provides referral services and support to migrant students and families. The ID & R person coordinates with the Title I and other programs to ensure student and family needs are met.

The district receives funds to provide students in alternative schools with services needed to make a successful transition from at-risk programs to further schooling or employment.

Supplemental services and materials are provided to improve the academic achievement and language acquisition of immigrant and English Language Learner students throughout the district.

Homeless education case managers provide resources (clothing, school supplies, and social service referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. This program provides on-going outreach, training and tutoring.

SAI funds will be coordinated with Title I funds to provide supplemental instruction for Level 1 readers and support for teachers at Lamarque Elementary School.

The district provides violence and drug prevention programs that incorporate bullying prevention, suicide prevention, internet safety and personal safety.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

| Name | Stakeholder Group |
|---------------------|----------------------------|
| Ryan Bruck | Principal |
| Wendy Lioon | Teacher |
| Galina Melnichuk | Teacher |
| Cathy Lambert-Power | Parent |
| Debbie Lewis | Parent |
| Meaghan Beasley | Teacher |
| Louisa Daniele | Teacher |
| Crystal Robinson | Parent |
| Tabitha Rushmore | Teacher |
| Yvonne Stice | Parent |
| Mindy Long | Education Support Employee |
| Kimberly Seaward | Business/Community |
| Kristin Jones | Business/Community |
| Jessica Haynes | Business/Community |
| Tammi Purdin | Teacher |
| | Student |

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

The School Advisory Council reviewed the SIP throughout the year to ensure we were meeting the needs of the students. The committee evaluated our goals from last year and discussed the improvements needed for next year. The input from the committee helped create the SIP this year.

b. Development of this school improvement plan

Assist in the development of the SIP and provide recommendations on specific components of the plan, such as goals of the school, indicators of school and student progress, strategies, and evaluation procedures to measure student performance. Final decision-making related to school improvement is made by SAC.

c. Preparation of the school's annual budget and plan

The school's annual budget was planned for the school year. It included school improvement funds allocated for the numerous committees focused on student improvement. SAC meets to review and approve funds as a part of the strategic plan.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

- Professional Development Materials/ Training
- STEM Explorer Nights \$500
 - Engineering and Inventions
 - Earth Investigations
 - Health and Fitness

Common Core Team Supports- Total PD \$8,000

Lamarque Explorers Tutoring Program- \$30,000

Family Training Nights- \$10,000

-Literacy Nights

-iReady Family Training

-ESOL Family Nights

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

| Name | Title |
|--------------------|---------------------|
| BRUCK, RYAN | Principal |
| Schwartz, Nina | Instructional Coach |
| Vittorio, Dawn | Instructional Coach |
| Pedro, Mary | Teacher, K-12 |
| VanDeusen, Jeanine | Teacher, K-12 |
| Rushmore, Tabitha | Teacher, K-12 |
| Huffman, Tamara | Teacher, K-12 |
| Amuso, Mike | Teacher, K-12 |
| Bounds, Katie | Teacher, K-12 |
| Parrish, Heidi | Teacher, K-12 |
| Porinchak, Cindi | Instructional Coach |

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

Florida Standards Leadership Team (FSLT) meets regularly to plan and implement literacy promotion.

Quarterly progress monitoring for all students and running records for tier 2 & 3 students

Increased exposure to non-fiction literature across the curriculum.

Increase student achievement through strategies that address targeted skill deficit areas

Monitor the student mastery of objectives as outlined in the Instructional Focus Guide

Maintain and enhance our Parent Resource Library.

Lamarque hosts several book fairs and media nights each year.

Teacher teams provide school events such as Dr. Seuss Day to engage students in literacy.

Partnering with district office to provide professional development for parents and staff in reading.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Grade level teams meet weekly for their PLC meeting. During these meetings, they discuss student data, student concerns, effective teaching strategies and interventions. Teachers plan together and build relationships through collaborative planning. Teachers share lesson plans, flip charts and assessment materials to ensure consistency of instruction and assessment at their grade levels.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

The Administration pairs new teachers with veteran teacher mentors who provide ongoing coaching. The principal schedules regular meetings with new teachers to provide ongoing dialogue and support. The SCIP mentor leader, Mary Pedro, is a first grade teacher selected for her high level of teaching pedagogy and long-standing positive relationships with staff. Her expertise as both an instructor and mentor supports other SCIP mentors who meet regularly under her skilled guidance. Additionally, Lamarque's instructional support staff is comprised of resource teachers, liaisons, counselors and curriculum specialists who provide regular support in data analysis, progress monitoring and best instructional practices.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

New teachers are to complete the SCIP mentoring program with the support of mentoring teachers who are paired based on experience in specific grade levels and expertise in specialized areas. Pairings include:

Katie Bounds and Jenn Carrico, Galdys Pineda and Amy Bontrager, and Heidi Thomas and Denise Noble.

Candace Journagan with Ellie Ingrick. The mentoring program includes regular on-site meetings to provide school and district wide information, and a safe place for professional support with experienced mentors.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Our ELA program, Reading Wonders, is aligned to the standards. To ensure our materials and programs are aligned to Florida standards in math, we have purchased the GoMath Series; and use i-Ready technology, an Instructional Learning System; this learning system provides a plethora of instructional strategies and materials designed to meet Florida alignment requirements. The district also created Instructional Focus Guides that provide resources that are aligned to the Florida Standards. Additionally, math training is planned for all staff and families with district math specialists.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

The school uses data to make instructional decisions and to differentiate instruction. Based on performance data, the teacher provides supplemental instruction to help both struggling students and advanced students reach their potential. Additionally, all teachers input data into a progress monitoring sheet that is housed on our SharePoint site and accessible to all staff members. After reviewing the data, students who are struggling are pulled for small group instruction by the teacher to work on targeted skills. Additionally, students are pulled by intervention/resource teachers to work on specific skills based on iReady skill deficits. After several weeks of interventions or small group work, students continuing to struggle are brought to MTSS team; this heightens the school's collective awareness of these students and provides the springboard for implementing more intensive instructional services and closer progress monitoring of specific skill mastery.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 14,400

For students with skill deficits based on standardized tests or current classroom performance data, Lamarque provides before school tutoring in our school's literacy lab that strengthens foundation skills in Reading and Math. Additionally, Lamarque has an after school Explorer's Club Program that engages students in critical thinking and problem solving.

Strategy Rationale

The rationale for this extended-day support is to provide students with both supplemental support and enrichment in one or more of the core assessed areas (math, science, reading) prior to or after their regular school day; providing the supplemental instruction outside the school day allows students to remain in their regular classrooms so that learning during the day is not interrupted.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Long, Mindy, mindy.long@sarasotacountyschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Students participating in tutoring program will be assessed in the target skills by district benchmarks, state measures (FSA), i-Ready and Classroom assessments. Reports are generated to determine if progress is being made in the focus areas and to make adjustments as needed. Continued progress monitoring can also be viewed and analyzed by SWST/ MTSS team if more support is required.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Every year in the spring, Lamarque Elementary School has a Kindergarten Orientation which allows preschoolers and their families to visit the school. Parents receive information and brochures about the school, including policies and procedures to start the next year. Parents meet with the kindergarten teachers and the school administrators. District staff participate to assist in kindergarten registration and to answer questions about student transition to kindergarten. Students and parents visit classrooms, which helps outline expectations for the kindergarten year. In addition, there is dialogue between Lamarque Elementary School and its feeder preschools to support the kindergarten program. Our teachers screen students during the summer to assess readiness skills of our incoming kindergardeners, and our district offers a VPK program during May and June to help transition students.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

One of the main ways in which Lamarque promotes college and career readiness is by having community professionals visit our campus and offer courses to our students. For example, our students receive a several-week course offered by Junior Achievement program; this enables students to receive lessons from community members and make school-to-career connections. Many of our classrooms have working relationships with area dentists; these dentists visit the classroom and provide lessons on good eating habits and dental care. The University of Florida is another community partner who provides on-site lessons on proper diet and nutrition. The Audubon Society provides a bird-watching program for several of our grade level classes; students learn about various bird species, and go on bird-watching walks around campus. The after school Explorers Club has a variety of community professionals visit the classroom to share information on topics such as: environmental awareness, proper diet, safety and scientific research. Having community members regularly on campus connects our students and school to our North Port community in an authentic manner.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** By the year 2017, there will be a minimum of 4 % increase in the number of students attending 90% or more of the school days in the academic year.
- G2.** By the year 2017, there will be a minimum of a 4% increase in the percentage of students Grades 3-5 demonstrating Reading proficiency (Level 3,4,5) as measured by the Florida Standards Assessment.
- G3.** By the year 2017, there will be a minimum of a 4% increase in the percentage of students Grades 3-5 demonstrating Mathematics proficiency (Level 3,4,5) as measured by the Florida Standards Assessment.
- G4.** By the year 2017, there will be a minimum of a 4% increase in the number of 5th Grade students demonstrating Science Proficiency (Level 3,4,5) as measured by the Statewide Science Assessment.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. By the year 2017, there will be a minimum of 4 % increase in the number of students attending 90% or more of the school days in the academic year. 1a

G082394

Targets Supported 1b

| Indicator | Annual Target |
|----------------------|---------------|
| Attendance Below 90% | 92.0 |

Targeted Barriers to Achieving the Goal 3

- Lack of parent awareness of attendance impact on achievement.
- Students loss of motivation to attend school regularly building habits.

Resources Available to Support the Goal 2

- Use of Everyday Counts materials, Tracking system, letters/ notifications related to attendance benchmarks.
- Student incentives connected to Positive Academic Recognition (PAR) program such as Lion links, attendance raffles, School goal signs, and special events.

Plan to Monitor Progress Toward G1. 8

All students attending school every day earn monthly perfect attendance celebrations.

Person Responsible

Mindy Long

Schedule

Weekly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Attendance team runs reports every month to determine if more students are maintaining regular attendance patterns. Fewer students listed for interventions on the Attendance Tracking Sheets. Increased number of students earning Attendance raffle tickets for weekly drawings.

G2. By the year 2017, there will be a minimum of a 4% increase in the percentage of students Grades 3-5 demonstrating Reading proficiency (Level 3,4,5) as measured by the Florida Standards Assessment. 1a

G082395

Targets Supported 1b

| Indicator | Annual Target |
|---------------------|---------------|
| FSA ELA Achievement | 60.0 |

Targeted Barriers to Achieving the Goal 3

- Lack of reading application skills, comprehension, informational text, literary analysis.
- Limited amount of time during school day for direct interventions in foundation skills.
- Lack of Parent Involvement in supporting reading at home

Resources Available to Support the Goal 2

- i-Ready is an ILS program that works with students in the area of reading
- Webb's DOK and IFG's
- Scholastic Readers- Guided Reading Sets
- Thinking Maps
- Reading Counts

Plan to Monitor Progress Toward G2. 8

Student Performance on Reading Assessments

Person Responsible

Nina Schwartz

Schedule

Monthly, from 8/29/2016 to 5/26/2017

Evidence of Completion

Performance on Grade Level Assessments- Reading Wonders, i-Ready Reading, FSA

G3. By the year 2017, there will be a minimum of a 4% increase in the percentage of students Grades 3-5 demonstrating Mathematics proficiency (Level 3,4,5) as measured by the Florida Standards Assessment.

1a

G082396

Targets Supported 1b

| Indicator | Annual Target |
|-----------------------------|---------------|
| FSA Mathematics Achievement | 74.0 |

Targeted Barriers to Achieving the Goal 3

- Lack of Mathematics Fluency- Basic Facts
- Parent Involvement and understanding of Mathematics shifts

Resources Available to Support the Goal 2

- i-Ready is an ILS program that works with students in the area of math
- GoMath Math Series
- Math Fluency Probes

Plan to Monitor Progress Toward G3. 8

Student Performance on Mathematics Benchmarks

Person Responsible

RYAN BRUCK

Schedule

Monthly, from 9/30/2016 to 5/26/2017

Evidence of Completion

Performance on Grade Level Assessments- GoMath, i-Ready Mathematics Gains, District Benchmarks, FSA Mathematics, Increased parent participation and awareness , Parent Surveys.

G4. By the year 2017, there will be a minimum of a 4% increase in the number of 5th Grade students demonstrating Science Proficiency (Level 3,4,5) as measured by the Statewide Science Assessment. 1a

G082397

Targets Supported 1b

| Indicator | Annual Target |
|------------------------------|---------------|
| FCAT 2.0 Science Proficiency | 70.0 |

Targeted Barriers to Achieving the Goal 3

- Lack of Inquiry Skills and questioning
- Need for Parent Involvement
- Lack of Scientific vocabulary

Resources Available to Support the Goal 2

- Science Leveled Readers- Fusion
- Science Interactive Lab
- Safari Live- Science Video Access

Plan to Monitor Progress Toward G4. 8

Integrating Inquiry skills across the curriculum, build Scientific understanding using Science content, use science terminology accurately, and engaging in the Scientific method.

Person Responsible

RYAN BRUCK

Schedule

Monthly, from 9/30/2016 to 5/26/2017

Evidence of Completion

Student Performance on Fusion Assessments and Science projects (Annual Science Fair)

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. By the year 2017, there will be a minimum of 4 % increase in the number of students attending 90% or more of the school days in the academic year. **1**

 G082394

G1.B1 Lack of parent awareness of attendance impact on achievement. **2**

 B218134

G1.B1.S1 Interventions include a school and parent notification system that tracks attendance and intervenes consistently throughout the year. **4**

 S230396

Strategy Rationale

When parents are aware of not only the impact of excessive attendance, but feels the school is a partner in addressing this issue, students improve attendance due to higher awareness and collaboration.

Action Step 1 **5**

This data collection and notification system informs parents of current attendance trends for their child.

Person Responsible

Michelle Delp

Schedule

Every 3 Weeks, from 8/22/2016 to 6/6/2017

Evidence of Completion

Spreadsheets tracking Excused, Unexcused, Tardy along with which Tier interventions have been utilized.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Attendance Tracking Sheet

Person Responsible

Michelle Delp

Schedule

Every 3 Weeks, from 8/22/2016 to 6/6/2017

Evidence of Completion

Using the Student Information system, we run reports every 3 weeks and record current attendance performance. We also include the intervention levels each student is experiencing due to their attendance concerns.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Attendance team runs reports and records on Attendance Tracking sheet.

Person Responsible

Mindy Long

Schedule

Quarterly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Attendance data compared over time by semester. At each reporting period we determine if the percentage of students attending 90% of the school days increases or decreases.

G1.B2 Students loss of motivation to attend school regularly building habits. 2

B218135

G1.B2.S1 Number of students attending all days of a given week earning Attendance Tickets, Attendance Lion Links, special events. 4

S230397

Strategy Rationale

Students set a short term goal of perfect attendance for a week, which is more attainable. They are motivated by the opportunity for special recognition and tangible incentives. A spot light is shining on students creating a positive attendance habit.

Action Step 1 5

Student incentive program to encourage good attendance habits.

Person Responsible

Michelle Delp

Schedule

Weekly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Number of students attending all days of a given week earning Attendance Tickets, Attendance Lion Links, special events.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Attendance Team tracking of attendance concerns, Lion Links, Attendance Tickets

Person Responsible

Michelle Delp

Schedule

Every 3 Weeks, from 8/22/2016 to 6/6/2017

Evidence of Completion

Decreased number of students listed on Attendance Tracking sheet due to interventions and incentives. Number of students attending all days of a given week earning Attendance Tickets, Attendance Lion Links, special events.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Attendance Data- Tracking Sheet and SIS

Person Responsible

Mindy Long

Schedule

Semiannually, from 8/22/2016 to 6/6/2017

Evidence of Completion

Decreased number of students listed on Attendance Tracking sheet due to interventions and incentives. Number of students attending all days of a given week earning Attendance Tickets, Attendance Lion Links, special events.

G2. By the year 2017, there will be a minimum of a 4% increase in the percentage of students Grades 3-5 demonstrating Reading proficiency (Level 3,4,5) as measured by the Florida Standards Assessment. 1

G082395

G2.B1 Lack of reading application skills, comprehension, informational text, literary analysis. 2

B218136

G2.B1.S1 i-Ready Program in Literacy Labs 4

S230398

Strategy Rationale

The students need exposure to varying skills based on their ability level.

Action Step 1 5

i-Ready Reading ILS

Person Responsible

Nina Schwartz

Schedule

Monthly, from 10/31/2016 to 5/26/2017

Evidence of Completion

i-Ready Student Report

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

i-Ready ILS Program

Person Responsible

Nina Schwartz

Schedule

Monthly, from 10/31/2016 to 5/26/2017

Evidence of Completion

i-Ready Response to Instruction Reports and Diagnostic Class Rports

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

i-Ready ILS Program

Person Responsible

Nina Schwartz


Schedule

Monthly, from 10/31/2016 to 5/26/2017

Evidence of Completion

i-Ready Response to Instruction Report and Diagnostic Class Reports

G2.B1.S2 Before/ After-school Tutoring program for Intervention Grades 1-5 **4**

 S230399

Strategy Rationale

We have students who need additional support outside of the school day.

Action Step 1 **5**

Before/ After-school Tutoring Program for Interventions in Reading.

Person Responsible

Mindy Long

Schedule

Weekly, from 9/28/2015 to 3/25/2016

Evidence of Completion

Performance on Reading Wonders passages, gains in i-Ready Reading, FAIR, and FSA

Plan to Monitor Fidelity of Implementation of G2.B1.S2 **6**

Student Reading Performance

Person Responsible

RYAN BRUCK

Schedule

Quarterly, from 9/28/2015 to 5/27/2016

Evidence of Completion

Reading Assessments over the intervention periods

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Student Reading Performance- Closing achievement gap

Person Responsible

RYAN BRUCK


Schedule

On 5/27/2016

Evidence of Completion

Reading Assessments over the intervention period

G2.B1.S3 The teacher will have a set intervention time and will receive additional support from intervention specialist. 4

 S230400

Strategy Rationale

We have students who are reading below grade level and need additional support and strategies to close the gap.

Action Step 1 5

The staff will be trained in Accountable Talk, Academic Vocabulary and Thinking Maps.

Person Responsible

RYAN BRUCK

Schedule

Monthly, from 9/5/2016 to 5/26/2017

Evidence of Completion

Observation Data, i-Ready Scores and Reading Wonders Assessments

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Accountable Talk, Academic Vocabulary and Thinking Maps

Person Responsible

RYAN BRUCK

Schedule

Monthly, from 9/7/2016 to 5/27/2017

Evidence of Completion

Classroom Walk-through Data, Observation Notes and Products/Projects

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Accountable Talk, Academic Vocabulary and Thinking Maps

Person Responsible

Schedule

On 5/26/2017

Evidence of Completion

Product/Projects, Assessment Data

G2.B2 Limited amount of time during school day for direct interventions in foundation skills. **2**

 B218137

G2.B2.S1 Providing Before/ After-school Tutoring with a focus on strengthening foundation skills to extend learning time in reading Grades 1-5. **4**

 S230401

Strategy Rationale

We have students performing below grade level in specific areas and we needed to provide them with additional support after school.

Action Step 1 **5**

Before/ After-school Tutoring Additional Intervention

Person Responsible

Mindy Long

Schedule

Weekly, from 10/12/2015 to 3/25/2016

Evidence of Completion

Target List of 2-5 Grade Students

Plan to Monitor Fidelity of Implementation of G2.B2.S1 **6**

Student Progress in Reading Interventions

Person Responsible

Nina Schwartz

Schedule

On 5/27/2016

Evidence of Completion

Reading Benchmarks, i-Ready, FSA

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Student Progress in Reading Interventions

Person Responsible

RYAN BRUCK

Schedule

Quarterly, from 9/28/2015 to 5/27/2016

Evidence of Completion

Reading Benchmarks, i-Ready, FSA

G2.B4 Lack of Parent Involvement in supporting reading at home 2

 B218139

G2.B4.S1 Parent Involvement Institute- Content Area Family Nights to support reading at home and building critical thinkers/ critical readers.. 4

 S230403

Strategy Rationale

Action Step 1 5

Parent Involvement Institute- Training Sessions (ELA)

Person Responsible

Mindy Long

Schedule

Monthly, from 9/14/2015 to 5/27/2016

Evidence of Completion

Parent Surveys, Reading Performance demonstrating independent reading at home.

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Parent Involvement Institute- Training Sessions (ELA)

Person Responsible

RYAN BRUCK

Schedule

Monthly, from 9/7/2015 to 5/27/2016

Evidence of Completion

Parent Surveys, Reading Performance demonstrating independent reading at home.

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Parent Involvement Institute- Training Sessions (ELA)

Person Responsible

RYAN BRUCK

Schedule

Quarterly, from 9/7/2015 to 5/27/2016

Evidence of Completion

Parent Surveys, Reading Performance demonstrating independent reading at home.

G2.B4.S2 Provide additional support and resources from our counselor to help parents with reading and behavior management 4

S230404

Strategy Rationale

Action Step 1 5

The school counselor will meet with students and talk about decision making and being focused on their assignments.

Person Responsible

Michele Hughes

Schedule

Monthly, from 9/7/2015 to 5/27/2016

Evidence of Completion

Referral Data and Parent Involvement Data

Plan to Monitor Fidelity of Implementation of G2.B4.S2 6

The school counselor will meet with students and talk about decision making and being focused on their assignments. Students names are kept by counselor.

Person Responsible

Michele Hughes

Schedule

Monthly, from 9/7/2015 to 5/27/2016

Evidence of Completion

List of names and notes taken on any students needing support.

Plan to Monitor Effectiveness of Implementation of G2.B4.S2 7

Quarterly meeting with counselor to discuss students and support being provided.

Person Responsible

RYAN BRUCK

Schedule

Quarterly, from 9/7/2015 to 5/27/2016

Evidence of Completion

G3. By the year 2017, there will be a minimum of a 4% increase in the percentage of students Grades 3-5 demonstrating Mathematics proficiency (Level 3,4,5) as measured by the Florida Standards Assessment. 1

G082396

G3.B1 Lack of Mathematics Fluency- Basic Facts 2

B218140

G3.B1.S1 Use of i-Ready Mathematics ILS that support basic mathematics facts. 4

S230406

Strategy Rationale

We have students who need to basic math practice everyday.

Action Step 1 5

i-Ready Mathematics ILS

Person Responsible

Nina Schwartz

Schedule

Monthly, from 9/14/2016 to 5/26/2017

Evidence of Completion

Gains illustrated in i-Ready Student Report

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

i-Ready ILS

Person Responsible

Nina Schwartz

Schedule

Monthly, from 9/14/2016 to 5/26/2017

Evidence of Completion

Gains illustrated by i-Ready Mathematics Course and Student Report

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

i-Ready Mathematics ILS

Person Responsible

Nina Schwartz

Schedule

Quarterly, from 9/30/2016 to 5/27/2017

Evidence of Completion

Gains illustrated by i-Ready Mathematics Class Course reports

G3.B1.S2 Before-school Tutoring program for Math Interventions to include Basic Math Facts practice.

4

S230407

Strategy Rationale

We have students that need additional support outside of the school day.

Action Step 1 5

Before school Tutoring Program for interventions in Mathematics using i-Ready

Person Responsible

Mindy Long

Schedule

Daily, from 9/30/2016 to 5/27/2017

Evidence of Completion

Performance on Mathematics Facts and Math understanding on Benchmark Assessments, Go Math assessments, i-Ready Reports

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Student Mathematics performance- Math Fluency

Person Responsible

RYAN BRUCK

Schedule

Monthly, from 9/30/2016 to 5/26/2017

Evidence of Completion

Performance on Mathematics Facts and Math understanding on Benchmark Assessments, GoMath Series,

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Student Progress in Mathematics Interventions- Basic Facts ((+,-,x,/))

Person Responsible

RYAN BRUCK

Schedule

Quarterly, from 9/30/2016 to 5/26/2017

Evidence of Completion

Performance on Mathematics Facts and Math understanding on Benchmark Assessments, GoMath Series

G3.B2 Parent Involvement and understanding of Mathematics shifts 2

 B218141

G3.B2.S1 Parent Involvement Institute- Content Area Family Nights to support Math Standards understanding for parents/ guardians. 4

 S230408

Strategy Rationale

We want parents to understand the math standards and how to bridge new approaches to math concepts.

Action Step 1 5

Parent Involvement Institute- Training Sessions (Mathematics)

Person Responsible

Mindy Long

Schedule

Monthly, from 9/7/2015 to 5/27/2016

Evidence of Completion

Parent Survey

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Parent Involvement Institute- Training Sessions (Mathematics)

Person Responsible

RYAN BRUCK

Schedule

On 5/26/2017

Evidence of Completion

GoMath, Parent Survey

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Parent Involvement Institute- Training Sessions (Mathematics)

Person Responsible

RYAN BRUCK

Schedule

Quarterly, from 9/30/2016 to 5/27/2017

Evidence of Completion

GoMath, Parent Survey

G4. By the year 2017, there will be a minimum of a 4% increase in the number of 5th Grade students demonstrating Science Proficiency (Level 3,4,5) as measured by the Statewide Science Assessment. 1

G082397

G4.B1 Lack of Inquiry Skills and questioning 2

B218142

G4.B1.S1 Use of Science informational text (Leveled Readers, Integrated Science content within Reading Wonders) 4

S230409

Strategy Rationale

The students should be exposed to the content area through non-fiction text.

Action Step 1 5

Integrating Inquiry skills across the curriculum and build Scientific understanding using Science content and engaging in the Scientific method.

Person Responsible

D'arcy Denis

Schedule

Monthly, from 9/7/2016 to 5/26/2017

Evidence of Completion

Student Performance on Fusion Assessments and Science projects (Annual Science Fair)

Action Step 2 5

Providing After-school Tutoring Program with a focus on strengthening the skills in science. The Lamarque Explorers program integrates reading and math into the science curriculum.

Person Responsible

Mindy Long

Schedule

Weekly, from 9/28/2016 to 3/24/2017

Evidence of Completion

Student Performance on Fusion Assessments and Science projects (Annual Science Fair)

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Students engaging in Scientific content and using inquiry skills across the curriculum. Science being taught regularly with inquiry as common practice.

Person Responsible

D'arcy Denis

Schedule

Daily, from 9/30/2016 to 5/26/2017

Evidence of Completion

Student Performance on Fusion Assessments and Science projects (Annual Science Fair)

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Students engaging in Scientific content and using inquiry skills across the curriculum. Science being taught regularly with inquiry as common practice.

Person Responsible

D'arcy Denis

Schedule

Monthly, from 9/30/2016 to 5/26/2017

Evidence of Completion

Student Performance on Fusion Assessments and Science projects (Annual Science Fair)

G4.B1.S2 Interactive Science Lab fostering Inquiry Skills and Scientific Method. 4

S230410

Strategy Rationale

The students need to experience the nature of science while experiencing hands-on science experiments.

Action Step 1 5

Providing Science Lab Experiences for PreK-5 Students to practice Scientific discovery

Person Responsible

D'arcy Denis

Schedule

On 5/26/2017

Evidence of Completion

Student and Class Science Projects/ Activities

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

Implementation of Science discovery activities that allow for development and practice of Inquiry skills and questioning techniques.

Person Responsible

RYAN BRUCK

Schedule

On 5/26/2017

Evidence of Completion

Student performance on Fusion assessments and Science projects (Annual Science Fair)

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7

Students utilizing inquiry skills and scientific method when interacting in Science content.

Person Responsible

RYAN BRUCK

Schedule

Monthly, from 9/7/2016 to 5/26/2017

Evidence of Completion

Student performance on Fusion assessments and Science projects (Annual Science Fair)

G4.B2 Need for Parent Involvement 2

 B218143

G4.B2.S1 Content Area Family Nights (Science) and Parent Resource Library 4

 S230411

Strategy Rationale

We need to support our parents and have content area nights to help them understand all content areas.

Action Step 1 5

Parent Involvement Institute- Involve parents in Scientific understanding and Inquiry skills

Person Responsible

Mindy Long

Schedule

Quarterly, from 10/3/2016 to 4/28/2017

Evidence of Completion

Increased parent attendance to (Science) Content Area Family Nights and Student Performance in Science Fusion assessments

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

Involve parents in Scientific understanding and Inquiry skills

Person Responsible

D'arcy Denis

Schedule

Monthly, from 10/3/2016 to 4/28/2017

Evidence of Completion

Increased parent attendance to (Science) Content Area Family Nights and Student Performance in Florida Science Fusion assessments

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

Involve parents in Scientific understanding and Inquiry skills

Person Responsible

Mindy Long

Schedule

Monthly, from 9/30/2016 to 5/26/2017

Evidence of Completion

Increased parent attendance to (Science) Content Area Family Nights and Student Performance in Florida Science Fusion assessments

G4.B3 Lack of Scientific vocabulary **2**

 B218144

G4.B3.S1 Intensive direct instruction and application of Science vocabulary terms using Fusion materials. **4**

 S230412

Strategy Rationale

The students need direct instruction in science vocabulary terms to understand the concepts.

Action Step 1 **5**

Providing instruction and application of Science terminology.

Person Responsible

D'arcy Denis

Schedule

On 5/26/2017

Evidence of Completion

Science Fusion assessments

Plan to Monitor Fidelity of Implementation of G4.B3.S1 **6**

Providing instruction and application of Science terminology across curriculum and during lab times.

Person Responsible

D'arcy Denis

Schedule

Monthly, from 9/7/2016 to 5/26/2017

Evidence of Completion

Science Fusion assessments

Plan to Monitor Effectiveness of Implementation of G4.B3.S1 7

Providing instruction and application of Science terminology across curriculum and during lab times

Person Responsible

D'arcy Denis

Schedule

Monthly, from 9/5/2016 to 5/26/2017

Evidence of Completion

Science projects/ products and Science Fusion assessments

IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|-------------------------|--|-----------------|-------------------------------|--|------------------------|
| 2015 | | | | | |
| G3.B2.S1.A1 A293824 | Parent Involvement Institute- Training Sessions (Mathematics) | Long, Mindy | 9/7/2015 | Parent Survey | 5/27/2016 monthly |
| G2.B4.S2.MA1 M296343 | Quarterly meeting with counselor to discuss students and support being provided. | BRUCK, RYAN | 9/7/2015 | | 5/27/2016 quarterly |
| G2.B4.S1.MA1 M296342 | Parent Involvement Institute- Training Sessions (ELA) | BRUCK, RYAN | 9/7/2015 | Parent Surveys, Reading Performance demonstrating independent reading at home. | 5/27/2016 monthly |
| G2.B4.S2.MA1 M296344 | The school counselor will meet with students and talk about decision making and being focused on... | Hughes, Michele | 9/7/2015 | List of names and notes taken on any students needing support. | 5/27/2016 monthly |
| G2.B4.S1.MA1 M296341 | Parent Involvement Institute- Training Sessions (ELA) | BRUCK, RYAN | 9/7/2015 | Parent Surveys, Reading Performance demonstrating independent reading at home. | 5/27/2016 quarterly |
| G2.B4.S2.A1 A293821 | The school counselor will meet with students and talk about decision making and being focused on... | Hughes, Michele | 9/7/2015 | Referral Data and Parent Involvement Data | 5/27/2016 monthly |
| G2.B4.S1.A1 A293820 | Parent Involvement Institute- Training Sessions (ELA) | Long, Mindy | 9/14/2015 | Parent Surveys, Reading Performance demonstrating independent reading at home. | 5/27/2016 monthly |
| G2.B1.S2.A1 A293817 | Before/ After-school Tutoring Program for Interventions in Reading. | Long, Mindy | 9/28/2015 | Performance on Reading Wonders passages, gains in i-Ready Reading, FAIR, and FSA | 3/25/2016 weekly |
| G2.B2.S1.MA1 M296339 | Student Progress in Reading Interventions | BRUCK, RYAN | 9/28/2015 | Reading Benchmarks, i-Ready, FSA | 5/27/2016 quarterly |
| G2.B1.S2.MA1 M296335 | Student Reading Performance- Closing achievement gap | BRUCK, RYAN | 9/28/2015 | Reading Assessments over the intervention period | 5/27/2016 one-time |
| G2.B2.S1.MA1 M296340 | Student Progress in Reading Interventions | Schwartz, Nina | 9/28/2015 | Reading Benchmarks, i-Ready, FSA | 5/27/2016 one-time |
| G2.B1.S2.MA1 M296336 | Student Reading Performance | BRUCK, RYAN | 9/28/2015 | Reading Assessments over the intervention periods | 5/27/2016 quarterly |
| G2.B2.S1.A1 A293819 | Before/ After-school Tutoring Additional Intervention | Long, Mindy | 10/12/2015 | Target List of 2-5 Grade Students | 3/25/2016 weekly |
| 2016 | | | | | |
| G1.B1.S1.MA1 M296328 | Attendance team runs reports and records on Attendance Tracking sheet. | Long, Mindy | 8/22/2016 | Attendance data compared over time by semester. At each reporting period we determine if the percentage of students attending 90% of the school days increases or decreases. | 6/6/2017 quarterly |
| G1.B1.S1.MA1 M296329 | Attendance Tracking Sheet | Delp, Michelle | 8/22/2016 | Using the Student Information system, we run reports every 3 weeks and record current attendance performance. We also include the intervention levels each student is experiencing due to their attendance concerns. | 6/6/2017 every-3-weeks |
| G1.B1.S1.A1 A293814 | This data collection and notification system informs parents of current attendance trends for their... | Delp, Michelle | 8/22/2016 | Spreadsheets tracking Excused, Unexcused, Tardy along with which Tier interventions have been utilized. | 6/6/2017 every-3-weeks |
| G1.B2.S1.MA1 M296331 | Attendance Team tracking of attendance concerns, Lion Links, Attendance Tickets | Delp, Michelle | 8/22/2016 | Decreased number of students listed on Attendance Tracking sheet due to interventions and incentives. Number of students attending all days of a given | 6/6/2017 every-3-weeks |

Sarasota - 1341 - Lamarque Elementary School - 2016-17 SIP
Lamarque Elementary School

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|-------------------------|--|----------------|-------------------------------|--|-----------------------|
| | | | | week earning Attendance Tickets, Attendance Lion Links, special events. | |
| G1.MA1 M296332 | All students attending school every day earn monthly perfect attendance celebrations. | Long, Mindy | 8/22/2016 | Attendance team runs reports every month to determine if more students are maintaining regular attendance patterns. Fewer students listed for interventions on the Attendance Tracking Sheets. Increased number of students earning Attendance raffle tickets for weekly drawings. | 6/6/2017 weekly |
| G1.B2.S1.A1 A293815 | Student incentive program to encourage good attendance habits. | Delp, Michelle | 8/22/2016 | Number of students attending all days of a given week earning Attendance Tickets, Attendance Lion Links, special events. | 6/6/2017 weekly |
| G1.B2.S1.MA1 M296330 | Attendance Data- Tracking Sheet and SIS | Long, Mindy | 8/22/2016 | Decreased number of students listed on Attendance Tracking sheet due to interventions and incentives. Number of students attending all days of a given week earning Attendance Tickets, Attendance Lion Links, special events. | 6/6/2017 semiannually |
| G2.MA1 M296345 | Student Performance on Reading Assessments | Schwartz, Nina | 8/29/2016 | Performance on Grade Level Assessments- Reading Wonders, i-Ready Reading, FSA | 5/26/2017 monthly |
| G4.B3.S1.MA1 M296359 | Providing instruction and application of Science terminology across curriculum and during lab times | Denis, D'arcy | 9/5/2016 | Science projects/ products and Science Fusion assessments | 5/26/2017 monthly |
| G4.B3.S1.A1 A293829 | Providing instruction and application of Science terminology. | Denis, D'arcy | 9/5/2016 | Science Fusion assessments | 5/26/2017 one-time |
| G2.B1.S3.MA1 M296337 | Accountable Talk, Academic Vocabulary and Thinking Maps | | 9/5/2016 | Product/Projects, Assessment Data | 5/26/2017 one-time |
| G2.B1.S3.A1 A293818 | The staff will be trained in Accountable Talk, Academic Vocabulary and Thinking Maps. | BRUCK, RYAN | 9/5/2016 | Observation Data, i-Ready Scores and Reading Wonders Assessments | 5/26/2017 monthly |
| G4.B3.S1.MA1 M296360 | Providing instruction and application of Science terminology across curriculum and during lab times. | Denis, D'arcy | 9/7/2016 | Science Fusion assessments | 5/26/2017 monthly |
| G4.B1.S2.MA1 M296355 | Students utilizing inquiry skills and scientific method when interacting in Science content. | BRUCK, RYAN | 9/7/2016 | Student performance on Fusion assessments and Science projects (Annual Science Fair) | 5/26/2017 monthly |
| G4.B1.S1.A1 A293825 | Integrating Inquiry skills across the curriculum and build Scientific understanding using Science... | Denis, D'arcy | 9/7/2016 | Student Performance on Fusion Assessments and Science projects (Annual Science Fair) | 5/26/2017 monthly |
| G4.B1.S2.A1 A293827 | Providing Science Lab Experiences for PreK-5 Students to practice Scientific discovery | Denis, D'arcy | 9/7/2016 | Student and Class Science Projects/ Activities | 5/26/2017 one-time |
| G4.B1.S2.MA1 M296356 | Implementation of Science discovery activities that allow for development and practice of Inquiry... | BRUCK, RYAN | 9/7/2016 | Student performance on Fusion assessments and Science projects (Annual Science Fair) | 5/26/2017 one-time |
| G2.B1.S3.MA1 M296338 | Accountable Talk, Academic Vocabulary and Thinking Maps | BRUCK, RYAN | 9/7/2016 | Classroom Walk-through Data, Observation Notes and Products/ Projects | 5/27/2017 monthly |
| G3.B1.S1.MA1 M296347 | i-Ready ILS | Schwartz, Nina | 9/14/2016 | Gains illustrated by i-Ready Mathematics Course and Student Report | 5/26/2017 monthly |
| G3.B1.S1.A1 A293822 | i-Ready Mathematics ILS | Schwartz, Nina | 9/14/2016 | Gains illustrated in i-Ready Student Report | 5/26/2017 monthly |
| G4.B1.S1.A2 A293826 | Providing After-school Tutoring Program with a focus on strengthening the skills in science. The... | Long, Mindy | 9/28/2016 | Student Performance on Fusion Assessments and Science projects (Annual Science Fair) | 3/24/2017 weekly |

Sarasota - 1341 - Lamarque Elementary School - 2016-17 SIP
Lamarque Elementary School

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|-------------------------|--|----------------|-------------------------------|---|---------------------|
| G3.B2.S1.MA1 M296351 | Parent Involvement Institute- Training Sessions (Mathematics) | BRUCK, RYAN | 9/28/2016 | GoMath, Parent Survey | 5/26/2017 one-time |
| G3.MA1 M296352 | Student Performance on Mathematics Benchmarks | BRUCK, RYAN | 9/30/2016 | Performance on Grade Level Assessments- GoMath, i-Ready Mathematics Gains, District Benchmarks, FSA Mathematics, Increased parent participation and awareness , Parent Surveys. | 5/26/2017 monthly |
| G4.B2.S1.MA1 M296357 | Involve parents in Scientific understanding and Inquiry skills | Long, Mindy | 9/30/2016 | Increased parent attendance to (Science) Content Area Family Nights and Student Performance in Florida Science Fusion assessments | 5/26/2017 monthly |
| G3.B1.S2.MA1 M296348 | Student Progress in Mathematics Interventions- Basic Facts ((+,-,x,/)) | BRUCK, RYAN | 9/30/2016 | Performance on Mathematics Facts and Math understanding on Benchmark Assessments, GoMath Series | 5/26/2017 quarterly |
| G4.B1.S1.MA1 M296354 | Students engaging in Scientific content and using inquiry skills across the curriculum. Science... | Denis, D'arcy | 9/30/2016 | Student Performance on Fusion Assessments and Science projects (Annual Science Fair) | 5/26/2017 daily |
| G3.B1.S2.MA1 M296349 | Student Mathematics performance- Math Fluency | BRUCK, RYAN | 9/30/2016 | Performance on Mathematics Facts and Math understanding on Benchmark Assessments, GoMath Series, | 5/26/2017 monthly |
| G4.MA1 M296361 | Integrating Inquiry skills across the curriculum, build Scientific understanding using Science... | BRUCK, RYAN | 9/30/2016 | Student Performance on Fusion Assessments and Science projects (Annual Science Fair) | 5/26/2017 monthly |
| G4.B1.S1.MA1 M296353 | Students engaging in Scientific content and using inquiry skills across the curriculum. Science... | Denis, D'arcy | 9/30/2016 | Student Performance on Fusion Assessments and Science projects (Annual Science Fair) | 5/26/2017 monthly |
| G3.B2.S1.MA1 M296350 | Parent Involvement Institute- Training Sessions (Mathematics) | BRUCK, RYAN | 9/30/2016 | GoMath, Parent Survey | 5/27/2017 quarterly |
| G3.B1.S2.A1 A293823 | Before school Tutoring Program for interventions in Mathematics using i-Ready | Long, Mindy | 9/30/2016 | Performance on Mathematics Facts and Math understanding on Benchmark Assessments, Go Math assessments, i-Ready Reports | 5/27/2017 daily |
| G3.B1.S1.MA1 M296346 | i-Ready Mathematics ILS | Schwartz, Nina | 9/30/2016 | Gains illustrated by i-Ready Mathematics Class Course reports | 5/27/2017 quarterly |
| G4.B2.S1.MA1 M296358 | Involve parents in Scientific understanding and Inquiry skills | Denis, D'arcy | 10/3/2016 | Increased parent attendance to (Science) Content Area Family Nights and Student Performance in Florida Science Fusion assessments | 4/28/2017 monthly |
| G4.B2.S1.A1 A293828 | Parent Involvement Institute- Involve parents in Scientific understanding and Inquiry skills | Long, Mindy | 10/3/2016 | Increased parent attendance to (Science) Content Area Family Nights and Student Performance in Science Fusion assessments | 4/28/2017 quarterly |
| G2.B1.S1.MA1 M296333 | i-Ready ILS Program | Schwartz, Nina | 10/31/2016 | i-Ready Response to Instruction Report and Diagnostic Class Reports | 5/26/2017 monthly |
| G2.B1.S1.MA1 M296334 | i-Ready ILS Program | Schwartz, Nina | 10/31/2016 | i-Ready Response to Instruction Reports and Diagnostic Class Rports | 5/26/2017 monthly |
| G2.B1.S1.A1 A293816 | i-Ready Reading ILS | Schwartz, Nina | 10/31/2016 | i-Ready Student Report | 5/26/2017 monthly |

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G2. By the year 2017, there will be a minimum of a 4% increase in the percentage of students Grades 3-5 demonstrating Reading proficiency (Level 3,4,5) as measured by the Florida Standards Assessment.

G2.B1 Lack of reading application skills, comprehension, informational text, literary analysis.

G2.B1.S1 i-Ready Program in Literacy Labs

PD Opportunity 1

i-Ready Reading ILS

Facilitator

i-Ready Trainer

Participants

School-Wide

Schedule

Monthly, from 10/31/2016 to 5/26/2017

G2.B1.S3 The teacher will have a set intervention time and will receive additional support from intervention specialist.

PD Opportunity 1

The staff will be trained in Accountable Talk, Academic Vocabulary and Thinking Maps.

Facilitator

Admin Team

Participants

school-wide

Schedule

Monthly, from 9/5/2016 to 5/26/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

Budget Data

| | | | | | | |
|----|-------------|---|-----------------------------------|----------------|-----|--------------|
| 1 | G1.B1.S1.A1 | This data collection and notification system informs parents of current attendance trends for their child. | | | | \$30,500.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | | 1341 - Lamarque Elementary School | | | \$30,500.00 |
| 2 | G1.B2.S1.A1 | Student incentive program to encourage good attendance habits. | | | | \$0.00 |
| 3 | G2.B1.S1.A1 | i-Ready Reading ILS | | | | \$17,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | | District-Wide | | | \$17,000.00 |
| 4 | G2.B1.S2.A1 | Before/ After-school Tutoring Program for Interventions in Reading. | | | | \$0.00 |
| 5 | G2.B1.S3.A1 | The staff will be trained in Accountable Talk, Academic Vocabulary and Thinking Maps. | | | | \$493,344.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | | 1341 - Lamarque Elementary School | Title I Part A | | \$493,344.00 |
| 6 | G2.B2.S1.A1 | Before/ After-school Tutoring Additional Intervention | | | | \$34,927.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | | 1341 - Lamarque Elementary School | Title I Part A | | \$34,927.00 |
| 7 | G2.B4.S1.A1 | Parent Involvement Institute- Training Sessions (ELA) | | | | \$0.00 |
| 8 | G2.B4.S2.A1 | The school counselor will meet with students and talk about decision making and being focused on their assignments. | | | | \$0.00 |
| 9 | G3.B1.S1.A1 | i-Ready Mathematics ILS | | | | \$57,600.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | | 1341 - Lamarque Elementary School | Title I Part A | | \$57,600.00 |
| 10 | G3.B1.S2.A1 | Before school Tutoring Program for interventions in Mathematics using i-Ready | | | | \$0.00 |

Budget Data

| | | | | | | |
|----|-------------|--|---------------|----------------|---------------|---------------------|
| 11 | G3.B2.S1.A1 | Parent Involvement Institute- Training Sessions (Mathematics) | | | | \$0.00 |
| 12 | G4.B1.S1.A1 | Integrating Inquiry skills across the curriculum and build Scientific understanding using Science content and engaging in the Scientific method. | | | | \$0.00 |
| 13 | G4.B1.S1.A2 | Providing After-school Tutoring Program with a focus on strengthening the skills in science. The Lamarque Explorers program integrates reading and math into the science curriculum. | | | | \$40,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | | District-Wide | Title I Part A | | \$40,000.00 |
| 14 | G4.B1.S2.A1 | Providing Science Lab Experiences for PreK-5 Students to practice Scientific discovery | | | | \$0.00 |
| 15 | G4.B2.S1.A1 | Parent Involvement Institute- Involve parents in Scientific understanding and Inquiry skills | | | | \$0.00 |
| 16 | G4.B3.S1.A1 | Providing instruction and application of Science terminology. | | | | \$0.00 |
| | | | | | Total: | \$673,371.00 |