

Lake County Schools

Sorrento Elementary



2020-21 Schoolwide Improvement Plan

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Sorrento Elementary

24605 WALLICK RD, Sorrento, FL 32776

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

Demographics

Principal: Nicole Brouhard

Start Date for this Principal: 8/24/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	91%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (53%) 2017-18: B (60%) 2016-17: B (59%) 2015-16: C (51%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan was approved by the Lake County School Board on 10/26/2020.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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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)	2019-20 Title I School	2019-20 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	40%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	B	B

School Board Approval

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SIP Authority

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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. 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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Burkhead, Brenna	Principal	<p>To administer the coordination and management of Sorrento Elementary's campus and academic activities. Responsible for developing, administering, and monitoring educational programs, optimizing academic opportunities, and promoting safe and successful development of each student.</p> <p>Accountable for enforcing and ensuring academic integrity, compliance with the faculty contract, appropriate credentials of teaching faculty, and the achievement of academic objectives through instructional programs, and accomplishes such in coordination with Schools Board goals and initiatives.</p>
Edwards, Heidi	Instructional Coach	<p>Model enthusiasm, commitment and intensity for focused reading instruction. Visit classrooms to:</p> <ul style="list-style-type: none"> a. Encourage and support teachers in their efforts to implement targeted reading instruction using data analysis in order to shape instruction. b. Demonstrate strategies teachers can be using in order to shape instruction. c. Observe and problem solve with teachers on how to overcome student literacy learning obstacles. d. Model Scientific Based Reading Research. e. Work directly with students. <p>Organize and lead staff development programs which are needs-based and focused on the accomplishments of the established reading benchmarks. Provide for screening and follow-up assessment as needed and organize the assessment of the reading benchmarks. Facilitate grade level or team meetings focusing on the accomplishment of the reading benchmarks. Continually upgrade literacy and instructional knowledge and skills. Provide coordination by assisting with scheduling and orientation of new teachers to reading instruction. Report student assessment data to the principal, the central office Reading Program Specialist, the Testing and Evaluation Office and others as designated. Ensure effective communication with the Principal, Asst. Principal, and central office Reading Program Specialist. Assist teachers with analysis and instructional use of student formative reading</p>
Pallitto, Stacy	Other	<p>Provides direct support to schools and serves in a liaison role with various district departments to effectively manage and coordinate school-based mental health services.</p>
Locuson, Gary	Assistant Principal	<p>To assist in the administration, coordination and management of Sorrento Elementary's campus and academic activities. Assist the Principal in the development, administration, and monitoring of educational programs, optimizing academic opportunities, and promoting safe and successful development of each student.</p> <p>Accountable for enforcing academic integrity, compliance with the faculty contract, appropriate credentials of teaching faculty, and the achievement of academic objectives through instructional programs, and accomplishes such in coordination with Schools Board goals and initiatives.</p>
Simmons, Jessica	Teacher, ESE	<p>Coordinates educational placement and appropriate services for students with disabilities. Mentors and demonstrates evidence-based strategies that</p>

Name	Title	Job Duties and Responsibilities
		are effective with students who are exceptional. Utilizes behaviors consistent with Facilitated IEP training to conduct efficient and productive IEP meetings in which all participants feel valued and heard. Assists staffing committee/IEP team members in developing, implementing, and monitoring progress of IEP goals to ensure IEPs are implemented with fidelity. Utilizes district-wide data management systems to collect and analyze data to inform decisions related to student needs.
Ortega, Debra	School Counselor	Serves in a student advisement and advocacy capacity in fostering the attainment of student educational goals. Responsible for facilitating appropriate student entrance into the educational system and establishing a suitable course of academics based on identified goals and abilities of each individual student. Work includes maintaining communication, knowledge of student progress toward established goals, and providing professional counseling services. Monitors student progress, and facilitates achievement of academic success.
Augustine, Barbara	School Counselor	Serves in a student advisement and advocacy capacity in fostering the attainment of student educational goals. Responsible for facilitating appropriate student entrance into the educational system and establishing a suitable course of academics based on identified goals and abilities of each individual student. Work includes maintaining communication, knowledge of student progress toward established goals, and providing professional counseling services. Monitors student progress, and facilitates achievement of academic success.
Flynn, Caitlin J.	Other	Provides a supervised and structured environment for students assigned to the in-school suspension program, working with classroom teachers to coordinate the academic activities of assigned students and support students in completing the assigned work along with the implementation of social, emotional learning, behavioral and academic support.
Myers, Lori	Assistant Principal	To assist in the administration, coordination and management of Sorrento Elementary's campus and academic activities. Assist the Principal in the development, administration, and monitoring of educational programs, optimizing academic opportunities, and promoting safe and successful development of each student. Accountable for enforcing academic integrity, compliance with the faculty contract, appropriate credentials of teaching faculty, and the achievement of academic objectives through instructional programs, and accomplishes such in coordination with Schools Board goals and initiatives.

Demographic Information

Principal start date

Monday 8/24/2020, Nicole Brouhard

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

6

Total number of teacher positions allocated to the school

53

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	91%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (53%) 2017-18: B (60%) 2016-17: B (59%) 2015-16: C (51%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	

Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	89	109	110	109	119	113	0	0	0	0	0	0	0	649
Attendance below 90 percent	0	14	9	10	11	12	0	0	0	0	0	0	0	56
One or more suspensions	0	6	0	5	3	11	0	0	0	0	0	0	0	25
Course failure in ELA	0	6	1	3	0	1	0	0	0	0	0	0	0	11
Course failure in Math	0	0	3	3	0	0	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide ELA assessment	0	0	0	0	1	11	0	0	0	0	0	0	0	12
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	11	0	0	0	0	0	0	0	12
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	35	30	50	47	55	0	0	0	0	0	0	0	217

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	2	1	1	1	1	0	0	0	0	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Monday 8/24/2020

Prior Year - 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	
Number of students enrolled	149	139	139	139	152	150	0	0	0	0	0	0	0	868
Attendance below 90 percent	26	17	16	19	18	24	0	0	0	0	0	0	0	120
One or more suspensions	4	3	5	5	6	8	0	0	0	0	0	0	0	31
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	25	44	34	0	0	0	0	0	0	0	103

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	30	28	31	35	38	36	0	0	0	0	0	0	0	198

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	15	7	3	1	0	0	0	0	0	0	0	0	0	26
Students retained two or more times	0	0	0	0	0	2	0	0	0	0	0	0	0	2

Prior Year - 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	
Number of students enrolled	149	139	139	139	152	150	0	0	0	0	0	0	0	868
Attendance below 90 percent	26	17	16	19	18	24	0	0	0	0	0	0	0	120
One or more suspensions	4	3	5	5	6	8	0	0	0	0	0	0	0	31
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	25	44	34	0	0	0	0	0	0	0	103

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	30	28	31	35	38	36	0	0	0	0	0	0	0	198

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	15	7	3	1	0	0	0	0	0	0	0	0	0	26
Students retained two or more times	0	0	0	0	0	2	0	0	0	0	0	0	0	2

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	62%	58%	57%	68%	57%	55%
ELA Learning Gains	52%	57%	58%	62%	56%	57%
ELA Lowest 25th Percentile	34%	49%	53%	50%	50%	52%
Math Achievement	67%	60%	63%	71%	61%	61%
Math Learning Gains	55%	56%	62%	62%	57%	61%
Math Lowest 25th Percentile	39%	39%	51%	42%	45%	51%
Science Achievement	64%	54%	53%	61%	49%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (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	2019	64%	60%	4%	58%	6%
	2018	57%	61%	-4%	57%	0%
Same Grade Comparison		7%				
Cohort Comparison						
04	2019	54%	60%	-6%	58%	-4%
	2018	70%	59%	11%	56%	14%
Same Grade Comparison		-16%				
Cohort Comparison		-3%				
05	2019	65%	59%	6%	56%	9%
	2018	57%	55%	2%	55%	2%
Same Grade Comparison		8%				
Cohort Comparison		-5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	72%	62%	10%	62%	10%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	60%	65%	-5%	62%	-2%
Same Grade Comparison		12%				
Cohort Comparison						
04	2019	61%	61%	0%	64%	-3%
	2018	77%	60%	17%	62%	15%
Same Grade Comparison		-16%				
Cohort Comparison		1%				
05	2019	64%	57%	7%	60%	4%
	2018	75%	58%	17%	61%	14%
Same Grade Comparison		-11%				
Cohort Comparison		-13%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	62%	56%	6%	53%	9%
	2018	58%	54%	4%	55%	3%
Same Grade Comparison		4%				
Cohort Comparison						

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	24	36	31	36	45	44	27				
ELL	44	30	19	49	40	67					
BLK	55	40		60	20						
HSP	55	47	30	60	59	63	50				
MUL	68	69		67	50						
WHT	65	54	37	70	55	25	67				
FRL	50	49	41	55	54	43	52				
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				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	62
Total Points Earned for the Federal Index	435
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	44
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	44
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	53
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	64
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	53
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data component that showed the lowest performance was ELA Lowest 25th Percentile. Only 34% of students showed growth on the 2019 FSA ELA assessment. Sorrento Elementary's focus was on overall proficiency rather than on students' individual needs. This may have been a factor for the low performance in this area. Learning gains, as a whole, declined as well.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data component that showed the greatest decline from the prior year was the English Language Learners Learning Gains. This decline may have been contributed to the lack of training for new teachers on best practices for instructing English Language Learners.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component that showed the greatest gap when compared to the state average is ELA Lower Quartile gains. Focus on overall performance, rather than growth, caused a lack of focus on meeting individual needs. All learning gains showed a downward trend.

Which data component showed the most improvement? What new actions did your school take in this area?

The data component that showed the most improvement was Science performance. The consistency in science teachers played a positive role in understanding the curriculum and presenting the standards to the full intent. We utilized the science boot camp resources and 4th grade teachers began quarterly assessments to help pinpoint instruction to prepare for 5th grade.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Reflecting on EWS data, two areas of concern are attendance and students with two or more EWS indicators.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. ELA Lower Quartile
2. Math Lower Quartile
3. ELL Learning Gains
4. Students with 2 or more EWS indicators
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale:	Based on school data from the Needs Assessment/Analysis section list, standards-aligned instruction is one of our most critical areas of focus. This Area of Focus was identified because the Math Lowest 25th Percentile on the FSA Math Assessment declined from 54% in 2018 to 39% in 2019. In addition, the learning gains of our ELL and Hispanic subgroups declined significantly from 2018-2019.v This area of focus will improve learning and success by ensuring students and teachers have clear understanding of expectations with each standard.
Measurable Outcome:	By focusing on this area, we expect to see increases in school data from 39% Math Lowest Quartile Learning Gains to 54% learning gains for the Lowest Quartile in Math. In addition we expect to see the learning gains of our Hispanic subgroup increase from 47% to 67%.
Person responsible for monitoring outcome:	Gary Locuson (locusong1@lake.k12.fl.us)
Evidence-based Strategy:	Based on John Hattie's research teacher clarity and collective efficacy have a .75 and 1.57 effective size respectively on raising student achievement. Sorrento Elementary will implement professional learning communities with a focus on purpose. Teachers will plan collaboratively to discuss what, why and how we'll know when students learn. This strategy will be used to increase Math Lowest 25th Percentile learning gains from 39% to 54% and Hispanic subgroup learning gains from 47% to 67%. To monitor this strategy school data and qualitative PLC/classroom walkthrough data will be analyzed monthly by the leadership team.
Rationale for Evidence-based Strategy:	If we implement, monitor, and support professional learning communities with the focus on setting the purpose, then students and teachers will have clear understanding of expectations of each standard to improve learning and success.

Action Steps to Implement

- Teachers will participate in a book study regarding the PLC process and instructional strategies.
- Teachers establish dates and times for weekly PLCs.
- Teachers follow the 4 PLC questions with a focus on setting the purpose (what, why, how).
- A member of administration will attend the weekly PLC meetings with teachers.
- Leadership team and teachers will monitor i-Ready data quarterly.
- PLCs groups will monitor student artificats.

Person Responsible Brenna Burkhead (burkheadb@lake.k12.fl.us)

#2. Culture & Environment specifically relating to Early Warning Systems

Area of Focus Description and Rationale: Based on school early warning systems data from the Needs Assessment/Analysis section list, culture and environment is one of our most critical areas of focus. This area of focus was identified because 272 of Sorrento Elementary students (42%) exhibit 2 or more of the early warning indicators. This area of focus will ensure teachers have collective efficacy and high expectations of all students to learn and succeed.

Measurable Outcome: By focusing on this area, we expect to see a decrease in EWS data from 42% of students exhibiting 2 or more early warning indicators to 35%.

Person responsible for monitoring outcome: Lori Myers (myersl@lake.k12.fl.us)

Evidence-based Strategy: John Hattie indicated that collective teacher efficacy has a 1.57 effective size on raising student achievement. Developing collective efficacy will be used to decrease the percentage of students exhibiting 2 or more early warning indicators from 42% to 35%. To monitor this strategy school EWS data and classroom walkthrough data will be analyzed monthly by the administrative team.

Rationale for Evidence-based Strategy: If we implement, monitor, and support collective teacher efficacy, then there will be an increase in student success and progress.

Action Steps to Implement

- Teachers establish dates and times for weekly PLCs.
- Teachers follow the 4 PLC questions with a focus on setting the purpose (what, why, how).
- A member of administration will attend the weekly PLC meetings with teachers.
- Leadership team and teachers will monitor i-Ready data quarterly.
- PLCs groups will monitor student artifacts.

Person Responsible Lori Myers (myersl@lake.k12.fl.us)

#3. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:	Based on school data and the ESSA subgroup data from the Needs Assessment/Analysis section list, differentiation is one of our most critical areas of focus. This area of focus was identified because the ELA Lowest 25th Percentile learning gains (34%) was significantly lower than the district (49%) or the state (53%). In addition, the Federal Index for students with disabilities subgroup at Sorrento Elementary (35%) was below the ESSA threshold of 41%. This area of focus will improve learning and success by ensuring students receive instruction tailored to their academic needs.
Measurable Outcome:	By focusing on this area, we expect to see increases in school ELA Lowest 25th Percentile learning gains from 34% to 57%. We also expect to see the Students with Disabilities meet the ESSA Federal Index requirement of 41%.
Person responsible for monitoring outcome:	Brenna Burkhead (burkheadb@lake.k12.fl.us)
Evidence-based Strategy:	Intervention groups will be used to increase The ELA Lowest Quartile Learning Gains from 34% to 57%. To monitor this strategy, school level data will be analyzed quarterly by the leadership team and classroom teachers.
Rationale for Evidence-based Strategy:	If we implement intervention groups, then students will grow and succeed through instruction tailored to their academic needs.

Action Steps to Implement

- Build a schedule with designated times for grade levels to implement small group interventions for their students .
- Monitor interventions in the classroom.
- Build time, both during and outside the school day, for teachers to meet in grade levels to review data and plan for next steps.

Person Responsible Brenna Burkhead (burkheadb@lake.k12.fl.us)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

The remaining priorities will be addressed through the action steps listed in our areas of focus (i.e. teacher collaboration/PLCs).

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Teachers held a meet the teacher event prior to the beginning of the school year and regularly communicate with families in regards to student progress. Sorrento Elementary allows community groups to use the facilities for meetings and events and will continue to host PTO and SAC meetings for all interested stakeholders. An area church is supplying food backpacks each Friday for students in need and the Educational Foundation also supplies materials for students. We utilize social media and websites to communicate school-wide information. In addition, the family call out service is used for emergency notification along with special events or announcements. In the event the school is allowed to re-open to the public, we will continue our partnership with Kiwanis to hold Terrific Kid ceremonies and East Lake Chamber to sponsor family events.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$2,599.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	7710	500-Materials and Supplies	0069 - Sorrento Elementary	Other		\$2,599.00
			<i>Notes: Professional books will be purchased to support and guide teachers when planning for small groups of students needing specific interventions.</i>			
2	III.A.	Areas of Focus: Culture & Environment: Early Warning Systems				\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Differentiation				\$4,050.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	7710	120-Classroom Teachers	0069 - Sorrento Elementary	Other		\$4,050.00
			<i>Notes: Teachers will be offered extended time for data analysis, to learn and participated in the PLC process, and create intentional plans for students' specific needs.</i>			
Total:						\$6,649.00