

Lake County Schools

Sorrento Elementary



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	13
Planning for Improvement	21
Positive Culture & Environment	27
Budget to Support Goals	28

Sorrento Elementary

24605 WALLICK RD, Sorrento, FL 32776

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

Demographics

Principal: Nicole Brouhard

Start Date for this Principal: 7/1/2021

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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	91%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

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

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 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	13
Planning for Improvement	21
Title I Requirements	0
Budget to Support Goals	28

Sorrento Elementary

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School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	81%
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	2020-21	2019-20	2018-19	2017-18
Grade		C	C	B

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SIP Authority

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<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.

Sorrento Elementary School seeks to create a challenging learning environment that encourages high expectations for success. Our school promotes a safe, orderly, caring, and supportive environment. Each student's self-esteem is fostered by positive relationships with students and staff. We strive to have our parents, teachers, and community members actively involved in our students' learning.

Provide the school's vision statement.

In partnership with parents and the community, and with the belief that all children are capable of success, we, the teachers and staff at Sorrento Elementary, 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 contributing 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	Position Title	Job Duties and Responsibilities
Brouhard, Nicole	Principal	<p>To administer the coordination and management of Sorrento Elementary's campus and academic activities and success. Responsible for developing, administering and monitoring educational programs and systems. Responsible for optimizing academic opportunities and promoting safe and successful development for each student. Accountable for enforcing and ensuring academic integrity, compliance with the faculty contract, appropriate credentials of teaching faculty, and the achievement of academic standards through instructional programs and best practices and accomplishes such in coordination with the Lake County School Board goals and initiatives.</p> <p>In addition more specific duties and responsibilities include:</p> <ul style="list-style-type: none"> Oversee IEP K-5 PLC Facilitator K-5 Wolf Pup Academy SAC Operations Budgets Data
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 and best practices. To optimize academic opportunities, and promote a safe and successful development of each students.</p> <p>Accountable for enforcing academic integrity, compliance with the faculty contract, appropriate credentials of teaching faculty, and the achievement of academic standards through instructional programs, and accomplishes such in coordination with Lake County School Board goals and initiatives.</p> <p>In addition more specific duties include:</p> <ul style="list-style-type: none"> 3-5 Discipline IEP meetings 3-5 MTSS meetings 3-5 Social Media PLC 1, 3, 4, 5 Drills Safety Textbooks Facilities Grounds
Myers, Lori	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 and best practices. To optimize academic opportunities, and promote a safe and successful development of each students.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Accountable for enforcing academic integrity, compliance with the faculty contract, appropriate credentials of teaching faculty, and the achievement of academic standards through instructional programs, and accomplishes such in coordination with Lake County School Board goals and initiatives.</p> <p>In addition more specific duties include:</p> <ul style="list-style-type: none"> K-2 Discipline IEP meetings K-2 MTSS meetings K-2 PLC K, 2, 4, 5 Performance Matters SAI Health Coordinator New Teacher Induction
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>
	Instructional Coach	<p>Model enthusiasm, commitment and intensity for focused reading instruction. Visit classrooms to:</p> <ul style="list-style-type: none"> -encourage and support teachers in their efforts to implement targeted reading instruction and Professional Learning Communities. -Support teachers in their use of data analysis in order to drive instruction. Demonstrate strategies teachers can utilize to drive instruction. -Observe and problem solve with teachers on how to overcome student literacy learning obstacles. -Model Scientific based reading research. -Work directly with students. -Organize and lead staff development programs -Provide for screening and follow up assessment as needed to organize the assessment of the reading benchmarks. - Facilitate grade level professional learning communities to ensure the reading standards and student data drive our instruction. -Continually improve literacy and instruction knowledge and skills. -Report student assessment data to the principal the central office reading program specialist, the testing and evaluation office and others designated. - Ensure effective communication with the principal, Assistant Principal and central office reading program specialist. -Assist teachers with analysis and instructional use of student formative reading assessments.
Simmons, Jessica	Staffing Specialist	<p>Coordinate educational placement and appropriate services for students with disabilities. Mentors and demonstrates evidence based strategies that are effective with students who are exceptional. Utilizes behaviors consistent with facilitated IEP training to conduct efficient and productive IEP meeting in</p>

Name	Position Title	Job Duties and Responsibilities
		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. Monitor student progress, and facilitates achievement of academic success. In addition, all testing coordinator responsibilities are to be accomplished by the counselor. Including FSA and Iready.
Cubbage, Colleen	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. Monitor student progress, and facilitates achievement of academic success.
Edwards, Heidi	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 and behavioral and academic support.

Demographic Information

Principal start date

Thursday 7/1/2021, 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

60

Total number of students enrolled at the school

763

Identify the number of instructional staff who left the school during the 2020-21 school year.

5

Identify the number of instructional staff who joined the school during the 2021-22 school year.

9

Demographic Data**Early Warning Systems****2021-22****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	0	110	129	132	129	136	0	0	0	0	0	0	0	636
Attendance below 90 percent	0	9	6	30	30	7	0	0	0	0	0	0	0	82
One or more suspensions	0	2	7	2	5	6	0	0	0	0	0	0	0	22
Course failure in ELA	0	12	18	3	10	5	0	0	0	0	0	0	0	48
Course failure in Math	0	5	1	1	14	7	0	0	0	0	0	0	0	28
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	30	18	0	0	0	0	0	0	0	48
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	39	190	0	0	0	0	0	0	0	229
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
	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	8	25	29	52	50	0	0	0	0	0	0	0	164

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	0	2	0	1	1	1	0	0	0	0	0	0	0	5
Students retained two or more times	0	2	10	15	19	21	0	0	0	0	0	0	0	67

Date this data was collected or last updated

Tuesday 8/10/2021

2020-21 - 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	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	

2020-21 - 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	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	

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				62%	58%	57%	62%	59%	56%
ELA Learning Gains				52%	57%	58%	56%	54%	55%
ELA Lowest 25th Percentile				34%	49%	53%	45%	46%	48%
Math Achievement				67%	60%	63%	72%	63%	62%
Math Learning Gains				55%	56%	62%	68%	54%	59%
Math Lowest 25th Percentile				39%	39%	51%	54%	41%	47%
Science Achievement				64%	54%	53%	60%	55%	55%

Grade Level Data Review - State Assessments

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	2021					
	2019	64%	60%	4%	58%	6%
Cohort Comparison						
04	2021					
	2019	54%	60%	-6%	58%	-4%
Cohort Comparison		-64%				
05	2021					
	2019	65%	59%	6%	56%	9%
Cohort Comparison		-54%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	72%	62%	10%	62%	10%
Cohort Comparison						
04	2021					
	2019	61%	61%	0%	64%	-3%
Cohort Comparison		-72%				
05	2021					
	2019	64%	57%	7%	60%	4%
Cohort Comparison		-61%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	62%	56%	6%	53%	9%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Progress Monitoring tools include I-Ready Reading and Math for K-2nd grade Fall, Winter, and Spring data, I-Ready Reading and Math for 3rd-5th grade Fall and Winter scores. Science scores in 5th grade were taken from the Lake Standards Assessment for Fall and Winter. Cells marked with 2 asterisks did not have data using the same progress monitoring tool.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	18%	45%	63%
	Economically Disadvantaged	16%	41%	57%
	Students With Disabilities	18%	33%	48%
	English Language Learners	0%	22%	33%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	12%	39%	62%
	Economically Disadvantaged	13%	10%	11%
	Students With Disabilities	15%	21%	45%
	English Language Learners	0%	11%	56%
	Number/% Proficiency	Fall	Winter	Spring
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	29%	45%	68%
	Economically Disadvantaged	14%	34%	54%
	Students With Disabilities	12%	27%	55%
	English Language Learners	0%	0%	13%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	13%	36%	69%
	Economically Disadvantaged	2%	25%	22%
	Students With Disabilities	6%	27%	70%
	English Language Learners	0%	0%	38%
	Number/% Proficiency	Fall	Winter	Spring

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	41%	57%	71%
	Economically Disadvantaged	33%	51%	57%
	Students With Disabilities	19%	29%	55%
	English Language Learners	0%	40%	60%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	16%	49%	**
	Economically Disadvantaged	4%	22%	*
	Students With Disabilities	2%	7%	**
	English Language Learners	0%	1%	**
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	33%	51%	**
	Economically Disadvantaged	12%	33%	*
	Students With Disabilities	0%	16%	**
	English Language Learners	0%	0%	**
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	20%	47%	**
	Economically Disadvantaged	5%	24%	*
	Students With Disabilities	8%	24%	**
	English Language Learners	0%	0%	**

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	33%	40%	**
	Economically Disadvantaged	23%	30%	*
	Students With Disabilities	10%	23%	**
	English Language Learners	40%	20%	**
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	28%	48%	**
	Economically Disadvantaged	21%	33%	*
	Students With Disabilities	6%	32%	**
	English Language Learners	40%	60%	**
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	33%	39%	**
	Economically Disadvantaged	*	*	*
	Students With Disabilities	10%	25%	**
	English Language Learners	40%	20%	**

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	24	29	25	33	18	18	23				
ELL	33			36			20				
BLK	47			41							
HSP	42	32	36	57	42	36	23				
MUL	40			50							
WHT	58	46	17	61	59	23	55				
FRL	40	32	29	38	37	32	24				
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						

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
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	77
Total Points Earned for the Federal Index	376
Total Components for the Federal Index	8
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	24
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	42
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	
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%	
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%	
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%	
Hispanic Students	
Federal Index - Hispanic Students	43
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	45
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
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%	
White Students	
Federal Index - White Students	46
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	38
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Trends that emerge across grade levels, subgroups and core content areas are that are students are not showing growth from the previous year. This shows that interventions and differentiation is need to reach the needs of all students. In addition, our third grade and fifth grade scores indicate a problem with the core instruction as so many students were unsuccessful passing the FSA. A better alignment to standards based instruction is needed.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

We had the second lowest growth in the district of our bottom 25th percentile, and that indicated the greatest area for growth. Specific interventions for each grade level need to be put in place to ensure our students are remediated on standards they have not mastered.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The contributing factors were that last year little to no small group instruction and intervention was done in any of the third and fifth grade classrooms. In addition, common planning and aligning instruction to the standards was not done with fidelity. Core instruction was not planned together as a team and did not align to the standards.

New actions include, intervention groups across the grade level. Ownership in all of our students success. Professional Learning Communities that align instruction with the standards.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Based on the 2019 ELA FSA data the only areas of growth happened in 4th grade. The following data shows the growth in fourth grade:

4th Grade Reading

55% level 3 or higher

Our average mean score increased 1 point from 2019 to 2021

Our average 3 or higher increased 1% from 2019 to 2021

Our level ones in 2019 were 18%...this year 14%

4th Grade Math

66% level 3 or higher

Our average mean score increased 2 points from 2019 2021

Our average 3 or higher increased 5% from 2019 to 2021
Our levels ones in 2019 were 21%..this year 15%

What were the contributing factors to this improvement? What new actions did your school take in this area?

Fourth grade had a more common planning approach and aligned instruction closer to standards based instruction. Fourth grade did have small groups but minimal intervention.

What strategies will need to be implemented in order to accelerate learning?

Intervention groups among all grade levels to ensure students close gaps, and master standards and skills. Common planning among grade levels that aligns instruction to the standards through our Professional Learning Communities.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Each week grade levels will meet in their professional learning communities as a grade level. Our literacy coach Whitney Frazier will be there with the grade levels to look at PLC questions 1-4. In addition all grade levels will meet on Wednesdays as Professional Learning Communities with administration to work through professional development, such a standards, new Wit and Wisdom curriculum, the District Framework and answer the four PLC questions depending where they are at within the standard and process.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Leadership classroom walkthroughs everyday across all grade levels. Leadership team and literacy coach we be within common planning and professional learning communities twice a week. As a staff we revisited our Mission, Vision and created collective commitments that align with supporting higher levels of achievement and reaching the needs of all students.

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 the 2021 ELA FSA from the needs assessment/ analysis section list instructional practice specifically relating to standards- aligned instruction is one of our most critical areas of focus. This area of focus was identified as a critical need because our data indicated significant decreases in student achievement on the FSA which aligns with Florida standards. The following is the ELA FSA Data: 3rd grade- 51% level 3 or higher 2021 4th grade- 55% level 3 or higher 2021 5th grade-47% level 3 or higher 2021
Measurable Outcome:	By focusing on this area, we expect to see increases in FSA state assessment data for grades three, four and five. Third grade ELA Achievement 51% to 56% Fourth grade ELA Achievement 55% to 60% Fifth grade ELA Achievement 47% to 52%
Monitoring:	Professional Learning Communities will collaborate twice weekly, once with support from the leadership assigned to specific grade levels to address questions one and two and the second time as grade level to answer questions three and four. This will support the alignment of our instruction to the standards.
Person responsible for monitoring outcome:	Nicole Brouhard (brouhardn@lake.k12.fl.us)
Evidence-based Strategy:	If we implement, monitor and support collaborative planning through the PLC community there will be an increase in ELA achievement.
Rationale for Evidence-based Strategy:	Through collaborative planning, we can identify students who need intervention and enrichment. We can also ensure standards based instruction and best practices. Collaborative planning using the four questions though the professional learning community will be used to increase our student achievement for ELA FSA by 5% for each grade level: Third grade ELA Achievement 51% to 56% Fourth grade ELA Achievement 55% to 60% Fifth grade ELA Achievement 47% to 52%

Action Steps to Implement

Schedule school wide collaborative planning on every Wednesday starting August 11, 2021

Person Responsible Nicole Brouhard (brouhardn@lake.k12.fl.us)

Schedule grade level specific collaborative planning once a week for each grade level.

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

Schedule leadership walkthroughs to monitor implementation of collaborative planning through our Professional Learning communities.

Person Responsible Nicole Brouhard (brouhardn@lake.k12.fl.us)

Review and analyze walk through data

Person Responsible Nicole Brouhard (brouhardn@lake.k12.fl.us)

Provide additional planning by providing substitutes for a day to help support common planning and vertical alignment.

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

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

Area of Focus Description and Rationale: Based on our data from EWS, culture and environment is one of the most critical areas of focus. This area was identified as a critical area of need because 27% of our students have attendance that is below 90%. Based on this high number of students with low attendance we need to improve the environment and culture among the school.

Measurable Outcome: By focusing on improving our culture and environment we expect to see a decrease in the percentage of students who only attend 90% of the time or less. We will see a decrease by 8% from 27% to 19%.

Monitoring: Weekly attendance reports will be run by the data clerk and given to the principal to monitor students. Meetings with leadership and guidance will be implemented to check in on students who have high absences not Covid related. We will utilize this monitoring strategy to monitor the progress towards our goal of decreasing the amount of students with 90% or less attendance.

Person responsible for monitoring outcome: Nicole Brouhard (brouhardn@lake.k12.fl.us)

Evidence-based Strategy: As a faculty we revisited our vision and mission. We created collective commitments as a faculty to ensure we meet the needs of all children. Part of those commitments is "getting to know the whole child". As a result of building stronger relationships and getting to know the whole child we will see a decrease in the amount of students with 90% or less attendance at Sorrento Elementary. In addition we will collect weekly data and monitor students who fall in the 27% of students who have 90% or less attendance. This will help support a decrease by 8%.

Rationale for Evidence-based Strategy: If we implement, monitor and support students by building relationships through our collective commitments as a staff and identifying students who have an increase in absenteeism quicker and more frequently then there will be a decrease by 8% or more of students with 90% or less attendance.

Action Steps to Implement

Weekly attendance reports to review attendance of students with higher absenteeism. Guidance to assist in making contact home.

Person Responsible Debra Ortega (ortegad@lake.k12.fl.us)

Restorative Circles with students

Person Responsible Stacy Pallitto (pallittos@lake.k12.fl.us)

Provide after school tutoring for students who need additional support with academic and social needs.

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 from ELA FSA from the Needs Assessment/Analysis section list, providing differentiated instruction is one of our most critical areas of focus. This area of focus was identified as a critical area of need because students with disabilities scoring and lowest 25th percentile in the ELA FSA assessment did not make sufficient gains. This area of focus will improve learning and success by ensuring students received targeted instruction through differentiation in their area of need.

Measurable Outcome: By focusing on this area we expect to see in:
Students with Disabilities increase on the ELA FSA from _____ to _____
Students in the lowest 25th percentile for ELA FSA will increase from 27% to 32%

Monitoring: To monitor intervention groups, the leadership team will be involved in professional learning communities which address question three "How do we respond when students don't get it". The leadership team will conduct weekly walkthroughs to ensure implementation of flexible intervention groups and provide feedback. The leadership team will also monitor i-ready data for ELA at the beginning and middle of the year.

Person responsible for monitoring outcome: Nicole Brouhard (brouhardn@lake.k12.fl.us)

Evidence-based Strategy: Targeted intervention groups will be utilized and students will work on specific skills in intervention. Students will be placed in fluid groups and be able to receive intervention and enrichment. Intervention groups will be used to increase growth in the lowest 25th percentile from 27% to 32%. Intervention groups will be used to increase growth among students with disabilities from _____ to _____ on the ELA FSA.

Rationale for Evidence-based Strategy: If we implement, monitor, and support targeted differentiation through the use of intervention, there will be an increase in ELA FSA achievement for students with disabilities and students in the lowest 25th percentile.

Action Steps to Implement

Identify time in the master schedule for school wide intervention utilizing all staff

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

Develop groups by academic need through i-ready and common assessments

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

Provide interventions in classrooms

Person Responsible Nicole Brouhard (brouhardn@lake.k12.fl.us)

Conduct walkthroughs during intervention time

Person Responsible Gary Locuson (locusong1@lake.k12.fl.us)

Provide teachers with additional planning for collaboration which requires substitutes to be hired for a day.

Person Responsible [no one identified]

#4. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	ELA is a critical need because 53% of the current 5th grade students scored a level 1 or 2 on the 2021 FSA. In addition, 45% of current 4th grade students scored a level 1 or 2 on the 2021 FSA and 58% of our current Kindergarten through 3rd grade students are scoring 2 or more grade levels below according to the i-Ready ELA diagnostic assessment.
Measurable Outcome:	Sorrento Elementary plans to increase the 5th grade students scoring a level 3 or above from 47% to 52%. Our goal is to increase the 4th grade student scoring a level 3 or above from 55% to 60%.
Monitoring:	Quarterly data checks using progress monitoring data (i.e. APM and i-Ready tests) will be used to ensure we are reaching our outcome.
Person responsible for monitoring outcome:	Nicole Brouhard (brouhardn@lake.k12.fl.us)
Evidence-based Strategy:	Sorrento Elementary will implement core ELA materials aligned to the science of reading and integration of content-rich texts. We will also implement strategic and intentional intervention groups that will utilize Systematic Instruction in Phonological Awareness & Phonics (SIPPS) and Leveled Literacy Interventions (LLI).
Rationale for Evidence-based Strategy:	If we implement, monitor, and support the core curriculum and the use of LLI and SIPPS during the intervention time, then there will be an increase in our FSA ELA scores for 4th and 5th grade as well as an increase in I-Ready scores for Kindergarten through 3rd grade.

Action Steps to Implement

Create a master schedule to allow for intervention time.

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

Complete diagnostic assessments to determine students' specific areas of need.

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

Conduct classroom walk-throughs and provide feedback regarding instruction during the intervention time.

Person Responsible Nicole Brouhard (brouhardn@lake.k12.fl.us)

Progress monitor through MTSS meetings and quarterly data chats with teachers and leadership team.

Person Responsible Nicole Brouhard (brouhardn@lake.k12.fl.us)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Based on the data provided by safeschoolsforalex.org, Sorrento Elementary ranks 744 out of 1,395 elementary schools statewide. This places us in the moderate category. We are ranked 15 out of 18 elementary schools in Lake County. Total reported suspensions per 100 students is 5.8 compared to the state average of 3.9. Areas of concern will be to monitor the area of violent incidents which currently we are ranked high. We will utilize restorative circles to work through behavior issues and the Prevention to Suspension with the PASS teacher. As a school we will follow through with our collective commitments where we get to know the whole child to help support struggles that students may have coming to school.

In addition we will monitor the discipline data at the end of each semester to determine if data is on track to show a decline, and if the shifts in a positive culture have made a difference. We will continually refer to our Mission, Vision, and Collective Commitments to ensure all children feel inclusive and supported.

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.

The school will address a positive school culture and environment by the following ways:

- Revisit our Mission, Vision and create collective commitments as a staff to build a positive school culture
- I will reach out when I need help and I will give help when needed.

- I will be supportive of various learning styles and commit to collaboration, planning, and differentiation to ensure academic growth for all students.

- I will be transparent and permit others to hold me accountable without fear of judgement.

- I will continue to be a lifelong learner so that our students can have higher levels of achievement.

- I will make connections with all students.

- I will create an environment of mutual respect to support all members of our pack!

- I will commit to being one pack. (On time, trustworthy, interchangeable, team player, collaborative, supportive, flexible, and inclusive)

- I will get to know the WHOLE child.

- We will utilize our PASS teacher (Positive Alternative to School Suspension) to lead the Positive Behavior Support program.

- Restorative Circles training in all grade levels for new teachers and a refresher training for existing

teachers.

- Utilize Restorative Circles with students
- Kiwanis for Monthly Terrific Kid
- School events such as movie nights, carnivals, field days, fun runs, Trunk or Treat and field trips to increase family participation.
- We utilize our website, social media, the marquee, flyers, and School Messenger to communicate events, announcements, and classroom learning.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The stakeholders that promote positive culture and environment are as follows:

- All faculty and staff by following our Mission, Vision and Collective Commitments
- School Resource officer for building relationships as a mentor to some of our students most in need
- PTO by hosting community events on our campus that help build a positive and family atmosphere
- Leadership by being supportive of all staff and have an open line of communication
- Parents by being a part of our school community as well as knowing our commitments to their students and each other.
- Business Partners such as the East Lake Chamber and Kiwanis to support events on campus and terrific kid.

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					\$4,300.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22	
	7710	140-Substitute Teachers	0069 - Sorrento Elementary	Other		\$4,300.00	
			Notes: Substitutes will be provided for each grade level team to meet for a day of data analysis and planning.				
2	III.A.	Areas of Focus: Culture & Environment: Early Warning Systems					\$2,349.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22	
	7710	100-Salaries	0069 - Sorrento Elementary	Other		\$2,349.00	
			Notes: Monies will be used to pay certified teachers to tutor the students who are identified as the lowest quartile in ELA.				
3	III.A.	Areas of Focus: Instructional Practice: Differentiation					\$0.00
4	III.A.	Areas of Focus: Instructional Practice: ELA					\$0.00
Total:							\$6,649.00