Sorrento Elementary

2018-19 Schoolwide Improvement Plan

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Sorrento Elementary

24605 WALLICK RD, Sorrento, FL 32776

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

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	No	68%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	38%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	B	C	B*

School Board Approval

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

SIP Authority

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.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

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
Pallitto, Stacy	School Counselor
Gagnon, William	Assistant Principal
Simmons, Jessica	Teacher, ESE
Ortega, Debra	School Counselor

Duties

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

Sorrento Elementary has a very small leadership team compared to most schools. We work as a unified group to problem solve, monitor instruction, support teacher facilitation, and share in the decision making process. All 7 members listed above play a role in this process. However, School Administration is ultimately accountable for the success of the School Improvement Plan and overseeing its implementation.

Early Warning Systems

Year 2017-18

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	26	18	17	16	27	24	0	0	0	0	0	0	0	128
One or more suspensions	3	1	6	7	4	5	0	0	0	0	0	0	0	26
Course failure in ELA or Math	13	9	7	3	0	0	0	0	0	0	0	0	0	32
Level 1 on statewide assessment	0	0	0	56	29	62	0	0	0	0	0	0	0	147

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	40	46	55	84	63	62	0	0	0	0	0	0	0	350

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	13	9	7	3	0	0	0	0	0	0	0	0	0	32
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Monday 8/20/2018

Year 2016-17 - As Reported

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

Year 2016-17 - Updated

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

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

ELA lower quartile growth was our lowest performing component. Although this has been one of our lower areas in years past, it has not typically been our lowest. Math Lower Quartile Gains were the lowest component last year and we increased that component by 12% points.

Which data component showed the greatest decline from prior year?

ELA Learning Gains showed the greatest decline dropping by 6% points with Lower Quartile Gains dropping by 5% points. We had increased the previous year by 12% points. This will be a focus for the 2018-2019 school year.

Which data component had the biggest gap when compared to the state average?

Our ELA lower quartile growth had the biggest gap which was 1% point below the district and 3% points below the state average. This is our biggest gap and the only area that we are below district and state average. This is clearly an area of focus for our school.

Which data component showed the most improvement? Is this a trend?

Our Math lower quartile growth is the component that showed the most improvement with a 12% point increase from last year. Although math performance has been a trending strength. L/Q gains was a focus last year because of our underperformance the previous year.

Describe the actions or changes that led to the improvement in this area.

Professional development focused on math standards. A change in 5th grade scheduling which resulted in a 90 minute math block. Targeted focus from Administration in learning walks and feedback. Change in instructional personnel in 5th grade math.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	62%	59%	56%	60%	55%	52%
ELA Learning Gains	56%	54%	55%	50%	52%	52%
ELA Lowest 25th Percentile	45%	46%	48%	33%	43%	46%
Math Achievement	72%	63%	62%	67%	60%	58%
Math Learning Gains	68%	54%	59%	55%	57%	58%
Math Lowest 25th Percentile	54%	41%	47%	34%	42%	46%
Science Achievement	60%	55%	55%	59%	52%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	26 (20)	18 (10)	17 (14)	16 (6)	27 (11)	24 (10)	128 (71)
One or more suspensions	3 (1)	1 (2)	6 (1)	7 (3)	4 (0)	5 (4)	26 (11)
Course failure in ELA or Math	13 (15)	9 (7)	7 (4)	3 (4)	0 (0)	0 (1)	32 (31)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	56 (0)	29 (0)	62 (0)	147 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	57%	61%	-4%	57%	0%
	2017	74%	63%	11%	58%	16%
Same Grade Comparison		-17%				
Cohort Comparison						
04	2018	70%	59%	11%	56%	14%
	2017	66%	56%	10%	56%	10%
Same Grade Comparison		4%				
Cohort Comparison		-4%				
05	2018	57%	55%	2%	55%	2%
	2017	58%	53%	5%	53%	5%
Same Grade Comparison		-1%				
Cohort Comparison		-9%				

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	60%	65%	-5%	62%	-2%
	2017	69%	66%	3%	62%	7%
Same Grade Comparison	-9%					
Cohort Comparison						
04	2018	77%	60%	17%	62%	15%
	2017	82%	61%	21%	64%	18%
Same Grade Comparison	-5%					
Cohort Comparison	8%					
05	2018	75%	58%	17%	61%	14%
	2017	58%	54%	4%	57%	1%
Same Grade Comparison	17%					
Cohort Comparison	-7%					

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	58%	54%	4%	55%	3%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	26	35	36	35	56	56	18				
ELL	35	67	70	54	72	80					
BLK	55	46		68	69						
HSP	47	67	58	62	60	58	38				
MUL	60	50		60	50						
WHT	70	53	32	77	72	53	73				
FRL	52	52	46	65	64	55	50				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	26	41	43	30	45	32	21				
ELL	38	63		54	63						
BLK	67	70		42	60						
HSP	62	59	50	68	59	53	67				
MUL	67	90		62	60						
WHT	70	60	47	74	63	31	58				
FRL	55	52	48	61	54	43	52				

Part III: Planning for Improvement
Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title	Sorrento Elementary Teachers will understand, plan and deliver ELA standards instruction with increased consentration on lower quartile
Rationale	Data analysis determined this was an area for growth having scored below District and State average. If we plan, implement and monitor standards based instruction, then effective instruction will take place and student achievement will improve. We will use progress monitoring to focus on content areas of need.
Intended Outcome	Increase student achievement in ELA proficiency from 62% to 63% , learning gains from 56% to 62% and bottom quartile from 45% to 62% as evidenced by FSA through intensive standards based instruction and progress monitoring.
Point Person	Heidi Edwards (edwardsh@lake.k12.fl.us)

Action Step

Description	Create common planning schedule among grade level curriculum teams weekly. Leadership Team will monitor and support. Focus will be on aligning the curriculum to the full intent of the standard. Increased focus on Integration of knowledge based on data analysis. Test item specs and example text items will be studied. PAWS ability grouping will take place outside of the reading block. Lower quartile students will be identified, targeted and monitored by the Leadership team as well as teachers.
Person Responsible	Brenna Burkhead (burkheadb@lake.k12.fl.us)

Plan to Monitor Effectiveness

Description	Develop and utilize administrative schedule for attending a supporting common planning weekly. Leadership team will conduct weekly learning walk to measure impact of common planning on increasing identified instructional "look fors". Quarterly data chats will be held to determine growth measures and address areas of need. Instruction will be adjusted as needed.
Person Responsible	Brenna Burkhead (burkheadb@lake.k12.fl.us)

Activity #2	
Title	Sorrento Elementary will increase the percent of students attending school 90% of the time. Early Warning Data indicates 17% of the Student Population was below 90%.
Rationale	If Sorrento Elementary educates parents and students of the importance of daily attendance and the negative impact of student absences, attendance of chronically absent students will increase.
Intended Outcome	Chronic student absences will decrease which will result in increased understanding of required standards improving student performance. Data indicates that EWS students are also lower performers because of gaps created in instruction
Point Person	William Gagnon (gagnonw@lake.k12.fl.us)
Action Step	
Description	Call outs will be generated from district messaging when students are absent. Daily absentee lists will be given to Administration to determine chronic students. Outreach will be made to parents of chronic students. Positive reinforcement will be given when student attend on a regular basis. Students will no longer be sent home for an extended period of time for lice. Chronic students will be targeted for after school tutoring program to assist with closing achievement gaps.
Person Responsible	Brenna Burkhead (burkheadb@lake.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Leadership team will monitor EWS data monthly to determine progress and adjust as needed. Quarterly data will be collected on student performance to determine impact.
Person Responsible	Brenna Burkhead (burkheadb@lake.k12.fl.us)

Activity #3	
Title	Sorrento Elementary will focus on student driven literacy explortion through authentic rigorus text
Rationale	Data analysis determined ELA was an area for growth having scored below District and State average in lower quartile growth. If we allow students to have choice and voice in what they are reading, then their desire to read will increase resulting an increase in reading which will improve their reading abilities.
Intended Outcome	Increase student achievement in ELA proficiency from 62% to 63% , learning gains from 56% to 62% and bottom quartile from 45% to 62% as evidenced by FSA through intensive standards based instruction and progress monitoring.
Point Person	Heidi Edwards (edwardsh@lake.k12.fl.us)
Action Step	
Description	Students will have choice in literature. Teacher will conference to monitor student understanding and progress. Student will be given time in class to independent reading. Increased option in titles will be provided.
Person Responsible	Brenna Burkhead (burkheadb@lake.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Administration will monitor the implementation of independent reading with conferencing through learning walk data. Student progress monitoring data in ELA will analyzed quarterly to determine growth and areas of need.
Person Responsible	Brenna Burkhead (burkheadb@lake.k12.fl.us)

Activity #4	
Title	Sorrento Elemtnary will provide intervention to students in ELA through ability group instructions outside of the reading block and math on targeted grade levels (3/5).
Rationale	Data analysis determined this was an area for growth having scored below District and State average in lower quartile growth for ELA. If we use data to ability groups students for reading (math) support and use support curriculum (LAFS/MAFS/i-Ready toolkit) along with standards based intensive reading instruction targeted to students needs, learning gains will occur
Intended Outcome	Increase student achievement in ELA proficiency from 62% to 63% , learning gains from 56% to 62% and bottom quartile from 45% to 62% as evidenced by FSA through intensive standards based instruction and progress monitoring.
Point Person	Heidi Edwards (edwardsh@lake.k12.fl.us)

Action Step	
Description	Ability groups will be determined by progress monitoring i-ready data, early warning signs data, as well as grades and additional screeners as needed. Groups will meet for at least 30 minutes a day 4 days a week, outside of the reading block. Groups will be adjusted quarterly as needed based on PM data. Instruction will be targeted based on support materials determined through individual needs.
Person Responsible	Brenna Burkhead (burkheadb@lake.k12.fl.us)

Plan to Monitor Effectiveness	
Description	Administration will monitor the ability grouping PAWS reading groups through learning walk data. Student progress monitoring data in ELA will analyzed quarterly to determine growth and areas of need.
Person Responsible	Brenna Burkhead (burkheadb@lake.k12.fl.us)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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.

PFEP Link

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

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.

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.

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.

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

To advance college and career awareness on our elementary campus, we have teachers conduct interest surveys and discuss how students' interests can lead to future careers. Media Center purchases biographies of interest for students. Guest speakers talk about good character traits that can impact future careers.

Part V: Budget	
Total:	**$0.00**