Sorrento Elementary

2016-17 Schoolwide Improvement Plan

Sorrento Elementary

24605 WALLICK RD, Sorrento, FL 32776

https://sel.lake.k12.fl.us

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	No	58%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	35%

School Grades History

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

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Sorrento Elementary

DA Region and RED	DA Category and Turnaround Status
Central - [Lucinda Thompson](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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.

b. 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.

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.

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.

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.

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 and leadership team will assist in the facilitation of Positive Behavior Support established at Sorrento Elementary.

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.

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

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	20	10	14	6	11	10	0	0	0	0	0	0	0	71
One or more suspensions	1	2	1	3	0	4	0	0	0	0	0	0	0	11
Course failure in ELA or Math	15	7	4	4	0	1	0	0	0	0	0	0	0	31
Level 1 on statewide assessment	0	0	0	0	0	0	0	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	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	1	2	1	2	0	1	0	0	0	0	0	0	0	7

c. 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. Attendance Adventure is a new initiative at Sorrento Elementary. Each nine weeks students with no more than 1 absence, tardy, or check-out get to attend a celebration. 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.

B. Family and Community Engagement

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

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

No

1. PIP Link

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

2. 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.

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.

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.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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
Burkhead, Brenna	Principal
Edwards, Heidi	Instructional Coach
McGuire, Joanne	Instructional Coach
Pallitto, Stacy	School Counselor
Wakefield, Coco	Other
Whittaker, Lisa	School Counselor
Gagnon, William	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 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 MTSS 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 MTSS 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 MTSS 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 MTSS process for instruction. They assist and train teachers in the procedures of MTSS and oversee the progression of the MTSS 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.

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 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.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Kelli Staab	Parent
Jenny Rennard	Parent
Joanne DeBoer	Teacher
Brenna Burkhead	Principal
Leah Capeletti	Education Support Employee
Maria Tew	Parent

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

b. 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.

c. 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.

2. 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

Attendance Adventure - supplies to reward the students with exemplar attendance. Cost - approx $500.00

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
Edwards, Heidi	Instructional Coach
McGuire, 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

b. Duties

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

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

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

1. 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.

2. 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.

3. 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.

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.

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.

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.

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.

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:

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

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.

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.

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.

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"Â? 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.   Sorrento Elementary will utilize early warning signs data to increase attendance, positive student behaviors, and maintain a safe supportive environment for all students.

G2.   Sorrento Elementary will establish high expectations where teachers will understand, plan, deliver, and differentiate standards based instruction in all content areas for all students.

Strategic Goals Detail

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

G1. Sorrento Elementary will utilize early warning signs data to increase attendance, positive student behaviors, and maintain a safe supportive environment for all students. 1a

G086842

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	
FSA Mathematics Achievement	
Attendance rate	

Targeted Barriers to Achieving the Goal 3

- Culture of accepted tardies and check-outs that are excessive
- Culture of accepted absences that are excessive including prearranged absences
- Lack of consistant school-wide strategies for PBS system

Resources Available to Help Reduce or Eliminate the Barriers 2

- Administrators, PBS team, EWS data, MTSS, ESE Specialist, SAC, Academic Progress Monitoring Data

Plan to Monitor Progress Toward G1. 8

Data analysis of number of participants in Attendance Adventure

Person Responsible

William Gagnon

Schedule

Quarterly, from 10/3/2016 to 5/24/2017

Evidence of Completion

Increase in the number of students attending Incentive Program

G2. Sorrento Elementary will establish high expectations where teachers will understand, plan, deliver, and differentiate standards based instruction in all content areas for all students. `1a`

🔍 G086843

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	
FSA Mathematics Achievement	
Statewide Science Assessment Achievement	

Targeted Barriers to Achieving the Goal `3`

- Inconsistent use and limited teacher knowledge in best practices for standards based instruction in all content areas

- Teacher confidence in current strategies for instruction causing a resistance to shift in pedagogy

- Teacher misconception in expectations of student product do not meet the depth of standards

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Administrators, Literacy Coach, CRT, district blue prints, test item specs, collaborative planning structure, progress monitoring data, district PD, CWT/targeted feedback data

Plan to Monitor Progress Toward G2. `8`

progress monitoring data

Person Responsible
Brenna Burkhead

Schedule
Monthly, from 9/1/2016 to 5/24/2017

Evidence of Completion
students performing at grade level in progress monitoring tools will increase

Plan to Monitor Progress Toward G2. `8`

TEAM

Person Responsible
Brenna Burkhead

Schedule
Quarterly, from 10/3/2016 to 5/24/2017

Evidence of Completion
At least 90% teachers will be effective in DQ 2,3, and 4

Plan to Monitor Progress Toward G2. 8

Monitor grades on student products

Person Responsible
Heidi Edwards

Schedule
Monthly, from 9/1/2016 to 5/19/2017

Evidence of Completion
increase in students recieving As on student products

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 utilize early warning signs data to increase attendance, positive student behaviors, and maintain a safe supportive environment for all students. [1]

🔑 G086842

G1.B1 Culture of accepted tardies and check-outs that are excessive [2]

🔑 B230868

G1.B1.S1 Tardy trackers on classroom doors that will be monitored weekly to acknowledge progress towards our goal of limited tardies [4]

🔑 S243575

Strategy Rationale

It tardy trackers are placed on doors, then student will take ownership as a class for arriving on time and tardies will decrease

Action Step 1 [5]

Tardy trackers will be placed on classroom doors to record the number of days without tardies, promoting on-time arrival

Person Responsible

William Gagnon

Schedule

Daily, from 9/1/2016 to 5/24/2017

Evidence of Completion

Posted tardy tracker on doors

Action Step 2 [5]

Leader board in common area to acknowledge classroom progress by arriving on time

Person Responsible

Stacy Pallitto

Schedule

Monthly, from 10/3/2016 to 5/24/2017

Evidence of Completion

Board posted in common area

Action Step 3 `5`

Attendance Adventure

> ### Person Responsible
>
> William Gagnon
>
> ### Schedule
>
> Quarterly, from 9/1/2016 to 5/24/2017
>
> ### *Evidence of Completion*
>
> Incentive event schedule

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

Gather weekly data to announce on morning announcements

> ### Person Responsible
>
> Brenna Burkhead
>
> ### Schedule
>
> Weekly, from 9/1/2016 to 5/24/2017
>
> ### *Evidence of Completion*
>
> Data on spreadsheet will improve

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

Data check to determine monthly progress towards decrease in tardies and check-outs

> ### Person Responsible
>
> William Gagnon
>
> ### Schedule
>
> Monthly, from 10/3/2016 to 5/24/2017
>
> ### *Evidence of Completion*
>
> Data of tardies will decrease

G1.B2 Culture of accepted absences that are excessive including prearranged absences 2

🔑 B230869

G1.B2.S1 Absence Tracker on classroom doors that will be monitored weekly to acknowledge progress towards goal of limited absences 4

🔑 S243577

Strategy Rationale

If absence trackers are placed on doors, then students will take ownership as a class for arriving on time and absences will decrease

Action Step 1 5

Absence trackers will be placed on classroom doors to monitor number of days with no absences promoting student attendance

Person Responsible

William Gagnon

Schedule

Daily, from 9/1/2016 to 5/24/2017

Evidence of Completion

tracker on doors

Action Step 2 5

Leader boards will be placed in common areas to recognize progress towards goal

Person Responsible

William Gagnon

Schedule

Monthly, from 9/1/2016 to 5/24/2017

Evidence of Completion

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

Weekly gathering of data to announce on morning announcements

Person Responsible

Brenna Burkhead

Schedule

Weekly, from 9/1/2016 to 5/24/2017

Evidence of Completion

Classroom walkthoughs, assessment data, and student artifacts

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

Data check to determine monthly progress towards decrease in number of abscences

Person Responsible

William Gagnon

Schedule

Monthly, from 9/1/2016 to 5/24/2017

Evidence of Completion

data showing decrease in absences

G1.B2.S2 Absence incentive program that will take place quarterly to reward students that have exemplar attendance 4

🔑 S243578

Strategy Rationale

If absences decrease because of incentive program in place, then students will increase academic instruction time on task

Action Step 1 5

Students will be rewarded for perfect attendance with activities and games with the opportunity to win prizes

Person Responsible

William Gagnon

Schedule

Quarterly, from 9/5/2016 to 5/24/2017

Evidence of Completion

Attendance charts, EWS data

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Data will be collected and students who qualify will receive an invitation to Attendance Adventure

Person Responsible

William Gagnon

Schedule

Quarterly, from 9/5/2016 to 5/24/2017

Evidence of Completion

Data, Attendance Adventure rotation map, and rotation supplies

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 `7`

Data collection to see if there is a decrease in absences

Person Responsible

William Gagnon

Schedule

Quarterly, from 10/3/2016 to 5/24/2017

Evidence of Completion

Attendance data

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 `7`

Data collection to see if there is a decrease in absences

Person Responsible

William Gagnon

Schedule

Quarterly, from 10/3/2016 to 5/24/2017

Evidence of Completion

Attendance data

G1.B3 Lack of consistant school-wide strategies for PBS system 2

🔑 B230870

G1.B3.S1 School-wide system for monitoring student behavior that will be consistent with common language 4

🔑 S243579

Strategy Rationale

If we put in place clearly defined protocols for high expectations of student behavior then student behavior will improve

Action Step 1 5

Establish school-wide expectations so there is common language among teachers, students, and parents of school's high expectations

Person Responsible

William Gagnon

Schedule

On 9/1/2016

Evidence of Completion

PBS committee sign-in sheet, Faculty meeting agenda/sign-in sheet

Action Step 2 5

Establish teacher incentives to promote teacher participation and consistency across the faculty

Person Responsible

William Gagnon

Schedule

Monthly, from 10/3/2016 to 5/24/2017

Evidence of Completion

list of chosen participants displayed in common area

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Common plan for PBS

Person Responsible

William Gagnon

Schedule

Monthly, from 9/1/2016 to 5/24/2017

Evidence of Completion

PBS surveys/reports

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Monthly PBS meetings to discuss referrals and student behavior report data

Person Responsible

William Gagnon

Schedule

Monthly, from 9/1/2016 to 5/24/2017

Evidence of Completion

PBS surveys/reports

G2. Sorrento Elementary will establish high expectations where teachers will understand, plan, deliver, and differentiate standards based instruction in all content areas for all students. [1]

🔑 G086843

G2.B1 Inconsistent use and limited teacher knowledge in best practices for standards based instruction in all content areas [2]

🔑 B230871

G2.B1.S1 Implement weekly common planning to ensure delivery of standards based instruction [4]

🔑 S243581

Strategy Rationale

If implementation of common planning takes place weekly then delivery of standards based instruction will occur

Action Step 1 [5]

Common Planning System including schedule, norms, and protocols

Person Responsible

Joanne McGuire

Schedule

Weekly, from 8/29/2016 to 5/19/2017

Evidence of Completion

planning schedule, norms, list of protocol

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

Classroom walkthroughs

Person Responsible

Brenna Burkhead

Schedule

Weekly, from 8/29/2016 to 5/24/2017

Evidence of Completion

Google document of trend data

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

Data analysis of Progress Monitoring of reading data

Person Responsible

Brenna Burkhead

Schedule

Monthly, from 9/30/2016 to 5/19/2017

Evidence of Completion

increase in student performance in istation

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

Data anlaysis of Progress Monitoring of math data (beginning, middle, and end of year)

Person Responsible

Brenna Burkhead

Schedule

Quarterly, from 9/30/2016 to 5/12/2017

Evidence of Completion

increase in student performance in iready

G2.B2 Teacher confidence in current strategies for instruction causing a resistance to shift in pedagogy 2

🔑 B230872

G2.B2.S1 Use of PLC process to assist teachers in seeing the value of creating standards based lessons verses textbook driven instruction 4

🔑 S243582

Strategy Rationale

If the use of the PLC process takes place then high expectations among teachers in standards based instruction will be met.

Action Step 1 5

Scheduled weekly PLCs focused on analyzing lessons to insure standards drive instruction

Person Responsible

Joanne McGuire

Schedule

Weekly, from 8/26/2016 to 5/19/2017

Evidence of Completion

CWT data, sign-in sheets, student data

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

Monitoring of weekly PLC meetings

Person Responsible

Brenna Burkhead

Schedule

Weekly, from 9/1/2016 to 5/19/2017

Evidence of Completion

CWT data showing an increase in standards based instruction

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

Data analysis of Progress Monitoring

Person Responsible

Brenna Burkhead

Schedule

Quarterly, from 9/30/2016 to 5/19/2017

Evidence of Completion

Increase in student achievement

G2.B3 Teacher misconception in expectations of student product do not meet the depth of standards `2`
🔑 B230873

G2.B3.S1 Teachers will create exemplars to compare to student work, address misconceptions and inconsistency in teacher expectations `4`
🔑 S243583

Strategy Rationale

If teachers create exemplars to compare to student work, then expectations of student performance will be consistant

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

Joanne McGuire

Schedule

Monthly, from 9/1/2016 to 5/19/2017

Evidence of Completion

composed exemplars, low, middle, and high student exemplars for comparison

Plan to Monitor Fidelity of Implementation of G2.B3.S1 `6`

Weekly PLCs

Person Responsible

Heidi Edwards

Schedule

Weekly, from 9/1/2016 to 5/19/2017

Evidence of Completion

Increase in exemplar student product

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 `7`

Monitor student product for reading based on classroom grades

Person Responsible

Brenna Burkhead

Schedule

Monthly, from 10/3/2016 to 5/19/2017

Evidence of Completion

increase in grades on student product

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 `7`

iready progress monitoring

Person Responsible

Joanne McGuire

Schedule

Quarterly, from 10/3/2016 to 5/12/2017

Evidence of Completion

increase in student performance in iready

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B3.S1.A1 🔑 A315136	Establish school-wide expectations so there is common language among teachers, students, and...	Gagnon, William	9/1/2016	PBS committee sign-in sheet, Faculty meeting agenda/sign-in sheet	9/1/2016 one-time
G2.B1.S1.MA3 🔑 M326619	Data anlaysis of Progress Monitoring of math data (beginning, middle, and end of year)	Burkhead, Brenna	9/30/2016	increase in student performance in iready	5/12/2017 quarterly
G2.B3.S1.MA3 🔑 M326624	iready progress monitoring	McGuire, Joanne	10/3/2016	increase in student performance in iready	5/12/2017 quarterly
G2.MA3 🔑 M326628	Monitor grades on student products	Edwards, Heidi	9/1/2016	increase in students recieving As on student products	5/19/2017 monthly
G2.B1.S1.MA1 🔑 M326618	Data analysis of Progress Monitoring of reading data	Burkhead, Brenna	9/30/2016	increase in student performance in istation	5/19/2017 monthly
G2.B1.S1.A1 🔑 A315138	Common Planning System including schedule, norms, and protocols	McGuire, Joanne	8/29/2016	planning schedule, norms, list of protocol	5/19/2017 weekly
G2.B2.S1.MA1 🔑 M326621	Data analysis of Progress Monitoring	Burkhead, Brenna	9/30/2016	Increase in student achievement	5/19/2017 quarterly
G2.B2.S1.MA1 🔑 M326622	Monitoring of weekly PLC meetings	Burkhead, Brenna	9/1/2016	CWT data showing an increase in standards based instruction	5/19/2017 weekly
G2.B2.S1.A1 🔑 A315139	Scheduled weekly PLCs focused on analyzing lessons to insure standards drive instruction	McGuire, Joanne	8/26/2016	CWT data, sign-in sheets, student data	5/19/2017 weekly
G2.B3.S1.MA1 🔑 M326623	Monitor student product for reading based on classroom grades	Burkhead, Brenna	10/3/2016	increase in grades on student product	5/19/2017 monthly
G2.B3.S1.MA1 🔑 M326625	Weekly PLCs	Edwards, Heidi	9/1/2016	Increase in exemplar student product	5/19/2017 weekly
G2.B3.S1.A1 🔑 A315140	During PLCs coaches and teachers will discuss lesson outcomes and how students will demonstrate...	McGuire, Joanne	9/1/2016	composed exemplars, low, middle, and high student exemplars for comparison	5/19/2017 monthly
G1.MA1 🔑 M326617	Data analysis of number of participants in Attendance Adventure	Gagnon, William	10/3/2016	Increase in the number of students attending Incentive Program	5/24/2017 quarterly
G2.MA1 🔑 M326626	progress monitoring data	Burkhead, Brenna	9/1/2016	students performing at grade level in progress monitoring tools will increase	5/24/2017 monthly
G2.MA2 🔑 M326627	TEAM	Burkhead, Brenna	10/3/2016	At least 90% teachers will be effective in DQ 2,3, and 4	5/24/2017 quarterly
G1.B1.S1.MA1 🔑 M326608	Data check to determine monthly progress towards decrease in tardies and check-outs	Gagnon, William	10/3/2016	Data of tardies will decrease	5/24/2017 monthly
G1.B1.S1.MA1 🔑 M326609	Gather weekly data to announce on morning announcements	Burkhead, Brenna	9/1/2016	Data on spreadsheet will improve	5/24/2017 weekly
G1.B1.S1.A1 🔑 A315129	Tardy trackers will be placed on classroom doors to record the number of days without tardies,...	Gagnon, William	9/1/2016	Posted tardy tracker on doors	5/24/2017 daily
G1.B1.S1.A2 🔑 A315130	Leader board in common area to acknowledge classroom progress by arriving on time	Pallitto, Stacy	10/3/2016	Board posted in common area	5/24/2017 monthly
G1.B1.S1.A3 🔑 A315131	Attendance Adventure	Gagnon, William	9/1/2016	Incentive event schedule	5/24/2017 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.MA1 M326610	Data check to determine monthly progress towards decrease in number of abscences	Gagnon, William	9/1/2016	data showing decrease in absences	5/24/2017 monthly
G1.B2.S1.MA1 M326611	Weekly gathering of data to announce on morning announcements	Burkhead, Brenna	9/1/2016	Classroom walkthoughs, assessment data, and student artifacts	5/24/2017 weekly
G1.B2.S1.A1 A315133	Absence trackers will be placed on classroom doors to monitor number of days with no absences...	Gagnon, William	9/1/2016	tracker on doors	5/24/2017 daily
G1.B2.S1.A2 A315134	Leader boards will be placed in common areas to recognize progress towards goal	Gagnon, William	9/1/2016		5/24/2017 monthly
G1.B3.S1.MA1 M326615	Monthly PBS meetings to discuss referrals and student behavior report data	Gagnon, William	9/1/2016	PBS surveys/reports	5/24/2017 monthly
G1.B3.S1.MA1 M326616	Common plan for PBS	Gagnon, William	9/1/2016	PBS surveys/reports	5/24/2017 monthly
G1.B3.S1.A2 A315137	Establish teacher incentives to promote teacher participation and consistency across the faculty	Gagnon, William	10/3/2016	list of chosen participants displayed in common area	5/24/2017 monthly
G2.B1.S1.MA1 M326620	Classroom walkthroughs	Burkhead, Brenna	8/29/2016	Google document of trend data	5/24/2017 weekly
G1.B2.S2.MA1 M326612	Data collection to see if there is a decrease in absences	Gagnon, William	10/3/2016	Attendance data	5/24/2017 quarterly
G1.B2.S2.MA1 M326613	Data collection to see if there is a decrease in absences	Gagnon, William	10/3/2016	Attendance data	5/24/2017 quarterly
G1.B2.S2.MA1 M326614	Data will be collected and students who qualify will receive an invitation to Attendance Adventure	Gagnon, William	9/5/2016	Data, Attendance Adventure rotation map, and rotation supplies	5/24/2017 quarterly
G1.B2.S2.A1 A315135	Students will be rewarded for perfect attendance with activities and games with the opportunity to...	Gagnon, William	9/5/2016	Attendance charts, EWS data	5/24/2017 quarterly

V. Professional Development Opportunities

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

G2. Sorrento Elementary will establish high expectations where teachers will understand, plan, deliver, and differentiate standards based instruction in all content areas for all students.

G2.B1 Inconsistent use and limited teacher knowledge in best practices for standards based instruction in all content areas

G2.B1.S1 Implement weekly common planning to ensure delivery of standards based instruction

PD Opportunity 1

Common Planning System including schedule, norms, and protocols

Facilitator

Coaches

Participants

Teachers participate in lesson study with in common planning

Schedule

Weekly, from 8/29/2016 to 5/19/2017

G2.B2 Teacher confidence in current strategies for instruction causing a resistance to shift in pedagogy

G2.B2.S1 Use of PLC process to assist teachers in seeing the value of creating standards based lessons verses textbook driven instruction

PD Opportunity 1

Scheduled weekly PLCs focused on analyzing lessons to insure standards drive instruction

Facilitator

Coaches

Participants

Coaching and Mentoring for PD as needed

Schedule

Weekly, from 8/26/2016 to 5/19/2017

VI. Technical Assistance Items

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

		VII. Budget	
1	G1.B1.S1.A1	Tardy trackers will be placed on classroom doors to record the number of days without tardies, promoting on-time arrival	$0.00
2	G1.B1.S1.A2	Leader board in common area to acknowledge classroom progress by arriving on time	$0.00
3	G1.B1.S1.A3	Attendance Adventure	$0.00
4	G1.B2.S1.A1	Absence trackers will be placed on classroom doors to monitor number of days with no absences promoting student attendance	$0.00
5	G1.B2.S1.A2	Leader boards will be placed in common areas to recognize progress towards goal	$0.00
6	G1.B2.S2.A1	Students will be rewarded for perfect attendance with activities and games with the opportunity to win prizes	$0.00
7	G1.B3.S1.A1	Establish school-wide expectations so there is common language among teachers, students, and parents of school's high expectations	$0.00
8	G1.B3.S1.A2	Establish teacher incentives to promote teacher participation and consistency across the faculty	$0.00
9	G2.B1.S1.A1	Common Planning System including schedule, norms, and protocols	$0.00
10	G2.B2.S1.A1	Scheduled weekly PLCs focused on analyzing lessons to insure standards drive instruction	$0.00
11	G2.B3.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