

Orange County Public Schools

# Tangelo Park Elementary



## 2019-20 School Improvement Plan

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# Tangelo Park Elementary

5115 ANZIO ST, Orlando, FL 32819

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

## Demographics

**Principal: Lakeitha Black**

Start Date for this Principal: 7/30/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Students With Disabilities
<b>School Grade</b>	2018-19: C
<b>School Grades History</b>	2017-18: C
	2016-17: D
	2015-16: D
	2014-15: D
	2013-14: D
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">Diane Leinenbach</a>
<b>Turnaround Option/Cycle</b>	
<b>Year</b>	N/A
<b>Support Tier</b>	N/A
<b>ESSA Status</b>	TS&I

\* 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 Orange 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](http://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	Job Duties and Responsibilities
Black, Lakeitha	Principal	<p>As principal my duties and responsibilities are as followed:</p> <ul style="list-style-type: none"> <li>*Share the vision, mission, and goals of the school</li> <li>*Establish and maintain a collaborative school culture and climate</li> <li>*Administer the budget</li> <li>*Hire and evaluate staff and oversee facilities</li> <li>*Cultivate leadership in others by improving school leadership</li> <li>*Guide school-based systems to improve teaching and learning</li> <li>*Monitor student achievement and data analysis</li> <li>*Provide strategic direction, assess teaching methods, and provide support that meets the specific needs of my faculty, staff, students, parents, community, and stakeholders</li> <li>*Encourage parent engagement, set expectations, and participate as a supportive board member of the School Advisory Committee (SAC) and Parent Teacher Association (PTA)</li> <li>*Anticipate the implementation of systems and procedures (consistency and stability)</li> </ul>
Jackson, Lashawnda	Instructional Coach	<p>Professionally develop ALL teachers through coaching in ALL content areas. Help teachers reach their own professional learning goal(s). Support teachers with all levels of experience. Create a positive partnership with all teachers to enhance content knowledge and pedagogy.</p> <p>Areas of Support:</p> <ul style="list-style-type: none"> <li>*Professional Development Facilitator and Coordinator</li> <li>*Coaching Cycle</li> <li>*Professional Learning Communities (PLCs)</li> <li>*Classroom Management</li> <li>*Implementation of Team Structures</li> <li>*Mentorship</li> </ul>
Johnston, Margaret	Other	<p>ESOL Compliance Teacher</p> <p>Purpose/Goal is to:</p> <ul style="list-style-type: none"> <li>*Ensure that Tangelo Park Elementary is in compliance with the Meta Consent Decree</li> <li>*Ensure that parents are made aware of their child’s rights as an English Language Learner (ELL)</li> <li>*Ensure teachers have the resources, strategies and support to teach ELLs</li> <li>*Provide student supervision during morning holding areas and lunch</li> <li>*Collaborate with and respect fellow Tigers as we raise SA and foster a community of diversity, trust and love</li> </ul> <p>Areas of Support</p> <ul style="list-style-type: none"> <li>*Pull small groups of ELLs to work with them on their BICS and CALP skills</li> <li>*Provide professional development and resources for teachers</li> </ul>

Name	Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> <li>*Hold meetings for parents of ELLs to include: re-evaluations, exits, LEP Committee Meetings, Multilingual Parent Committee meetings</li> <li>*Support our Parent Engagement Liaison (PEL) with events held for all Tangelo Park Elementary parents</li> <li>*Manage all ELL student portfolios to make sure they are in compliance</li> <li>*Track and test all ELLs both manually and electronically through Skyward</li> </ul>
Gillis, Amelia	Guidance Counselor	<p>Her primary role is to support the emotional, mental, and social needs of students.</p> <p>Areas of Support:</p> <ul style="list-style-type: none"> <li>*Organizing and scheduling weekly small group and individual support sessions with students</li> <li>*Conduct student and teacher orientations</li> <li>*Conduct threat assessments</li> <li>*Assist parents and students with the Mckay Scholar and McKinney Vento support systems</li> </ul>
Young, Terranesha	Assistant Principal	<p>Assessing administrator for first, fourth, and fifth grades</p> <p>Areas of Support:</p> <ul style="list-style-type: none"> <li>*Multi-Tiered System of Supports (MTSS)</li> <li>*Mathematics and Science content areas: attend PLCs, collaborate with Corrective Programs (CP) Math and Science Program Specialists, supervise Math &amp; Science Coach, support and monitor Math Lowest 30% groups, etc.)</li> <li>*Facilities/Maintenance</li> <li>*Drills</li> <li>*Safety and Security (fire extinguisher checks, safety walks, grounds compliance)</li> <li>*Transportation (buses and aftercare vans)</li> <li>*Attendance</li> <li>*Discipline</li> <li>*Deliberate Practice Lead</li> <li>*Print and review RC and PR</li> <li>*Class Dojo, Facebook, and School Messenger Updates</li> <li>*Morning Announcements</li> <li>*AdvancED</li> <li>*Custodian Supervisor</li> </ul>
Awodele-Brown, Malomo	Instructional Coach	<p>Math Coach</p> <p>To help support teachers in the areas of both math and science, ensuring that students are not only growing, but proficient in these areas by any means necessary.</p>

Name	Title	Job Duties and Responsibilities
		<p>Areas of Support</p> <ul style="list-style-type: none"> <li>*Support teachers in the design of engaging, standards-based lessons</li> <li>*Observe instructional delivery and provide feedback to enhance and support the development of teacher leaders</li> <li>*Analyze data in order to modify curriculum and forms of assessment to meet students' needs</li> </ul>
		<p>Roles:</p> <ul style="list-style-type: none"> <li>*Support teachers with the implementation of positive behavior intervention strategies</li> <li>*Assist teachers with incorporating the restorative questioning technique when responding to challenging questions</li> <li>*Gain the opportunity to build positive relationships with students and teachers</li> </ul>
Gates, Martenna	Dean	<p>Areas of Support:</p> <ul style="list-style-type: none"> <li>*Participate in classroom visits and spend quality time assisting the student(s) with one-on-one/group behavior interventions while remaining in the classroom setting and learning the lesson being taught to the whole group or that is expected of students during the small group/center rotation groups</li> <li>*Arrange Reflection/Implementation Meeting with classroom teacher. The meeting will focus on collaborative discussions in relations to the supported student(s) and possible positive behavior intervention strategies.</li> </ul>
Mack, Giles	Other	<p>Program Assistant - Behavior Support</p> <p>Roles:</p> <ul style="list-style-type: none"> <li>*Support teachers with the implementation of positive behavior intervention strategies</li> <li>*Assist teachers with incorporating the restorative questioning technique when responding to challenging questions</li> <li>*Gain the opportunity to build positive relationships with students and teachers</li> </ul> <p>Areas of Support:</p> <ul style="list-style-type: none"> <li>*Participate in classroom visits and spend quality time assisting the student(s) with one-on-one/group behavior interventions while remaining in the classroom setting and learning the lesson being taught to the whole group or that is expected of students during the small group/center rotation groups</li> <li>*Arrange Reflection/Implementation Meeting with classroom teacher. The meeting will focus on collaborative discussions in relations to the supported student(s) and possible positive behavior intervention strategies.</li> </ul>

**Early Warning Systems**



**Current Year**

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	92	114	118	114	102	111	0	0	0	0	0	0	0	651
Attendance below 90 percent	25	27	25	20	16	9	0	0	0	0	0	0	0	122
One or more suspensions	2	3	15	9	5	7	0	0	0	0	0	0	0	41
Course failure in ELA or Math	4	10	12	18	24	20	0	0	0	0	0	0	0	88
Level 1 on statewide assessment	0	0	0	75	53	71	0	0	0	0	0	0	0	199

**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	4	4	6	25	23	21	0	0	0	0	0	0	0	83

**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	1	0	0	0	0	0	0	0	0	1
Students retained two or more times		0	0	0	0	3	1	0	0	0	0	0	0	4

**FTE units allocated to school (total number of teacher units)**

45

**Date this data was collected or last updated**

Tuesday 7/30/2019

**Prior Year - As Reported**

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
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 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	1	2	2	30	26	26	0	0	0	0	0	0	0	87

**Prior Year - Updated**

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
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 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	1	2	2	30	26	26	0	0	0	0	0	0	0	87

**Part II: Needs Assessment/Analysis**

**School Data**

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	32%	57%	57%	38%	56%	56%
ELA Learning Gains	53%	58%	58%	47%	55%	55%
ELA Lowest 25th Percentile	57%	52%	53%	40%	48%	48%
Math Achievement	34%	63%	63%	37%	63%	62%
Math Learning Gains	50%	61%	62%	44%	57%	59%
Math Lowest 25th Percentile	50%	48%	51%	44%	46%	47%
Science Achievement	33%	56%	53%	39%	55%	55%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	92 (0)	114 (0)	118 (0)	114 (0)	102 (0)	111 (0)	651 (0)
Attendance below 90 percent	25 (22)	27 (28)	25 (17)	20 (28)	16 (21)	9 (16)	122 (132)
One or more suspensions	2 (2)	3 (2)	15 (9)	9 (8)	5 (16)	7 (16)	41 (53)
Course failure in ELA or Math	4 (4)	10 (5)	12 (3)	18 (15)	24 (2)	20 (12)	88 (41)

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	75 (75)	53 (72)	71 (63)	199 (210)

#### Grade Level Data

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

NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	24%	55%	-31%	58%	-34%
	2018	31%	55%	-24%	57%	-26%
Same Grade Comparison		-7%				
Cohort Comparison						
04	2019	32%	57%	-25%	58%	-26%
	2018	23%	54%	-31%	56%	-33%
Same Grade Comparison		9%				
Cohort Comparison		1%				
05	2019	21%	54%	-33%	56%	-35%
	2018	36%	55%	-19%	55%	-19%
Same Grade Comparison		-15%				
Cohort Comparison		-2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	32%	62%	-30%	62%	-30%
	2018	30%	61%	-31%	62%	-32%
Same Grade Comparison		2%				
Cohort Comparison						
04	2019	37%	63%	-26%	64%	-27%
	2018	30%	62%	-32%	62%	-32%
Same Grade Comparison		7%				
Cohort Comparison		7%				
05	2019	22%	57%	-35%	60%	-38%
	2018	27%	59%	-32%	61%	-34%
Same Grade Comparison		-5%				
Cohort Comparison		-8%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	27%	54%	-27%	53%	-26%
	2018	32%	53%	-21%	55%	-23%
Same Grade Comparison		-5%				
Cohort Comparison						

**Subgroup Data**

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	12	55		38	55						
ELL	35	60	56	34	56	50	37				
BLK	27	47	67	31	42	50	22				
HSP	39	62	54	39	59	59	43				
FRL	30	52	54	34	45	41	30				

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 2015-16	C & C Accel 2015-16
SWD	9	21		9	43						
ELL	39	47	40	38	47	41	58				
BLK	30	40	38	29	37	40	29				
HSP	46	49	38	49	51	47	52				
WHT	82			55							
FRL	37	46	37	36	45	43	36				

**ESSA Data**

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	46
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	61
Total Points Earned for the Federal Index	370
Total Components for the Federal Index	8
Percent Tested	100%

**Subgroup Data**

<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	40
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
<b>English Language Learners</b>	
Federal Index - English Language Learners	49
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
<b>Asian Students</b>	
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
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	37
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	53
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
<b>Native American Students</b>	
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
<b>Pacific Islander Students</b>	
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	43
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Analysis

### Data Reflection

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

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

The data components that students at Tangelo Park Elementary performed the lowest are Mathematics Achievement at 34%, English Language Arts at 32%, and Science Achievement at 33%. Yes, the above data findings are a reflection of a continuing trend. In 2018, 38% of students were proficient in the area of English Language Arts, showing a 4% decrease between 2018 and 2019.

Our proficiency was negatively impacted. A contributing factor is that five percent of our teachers were either new to Tangelo or new to teaching.

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

There were two data components that showed the greatest decline. English Language Arts decreased by six percent, and science achievement also declined by six percent. During this school year there was increase of English Language Learners (ELLs) which impacted student performance in the areas of ELA and science.

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

Science proficiency had the great gap in comparison to the state average based on a 29% difference and was a result of a lack of science inquiry and academic vocabulary strategies.

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

The data component showing the most improvement was ELA learning gains for the bottom quartile, with 17% more students earning a learning gain than the previous year.

Based on the intensive data tracking system students were monitored throughout the i-Ready computer lab, after-school tutoring, Saturday School, and Spring Break Camp.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

The two areas of concern were 75 students in third grade scored a Level 1 on statewide assessments and 71 of our fifth grade students scored Level 1.

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

1. School Safety
2. Culturally Responsiveness
3. Positive Behavior Intervention Support
4. Teacher Retention/High-Performing and Dedicated Teams
5. All content area CORE Instructions/Intervention "Tiger PAWer Hour" and Magical Math Minutes (Multi-Tiered Systems of Support- Equity and equality for closing achievement gaps.

## Part III: Planning for Improvement

### Areas of Focus:

<b>#1</b>	
<b>Title</b>	Implement a structured Multi-Tiered System of Supports to govern the academic, behavioral, social, and emotional elements of student achievement.
<b>Rationale</b>	<p>As a result of multiple data points, i-Ready diagnostics, formative or common assessments, overall class report card cards, and student outcomes on FSA, students' levels of proficiency and standards mastery were significantly low. The implementation of MTSS will provide strategic ways to monitor, identify, and infuse intervention support in order to meet the academic, behavioral, social, and emotional needs of all students at Tangelo Park Elementary School</p> <p>If students are not mastering the standards-based instruction within core (Tier I) instruction and are not receiving the correct interventions, then we will continue to see an achievement gap of their learning needs. In addition, if students are struggling with positive behavior concerns, their learning is impeded.</p>
<b>State the measureable outcome the school plans to achieve</b>	Tangelo Park Elementary is anticipating that 100% of students will be effectively monitored and serviced according to identified needs of improvement.
<b>Person responsible for monitoring outcome</b>	Terranesha Young (terranesha.young@ocps.net)
<b>Evidence-based Strategy</b>	The evidence-based strategies being implemented is the implementation of intensive intervention groups for both reading math: "Tiger PAWer Hour" and "Magical Math Minutes." The primary grade levels are administering running records of of phonics and phonemic awareness to monitor student outcomes, and i-Ready reading and math is used to effectively monitor student progress.
<b>Rationale for Evidence-based Strategy</b>	The resources being used to support the above strategies are mini-vocabulary lessons, Leveled Literacy Interventions (LLI), i-Ready LAFS, i-Ready Phonics for Reading, Reading A-Z, Flocabulary, USA Test Prep Reading and Math, and Imagine Learning.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Implement a school-wide MTSS</li> <li>2. Provide support to targeted grade levels</li> <li>3. Provide Professional Development to teachers in MTSS</li> <li>4. Collect data to identify students for Tiers II and III support, implement prescribed interventions, and monitor student academic, behavior, social, mental, and emotional outcomes</li> <li>5. Conduct MTSS meetings to monitor student progress and make needed adjustments based on the data</li> </ol>
<b>Person Responsible</b>	[no one identified]



<b>#2</b>	
<b>Title</b>	Engage in collaborative inquiry during Professional Learning Communities and common planning meetings to improve students' mastery of the standards and close achievement gaps.  Tangelo Park Elementary is being supported by the Corrective Programs department and has demonstrated tremendous growth as evidenced by the school grade improving from 41% of the total points in 2018 to 44% of the total points in 2019.
<b>Rationale</b>	Therefore, the motto "Together We Can! One Team, One Goal" will help 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>State the measurable outcome the school plans to achieve</b>	Our intended outcome is that all teachers will remain focused on student achievement and become more knowledgeable about how students learn. PLCs 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 professional development, teachers focus on the 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>Person responsible for monitoring outcome</b>	Lashawnda Jackson (lashawnda.jackson@ocps.net)
<b>Evidence-based Strategy</b>	Leadership team will support professional development learning opportunities for all teachers at Tangelo Park Elementary. Establishing and maintaining high-performing and dedicated teams are the ongoing focus elements that teachers and coaches are expected to be engaged in on a weekly bases. The goal is that these procedures will positively impact student learning and provide equity and equality for all students.
<b>Rationale for Evidence-based Strategy</b>	The rationale for selecting the high-performing and dedicated teams approach is to build capacity in teachers, support the development of their craft for teaching, model quality instruction, and meet and academic needs of students through intentional PLCs and grade-level common planning meetings.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Setting of Norms/Consequences</li> <li>2. Weekly PLCs</li> <li>3. Weekly common planning meetings</li> <li>4. Professional Development</li> <li>5. Monitoring Student Outcomes for the Desired Effect</li> </ol>
<b>Person Responsible</b>	[no one identified]

<b>#3</b>	
<b>Title</b>	Implement a Culturally Responsive School Plan.
<b>Rationale</b>	The school culture at Tangelo Park Elementary is 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.
<b>State the measurable outcome the school plans to achieve</b>	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.
<b>Person responsible for monitoring outcome</b>	Martenna Gates (martenna.gates@ocps.net)
<b>Evidence-based Strategy</b>	(1) District and School-based Culturally Responsive Principal and Team Meetings (2) Culturally Responsive Planning Meetings
<b>Rationale for Evidence-based Strategy</b>	Tangelo Park Elementary will implement the District Culturally Responsive procedures to impact teaching and learning in order to include student cultural references during instruction.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Attend District Principal-based Culturally Responsive meetings.</li> <li>2. Create a 2019-2020 Culturally Responsive Plan.</li> <li>3. Implement and share essential Culturally Responsive strategies with staff.</li> <li>4. Administer culturally responsive test to administrative leadership.</li> <li>5. Read the book called "Helping Children to Succeed."</li> <li>6. Provide rigorous standards-based instruction to all levels regardless of subgroups.</li> <li>7. Conduct a book study of the "Poor Students, Rich Teaching" Mindsets for change by Eric Jensen.</li> <li>8. Conduct Culturally Responsive planning meetings.</li> </ol>
<b>Person Responsible</b>	Martenna Gates (martenna.gates@ocps.net)

**Additional Schoolwide Improvement Priorities (optional)**

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)**

Additional school improvement priorities such as school safety, teacher retention, etc... will be discussed weekly during Leadership Team Meetings.

## 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 Schoolwide Improvement Plan 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.

**Drugs Prevention Programs:**

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 2019-2020 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>1</b>	<b>III.A</b>	<b>Areas of Focus: Implement a structured Multi-Tiered System of Supports to govern the academic, behavioral, social, and emotional elements of student achievement.</b>				<b>\$1,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	1000	140-Substitute Teachers	0811 - Tangelo Park Elementary	Other Federal		\$1,000.00
<b>2</b>	<b>III.A</b>	<b>Areas of Focus: Engage in collaborative inquiry during Professional Learning Communities and common planning meetings to improve students' mastery of the standards and close achievement gaps.</b>				<b>\$100,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	3120	120-Classroom Teachers	0811 - Tangelo Park Elementary	Other Federal		\$100,000.00
			<i>Notes: Turnaround School Improvement Grant</i>			
<b>3</b>	<b>III.A</b>	<b>Areas of Focus: Implement a Culturally Responsive School Pan.</b>				<b>\$5,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	1140	120-Classroom Teachers	0811 - Tangelo Park Elementary	Other Federal		\$5,000.00
<b>Total:</b>						<b>\$106,000.00</b>