

Orange County Public Schools

# Tangelo Park Elementary



## 2018-19 School Improvement Plan

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## Tangelo Park Elementary

5115 ANZIO ST, Orlando, FL 32819

<https://sunsetparkes.ocps.net/>

### School Demographics

**School Type and Grades Served**  
(per MSID File)

Elementary School  
PK-5

**2018-19 Title I School**

Yes

**2018-19 Economically Disadvantaged (FRL) Rate**  
(As Reported on Survey 3)

100%

**Primary Service Type**  
(per MSID File)

K-12 General Education

**Charter School**

No

**2018-19 Minority Rate**  
(Reported as Non-white on Survey 2)

95%

### School Grades History

**Year**  
**Grade**

**2017-18**  
C

**2016-17**  
D

**2015-16**  
D

**2014-15**  
D\*

### School Board Approval

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

### SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridaCIMS.org>.

### Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and

using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

#### Provide the school's mission statement

To lead our students to success with the support and involvement of families and the community

#### Provide the school's vision statement

To be the top producer of successful students in the nation

### School Leadership Team

#### Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Black, Lakeitha	Principal
Montenegro, Eboni	Assistant Principal
Frazier, Lundia	Other
Galan, Emmanuel	Other
Hudson, Sara	Instructional Coach
Johnston, Margaret	Other
Mixon, Lance	Other
Rogers, Kristopher	Instructional Media

#### Duties

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

The roles and responsibilities of the above school leaders are to demonstrate and model relationship building skills with other staff members and students, promote and support teachers and students through professional development, common planning, data meetings, supporting the process of preparing, planning, and delivering high-quality standards-based instruction, the coaching cycle. They are also committed to the ongoing process of progress monitoring the academic performance of students and the behavioral, emotional, and social needs and stability of students. In addition, the school leader willingly takes on the responsibility of effective problem solving and agreeing to collaborate with other school leaders and staff members when having to make challenging decisions. Finally, the school leaders will also engage in the shared values and shared vision as it relates to the school's climate and culture.

### Early Warning Systems

**Year 2017-18**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	22	28	17	28	21	16	0	0	0	0	0	0	0	132
One or more suspensions	2	2	9	8	16	16	0	0	0	0	0	0	0	53
Course failure in ELA or Math	4	5	3	15	2	12	0	0	0	0	0	0	0	41
Level 1 on statewide assessment	0	0	0	75	72	63	0	0	0	0	0	0	0	210

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	1	2	2	30	26	26	0	0	0	0	0	0	0	87

**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	0	0	15	0	0	0	0	0	0	0	0	0	15
Retained Students: Previous Year(s)	0	0	0	2	0	0	0	0	0	0	0	0	0	2

**Date this data was collected**

Thursday 7/26/2018

**Year 2016-17 - As Reported**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	15	20	20	10	14	20	0	0	0	0	0	0	0	99
One or more suspensions	2	2	1	6	2	6	0	0	0	0	0	0	0	19
Course failure in ELA or Math	2	2	2	8	1	7	0	0	0	0	0	0	0	22
Level 1 on statewide assessment	0	0	0	69	36	57	0	0	0	0	0	0	0	162

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	1	1	6	1	2	0	0	0	0	0	0	0	11

**Year 2016-17 - Updated**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	15	20	20	10	14	20	0	0	0	0	0	0	0	99
One or more suspensions	2	2	1	6	2	6	0	0	0	0	0	0	0	19
Course failure in ELA or Math	2	2	2	8	1	7	0	0	0	0	0	0	0	22
Level 1 on statewide assessment	0	0	0	69	36	57	0	0	0	0	0	0	0	162

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	1	1	6	1	2	0	0	0	0	0	0	0	11

**Part II: Needs Assessment/Analysis**

**Assessment & Analysis**

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

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

The data components that students at Tangelo Park Elementary performed the lowest are Mathematics Achievement at 37%, English Language Arts at 38%, and Science Achievement at 39%. Yes, the above data findings are a reflection of a continuing trend. In 2017, 32% of students were proficient in the area of English Language Arts, showing a 6% increase between 2017 and 2018.

Mathematics and Science Achievement data outcomes remained the same. The fourth grade English Language Arts decreased by 9% and Mathematics decreased by 7%.

The percent of English Language Learners performing at proficiency in ELA increased from 33% in 2017 to 39% in 2018.

The lowest performing subgroup is SWD students, with only 9% of students achieving ELA proficiency in 2018. This is a 7 percent decrease in the percent of students achieving proficiency in 2017.

**Which data component showed the greatest decline from prior year?**

All school grade component areas showed improvement from the 2016-17 school year to the 2017-18 school year. All areas showed an increase in the number of students achieving proficiency or earning a learning gain.

However, grade-level data outcomes reveal that fourth grade showed the greatest decline

in English Language Arts with a 9% decrease in the number of students achieving proficiency, and 7% decrease in the number of students achieving proficiency in mathematics.

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

When comparing Tangelo Park Elementary and the State Average, the biggest gap was in mathematics achievement, with Tangelo Park having 25% fewer students achieving proficiency in mathematics than the state average of 62%

Looking at grade-level data, the biggest gaps were in fourth grade English Language Arts, with 33% fewer students achieving proficiency than the state average.

In third grade, 26% fewer students achieved proficiency than the state average.

In mathematics, third and fourth grades both had 32% fewer students achieving proficiency than the state average. Fifth grade had 34% fewer students achieving proficiency than the state average.

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

The data component showing the most improvement is ELA Learning Gains, with a four percent increase based on the comparison of the year 2018 and year 2017.

Fifth grade science showed an increase of 11% from 2017 to 2018, and the fifth grade science cohort comparison showed an increase of four percent. There is no consistent trend in ELA Achievement data because 2016 was 35%, 2017 was 32%, and 2018 was 38%.

There was a 32% increase in the percent of White students achieving proficiency in ELA from 50% in 2017 to 82% in 2018.

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

The Extra Hour of Reading Instruction and Intervention was an impact to the 4% increase of Learning Gains in English Language Arts. Teachers in grades 3-5 utilized the district-provided Curriculum Resource Materials and spent a substantial amount of common planning time at their grade level meetings.

**School Data**

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

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	38%	56%	56%	32%	54%	55%
ELA Learning Gains	47%	55%	55%	39%	58%	57%
ELA Lowest 25th Percentile	40%	48%	48%	38%	53%	52%
Math Achievement	37%	63%	62%	37%	61%	61%
Math Learning Gains	44%	57%	59%	43%	64%	61%
Math Lowest 25th Percentile	44%	46%	47%	44%	54%	51%
Science Achievement	39%	55%	55%	39%	50%	51%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	22 (15)	28 (20)	17 (20)	28 (10)	21 (14)	16 (20)	132 (99)
One or more suspensions	2 (2)	2 (2)	9 (1)	8 (6)	16 (2)	16 (6)	53 (19)
Course failure in ELA or Math	4 (2)	5 (2)	3 (2)	15 (8)	2 (1)	12 (7)	41 (22)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	75 (69)	72 (36)	63 (57)	210 (162)

#### Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	31%	55%	-24%	57%	-26%
	2017	27%	57%	-30%	58%	-31%
Same Grade Comparison		4%				
Cohort Comparison						
04	2018	23%	54%	-31%	56%	-33%
	2017	32%	57%	-25%	56%	-24%
Same Grade Comparison		-9%				
Cohort Comparison		-4%				
05	2018	36%	55%	-19%	55%	-19%
	2017	25%	51%	-26%	53%	-28%
Same Grade Comparison		11%				
Cohort Comparison		4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	30%	61%	-31%	62%	-32%
	2017	35%	63%	-28%	62%	-27%
Same Grade Comparison		-5%				
Cohort Comparison						
04	2018	30%	62%	-32%	62%	-32%
	2017	37%	64%	-27%	64%	-27%
Same Grade Comparison		-7%				
Cohort Comparison		-5%				
05	2018	27%	59%	-32%	61%	-34%
	2017	28%	56%	-28%	57%	-29%
Same Grade Comparison		-1%				
Cohort Comparison		-10%				

#### Subgroup Data



2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
WHT	82			55							
BLK	30	40	38	29	37	40	29				
HSP	46	49	38	49	51	47	52				
SWD	9	21		9	43						
FRL	37	46	37	36	45	43	36				
ELL	39	47	40	38	47	41	58				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
WHT	50	69		50	62						
BLK	24	34	35	32	40	38	36				
HSP	41	41	42	42	40	60	42				
SWD	16	27		11	9						
FRL	32	39	38	37	43	44	39				
ELL	33	38	25	34	43	58	32				

### Part III: Planning for Improvement

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

#### Areas of Focus:

<b>Activity #1</b>	
<b>Title</b>	Building Capacity in Teachers and Supporting New Teacher Induction Program
<b>Rationale</b>	There is a 95% teacher turnover rate at Tangelo Park Elementary which consists of both classroom teachers and instructional leaders. The new instructional staff consists of teachers who are new to education, new to Orange County Public Schools, and new to Tangelo Park Elementary.
<b>Intended Outcome</b>	The desired result is that 100% of the new educators will catapult and emerge effectively impacting student academic and behavior achievements.
<b>Point Person</b>	Sara Hudson (sara.hudson@ocps.net)
<b>Action Step</b>	
<b>Description</b>	<p>(1) A Teacher Profile Chart will be created to effectively differentiate and target growth areas and areas of strength to build capacity in teachers.</p> <p>(2) Incorporate and encourage teachers to participate in school-wide book studies and professional development training to infuse teacher efficacy.</p> <p>(3) The Instructional Leadership team will divide, conquer, facilitate, participate, and implement support systems through the Facilitative Coaching Series, the Coaching Cycles, the Mentorships-Clinical Educators Program, Peer Observations, Instructional Rounds, Professional Learning Communities, Common Planning, District Professional Learning Communities, and Data Progress Monitoring Chats.</p> <p>(4) Teachers will receive evaluative and non-evaluative accountable growth feedback from the principal, assistant principal, instructional leadership team, the learning community and district personnel.</p> <p>(5) A Facilitative Coaching Series school-site monitoring system will be developed for teacher leaders who are currently working through the district initiative coaching program. Additionally, other teacher leaders will gain principal recommendations and be inducted within both district and school-based professional learning communities.</p>
<b>Person Responsible</b>	Eboni Montenegro (eboni.montenegro@ocps.net)
<b>Plan to Monitor Effectiveness</b>	
<b>Description</b>	<p>(1) The principal will consistently inspect and monitor the effectiveness of instructional professional development systems and tracking student progress data outcomes.</p> <p>(2) There will be scheduled Administrative Leadership Meetings, Data Chat Meetings, iObservations Trackings, and Instructional Support Meetings.</p>
<b>Person Responsible</b>	Lakeitha Black (lakeitha.black@ocps.net)

**Activity #2**

<b>Title</b>	District Professional Learning and Growth to Support Student Achievement
<b>Rationale</b>	Tangelo Park Elementary is a Corrective Programs school and has demonstrated tremendous growth which can be identified through the 2017-2018 school letter grade improvement from a "D" to a "C". Therefore, Tangelo Park Elementary School will continue to Adjust, Accelerate, and Educate students throughout the 2018-2019 school year. Collaboratively the faculty and staff will build a working relationship to work towards a shared-focus in order to impact the academic and behavioral success of all students at Tangelo Park Elementary.
<b>Intended Outcome</b>	Our intended and desirable outcome is that all teachers will remain focused on student achievement and become more knowledgeable about how students learn. Professional Learning Communities at Tangelo Park Elementary will be recognized as Model PLCs as they organically function and operate on a daily basis. The expectations will be implemented and appreciated as classroom teachers and instructional support leaders meet on a regular basis discussing the district's initiative of school-wide close reading strategies across curricula. During pre-planning, teachers focused on the work of the DPLC through incorporation of close reading strategies, data-based problem-solving, high-quality standards-based instruction, and academic and behavioral interventions. These will be the primary targets in order to educate successful students with a growth-mindset approach.
<b>Point Person</b>	Eboni Montenegro (eboni.montenegro@ocps.net)

**Action Step**

<b>Description</b>	<p>(1)The principal will share and introduce DPLC Year 2 "Looking Ahead" plan, Student Goals, Professional Learning Focus, and dates.</p> <p>(2) Administrators and staff will participate in District Professional Learning Communities (DPLCs) and support the improvement of teaching and learning.</p> <p>(3) The DPLC Team Leaders will facilitate and disseminate information gathered from the professional development to improve teaching skills and the academic performance of students.</p> <p>(4) Teachers will incorporate close reading strategies, as well as oral and written accountable talks in order to increase student engagement in the learning process.</p> <p>(5) Administrators will ensure the development and intentional practice of teachers utilizing the following resources: - Developmental Reading Assessment (DRA), Florida Kindergarten Readiness Screener (FLKRS), i-Ready Reading and Mathematics, Math Solutions, Curriculum Resource Materials (CRMs), the Progress Monitoring Activities (PMAs), Florida Standards Assessment (FSA) Test Item Specifications, Standards Test Design Summary, FSA Question Stems /Task Cards, Curriculum Planning and Learning Management System (CPALMS), and deconstructing the standards,</p>
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(6) The Multi-Tiered System of Supports (MTSS) evidence-based model will be incorporated into the problem-solving process in order to increase the academic and behavioral support and success for all students at Tangelo Park Elementary. The i-Ready Reading and Mathematics and Math Solutions will be used to progress monitor student data outcomes.

(7) Extended Hour Reading Interventions Program will increase reading proficiency for all students.

(8) Professional development will be provided for all core content and special area teachers by the ESOL Compliance Specialist and the ESE and 504 Staffing Specialist in order to support teachers with meeting the needs of our English Language Learners (ELLs) and Exceptional Student Education (ESE) students. ESOL Strategies Charts are located within the CRMs. The PLC Leads, Coaches, ESOL Compliance Specialist and Assistant Principal will attend the ongoing ExC-ELL training (Expediting Comprehension for English Language Learners.)

Parent Academy Nights will be organized by the ESOL Compliance Specialist, Parent Engagement Liason, Assistant Principal, and Leadership Support Team.

The ESE-504 Staffing Specialist will attend the 2018 ESE Summer Institute and intentionally facilitate training for all grade level teachers and Leadership Support Coaches.

(9) i-Ready – Monitor student usage to ensure active time-on-task, domains being turned off, the accuracy of completion, and growth. Math Solutions - Math Talks strategies will be infused among other content areas including mathematics classes.

(10) Progress monitor student academic, behavioral, social, mental health, and socioeconomic needs assessments.

(11) The CHAMPs Classroom Management behavioral intervention program will be implemented to teach students how to be successful in class. In addition, students and teachers will participate in the Ron Clark "HOUSE" Positive Behavior System and Friday Pep Rallies during their grade-level scheduled lunch. Teachers, students, and parents will collaborate and promote positive behaviors through the use of Class Dojo.

(12) The dean and behavior specialist will conduct classroom visits to teach students coping skills. the guidance counselor will support through small group lessons.

(13) Administrators will establish a culture of Growth-Mindset and Student Best Practices.

**Person  
Responsible**

Lakeitha Black (lakeitha.black@ocps.net)

Plan to Monitor Effectiveness

**Description** (1) Discipline Meetings will be led by school-based and district leaders.  
(2) Academic and behavioral data meetings will be scheduled with the Administrative Leadership Team.  
(3) Administrators will conduct classroom walkthroughs and provide teachers with immediate, actionable feedback on a regular basis.

**Person Responsible** Lakeitha Black (lakeitha.black@ocps.net)

**Activity #3**

**Title** Culturally Responsive School Plan

**Rationale** The school culture at Tangelo Park Elementary is on continuously changing. Currently, 45% of the student population is African American, 47% Hispanic, 5% White, 1% Asian/Pac Is., and 2% Multiracial. Over the past ten years, the African American student population has continued to decrease.

**Intended Outcome** The intent is to build culturally competent and culturally responsive teachers, staff and administrators. The implementation of the culturally response school plan previously submitted to the Minority Achievement Office (MAO) will be utilized and monitored. In addition, the Culturally Responsive team will address and discuss any team biases, gain a deeper understanding of a large portion of our children at Tangelo Park Elementary, improve learning gains especially for our lowest 25%, and ensure that teachers are more cognizant and focused on increased student achievement and growth mindset.

**Point Person** Lakeitha Black (lakeitha.black@ocps.net)

**Action Step**

- (1) Attend District Principal-Based Culturally Responsive Meetings.
- (2) Create a 2018-2019 Culturally Responsive Plan.
- (3) Implement and share essential Culturally Responsive Strategies with staff.
- (4) Administrative leadership will take the culturally responsive test.

**Description** (5) Administrative leadership will read the book called "Helping Children to Succeed."  
(6) Provide rigorous standards-based instruction to all levels regardless of subgroups.  
(7) Conduct GRIT PD with staff at pre-planning and connect to all students via being culturally responsive.

**Person Responsible** Lakeitha Black (lakeitha.black@ocps.net)

**Plan to Monitor Effectiveness**

**Description** (1) District and School-based Culturally Responsive Principal and Team Meetings  
(2) Culturally Responsive Planning Meetings

**Person Responsible** Lakeitha Black (lakeitha.black@ocps.net)

**Activity #4**

<b>Title</b>	Building Relationships to Improve School Climate and Culture
<b>Rationale</b>	The school's climate influences student performance and how school leaders, teachers, parents, students, and the community interact with one another and collaborate throughout the school year.
<b>Intended Outcome</b>	It is the intent of all stakeholders at Tangelo Park Elementary to transform the school climate and culture with the focus of closing the achievement gap and ensuring healthy learning environments.
<b>Point Person</b>	Eboni Montenegro (eboni.montenegro@ocps.net)

**Action Step**

- (1) Support and promote an increase in parental involvement.
- (2) The Principal will develop a unique method to connect and communicate with all student and parent cultures.
- (3) School Connect Education Messages will have both English and Spanish Translations.
- (4) The electronic weekly Tangelo Park Tiger Post Newsletters will also include translations in both English and Spanish. ( ...School Facebook and School Website)

<b>Description</b>	<p>(5) The Parent Engage Liason will bridge the connection between students, parents, and school learning activities and encouragement, including the Hispanic Population.</p> <p>(6) Administration will ensure the following events take place to promote parent and community involvements:</p> <ul style="list-style-type: none"> <li>- Parent Academy Night Meetings</li> <li>- Academic and Family Night Events\</li> <li>- Multicultural Day</li> <li>- Community Partnerships and Tangelo Park Program Board Meetings</li> <li>- Title I Parent Engagement Meetings</li> <li>- School Advisory Council meetings</li> <li>- Parent Teacher Association meetings</li> </ul>
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<b>Person Responsible</b>	Eboni Montenegro (eboni.montenegro@ocps.net)
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**Plan to Monitor Effectiveness**

<b>Description</b>	<p>(1) Monthly School Culture and Climate Meetings</p> <p>(2) Book Studies- by author Anthony Muhammad- Transforming School Culture/Climate</p>
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<b>Person Responsible</b>	Lakeitha Black (lakeitha.black@ocps.net)
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**Part IV: Title I Requirements**

### **Additional Title I Requirements**

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

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

Tangelo Park Elementary endeavors to increase parental involvement activities and opportunities, and increase the number of parents that participate in those activities. Parental involvement activities will occur on an ongoing basis, and shall include PTA meetings, SAC meetings, curriculum nights, parent workshops, school performances, award ceremonies, open houses, parent/teacher/student conference nights, and extended media center hours.

#### **PFEP Link**

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

#### **Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

The role of the Parent Engagement Liaison(PEL) is to improve effective communication between home, school and community outreach, and coordinate training opportunities for parents and families of students. The PEL will conduct home visits and parent workshops, gather and present data pertaining to parent engagement activities, participate in parent-school leadership councils, establish communication and create engagement opportunities for all parents.

The Neighborhood Children Family Center is an agency supporting the local community. An office is located on campus. It funds weekly tutoring and education for adults and children to learn English. It also provides medical exams and psychological support for students, as well as provides assistance to parents in job seeking and skill development, and public assistance applications.

Rollins College provides over 100 volunteers who provide tutoring and support for the arts as well as participate in a community clean-up day.

Cornell University students visit during the Cornell University Spring Break for service learning to support science through literacy. The culminating event for the Cornell students is a highly-attended science fair in which parents and students showcase projects judged by community partners and leaders.

Dr. Phillips Rotary Club provides bicycles to 15 students, as well as a \$150 scholarship to fourth and fifth grade winners of an essay contest.

The Tangelo Park Foundation Board meets regularly to support the Home Day Care, a program that offers free home daycare to children ages two to four who reside in the Tangelo Park Neighborhood. Philanthropist Harris Rosen offers full scholarships to any Florida state university or college for students who reside in the neighborhood and graduate



from high school.

The YMCA is an important community partner for Tangelo Park Elementary School and donates food for parent events, such as Reading Night, FSA Parent Night and Hispanic Heritage Night, to encourage attendance.

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

Each year, Pre-K classes participate in a "Moving Up" activity, in which the students visit kindergarten classes prior to the end of the current school year. The "Kindergarten Round Up" program/event is hosted in April to orient parents to the rigors and expectations of kindergarten. Parents are also encouraged to bring their child/children to the "Meet the Teacher" event held prior to the start of every new school year, as well as the annual Open House event. Additional classroom support is provided to all kindergarten teachers at the start of the school year to assist students with the transition from pre-school and early childhood programs to kindergarten.

**Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact**

Identify, implement, and monitor the effectiveness of the school's MTSS structures.

Extra Hour

All students receive an extra hour of daily reading instruction per Florida statute.

Title I, Part A

Tangelo Park Elementary School has one Voluntary Pre-Kindergarten (VPK) unit on site. Funding from Title I will be designated for instructional and curriculum resources, and professional development opportunities that will be utilized to increase student achievement. The VPK program uses the DLM Early Childhood Express as a core program. Additionally, Title I funds are used to purchase supplemental curriculum to provide needed interventions and technology used to assess students.

Title I, Part D

The district receives funds for students in need of neglected and delinquent services.

Title III

Funds for educational services, resources, and language support are provided through the district to improve the education of immigrants and ELLs.

Title X Homeless

The district-provided Social Worker provides resources such as social services, assistance with referrals, clothing, and other basic needs as identified for homeless students under the McKinney-Vento Act.

Supplemental Academic Instruction (SAI)

SAI funds are utilized to provide before-school, after-school, and/or weekend extended learning hours for students, through the funding of tutoring positions.

Violence Prevention Programs:

The local sheriff's office provides Tangelo Park Elementary with a Mentoring, Advising, Guiding and Instructing Children (MAGIC) officer. The MAGIC officer teaches drug and alcohol awareness and prevention to fifth grade students, and works with other grade-level students, teaching about gang violence prevention and bully prevention. Red Ribbon Week activities are also implemented yearly. The school Guidance Counselor provides classroom guidance, guidance groups, and character education.

Nutrition Programs

Tangelo Park Elementary has received the Florida Fresh Fruit and Vegetable Program for the 2017-18 school year and utilizes funds to provide healthy snacks and nutrition education to all students.

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

Tangelo Park Elementary School participates in the AVID program designed to promote college and career readiness. The school partnered with the University of Central Florida to host a college signing day in which students in the school studied universities and career programs and shared the information in a college fair. The day ends with 5th grade students signing to commit themselves to career goals.

**Part V: Budget**

<b>Total:</b>	<b>\$2,500.00</b>
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