Sorrento Elementary

2015-16 School Improvement Plan

Sorrento Elementary

24605 WALLICK RD, Sorrento, FL 32776

[no web address on file]

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	59%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	34%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	B*	A	B	A

Preliminary 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 Lake 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

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, B or C 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F		**Turnaround Status**
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Sorrento Elementary School is to ensure that all students are provided a challenging and enriched learning experience which builds the necessary knowledge and skills to be college and career ready; as well as, life-long learners.

Provide the school's vision statement

We believe all children are capable of success and we commit to: foster each child's full academic potential; build reach child's self-esteem; and empower each child to become a responsible, respectful, and productive citizen.

School Environment

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

Before school starts, we host "Meet the Teacher." This gives the teachers and parents the opportunity to get to know each other. Parents are given paperwork where they can indicate any preferences they have in regard to their culture (i.e. language, religion, etc.) In September, we have Open House to explain grade level standards and expectations. Throughout the school year, we invite parents and students to attend and participate in a variety of events. We also provide translators at our events to assist our ELL families. In order to meet the needs of all of our students, it is essential that a positive working relationship, with two-way communication, is established and maintained throughout the school year.

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

Sorrento Elementary has a single point of entry to help maintain a safe environment. All students are monitored before, during, and after school by certified teachers and staff. Safety patrols are also assigned specific areas before and after school to ensure safe transitioning to and from classrooms. Teachers escort their students to and from lunch as well as enrichment classes. Students are acclimated to our school culture through guidance programs that focus on positive character traits. In addition, school expectations are posted throughout the school. Students also have the opportunity to participate in a variety of after school clubs that further promote the sense of belonging to our school.

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

Sorrento Elementary is a "Positive Behavior Support" (PBS) school. PBS is the application of evidence-based strategies and systems to assist schools to increase academic performance, increase safety, decrease problem behavior, and establish positive school cultures. The PBS process results in the creation of effective intervention plans that will impede problem behaviors, teach new skills, and create support systems for our students. At our school, we rely on accurate and reliable discipline referral data to understand the behaviors occurring across campus. An analysis of the data allows our school team to identify the problem areas, brainstorm interventions such as where and

what to teach, reward the students exhibiting the expected behavior, and communicate findings to the staff, students, and families. The PBS process is a team-based approach that relies on a strong collaboration between school personnel and families. We also follow the policies and procedures in Lake County Schools' Code of Student Conduct. Teachers are expected to be fair, firm, and consistent with our behavioral system.

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

Social-emotional needs are met through classroom guidance lessons in the area of character education and bully prevention. In addition, students needing brief individual counseling can do so via teacher, parent or self-referral to the school counselor assigned to the grade level. Group counseling in the area of social skills and/or study skills will be available through teacher referral or parent request. Some students may need more intensive counseling or specialized counseling and the school counselor can either make referrals to outside community agencies or provide resources to parents if requested. The school counselors will assist with and support the school mentoring program called "Wolfpack Buddies" as well as assist in the facilitation of Positive Behavior Support established at Sorrento Elementary.

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).

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

Administration monitors EWS monthly. Data chats are held with every teacher quarterly to discuss concerns. Teachers fill out data form to track information.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	20	10	14	6	11	10	71
One or more suspensions	1	2	1	3	0	4	11
Course failure in ELA or Math	15	7	4	4	0	1	31
Level 1 on statewide assessment	0	0	0	0	0	0	

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

Indicator	Grade Level					Total
	K	1	2	3	5	
Students exhibiting two or more indicators	1	2	1	2	1	7

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

Administration monitors EWS monthly. Parents are contacted concerning attendance and discipline issues. Home visits are conducted for habitual attendance issue. Parent are required to attend conferences the first nine weeks to discuss grades. An additional conference is held when concerns

of retention exist. Teacher are required to notify parents when students grades drop a grade level. Data chats take place to progress monitor student performance, examining state data in both ELA and Math.

Family and Community Involvement

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).

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).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Sorrento Elementary uses our website, our marque, flyers, and School Messenger to keep parents informed of all school activities. Teachers use weekly newsletters and daily agendas to keep parents abreast of what is going on in the classroom. The following events build positive relationships with our families and increase parent involvement: Meet the Teacher; Open House; PTO/SAC meetings; FSA Night; STEM Night; Science Fair; and PTO sponsored events. In order to keep parents well-informed of their child's progress we host Report Card Nights, Data Chats, and Parent Conferences. Parents also have access to their child's attendance and grades through Skyward.

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

Local businesses are solicited by members of the school community to support various school initiatives. A Business Partnership Plan is signed and filed at the school which serves as documentation for the FLDOE Five Star School Award. Community members and business partners have supported our school by providing: Honor Roll awards; conducting Spirit Nights; participating in Read Across America; participating in STEM Night/Science Fair; volunteering in classrooms; and providing Teacher Appreciation gifts.

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).

School Leadership Team

Membership:

Name	Title
Burkhead, Brenna	Principal
Coldren, Jeff	Assistant Principal
Edwards, Heidi	Instructional Coach
DeBoer, Joanne	Instructional Coach
Pallitto, Stacy	Guidance Counselor
Wakefield, Coco	Other
Whittaker, Lisa	Guidance Counselor

Duties

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

The Principal serves as the head instructional leader on campus. The decision making process is shared amongst the Leadership Team, Team Leaders, and SAC, however, the principal bears the final decision. The Principal oversees and monitors the fidelity of the RtI process. The ESE department, including 504, are also monitored by the Principal. This is to insure that students' needs and rights are being met. The Principal assures that systems are in place for monitoring instruction, through regular classroom walkthroughs, participating in collaborative planning, and teacher evaluations. The Principal provides for training, as needed, and inquires monthly with the Leadership Team and Team Leaders to determine necessity. The Principal seeks out and hires, highly qualified instructional and support staff that exhibit a collaborative attitude and display the professionalism to seek out and demonstrate best practices in the classroom that are research based, and proven to impact student performance. Struggling teachers are paired with a highly effective teacher and receive coaching from our Literacy Coach and CRT. They are provided opportunities to participate in Professional Development, provided by the district, to insure instructional growth. The Principal maintains the schools' budget and is transparent in sharing how funds are being spent. Budgetary decisions that impact student instruction are shared and discussed with the Leadership Team, Team Leaders and SAC. The Principal is an active part of the SAC and PTO. Parent, Community and Stakeholder support is strongly encouraged and enthusiastically pursued.

The Assistant Principal is an active member of the Leadership Team and shares in the decision making process. The Assistant Principal participates in the monitoring of instruction and shares equal responsibility with the Principal in the evaluation of teachers. The Assistant Principal monitors student safety and discipline, including transportation, and is the Lead in assuring a safe and orderly school environment. The Assistant Principal creates and monitors the scheduling process and makes changes as needed to assure that instructional time is being maximized. The Assistant Principal participates in the hiring process to assure highly qualified personnel are obtained. The Assistant Principal oversees and manages the logistics of all textbooks and technology including purchasing items as needed. The Assistant Principal plays an active role in the decision to purchase of instructional material for supplemental instruction and assists with decisions made concerning the schools' budget. The Assistant Principal is involved with both the SAC and PTO and is a part of the local community.

The Curriculum Resource Teacher is an active member of the Leadership Team and participates in the decision making process. The CRT participates in the monitoring of instruction through classroom walkthroughs and collaborative planning. The CRT coaches and mentors all teachers with an emphasis on new and struggling teachers. The CRT participates in all collaborative planning to assist in assuring that best practices are being used and the standards are being met to their full intent. The CRT plays an active role in the decisions made concerning curriculum and instruction including the purchase of instructional materials. The CRT assists with the RtI process to assure that proper interventions and assessments are being used and that core issues are being addressed school

wide. The CRT is directly responsible for overseeing the assessment process of district assessments and i-Ready.

The Literacy Coach is an active member of the Leadership Team and participates in the decision making process. The Literacy Coach participates in the monitoring of instruction through classroom walkthroughs and collaborative planning. The Literacy Coach coaches and mentors all teachers with an emphasis on new and struggling teachers. The Literacy Coach participates in all collaborative planning to assist in assuring that best practices are being used and the standards are being met to their full intent. The Literacy Coach plays an active role in the decisions made concerning curriculum and instruction including the purchase of instructional materials. The Literacy Coach assists with the RtI process to assure that proper interventions and assessments are being used and that core issues are being addressed school wide. The Literacy Coach is directly responsible for overseeing the assessment process of FLCKRS and I-station.

The Guidance Counselors are active members of the Leadership Team and participate in the decision making process. The Guidance Counselors guide the RtI process for instruction. They assist and train teachers in the procedures of RtI and oversee the progression of the RtI plan until a student becomes successful with the use of interventions or is taken to case review to determine eligibility for ESE placement. The Guidance Counselors serve as Test Coordinator and 504 Specialist. They monitor Early Warning Signs such as attendance and tardies and communicate with the School Social Worker for assistance with parent communication in these areas. They are members of the PBS team to promote a positive school environment. They work with teachers to implement behavior plans in the classroom that assist with disruptive students. They also meet with students both in groups and individually to assure the social, emotional and physical welfare of students' are being met.

The ESE Specialist is an active member of the Leadership Team and participates in the decision making process. The ESE Specialist oversees the ESE Team and assists teachers with both behavioral interventions and curriculum instruction. When needed, the ESE Specialist works directly with students to assist in the academic and behavioral needs. The ESE Specialist oversees the writing of IEPs and ESE Staffings to assure that district and state policies are being followed and that the students' rights are being met. This includes the monitoring of ESE CUMM folders to assure that paperwork is in order and appropriate. The ESE Specialist serves as a Teacher Liaison to both Parents and Administration and assists to assure that communication is open and consensus is attained. The ESE Specialist oversees the IDEA grant and monitors the curricular needs of ESE giving input to the Leadership Team when materials or curriculum assistance is needed.

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 School Leadership Team and Team Leaders meet monthly to discuss student performance, instructional and curricular concerns. Once problems have been identified based on student performance data, discussions take place to identify whether training, materials, or personnel are needed to address the problem. The "Problem Solving" or "Decision Making" process is used if a problem is not easily identified or there is a possibility of multiple decisions. The Leadership Team and Team Leaders work together to determine the best course of action.

If it is determined that instruction is an issue and training needs to be provided, the Leadership Team contacts District and Local Vendors to determine the best, most cost effective training available and determines the form of delivery based on effectiveness and price.

If the need is determined to be curricular, materials will be purchased. The Literacy Coach and CRT will keep a running inventory of instructional materials and where they are located. The Team Leaders and Coaches work together to determine the best possible research-based materials available, as well as, what has worked well at similar schools. Once a decision has been made, it will

be presented to administration for final approval and the purchasing process will begin.
If it is determined that the need is for additional personnel, Administration will have to analyze the budget. The Principal may petition for and additional allocation, examine federal, state, and local funding to see if funds are available to pool for possible part-time assistance, or look at grant opportunities for additional funding.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Kelli Staab	Parent
Jenny Rennard	Parent
Joanne DeBoer	Teacher
Brenna Burkhead	Principal
Anna Schroth	Parent
Justin Whittaker	Parent
Carl Frizzell	Business/Community
Maria Cabrera	Parent
Rosalinda Pardo	Parent
Leah Capeletti	Education Support Employee

Duties

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

Evaluation of last year's school improvement plan

The SAC met monthly to monitor the implementation of the SIP and made adjustments as needed.

Development of this school improvement plan

The SIP will be shared with SAC through a power point presentation. We will take any suggestions from our SAC and make any changes if necessary. SAC will also vote to approve or not approve the school improvement plan. SAC will be advised throughout the year as updates and changes are made.

Preparation of the school's annual budget and plan

The SAC will look at previous School Improvement Plans, collaborate with school leaders, and preview any researched-based programs suggested by Lake County School's Academic Services Unit.

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

STEM Night - bring STEM activities to the school for students and their parents. Cost - approx $500.00

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

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Edwards, Heidi	Instructional Coach
DeBoer, Joanne	Instructional Coach
Hooks , Michelle	Instructional Media
Creasman, Tiffany	Teacher, K-12
Cubbage, Colleen	Teacher, K-12
Purdy, Christy	Teacher, K-12
Kelley, Tabetha	Teacher, K-12
Voss, Judy	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

The LLT will implement the following:
School-wide reading activities (Accelerated Reader, Read Across America, Literacy Week)
Family literacy activities
Reading incentive programs
READing PAWS

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).

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

Throughout the year our Sunshine Committee hosts events and recognizes special occasions (i.e. birthdays, weddings, births, etc.) These events help foster relationships and promote a sense of belonging.
Each team meets weekly with the instructional coaches to collaborate and plan instruction to ensure that we are teaching to the full intent of the standards. During these meetings, every member has a voice and an opportunity to share their thoughts and ideas. After these meetings, classroom walk-throughs are conducted to ensure implementation.

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

Administrators will interview and hire the best qualified candidate for the job. Upon hiring, the administrators will provide a mentor for all new employees. This will pair the new teacher with someone who is familiar with the school and who can provide them with assistance. New teachers will work closely with their grade level. Every grade level is provided with opportunities to work together during planning time and PLC's to ensure everyone on the team works collaboratively.

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

Our new teachers and teacher transfers are assigned a mentor. Mentors are fellow teachers in the same grade level. The mentor helps the new teacher get acclimated to the school, its culture, student body, rules, opportunities, and challenges. The mentor shares resources with the novice teacher and listens carefully to their needs. The mentor and mentee share a common planning time to discuss teaching strategies, plan lessons, gather resources, and analyze student data.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

The instructional staff at Sorrento Elementary uses Lake County School's Blueprints, which are aligned to Florida Standards. This is evident in lesson plans, classroom walk-throughs, observations, and evaluations. Each teacher was given their grade level Florida Standards, deconstructed standards, and FSA test item specs. These items are used during weekly planning meetings to plan instruction and assessments to ensure the alignment to Florida Standards.

Instructional Strategies

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

Data chats are held each quarter to identify students having difficulty attaining proficiency. Assessment scores are disaggregated and analyzed to identify specific areas of needs. Intervention groups are established to differentiate instruction based on individual student needs. The use of Leveled Readers and approaching level, on level, and beyond level materials in the classroom allows for differentiated instruction to help students reach desired performance levels. Curriculum and instruction is modified based on students' IEP, 504, or ELL plans.

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: 1,500

Our after school tutoring program is available for students in grades 3-5 who have deficiencies in core academic subjects. Teachers will use various materials to remediate, reteach, and assess all students.

Strategy Rationale

Students need to meet grade level expectations.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
DeBoer, Joanne, deboerj@lake.k12.fl.us

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

Assessment data, grades, and standards based pre/post tests will be analyzed.

Student Transition and Readiness

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).

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

Sorrento Elementary School has one Pre-K unit, and two ESE PreK units to help prepare students for Kindergarten. Kindergarten Round-Up is conducted each Spring for the parents of up-coming Kindergarten students to better prepare them for the transition into Kindergarten. Parents and preschool students are invited to tour our school and the kindergarten classrooms. In addition, the Florida Kindergarten Readiness Screener will be administered within the first 30 school days. Parents complete a "Tell Us About Your Child" questionnaire upon registering a Kindergarten student. Information from these sources will be used to plan for the academic and social/emotional instruction for all students.
For our exiting fifth grade students, the guidance counselors arrange a trip to the middle school at the end of the year. This trip helps provide a smooth transition to a new school for our fifth graders.

College and Career Readiness

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

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

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

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

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:

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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.

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.

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. Sorrento Elementary will increase the number of BYOD (bring your own device) classrooms in order to increase student collaboration, adaptability, and imagination which gives students the opportunity to learn in their own way.

G2. Sorrento Elementary will enhance and sustain a safe learning environment.

G3. Sorrento Elementary teachers will use backward design to ensure lessons are created to the full intent of the standards, impacting student performance in all subject areas, including ELA, Math, and Science.

G4. Sorrento Elementary teachers will collaborate on lesson presentation and student products to ensure instruction is presented to the depth intended in the standard, impacting student performance in all subject areas including ELA, Math, and Science.

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. Sorrento Elementary will increase the number of BYOD (bring your own device) classrooms in order to increase student collaboration, adaptability, and imagination which gives students the opportunity to learn in their own way. `1a`

🔍 G071420

Targets Supported `1b`

Indicator	Annual Target
AMO Math - All Students	
AMO Reading - All Students	

Resources Available to Support the Goal `2`

- District ILS (innovative learning specialists)

Targeted Barriers to Achieving the Goal `3`

- Teacher/student training

Plan to Monitor Progress Toward G1. `8`

The Leadership Team will observe all BYOT classrooms to insure proper implementation

Person Responsible
Jeff Coldren

Schedule
Weekly, from 10/1/2015 to 6/3/2016

Evidence of Completion
assessment data, classroom walkthrough data, student artifacts

G2. Sorrento Elementary will enhance and sustain a safe learning environment. `1a`

G071421

Targets Supported `1b`

Indicator	Annual Target
Discipline incidents	

Resources Available to Support the Goal `2`

- PBS
- Guidance lessons
- Lake County Schools district-wide prevention programs

Targeted Barriers to Achieving the Goal `3`

- Time restraints throughout the school day

Plan to Monitor Progress Toward G2. `8`

PBS reports and interactions with students

Person Responsible
Jeff Coldren

Schedule
Weekly, from 9/1/2014 to 5/29/2015

Evidence of Completion
PBS data, student artifacts, and student behavior

G3. Sorrento Elementary teachers will use backward design to ensure lessons are created to the full intent of the standards, impacting student performance in all subject areas, including ELA, Math, and Science.
`1a`

🔍 G071422

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - SWD	
AMO Reading - Hispanic	
AMO Reading - White	
AMO Reading - ELL	
AMO Reading - ED	
AMO Reading - All Students	
AMO Reading - African American	

Resources Available to Support the Goal `2`

- RtI
- Team Collaboration
- District Blueprints
- Classroom walk-though feedback
- Data Chats (teacher/leadership team, teacher/parent, teacher/student)
- PD on Write from the Beginning- backwards planning for published products

Targeted Barriers to Achieving the Goal `3`

- Resistance to shift in pedagogy

Plan to Monitor Progress Toward G3. `8`

Analyze data from cross-curricular published products

Person Responsible
Brenna Burkhead

Schedule
Monthly, from 8/24/2015 to 5/27/2016

Evidence of Completion
Data reports and student work

G4. Sorrento Elementary teachers will collaborate on lesson presentation and student products to ensure instruction is presented to the depth intended in the standard, impacting student performance in all subject areas including ELA, Math, and Science. `1a`

🔍 G071423

Targets Supported `1b`

Indicator	Annual Target
AMO Math - All Students	
AMO Math - Hispanic	
AMO Math - White	
AMO Math - ELL	
AMO Math - SWD	
AMO Math - ED	
AMO Math - African American	

Resources Available to Support the Goal `2`

- Data Chats (teacher/leadership team, teacher/parent, teacher/student)
- Team collaboration
- Write from the Beginning and Beyond Response to Literature
- Examples of examplar student products

Targeted Barriers to Achieving the Goal `3`

- Teacher misconceptions and expectations

Plan to Monitor Progress Toward G4. `8`

Analyze data from assessments and student work samples

Person Responsible
Brenna Burkhead

Schedule
Biweekly, from 9/1/2014 to 5/29/2015

Evidence of Completion
Data reports and adjustments to instruction based on individual student needs

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. Sorrento Elementary will increase the number of BYOD (bring your own device) classrooms in order to increase student collaboration, adaptability, and imagination which gives students the opportunity to learn in their own way. 1

🔑 G071420

G1.B2 Teacher/student training 2

🔑 B186143

G1.B2.S1 Lake County Schools ILS will provide training for teachers and parents. 4

🔑 S197540

Strategy Rationale

Proper training will insure that teachers provide students with more engaging classroom lessons and hands-on access to technology. There is less instructional time spent teaching students how to use devices, and more time focused on innovative learning.

Action Step 1 5

Teachers will be trained by a Lake County School ILS.

Person Responsible

Jeff Coldren

Schedule

Quarterly, from 10/1/2015 to 6/3/2016

Evidence of Completion

Sign-in sheets

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

The Leadership Team will monitor proper and effective use of devices/technology in the classroom

> **Person Responsible**
>
> Jeff Coldren
>
> **Schedule**
>
> Weekly, from 10/1/2015 to 6/3/2016
>
> *Evidence of Completion*
>
> Classroom walkthoughs, assessment data, and student artifacts

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

The Leadership Team will request more training if necessary, and monitor assessment data

> **Person Responsible**
>
> Jeff Coldren
>
> **Schedule**
>
> Biweekly, from 10/1/2015 to 6/3/2016
>
> *Evidence of Completion*
>
> assessment data, student artifacts, classroom walkthough data

G2. Sorrento Elementary will enhance and sustain a safe learning environment. 1

G071421

G2.B2 Time restraints throughout the school day 2

B186145

G2.B2.S1 We will utilize time outside the of the core classrooms to implement resources that promote safe schools. 4

S197542

Strategy Rationale

Having a safe environment enhances social, civic, and academic development.

Action Step 1 5

Enrichment teachers will implement lessons on the following: anti-bullying, cyber-bullying, and Too Good for Drugs. Guidance counselors will implement lessons on positive character traits.

Person Responsible

Jeff Coldren

Schedule

Monthly, from 10/26/2015 to 5/27/2016

Evidence of Completion

Lesson plans, PBS data, classroom walk-throughs

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

School leaders will monitor lessons and conduct classroom walk-throughs

Person Responsible

Jeff Coldren

Schedule

Weekly, from 10/26/2015 to 5/27/2016

Evidence of Completion

Lesson plans and walk-through data

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

The Leadership Team and teachers will look for positive behavioral changes in students

Person Responsible

Jeff Coldren

Schedule

Weekly, from 10/26/2015 to 5/27/2016

Evidence of Completion

Classroom walk-thoughs, interaction with students, PBS data

G3. Sorrento Elementary teachers will use backward design to ensure lessons are created to the full intent of the standards, impacting student performance in all subject areas, including ELA, Math, and Science. `1`

🔍 G071422

G3.B2 Resistance to shift in pedagogy `2`

🔍 B186147

G3.B2.S1 Through the PLC process, teachers will see the value in creating standards based lessons versus resources driving instruction. `4`

🔍 S197543

Strategy Rationale

Standards based instruction allows for implementation of the backwards design model.

Action Step 1 `5`

PLCs meet weekly to deconstruct standards, choose resources, and anlayze student work.

Person Responsible

Brenna Burkhead

Schedule

Weekly, from 8/17/2015 to 6/3/2016

Evidence of Completion

PLC minutes and classroom walk through data

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

Coaches attend all PLC meetings.

Person Responsible

Joanne DeBoer

Schedule

Weekly, from 8/17/2015 to 6/3/2016

Evidence of Completion

PLC minutes, classroom walk through data, observations, and district visits

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

When student work is analyzed, teachers will understand the value of standards based lessons through planning using the backward design model.

Person Responsible

Brenna Burkhead

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Teacher discussion during PLCs and classroom walk through data

G4. Sorrento Elementary teachers will collaborate on lesson presentation and student products to ensure instruction is presented to the depth intended in the standard, impacting student performance in all subject areas including ELA, Math, and Science. [1]

G071423

G4.B2 Teacher misconceptions and expectations [2]

B186150

G4.B2.S1 Through the PLC process teachers and coaches will deconstruct standards, create exemplar student products, and address any misconceptions. [4]

S197547

Strategy Rationale

Once misconceptions are addressed and expectations are clarified teachers can ensure that their instruction is presented to the depth intended in the standards.

Action Step 1 [5]

During PLCs, coaches and teachers will discuss lesson outcomes and how students will demonstrate their understanding of the standards.

Person Responsible

Heidi Edwards

Schedule

Weekly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Analyze and compare student products

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

Coaches will attend all PLCs.

Person Responsible

Joanne DeBoer

Schedule

Weekly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Teacher participation and classroom walk though data

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

When misconceptions decrease and student products are alligned to the depth intended in the standard.

Person Responsible

Heidi Edwards

Schedule

Weekly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Student products and classroom walk through data

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A1	Teachers will be trained by a Lake County School ILS.	Coldren, Jeff	10/1/2015	Sign-in sheets	6/3/2016 quarterly
G2.B2.S1.A1	Enrichment teachers will implement lessons on the following: anti-bullying, cyber-bullying, and Too Good for Drugs. Guidance counselors will implement lessons on positive character traits.	Coldren, Jeff	10/26/2015	Lesson plans, PBS data, classroom walk-throughs	5/27/2016 monthly
G3.B2.S1.A1	PLCs meet weekly to deconstruct standards, choose resources, and anlayze student work.	Burkhead, Brenna	8/17/2015	PLC minutes and classroom walk through data	6/3/2016 weekly
G4.B2.S1.A1	During PLCs, coaches and teachers will discuss lesson outcomes and how students will demonstrate their understanding of the standards.	Edwards, Heidi	8/17/2015	Analyze and compare student products	6/3/2016 weekly
G1.MA1	The Leadership Team will observe all BYOT classrooms to insure proper implementation	Coldren, Jeff	10/1/2015	assessment data, classroom walkthrough data, student artifacts	6/3/2016 weekly
G1.B2.S1.MA1	The Leadership Team will request more training if necessary, and monitor assessment data	Coldren, Jeff	10/1/2015	assessment data, student artifacts, classroom walkthough data	6/3/2016 biweekly
G1.B2.S1.MA1	The Leadership Team will monitor proper and effective use of devices/ technology in the classroom	Coldren, Jeff	10/1/2015	Classroom walkthoughs, assessment data, and student artifacts	6/3/2016 weekly
G2.MA1	PBS reports and interactions with students	Coldren, Jeff	9/1/2014	PBS data, student artifacts, and student behavior	5/29/2015 weekly
G2.B2.S1.MA1	The Leadership Team and teachers will look for positive behavioral changes in students	Coldren, Jeff	10/26/2015	Classroom walk-thoughs, interaction with students, PBS data	5/27/2016 weekly
G2.B2.S1.MA1	School leaders will monitor lessons and conduct classroom walk-throughs	Coldren, Jeff	10/26/2015	Lesson plans and walk-through data	5/27/2016 weekly
G3.MA1	Analyze data from cross-curricular published products	Burkhead, Brenna	8/24/2015	Data reports and student work	5/27/2016 monthly
G3.B2.S1.MA1	When student work is analyzed, teachers will understand the value of standards based lessons through	Burkhead, Brenna	8/24/2015	Teacher discussion during PLCs and classroom walk through data	6/3/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	planning using the backward design model.				
G3.B2.S1.MA1	Coaches attend all PLC meetings.	DeBoer, Joanne	8/17/2015	PLC minutes, classroom walk through data, observations, and district visits	6/3/2016 weekly
G4.MA1	Analyze data from assessments and student work samples	Burkhead, Brenna	9/1/2014	Data reports and adjustments to instruction based on individual student needs	5/29/2015 biweekly
G4.B2.S1.MA1	When misconceptions decrease and student products are alligned to the depth intended in the standard.	Edwards, Heidi	8/17/2015	Student products and classroom walk through data	6/3/2016 weekly
G4.B2.S1.MA1	Coaches will attend all PLCs.	DeBoer, Joanne	8/17/2015	Teacher participation and classroom walk though data	6/3/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G3. Sorrento Elementary teachers will use backward design to ensure lessons are created to the full intent of the standards, impacting student performance in all subject areas, including ELA, Math, and Science.

G3.B2 Resistance to shift in pedagogy

G3.B2.S1 Through the PLC process, teachers will see the value in creating standards based lessons versus resources driving instruction.

PD Opportunity 1

PLCs meet weekly to deconstruct standards, choose resources, and anlayze student work.

Facilitator

CRT/Literacy Coach

Participants

All teachers K-5

Schedule

Weekly, from 8/17/2015 to 6/3/2016

G4. Sorrento Elementary teachers will collaborate on lesson presentation and student products to ensure instruction is presented to the depth intended in the standard, impacting student performance in all subject areas including ELA, Math, and Science.

G4.B2 Teacher misconceptions and expectations

G4.B2.S1 Through the PLC process teachers and coaches will deconstruct standards, create exemplar student products, and address any misconceptions.

PD Opportunity 1

During PLCs, coaches and teachers will discuss lesson outcomes and how students will demonstrate their understanding of the standards.

Facilitator

CRT/ Literacy Coach

Participants

All Teachers K-5

Schedule

Weekly, from 8/17/2015 to 6/3/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B2.S1.A1	Teachers will be trained by a Lake County School ILS.	$0.00
2	G2.B2.S1.A1	Enrichment teachers will implement lessons on the following: anti-bullying, cyber-bullying, and Too Good for Drugs. Guidance counselors will implement lessons on positive character traits.	$0.00
3	G3.B2.S1.A1	PLCs meet weekly to deconstruct standards, choose resources, and anlayze student work.	$0.00
4	G4.B2.S1.A1	During PLCs, coaches and teachers will discuss lesson outcomes and how students will demonstrate their understanding of the standards.	$0.00
		Total:	$0.00