

Sorrento Elementary



2017-18 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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	64%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	39%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	C	B*	A

**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 that has a school grade of D or F.

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

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

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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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Sorrento Elementary

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	- 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 enriching 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 each 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. Students are made aware of the bullying reporting forms by their classroom teachers and know they can report issues anonymously at the front office. Students are also taught to take ownership of school safety and report issues that are out of the ordinary. These lessons are reinforced in their school media class.

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. School guidance counselors conduct classroom lessons to support character and social development. One school guidance counselor is part of district-level team that is continuing to refine our school counseling framework. That framework is followed on our campus. School guidance counselors work with local outside support agencies and provide parents with contact information as needed to assure students social and physical needs are being met.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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. This information includes monitoring chronic absenteeism, discipline issues which are determined by out of school referrals, retention concerns, as well as student performance measures such as progress monitoring data and state wide standard assessments. We also look as students individual needs and program placement. Data chats are held with every teacher quarterly to discuss concerns. Teachers fill out data form to track information. Instruction and small group placement are adjusted accordingly.

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 an 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP 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 Data Chats, and Parent Conferences. Parents also have access to their child's attendance and grades through Skyward. ELL is a considerable portion of our student makeup. We assure that our SAC membership reflects this match. Their input in valuable to assist in driving our SIP. We encourage our ELL parents to attend school functions and assure that translation is provided for accurate communication. This take place through written communication as well.

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

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 school Principal monitors both ESE students and students receiving 504 accommodations. 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 as well as ELL Coordinator. 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
Brenna Burkhead	Principal
Joanne McGuire	Teacher
James Capeletti	Parent
Elizabeth Feld	Parent
Melinda Rodriguez	Business/Community
Sandy Armstrong	Education Support Employee
Liz Henderson	Parent
Tawnya Adkisson	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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The SAC is an active part of our School Improvement plan. During the 2016-2017 school year they were presented our plan for review before turning in to the district office. They finalized our edited plan for submission and voted for final approval that was submitted to the Department of Education.

b. Development of this school improvement plan

The SIP is shared with SAC through a power point presentation. Suggestions for editing were provided from our SAC and changes were made if needed. SAC voted on approval of 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 looks 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. These were the only allocated funds included. We will begin including SAI and Collaborative funds as a part of our SIP,

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
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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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 grade 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. In addition, Collaborative funds provide the opportunity for intensive planning twice a year for focused planning for that semester.

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: Weekend Program

Minutes added to school year:

Teachers will meet to collaboratively plan core academic instruction.

Strategy Rationale

Teachers will assure students needs are being met through data analysis which will drive lesson plan creation. Teachers will determine areas of focus to assure supports are in place for both struggling students as well as high performers. Teachers will ensure lesson plans reflect standards based instruction to the full intent.

Strategy Purpose(s)

- Core Academic Instruction
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Burkhead, Brenna, burkheadb@lake.k12.fl.us

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

Progress monitoring data (i-ready/LSAs) FSA growth data

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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. The ESE Specialists articulate for students that will be transitioning into self-contained classrooms. Fifth grade teachers articulate with 6th grade teachers, providing outgoing data for students.

b. College and Career Readiness

- 1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**
- 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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Sorrento Elementary will target all students, including our under-performing students as well as our high performing students, to ensure adequate academic growth is made in all areas through strategic intervention and acceleration.
- G2.** Sorrento Elementary will promote a positive school-wide culture and climate by utilizing early warning signs data to increase attendance and positive student behaviors.
- G3.** Sorrento Elementary will establish high expectations where teachers will understand, plan, deliver, and differentiate standards based instruction using authentic literacy 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 target all students, including our under-performing students as well as our high performing students, to ensure adequate academic growth is made in all areas through strategic intervention and acceleration. 1a

G097919

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	64.0
ELA/Reading Lowest 25% Gains	52.0
FSA ELA Achievement	70.0
Math Gains	64.0
FSA Mathematics Achievement	73.0
Math Lowest 25% Gains	50.0
Statewide Science Assessment Achievement	62.0

Targeted Barriers to Achieving the Goal 3

- Learning gaps in under performing students
- Difficulty of meeting the various needs of our high performing students

Resources Available to Help Reduce or Eliminate the Barriers 2

- Data (Progress Monitoring, Diagnostics, LSA's)
- PAWS groups
- Literacy Coach and CRT

Plan to Monitor Progress Toward G1. 8

Assessments from i-Ready and LSA's will be collected and analyzed during leadership meetings, common planning, and teacher data chats.

Person Responsible

Brenna Burkhead

Schedule

Every 6 Weeks, from 11/1/2017 to 4/9/2018

Evidence of Completion

Data reports and an increase in student achievement.

G2. Sorrento Elementary will promote a positive school-wide culture and climate by utilizing early warning signs data to increase attendance and positive student behaviors. 1a

G097920

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	70.0
FSA Mathematics Achievement	73.0
Attendance rate	

Targeted Barriers to Achieving the Goal 3

- Culture of accepted tardies, check-outs, and absences that are excessive
- Lack of consistent school-wide strategies for PBS system

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G2. 8

Data analysis of number of participants in Attendance Adventure

Person Responsible

William Gagnon

Schedule

Quarterly, from 10/20/2017 to 5/18/2018

Evidence of Completion

Increase in the number of students attending Incentive Program

G3. Sorrento Elementary will establish high expectations where teachers will understand, plan, deliver, and differentiate standards based instruction using authentic literacy in all content areas for all students. 1a

G097921

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	70.0
FSA Mathematics Achievement	73.0
Statewide Science Assessment Achievement	62.0

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 and CRT
- District Blue Prints
- Test Item Specs
- Collaborative planning structure
- Progress Monitoring Data
- District PD
- CWT/targeted feedback data

Plan to Monitor Progress Toward G3. 8

Progress monitoring data

Person Responsible

Brenna Burkhead

Schedule

Monthly, from 10/2/2017 to 4/30/2018

Evidence of Completion

students performing at grade level in progress monitoring tools will increase

Plan to Monitor Progress Toward G3. 8

TEAM

Person Responsible

Brenna Burkhead

Schedule

Quarterly, from 10/2/2017 to 5/18/2018

Evidence of Completion

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

Plan to Monitor Progress Toward G3. 8

Monitor grades on student products

Person Responsible

Heidi Edwards

Schedule

Monthly, from 9/29/2017 to 5/18/2018

Evidence of Completion

increase in students receiving 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 target all students, including our under-performing students as well as our high performing students, to ensure adequate academic growth is made in all areas through strategic intervention and acceleration. **1**

 **G097919**

G1.B1 Learning gaps in under performing students **2**

 **B263264**

G1.B1.S1 We will continue PAWS groups 4 days a week for strategic intervention focused on specific needs. **4**

 **S278815**

Strategy Rationale

If we continue, monitor, and adjust our PAWS groups, student deficits will decrease and student achievement will increase based on various data sources.

Action Step 1 **5**

Create PAWS groups based on data analysis.

Person Responsible

Heidi Edwards

Schedule

Every 6 Weeks, from 10/2/2017 to 5/24/2018

Evidence of Completion

Data sheets, schedule, student performance

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

Administrators will attend PAWS planning groups quarterly and will conduct classroom walk-throughs weekly during PAWS

Person Responsible

Brenna Burkhead

Schedule

Weekly, from 10/2/2017 to 5/24/2018

Evidence of Completion

Classroom walk-through monitoring tool

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

Leadership will conduct classroom walk-throughs and analyze student data.

Person Responsible

Brenna Burkhead

Schedule

Weekly, from 10/9/2017 to 5/24/2018

Evidence of Completion

Classroom walk-through data and student data reports.

G1.B2 Difficulty of meeting the various needs of our high performing students **2**

 B263265

G1.B2.S1 We will continue PAWS groups 4 days a week for strategic acceleration for our high performing students. **4**

 S278816

Strategy Rationale

If we continue, monitor, and adjust our PAWS groups, our high performing students will make learning gains based on various data sources.

Action Step 1 **5**

Create PAWS groups based on data analysis.

Person Responsible

Joanne McGuire

Schedule

Every 6 Weeks, from 10/2/2017 to 5/24/2018

Evidence of Completion

Data sheets, schedule, student performance

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

Administrators will attend PAWS planning groups and will conduct classroom walk-throughs during PAWS

Person Responsible

Brenna Burkhead

Schedule

Weekly, from 10/2/2017 to 5/24/2018

Evidence of Completion

Classroom walk-through monitoring tool

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

Leadership will conduct classroom walk-throughs and analyze student data.

Person Responsible

Brenna Burkhead


Schedule

Weekly, from 10/9/2017 to 5/24/2018

Evidence of Completion

Classroom walk-through data and student data reports.

G2. Sorrento Elementary will promote a positive school-wide culture and climate by utilizing early warning signs data to increase attendance and positive student behaviors. 1

 G097920

G2.B1 Culture of accepted tardies, check-outs, and absences that are excessive 2

 B263266

G2.B1.S1 Attendance incentive program that will take place quarterly to reward students that have exemplar attendance 4

 S278817

Strategy Rationale

If absences/tardies decrease because of incentive program in place, then students will increase academic instruction and 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 10/20/2017 to 5/18/2018

Evidence of Completion

EWS data

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

Data will be collected at the end of each quarter and students who qualify will receive an invitation to Attendance Adventure. Administration will monitor chronic absences and will meet with parents to develop an attendance contract.

Person Responsible

William Gagnon

Schedule

Quarterly, from 10/20/2017 to 5/18/2018

Evidence of Completion

Data, Attendance Adventure rotation map, and rotation supplies

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

Data collection to see if there is a decrease in absences

Person Responsible

William Gagnon

Schedule

Quarterly, from 10/20/2017 to 5/18/2018

Evidence of Completion

Attendance data

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

Data collection to see if there is a decrease in absences

Person Responsible

William Gagnon

Schedule

Quarterly, from 10/20/2017 to 5/18/2018

Evidence of Completion

Attendance data

G2.B2 Lack of consistant school-wide strategies for PBS system **2**

 B263267

G2.B2.S1 School-wide system for monitoring student behavior that will be consistent with common language **4**

 S278818

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

Daily, from 8/10/2017 to 5/24/2018

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 8/3/2017 to 5/24/2018

Evidence of Completion

List of chosen participants displayed in common area

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

Common plan for PBS

Person Responsible

William Gagnon

Schedule

Monthly, from 8/3/2017 to 5/24/2018

Evidence of Completion

PBS surveys/reports

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

Monthly PBS meetings to discuss referrals and student behavior report data

Person Responsible

William Gagnon

Schedule

Monthly, from 9/6/2017 to 5/16/2018

Evidence of Completion

PBS surveys/reports

G3. Sorrento Elementary will establish high expectations where teachers will understand, plan, deliver, and differentiate standards based instruction using authentic literacy in all content areas for all students. 1

G097921

G3.B1 Inconsistent use and limited teacher knowledge in best practices for standards based instruction in all content areas 2

B263268

G3.B1.S1 Implement weekly common planning to ensure delivery of standards based instruction and the utilization of authentic literacy to ensure students think, write, read and talk. 4

S278820

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 8/21/2017 to 5/14/2018

Evidence of Completion

planning schedule, norms, list of protocol

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

Classroom walkthroughs

Person Responsible

Brenna Burkhead

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Classroom walk-through data

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

Data analysis of Progress Monitoring of reading data

Person Responsible

Brenna Burkhead

Schedule

Monthly, from 10/2/2017 to 4/30/2018

Evidence of Completion

increase in student performance in iReady Reading

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

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

Person Responsible

Brenna Burkhead

Schedule

Quarterly, from 10/2/2017 to 4/30/2018

Evidence of Completion

increase in student performance in iReady Math

G3.B2 Teacher confidence in current strategies for instruction causing a resistance to shift in pedagogy **2**

 B263269

G3.B2.S1 Use of PLC process to assist teachers in seeing the value of creating standards based lessons verses textbook driven instruction **4**

 S278821

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 8/21/2017 to 5/21/2018

Evidence of Completion

CWT data, sign-in sheets, student data

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

Monitoring of weekly PLC meetings

Person Responsible

Brenna Burkhead

Schedule

Weekly, from 8/28/2017 to 5/21/2018

Evidence of Completion

CWT data showing an increase in standards based instruction

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

Data analysis of Progress Monitoring

Person Responsible

Brenna Burkhead

Schedule

Quarterly, from 10/2/2017 to 4/30/2018

Evidence of Completion

Increase in student achievement

G3.B3 Teacher misconception in expectations of student product do not meet the depth of standards 2

 B263270

G3.B3.S1 Teachers will create exemplars to compare to student work, address misconceptions and inconsistency in teacher expectations 4

 S278822

Strategy Rationale

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

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 8/21/2017 to 5/18/2018

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Weekly PLCs

Person Responsible

Heidi Edwards

Schedule

Weekly, from 9/4/2017 to 5/14/2018

Evidence of Completion

Increase in exemplar student product

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Monitor student product for reading based on classroom grades

Person Responsible

Brenna Burkhead

Schedule

Monthly, from 10/2/2017 to 5/14/2018

Evidence of Completion

increase in grades on student product

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

iready progress monitoring

Person Responsible

Joanne McGuire





















Schedule

Quarterly, from 10/2/2017 to 4/30/2018











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
2018					
G1.MA1  M406008	Assessments from i-Ready and LSA's will be collected and analyzed during leadership meetings,...	Burkhead, Brenna	11/1/2017	Data reports and an increase in student achievement.	4/9/2018 every-6-weeks
G3.MA1  M406023	Progress monitoring data	Burkhead, Brenna	10/2/2017	students performing at grade level in progress monitoring tools will increase	4/30/2018 monthly
G3.B1.S1.MA1  M406015	Data analysis of Progress Monitoring of reading data	Burkhead, Brenna	10/2/2017	increase in student performance in iReady Reading	4/30/2018 monthly
G3.B1.S1.MA3  M406016	Data analysis of Progress Monitoring of math data (beginning, middle, and end of year)	Burkhead, Brenna	10/2/2017	increase in student performance in iReady Math	4/30/2018 quarterly
G3.B2.S1.MA1  M406018	Data analysis of Progress Monitoring	Burkhead, Brenna	10/2/2017	Increase in student achievement	4/30/2018 quarterly
G3.B3.S1.MA3  M406021	iReady progress monitoring	McGuire, Joanne	10/2/2017	increase in student performance in iReady	4/30/2018 quarterly
G3.B1.S1.A1  A375682	Common Planning System including schedule, norms, and protocols	McGuire, Joanne	8/21/2017	planning schedule, norms, list of protocol	5/14/2018 weekly
G3.B3.S1.MA1  M406020	Monitor student product for reading based on classroom grades	Burkhead, Brenna	10/2/2017	increase in grades on student product	5/14/2018 monthly
G3.B3.S1.MA1  M406022	Weekly PLCs	Edwards, Heidi	9/4/2017	Increase in exemplar student product	5/14/2018 weekly
G2.B2.S1.MA1  M406012	Monthly PBS meetings to discuss referrals and student behavior report data	Gagnon, William	9/6/2017	PBS surveys/reports	5/16/2018 monthly
G2.MA1  M406014	Data analysis of number of participants in Attendance Adventure	Gagnon, William	10/20/2017	Increase in the number of students attending Incentive Program	5/18/2018 quarterly
G3.MA2  M406024	TEAM	Burkhead, Brenna	10/2/2017	At least 90% of teachers will be effective in DQ 2,3, and 4	5/18/2018 quarterly
G3.MA3  M406025	Monitor grades on student products	Edwards, Heidi	9/29/2017	increase in students receiving As on student products	5/18/2018 monthly
G2.B1.S1.MA1  M406009	Data collection to see if there is a decrease in absences	Gagnon, William	10/20/2017	Attendance data	5/18/2018 quarterly
G2.B1.S1.MA1  M406010	Data collection to see if there is a decrease in absences	Gagnon, William	10/20/2017	Attendance data	5/18/2018 quarterly
G2.B1.S1.MA1  M406011	Data will be collected at the end of each quarter and students who qualify will receive an...	Gagnon, William	10/20/2017	Data, Attendance Adventure rotation map, and rotation supplies	5/18/2018 quarterly
G2.B1.S1.A1  A375679	Students will be rewarded for perfect attendance with activities and games with the opportunity to...	Gagnon, William	10/20/2017	EWS data	5/18/2018 quarterly
G3.B3.S1.A1  A375684	During PLCs coaches and teachers will discuss lesson outcomes and how students will demonstrate...	McGuire, Joanne	8/21/2017	composed exemplars, low, middle, and high student exemplars for comparison	5/18/2018 monthly
G3.B2.S1.MA1  M406019	Monitoring of weekly PLC meetings	Burkhead, Brenna	8/28/2017	CWT data showing an increase in standards based instruction	5/21/2018 weekly
G3.B2.S1.A1  A375683	Scheduled weekly PLCs focused on analyzing lessons to insure standards drive instruction	McGuire, Joanne	8/21/2017	CWT data, sign-in sheets, student data	5/21/2018 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.MA1  M406004	Leadership will conduct classroom walk-throughs and analyze student data.	Burkhead, Brenna	10/9/2017	Classroom walk-through data and student data reports.	5/24/2018 weekly
G1.B1.S1.MA1  M406005	Administrators will attend PAWS planning groups quarterly and will conduct classroom walk-throughs...	Burkhead, Brenna	10/2/2017	Classroom walk-through monitoring tool	5/24/2018 weekly
G1.B1.S1.A1  A375677	Create PAWS groups based on data analysis.	Edwards, Heidi	10/2/2017	Data sheets, schedule, student performance	5/24/2018 every-6-weeks
G1.B2.S1.MA1  M406006	Leadership will conduct classroom walk-throughs and analyze student data.	Burkhead, Brenna	10/9/2017	Classroom walk-through data and student data reports.	5/24/2018 weekly
G1.B2.S1.MA1  M406007	Administrators will attend PAWS planning groups and will conduct classroom walk-throughs during PAWS	Burkhead, Brenna	10/2/2017	Classroom walk-through monitoring tool	5/24/2018 weekly
G1.B2.S1.A1  A375678	Create PAWS groups based on data analysis.	McGuire, Joanne	10/2/2017	Data sheets, schedule, student performance	5/24/2018 every-6-weeks
G2.B2.S1.MA1  M406013	Common plan for PBS	Gagnon, William	8/3/2017	PBS surveys/reports	5/24/2018 monthly
G2.B2.S1.A1  A375680	Establish school-wide expectations so there is common language among teachers, students, and...	Gagnon, William	8/10/2017	PBS committee sign-in sheet, Faculty meeting agenda/sign-in sheet	5/24/2018 daily
G2.B2.S1.A2  A375681	Establish teacher incentives to promote teacher participation and consistency across the faculty	Gagnon, William	8/3/2017	List of chosen participants displayed in common area	5/24/2018 monthly
G3.B1.S1.MA1  M406017	Classroom walkthroughs	Burkhead, Brenna	8/14/2017	Classroom walk-through data	5/24/2018 weekly

V. Professional Development Opportunities

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

G3. Sorrento Elementary will establish high expectations where teachers will understand, plan, deliver, and differentiate standards based instruction using authentic literacy in all content areas for all students.

G3.B1 Inconsistent use and limited teacher knowledge in best practices for standards based instruction in all content areas

G3.B1.S1 Implement weekly common planning to ensure delivery of standards based instruction and the utilization of authentic literacy to ensure students think, write, read and talk.

PD Opportunity 1

Common Planning System including schedule, norms, and protocols

Facilitator

Coaches

Participants

Teachers

Schedule

Weekly, from 8/21/2017 to 5/14/2018

G3.B2 Teacher confidence in current strategies for instruction causing a resistance to shift in pedagogy

G3.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

Teachers

Schedule

Weekly, from 8/21/2017 to 5/21/2018

G3.B3 Teacher misconception in expectations of student product do not meet the depth of standards

G3.B3.S1 Teachers will create exemplars to compare to student work, address misconceptions and inconsistency in teacher expectations

PD Opportunity 1

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

Facilitator

Coaches

Participants

Teachers

Schedule

Monthly, from 8/21/2017 to 5/18/2018

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	Create PAWS groups based on data analysis.					\$5,034.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18	
			0069 - Sorrento Elementary			\$5,034.00	
			Notes: Various intervention and enrichment materials for our under performing and high performing students.				
2	G1.B2.S1.A1	Create PAWS groups based on data analysis.					\$0.00
3	G2.B1.S1.A1	Students will be rewarded for perfect attendance with activities and games with the opportunity to win prizes					\$0.00
4	G2.B2.S1.A1	Establish school-wide expectations so there is common language among teachers, students, and parents of school's high expectations					\$0.00
5	G2.B2.S1.A2	Establish teacher incentives to promote teacher participation and consistency across the faculty					\$0.00
6	G3.B1.S1.A1	Common Planning System including schedule, norms, and protocols					\$0.00
7	G3.B2.S1.A1	Scheduled weekly PLCs focused on analyzing lessons to insure standards drive instruction					\$3,875.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18	
			0069 - Sorrento Elementary			\$3,875.00	
			Notes: Collaborative Time Funding for teacher writing teams				
8	G3.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:							\$8,909.00