

Lake County Schools

Sorrento Elementary



2022-23 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: 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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	91%
2021-22 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	2021-22: C (50%) 2018-19: C (53%) 2017-18: B (60%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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.

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Sorrento Elementary

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

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	91%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	42%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

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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.

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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

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
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> <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
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</p>

Name	Position Title	Job Duties and Responsibilities
		<p>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
Cubbage, Colleen	School Counselor	<p>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.</p>
Pallitto, Stacy	Behavior Specialist	<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>
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 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.</p>
Edwards, Heidi	Other	<p>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.</p>

Name	Position Title	Job Duties and Responsibilities
Frazier, Whitney	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. <p>-Organize and lead staff development programs</p> <p>-Provide for screening and follow up assessment as needed to organize the assessment of the reading benchmarks.</p> <p>- Facilitate grade level professional learning communities to ensure the reading standards and student data drive our instruction.</p> <p>-Continually improve literacy and instruction knowledge and skills.</p> <p>-Report student assessment data to the principal the central office reading program specialist, the testing and evaluation office and others designated.</p> <p>- Ensure effective communication with the principal, Assistant Principal and central office reading program specialist.</p> <p>-Assist teachers with analysis and instructional use of student formative reading assessments.</p>
Harlee, Jueanette	School Counselor	<p>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.</p>

Demographic Information

Principal start date

Thursday 7/1/2021, Nicole Brouhard

Number of teachers with a 2022 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 2022 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.*

8

Total number of teacher positions allocated to the school

58

Total number of students enrolled at the school

856

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

16

Identify the number of instructional staff who joined the school during the 2022-23 school year.

13

Demographic Data**Early Warning Systems**

Using prior year's data, complete the table below with the number of students by current 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	100	132	135	129	156	152	0	0	0	0	0	0	0	804
Attendance below 90 percent	1	54	40	56	62	53	0	0	0	0	0	0	0	266
One or more suspensions	0	3	1	3	2	5	0	0	0	0	0	0	0	14
Course failure in ELA	2	6	7	6	1	2	0	0	0	0	0	0	0	24
Course failure in Math	2	4	0	2	0	5	0	0	0	0	0	0	0	13
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	29	38	0	0	0	0	0	0	0	67
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	39	32	0	0	0	0	0	0	0	71
Number of students with a substantial reading deficiency	2	3	33	33	62	72	0	0	0	0	0	0	0	205

Using the table above, complete the table below with the number of students by current grade level who have 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	2	8	18	31	56	73	0	0	0	0	0	0	0	188

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	0	1	0	0	0	0	0	0	0	0	0	0	3
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

Friday 8/19/2022

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	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

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	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	2	3	33	33	62	73	0	0	0	0	0	0	0	206
	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	53%	50%	56%				62%	58%	57%
ELA Learning Gains	53%						52%	57%	58%
ELA Lowest 25th Percentile	47%						34%	49%	53%
Math Achievement	58%	46%	50%				67%	60%	63%
Math Learning Gains	59%						55%	56%	62%
Math Lowest 25th Percentile	37%						39%	39%	51%
Science Achievement	46%	52%	59%				64%	54%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	64%	60%	4%	58%	6%
Cohort Comparison		0%				
04	2022					
	2019	54%	60%	-6%	58%	-4%
Cohort Comparison		-64%				
05	2022					
	2019	65%	59%	6%	56%	9%
Cohort Comparison		-54%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	72%	62%	10%	62%	10%
Cohort Comparison		0%				
04	2022					
	2019	61%	61%	0%	64%	-3%
Cohort Comparison		-72%				
05	2022					
	2019	64%	57%	7%	60%	4%
Cohort Comparison		-61%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	62%	56%	6%	53%	9%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	21	35	43	34	35	21	14				
ELL	31	26	20	27	45		13				
BLK	43	53		54	60						
HSP	49	52	32	58	52	24	34				
MUL	57	43		73	71						
WHT	57	55	52	56	61	44	57				
FRL	40	48	44	45	51	38	31				
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						
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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	48

ESSA Federal Index	
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	30
Total Points Earned for the Federal Index	383
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	29
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	27
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	1
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	53
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	42
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	61
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	55
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	40
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Third and Fifth grade classes made gains in all content areas of the 2022 FSA and FCAT from 2021. The fourth grade classes declined in both reading and math achievement. In addition, Sorrento Elementary improved our overall learning gains in ELA and Math along with the learning gains of our students who scored among our lowest 25%. The learning gain growth in ELA is also evident in our subgroups (SWD, HSP, WHT, & FRL).

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The greatest need for improvement is evident in 4th Grade Achievement in Reading and Math. In addition, support will need to be provided to the English Language Learners as they declined in all areas from last year's FSA and FCAT.

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

Several contributing factors for the needs for improvement include fidelity with intervention and attendance of both students and teachers. There has been some staff adjustments made to the 2022-2023 school year within the 4th grade team and the addition of math interventions within the master schedule. The school (and district) will develop early interventions for student attendance and strategically monitor instruction during ELA interventions. Teachers will be encouraged to plan for interventions within their Professional Learning Team.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The Learning Gains for our 3rd-5th grade students and those who were identified in the lowest quartile demonstrated the most growth in all content areas of the FSA ELA and Math. Even further, the learning gains for all subgroups improved from the previous year.

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

Intervention time was part of the master schedule. Quarterly data chats were focused around students who were identified in the lowest 25% and mentors were established for these students. Administration and leadership continuously monitored implementation of systems for intervention and held faculty and staff accountable for intervention time.

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

Essential standards will be determined at each grade level and formative assessments will be developed to identify students who have already mastered the standards or who still need support. Intervention and acceleration will continue to be monitored and implemented with fidelity.

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.

Teachers attended the PLC Institute. Teachers will be provided ongoing training and support with the PLC process throughout the year from faculty who attended the training. Teachers will continue to receive professional learning on intervention and acceleration. In addition, items will be monitored with fidelity.

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

New teachers to Sorrento are invited to monthly meetings called "Wolf Pup Academy". Grade levels will also have designated time to plan with their teams twice a week and work within their professional learning teams. In addition, professional development days are built into the schedule to support on-going learning.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction**Area of Focus****Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Instructional Practice is an area of focus because our data indicated significant decreases in student achievement on the ELA and Math, 4th grade FSA which aligns with Florida standards. In addition, the achievement level is below the 2019 data in all grade levels.

The following is the ELA FSA Data

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Sorrento Elementary expects to see increases in state assessment data for grade 3-5 as follows:

Third Grade ELA Achievement from 56% to 60%

Fourth Grade ELA Achievement from 46% to 55%

Fifth Grade ELA Achievement from 57% to 60%

Third Grade Math Achievement from 48% to 51%

Fourth Grade Math Achievement from 64% to 67%

Fifth Grade Math Achievement from 61% to 64%

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

FAST and i-Ready progress monitoring assessments will be analyzed to determine progress towards the goals listed above.

Person responsible for monitoring outcome:

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

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Professional Learning Teams will collaborate twice weekly following the PLC process, with support from administration and instructional coach. The teams will determine essential standards and formative/summative assessments to guide instruction. Walkthroughs during instruction and team planning as well as reviewing state level assessment data will be analyzed monthly to monitor the impact of the PLC process.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

According to authors of "Learning by Doing", utilizing the PLC process ensures all students learn at high levels while educators work collaboratively and take collective responsibility for all students. If we implement, monitor, and support the PLC process, there will be equitable core instruction that will impact student learning growth and achievement.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

This process began with sending 11 team members to the Summer PLC Institute in Orlando. Those team members are Sorrento's Guiding Coalition for our PLC process. The remaining action steps include:

- Present an overview of the PLC process (4 questions) during pre-planning
- Each grade level establishes Essential Standards for ELA and Math
- Grade levels meet twice weekly to determine targets and formative/summative assessments, analyze the

data, and adjust instruction around students who master or don't master the standards.
-Administration will conduct daily learning walks to collect evidence of common planning.

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

#2. Positive Culture and Environment specifically relating to Early Warning Signs**Area of Focus
Description and
Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on EWS data, attendance has declined from the previous school year from 86 students with attendance below 90% to 266 students below 90%. This

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By focusing on improving our culture and environment we expect to see a decrease in the percentage of students who attend 90% of the time or less. We will see a decrease from 33% missing 90% or more of the school day to 25% of the population missing 90% or more of the school day.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Bi-weekly attendance reports will be reviewed by the guidance counselors and administration to identify any students with declining attendance. In addition, Sorrento Elementary will follow the Child Study Team process to communicate and meet with families to encourage regular attendance. A spread sheet will also be kept to monitor attendance concerns as well as identifying and celebrating grade levels who have high attendance rates.

Person responsible for monitoring outcome:

Jueanette Harlee (harleej@lake.k12.fl.us)

**Evidence-based
Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

The master schedule will include time for all grade level teachers to incorporate social-emotional learning and building relationships with their students. This "Den Time" follows the Harmony Social-Emotional Learning Curriculum.

**Rationale for
Evidence-based
Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The Harmony program is guided by research. The program supports the goals of relationship building, inclusion, community building, and culturally responsive teaching so that all students have a safe and engaging place to learn.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Inform teachers of the Child Study Team process of communicating with families.

Person Responsible Jueanette Harlee (harleej@lake.k12.fl.us)

Monitor attendance data bi-weekly.

Person Responsible Colleen Cubbage (cubbagec@lake.k12.fl.us)

Set up meetings with families if attendance is declining.

Person Responsible Jueanette Harlee (harleej@lake.k12.fl.us)

Monitor grade level attendance percentages and graph results to celebrate.

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

#3. Instructional Practice specifically relating to Differentiation**Area of Focus****Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on our school data from the 2021-22 ESSA Data Report our SWD, ELL, and our Economically Disadvantaged students were identified as subgroups missing the target in ELA. This area of focus will improve learning and success by ensuring these subgroups of students are receiving targeted instruction through differentiation and interventions in their areas of need.

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By focusing on this area we expect to see increases in our classroom walkthrough data both qualitative and quantitative and our ESSA school data from:
Students with Disabilities increase on school data from 29% to 41%.
Our ELL Students will increase on school data from 27% to 41%
Economically Disadvantaged will increase on school data from 40% to 43%

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

To monitor intervention groups, the leadership team will be involved in professional learning communities which address question three "How do respond when students don't get it". The leadership team will conduct weekly walkthroughs to ensure implementation of flexible intervention groups and provide feedback. School, district, and state data will be utilized to monitor progress toward the goal of increasing proficiency for our subgroups.

Person responsible for monitoring outcome:

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

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

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. Foundations (Wilson Learning) for K-3, Leveled Literacy Interventions for 3-5 and SIPPS (Systematic Instruction for Phonemic Awareness, Phonics and Sight words) for grades 4-5 will be used to support students in the areas of decoding, fluency, and comprehension.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

If we implement, monitor, and support targeted differentiation through the use of intervention, there will be an increase in the ELA data achievement for our SWD, ELL, and Economically Disadvantaged students.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Identify time in the master schedule for school-wide intervention, utilizing all staff, including ESE and ELL supports.

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

Develop fluid intervention groups by academic need through iReady, FAST, 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.

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

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Based on i-ready data grade levels K-2 all performed above 50% proficient in the area of reading. Kindergarten End of Year data showed 96% of students proficient, 71% of students were proficient for first grade and 65% of students were proficient in reading for second grade. Instructional practices that will continue to be implemented will be phonics instruction through the use of foundations, small group interventions which include additional supplemental programs such as SIPPS for those most in need. Monitoring the implementation of Wit and Wisdom for core instruction, foundations for phonics and intervention will continue to be monitored and done with fidelity.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Based on 2022 FSA data fourth grade is the only grade that did not meet the criteria of scoring 50% or above. The following is the data for the FSA reading proficiency: third grade 56% of students were proficient and scored a level 3 or higher on the state assessment. Fourth grade 46% of students were

proficient and scored a level 3 or higher on the state assessment making them eligible for the RAISE status as 54% were not proficient. Fifth grade 57% of students were proficient and scored a level 3 or higher on the state assessment.

Instructional practices that will continue to be implemented will include phonics instruction(grade 3) SIPPS and LLI Instruction for intervention for grades 4 and 5. In addition small group walk to interventions which include additional support for those most in need with grade level teachers working with the entire grade level and students specific needs. Monitoring the implementation of Wit and Wisdom for core instruction, foundations for phonics and intervention which include SIPPS and LLI will continue to be monitored and done with fidelity.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

Measurable outcomes will be tracked by utilizing the new progress monitoring test given throughout the year. Based on baseline data for the 2022-2023 school year we will base our outcomes on student proficiency beginning of the year, mid year, and end of year. Based on the 2021-2022 i-ready data grade levels K-2 all performed above 50% proficient in the area of reading. Kindergarten End of Year data showed 96% of students proficient, 71% of students were proficient for first grade and 65% of students were proficient in reading for second grade.

Grades 3-5: Measureable Outcome(s)

Measurable outcomes will be tracked by utilizing the new progress monitoring test given throughout the year. Based on baseline data for the 2022-2023 school year we will base our outcomes on student proficiency beginning of the year, mid year, and end of year. Based on 2022 FSA data fourth grade is the only grade that did not meet the criteria of scoring 50% or above. The following is the data for the FSA reading proficiency: third grade 56% of students were proficient and scored a level 3 or higher on the state assessment. Fourth grade 46% of students were proficient and scored a level 3 or higher on the state assessment making them eligible for the RAISE status as 54% were not proficient. Fifth grade 57% of students were proficient and scored a level 3 or higher on the state assessment.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Monitoring will be done by the leadership team which includes administration, Literacy Coach and ESE school specialist for the fourth grade team. The leadership team will attend weekly professional learning team planning, walk classrooms to ensure implementation with fidelity of core instruction with standard driven instruction and intervention. In addition we will monitor and support fifth grade teachers and classes. As those students who were in fourth grade are now fifth graders, monitoring implementation of core instruction, intervention, and planning will be key to ensure academic growth above 50%.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Frazier, Whitney, frazierw@lake.k12.fl.us

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Evidence based programs that will be utilized will be Wit and Wisdom for Core instruction. Foundations will be utilized for phonics instruction. In intervention and small groups (GEODES, SIPPS, and LLI) will be utilized for the students most in need. In addition i-ready data will be utilized to support standards based intervention. All of these curriculums meet the needs of the students and align with both state and district plans and BEST standards.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

The curriculum and intervention programs address the identified needs of the students in grades K-5 but target 4th grade students as extra support and resources will be placed in the grade level to help aid in intervention and acceleration.

When done with fidelity the curriculum and programs and designated times for intervention have shown to be effective. In grades Kindergarten, 1st, 2nd, 3rd, and 5th all grade levels showed improvement in reading.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Professional Learning Teams - twice weekly to address what we teach and how we teach. Standards based instruction. Literacy Coach and Principal will coach and assist teachers utilizing the district framework and the four PLC questions.	Brouhard, Nicole, brouhardn@lake.k12.fl.us
Intervention Block - every day intervention and acceleration utilizing specific programs. This will be monitored and led through literacy coach (leadership)	Frazier, Whitney, frazierw@lake.k12.fl.us
Data Chats- quarterly data chats to monitor student achievement	Brouhard, Nicole, brouhardn@lake.k12.fl.us

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 marque, flyers, and School Messenger to communicate events, announcements, and classroom learning.

In addition to the Collective Commitments for the 2022-2023 school year we have created Student Core Values to address Student climate and culture and issues related directly to EWS. These core values include the following:

- We Persevere
- We are Respectful
- We are Inclusive
- We Do What Is Right
- Everyone Owns It

We have also established "Den" time in the Master Schedule to provide more structured opportunities for community and culture. With support from Harmony Training, we have re-established routines and procedures to help support students in the area of classroom community.

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

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.