Orange County Public Schools

Tangelo Park Elementary

2015-16 School Improvement Plan

Tangelo Park Elementary

5115 ANZIO ST, Orlando, FL 32819

www.ocps.net/lc/southwest/etp

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	100%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	90%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	D*	C	B	A

**Preliminary Informational Baseline School Grade*

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

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

SIP Authority and Template

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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F		**Turnaround Status**
No		

Part I: Current School Status

Supportive Environment

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 Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Tangelo Park Elementary celebrates and embraces cultural diversity. The student population consists of local students, as well as those from Russia, the Middle East, Japan, Puerto Rico, Brazil and other countries around the world. Tangelo Park Elementary school staff and administration continually work to create a positive and welcoming atmosphere for all parents and students. All staff members receive professional development, throughout the school year, in effective strategies that support the needs of English Language Learners (ELL) and at-risk students. Staff members are provided training in the Sheltered Instruction Observation Protocol, de-escalation techniques, and all instructional staff members are ESOL (English Speakers of Other Languages) endorsed or working towards endorsement/certification. In an effort to highlight the diversity at Tangelo Park, family involvement programs and events are held throughout the school year, such as the Black History program, the celebration of Hispanic Heritage Month, and the annual Multi-Cultural Day Celebration.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Upon entering the Tangelo Park Elementary campus, students are greeted and welcomed by personnel that are stationed throughout the school. Policies, procedures, and rules are reviewed and shared with students at the start of the school year, and throughout. The Student Code of Conduct is reviewed with students on a quarterly basis, and a staff Discipline Committee meets monthly to determine discipline interventions and positive behavior supports and reinforcements, as well as discuss school-wide discipline policies. Students are encouraged to adhere to school-wide and classroom routines and procedures through incentives provided in the school's positive behavior program, R.O.A.R. (Responsible On time and Always Respectful). A school guidance counselor provides support to students on an as-needed basis and facilitates character education lessons to all students on a monthly basis. All students have access to the school guidance counselor to discuss any concerns or issues they may have in school and at home. Additionally, the Neighborhood Center for Families is housed on the Tangelo Park Elementary campus and provides counseling resources for students and families on a referral basis or parent request. The expectation of all staff members is that students are treated with fairness, dignity and respect at all times. Additionally, monthly drills are conducted to ensure that students know the appropriate actions to take during an emergency (emergency egress drill, active assailant drill, and severe weather drill).

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Each grade level team creates and implements a behavior management and reinforcement plan at the start of the school year, and the plans are revisited on a quarterly basis or as needed. On the first day of school, the discipline team (consisting of the administrative dean, guidance counselor, principal, and designee) hosts an assembly for all students during the special area block to review school-wide procedures, expectations and incentives for positive behavior. As stated previously, all students are provided an overview of the Student Code of Conduct on a quarterly basis. During the first semester, all staff members are trained in de-escalation techniques and procedures to support the safety and well-being of all students and staff on campus. Additionally, a positive behavior reinforcement system has been established to recognize and reward students for displaying positive behaviors throughout the school.

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

Tangelo Park Elementary hosts the Neighborhood for Centers and Families (NCF) program on campus.
Tangelo Park and the NCF work collaboratively to promote healthy lifestyle programs, resiliency and self-sufficiency for students and their families. The NCF provides food and clothing to families and assists in the referral to outside agencies for additional services. The NCF also provides a full-time counselor that is able to support students on campus, as requested. Tangelo Park partners with the Second Harvest Food Bank. Through the partnership, Tangelo Park Elementary is able to provide "Hi-Five" packs for needy students. These packs consist of non-perishable food items for their families. The school guidance counselor conducts monthly character education lessons with all grade levels and provides resources for teachers to continue character education within the classroom. The guidance counselor also facilitates several counseling groups throughout the school year (divorce, grief and loss, anger management, etc.) that are based on the needs of the student population .
Tangelo Park Elementary provides referrals to outside agencies for counseling services for those students who need more intensive support. Tangelo Park Elementary employs a full-time Licensed Practical Nurse (LPN). A part time Nurse Practitioner, provided through the NCF, is on campus two days per week providing medical care to students as needed. The school also works collaboratively with the assigned school social worker to address truancy, homelessness, and outside agency support for families in
need.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

-Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
-One or more suspensions, whether in school or out of school
-Course failure in English Language Arts or mathematics

Provide the following data related to the school's early warning system

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	14	20	16	10	7	7	74
One or more suspensions	0	2	1	2	6	3	14
Course failure in ELA or Math	13	42	18	40	34	27	174
Level 1 on statewide assessment	0	0	0	0	0	0	

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

Indicator	Grade Level					Total
	1	2	3	4	5	
Students exhibiting two or more indicators	2	1	2	6	3	14

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Tangelo Park Elementary utilizes layers of support that provide interventions in the areas of academics, behavior, and attendance. For those students who are performing moderately to significantly below grade level, students are identified and assigned to the appropriate tier (tier II or tier II). Based on performance data and the students' tier placement, the identified students receive appropriate interventions and data are collected as part of the progress monitoring process. Students receiving academic interventions participate in a minimum of 30 minutes per day of research-based reading and/or math interventions, after school tutoring, and additional intervention in reading/math, outside of the daily 30 minutes of research-based intervention.
For students exhibiting behaviors that impede academic progress, the Multi-Tiered System of Supports team (MTSS) meets to discuss the observed behaviors and develop interventions and action plans. The MTSS team consists of the teachers, staffing specialist, MTSS coordinator, dean, guidance counselor, parents, and principal or appointee. The MTSS team decides on interventions and the progress monitoring process that will be used to collect data. Additionally, the school guidance counselor may be assigned to work with identified students on social skills, anger management, peer relationships, and other areas.
For attendance, the registrar, principal, and social worker identify truant students on a weekly basis through reports derived from the Student Management System (SMS). Based on 5-day and 10-day absences, or 10 or more tardies (within a specified amount of time) early warning truancy letters are sent to parents. Phone calls are placed to parents and families that have students receiving the truancy letters. If truancy continues, early intervention truancy meetings are held and parents are placed on an attendance contract. The school social worker and guidance counselor also provide resources and agency contacts to parents that may have extenuating circumstances leading to their child(ren)'s truancy.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

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

Description

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.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Tangelo Park Elementary has a long-standing relationship with Harris Rosen and Rosen Hotels and Resorts. Through this partnership, the school has been able to create and maintain unique partnerships with local, state and national companies and organizations. In the event that one or more partners endeavor to provide resources to Tangelo Park Elementary, the partner(s) speak directly with the school principal and/or Partners in Education (PIE) coordinator to determine resources and services needed. New and existing partners are also invited to showcase their products and services at parent/family involvement events, such as Open House, Curriculum Nights, etc. In order to sustain the established partnerships, the school administration and school community (students, staff, and parents) are involved in providing tokens of gratitude to the partners (thank you cards and notes, student-created posters, student performances, etc.) and the school community is also encouraged to patronize the partner businesses, as applicable.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Newton, Diondra	Principal
Bivins McCormick, Stephanie	Instructional Coach
Parker, Jennifer	Instructional Coach
Mizzell, Adolf	Dean
Hammond, Andrea	Guidance Counselor
Alexander-Perelion, Laureen	Other

Duties

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

All members of the school leadership team play an active role in assuring that the academic and behavioral needs of all students are met. The team member's responsibilities are as follows:
-Principal - provides vision and direction for the problem-solving processes, and reviews the fidelity of and adherence to the process via classroom walk-throughs and observations, data meetings, and Multi-Tiered System of Supports (MTSS) meetings;
-Instructional coaches - provide expertise in specific content areas through coaching of effective strategies, identification of appropriate intervention materials and resources, screening and

assessment of identified students, and hands-on support for identified students (small group and differentiated instruction);
-Guidance Counselor - provides expertise and support in identifying students and selecting appropriate interventions for behavior, including the creation of guidance groups, participating in MTSS meetings, and assisting in the creation of MTSS behavior action and support plans;
-Staffing Specialist - provides expertise and support in identifying students and selecting appropriate interventions for academics and behavior, participating in MTSS meetings, and assisting in the creation of MTSS academic and behavior action/support plans; guides teachers in the process of collecting and analyzing data and implementing appropriate strategies and interventions for selected students;
-School Psychologist - works collaboratively with the Staffing Specialist in providing expertise and support in identifying students and selecting appropriate interventions for academics and behavior, participating in MTSS meetings, and assisting in the creation of MTSS academic and behavior action/support plans; guides teachers in the process of collecting and analyzing data and implementing appropriate strategies and interventions for selected students; initiates and completes required psychological and aptitude testing, when needed.

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

The following steps are outlined to identify, implement, and monitor the effectiveness of the school's MTSS (Multi-Tiered Support System) and School Improvement Plan (SIP) structures:
1) Identification of student(s), based on below grade level performance on school/district/state benchmark assessments (by teacher or MTSS team), or at the request of a parent/guardian.
2) A meeting is scheduled with parent/guardian, teacher(s), and MTSS team members to review data of identified student to determine the severity of skills deficits and determine the level of support which the student will receive (Tier II or Tier III).
3) An action plan will be created, based on the data reviewed and analyzed in Step 2. The student's skills deficits will be analyzed to determine the cause and identify specific skills in need of support/intervention. Based on the support needed and level of tier identified, intervention and progress monitoring will commence.
4) Research-based interventions and supports will be provided to the identified students, and curriculum-based measurements will be utilized to assess the progress of the student (progress monitoring). The progress monitoring process will occur for 4-6 weeks, allowing time to collect a minimum of 3 data points.
5) After the 4-6 week intervention cycle and/or 3 data points are collected, the data will be analyzed to determine modification of support.
6) If growth is minimal or non-existent, additional interventions will be implemented and/or the intensity of interventions will be increased (dependent on data from prior interventions).
Concurrently, the implementation of the core curriculum will be done with fidelity in all classrooms. Classroom walk-throughs and teacher observations will occur to ensure the fidelity of instruction. Small group support, individual support, and additional resources (human and instructional) will be identified and provided, as needed.
Title I, Part A
Tangelo Park Elementary 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 C Migrant

The district provides services and support to qualifying families through a Migrant Liasion.
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 English Language Learners.
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 MAGIC (Mentoring, Advising, Guiding and Instructing Children) 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 2015-2016 school year and utilizes funds to provide healthy snacks and nutrition education to all students.
Headstart
Two Headstart programs are housed on the campus of Tangelo Park Elementary. The Headstart program and the school work collaboratively to provide learning opportunities for students in Headstart and attending school at Tangelo Park Elementary.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Diondra Newton	Principal
Coretta Butler	Parent
Kathy Micciantuono	Teacher
Harry Ward	Parent
Tyesha Branch	Business/Community
Christy Russo	Parent
Gricelda Wells	Education Support Employee
Carlos Del Cid Vazquez	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The 2014-2015 school improvement plan is pending evaluation due to the unavailability of reading and math scores from the Florida Standards Assessment (FSA).

Development of this school improvement plan

The SAC made academic recommendations for the 2015-2016 school year, based on school performance data and needs assessment surveys in a scheduled meeting. Additionally, teachers and support staff provided input regarding the school improvement goals at the start of the school year.

Preparation of the school's annual budget and plan

During the SAC monthly meetings from the 2014-2015 school year, academic programs and resources used and needed were discussed and reviewed. Prior to the start of the 2015-2016 school year, the academic needs and priorities of the school are discussed, in terms of staffing, programs, technology etc., and priorities are identified for the upcoming year. The input and feedback received at the meetings is used to set priorities for the upcoming year's budget. Once the budget is complete, outcomes are shared with the committee and discussions are conducted to ensure consensus and understanding.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

School improvement funds were projected to be used for parental involvement activities designed to assist parents in supporting their children at home, both academically and behaviorally:
Curriculum Nights (Science, Literacy, Math) - $2,000
Accelerated Reader incentives for K-5th-grade students - $1,000
Academic incentives for high performing students/students making significant gains - $1,500
Computer software for existing school technology - $15,000

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Bivins McCormick, Stephanie	Instructional Coach
Newton, Diondra	Principal
Micciantuono, Kathy	Instructional Media
Alexander-Perelion, Laureen	Other
Parker, Jennifer	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

Tangelo Park Elementary's major initiatives this year are to promote literacy and increase the level of students reading at or above grade level. A weekly Media Night has been added to the school calendar, which consists of extended media center hours to encourage parents to read with their children, utilize school-based technology to access literacy programs, and provide opportunities for students to participate in the Accelerated Reader program. Students will also be offered incentives and recognized for gains made in reading and milestones met in the Accelerated Reader program. Fostering an enjoyment of reading is the crux of these initiatives. Two literacy night programs will be offered during the school year to encourage and support parents in promoting literacy at home.

Additionally, students have 24/7 access to e-books via the MyON Reader program, which provides a wide range of genres from which students may select books to read or listen to. Writing in all content areas is a requirement at Tangelo Park Elementary, and will be monitored through lesson plans and classroom walkthroughs.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Tangelo Park Elementary encourages positive working relationships between teachers, instructional leaders, and administration through collegial planning and assessment teams. Two days per week, a 45-minute block of time is designated for each grade level to collaboratively plan instruction of the Florida ELA Standards with the school Reading Coach; similarly, teams are designated two days to work with the school Math Coach to plan instruction of the Florida Math Standards. During these collaborative sessions, teachers and coaches work to deconstruct the reading and math standards (LAFS and MAFS), create lesson plans and common assessments, and review student data. In addition to collaborative planning sessions, Professional Learning Community meeting time is set aside one day per week to continue the construction of common assessments, discuss common assessment data, and discuss instructional strategies and practices. On a monthly basis, one teacher per grade level meets with the school dean and guidance counselor as a Discipline Committee to discuss school trends in behavior, discipline procedures, and positive reinforcement programs and strategies. The school principal and instructional coaches meet biweekly with grade level teams to discuss student data and strategies for maximizing student and teacher performance. Teachers are also encouraged to conduct peer observations and collaborate with one another to support professional growth and learning.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

In order to recruit and retain highly qualified teachers, Tangelo Park Elementary collaborates with and through local universities and colleges, and uses district criterion for highly qualified teachers, continually. Tangelo Park Elementary also actively participates in the placement of student-teacher interns during the fall and spring semesters. The school's website provides information to potential candidates regarding the professional development, mentoring, and coaching opportunities available for teachers at Tangelo Park Elementary. Additionally, teacher mentors are assigned to new and beginning teachers, and those identified as needing additional support. The school leadership monitors the ongoing professional development, training, coaching, mentoring, and progress of those teachers. All teachers participate in Professional Learning Communities, peer shadowing and observations, professional learning opportunities focused on school-based needs and initiatives, and common planning. The coaching cycle is actively utilized at Tangelo Park Elementary, where content-area coaches provide pre- and post-observation conferences with teachers, and model effective teaching strategies. The individuals responsible for recruiting and retaining highly qualified staff are the principal, Curriculum Resource Teacher/Instructional Coach, Reading Coach, Math Coach, and teacher mentors.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

In order to retain highly qualified teachers (beginning and new to school or district), the following activities and opportunities are provided:
-New Teacher Orientation (school-based, prior to start of school year)
-Ongoing professional development opportunities (school-based, district, and web-based workshops/ training)
-Participation in Professional Learning Communities (grade level and topic-focused)

-Opportunities to participate in peer observations or instructional rounds (observing master teachers and reflecting on practices)
-Mentoring from highly qualified and effective teachers
-New/beginning teacher meetings (monthly)
-Opportunities to participate in the coaching cycle (modeling of effective practices and observations by content-area coaches)
-Professional development materials and resources, eLearning, etc. are offered to all teachers
-Mentees are paired with mentors based on the mentee's current grade level, previous experience, strengths and weaknesses, and common interests.
-Mentees will participate in the aforementioned activities throughout the year, beginning in the weeks prior to the start of the school year. In addition to the activities previously stated, mentees will participate in biweekly data meetings (twice per month), and will receive frequent feedback from the principal and instructional coaches on instructional strategies, classroom management, and lesson planning.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. Each school is expected to utilize the standards-based resources during daily instruction.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Tangelo Park Elementary uses the data from a variety of sources to provide effective and timely instruction for all students and to differentiate instruction in order to meet the varying needs of students (behaviorally and academically). Through the MTSS process, school staff focuses on student progress and student achievement, analyzing intervention data for both academics and behavior, and making revisions to the intervention plan, as needed. A student performing significantly below grade level performance in reading (tier III), for example, is identified through and tracked via the MTSS process, and instructional interventions are identified and utilized in the classroom. Academic data is collected as interventions are implemented, and a 3-week MTSS meeting is held to discuss the progress of the student. If the academic shows an increase in the student's performance data, the intervention utilized is continued, and another meeting to track progress is scheduled 3 weeks from the meeting being held. At the next 3-week update meeting, the student's academic progress is reviewed and proficiency in the identified skill or strand is determined, and new goals are set.
Biweekly data meetings are facilitated by the school principal and academic coaches to provide teachers the opportunities to discuss grade level performance data in correlation to district and state benchmarks. During these sessions, students who are not meeting proficiency are discussed and instructional strategies and interventions are prescribed or revised. Some interventions prescribed might include additional tier III instruction outside of the state mandated 90-minute reading block and 30 minutes of reading intervention. A specific instructional program, such as Read 180 will be used to support students who meet specific criteria for participation in one-on-one support in specific skills and benchmarks, before and/or after-school tutoring, and more.

Additionally, the Florida Continuous Improvement Model (FCIM) is utilized to plan effective instruction, instruct the standards with fidelity, assess the skills and standards being taught, and revise instruction based on the assessment data. Teachers instruct the standards based on a monthly instructional focus calendar, and common assessments (formative and summative) are scheduled to provide timely and useful data to inform instructional practices. The common assessments utilized to track student performance are aligned to the Florida Standards, and teachers rely on the test item specifications to create the assessments. The data from the assessments are also used to revise instructional focus calendars.
Data from classroom observations are used to determine the level of support needed throughout the school, by grade level, department, and/or teacher. Based on the trends and commonalities being observed, the school principal and instructional coaches strategically plan the support provided to instructional staff members and determine professional development needs for the school.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 20,400

This school year, Tangelo Park Elementary is the recipient of the 21st Century Community Learning Center (CCLC) grant through the Department of Education. The program, titled "SMARTville," focuses on immersing students into reading, mathematics and science hands-on and interactive projects and assignments. This program provides students with in-depth experiences in Science, Mathematics, Arts, Recreation and Technology (SMART). Through this weekly after-school tutoring program, Monday through Thursday, students are provided with 600 additional minutes of instruction per week in mathematics and English language arts, along with science and other cross-curricular instruction. Research-based resources and instructional materials, along with computer-assisted instruction, is utilized in the SMARTville program to assist students in the mastery of Florida Standards assessed on the Florida Standards Assessment (FSA). Brain-based strategies, rigorous activities, and project-based experiences are incorporated into the after school program to engage students in meaningful ways. Computer-based programs that target individual and specific deficient skills of students are incorporated into the after school tutoring. Student instructional groups will consist of no more than 15 students per group (in an effort to maintain a small group setting).

Strategy Rationale

Additional minutes outside of the school day are needed to support students who have not attained proficiency in standards, and/or have minimal background knowledge in content areas.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Parker, Jennifer, jennifer.parker@ocps.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

A data matrix will be maintained for all students participating in the after-school tutoring and enrichment programs. Tutors and enrichment teachers will be responsible for collecting the data and maintaining the data matrices, and the tutoring coordinator will monitor the data on a weekly basis. The data matrix will track benchmark, mini-, and common assessments taken during the school day, in addition to assessments taken by students during the after school programs. The progress of students participating in the tutoring program will be monitored to determine growth or regression, and necessary adjustments will be made to interventions during tutoring hours (as needed). Attendance and discipline data will also be collected and analyzed to determine the effectiveness of student interventions and teacher strategies. Additional data is required by the grant, and will be maintained in order to ensure that the grant requirements are met.

Strategy: Weekend Program

Minutes added to school year: 720

Saturday School will be implemented in the latter part of the school year, prior to the FSA. Students will be provided with 720 additional minutes of instruction per week in mathematics, English language arts, and science (4 Saturdays/3 hours each day). Research-based resources and instructional materials, along with computer-assisted instruction, will be utilized in the Saturday school program to assist students in the mastery of Florida Standards assessed on the FSA. Brain-based strategies and rigorous activities will be incorporated into the Saturday school program to engage students in meaningful learning experiences. Computer-based programs that target individual and specific deficient skills of students will be incorporated into the Saturday school tutoring. Student instructional groups will consist of no more than 10 students per group (in an effort to maintain a small group setting).

Strategy Rationale

Additional minutes outside of the school day are needed to support students that have not attained proficiency in standards, and/or have minimal background knowledge in content areas.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Newton, Diondra, diondra.newton@ocps.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

A data matrix will be maintained for all students participating in the Saturday school tutoring program. Tutors will be responsible for collecting the data and maintaining the data matrices, and the tutoring coordinator will monitor the data on a weekly basis. The data matrix will track benchmark, mini-, and common assessments taken during the school day, in addition to assessments taken by students during the Saturday school program. The progress of students participating in the tutoring program will be monitored to determine growth or regression, and necessary adjustments will be made to interventions during tutoring hours, as needed. Additional adjustments may also be made to the regular instructional day.

Strategy: After School Program

Minutes added to school year: 6,340

The after school academic enrichment program/clubs provide students with 90 additional minutes of instruction per week in cross-curricular activities that incorporate the application of mathematics, science, English language arts, and social studies. The enrichment clubs are designed to engage students in ways that promote higher order thinking skills through rigorous, project-based learning and experiences. The after school academic enrichment program/clubs will consist of classes in chess, art, technology, and reading/English language arts. During the school day, targeted 3rd, 4th and 5th grade students participate in enrichment small groups, four days per week, for 30 minutes each day. Students are highly engaged in cognitively demanding tasks that focus on reading, language arts, and communication skills.

Strategy Rationale

Additional minutes outside of the school day are needed to support students that have not attained proficiency in standards, and/or have minimal background knowledge in content areas.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Kalish, Norman, norman.kalish@ocps.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

A data matrix will be maintained for all students participating in the enrichment programs related to specific Florida Standards. Enrichment teachers will be responsible for collecting the data and maintaining the data matrices, and the instructional coach will monitor the data on a weekly basis. The data matrix will track pre- and post assessments that students will take prior to participating in enrichment activities. Additionally, student interest surveys will be conducted at the beginning and end of the school year to determine effectiveness of the enrichment programs.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Each year, Headstart and Pre-K classes participate in a "Moving Forward" activity, in which the students visit kindergarten classes prior to the end of the current school year. The "Kindergarten Round Up" program/event is promoted by the district and the school, in an effort to orient parents to the rigors and expectations of kindergarten. Parents are also encouraged to bring their child(ren) 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 new school year to assist new students with the transition from pre-school and early childhood programs to kindergarten.

College and Career Readiness

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

N/A

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

N/A

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report, as required by section 1008.37(4), Florida Statutes

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal **B** = Barrier **S** = Strategy

1 = Problem Solving Step S123456 = Quick Key

Strategic Goals Summary

G1. Instructional and administrative staff members will increase their knowledge, understanding, and utilization of Standards-based instruction and instructional practices (Division Priority #1: Accelerate Student Performance; Division Priority #2: Invest in Human Capital).

G2. Instructional and administrative staff will develop a deeper understanding of the MTSS process, and implement it with fidelity to ensure that all students are effectively progress monitored and provided with timely interventions and supports (Division Priority #1: Accelerate Student Performance; Division Priority #2: Narrow Achievement Gaps).

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Instructional and administrative staff members will increase their knowledge, understanding, and utilization of Standards-based instruction and instructional practices (Division Priority #1: Accelerate Student Performance; Division Priority #2: Invest in Human Capital). 1a

G072750

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	
AMO Reading - SWD	
AMO Reading - ED	
AMO Math - ED	

Resources Available to Support the Goal 2

- Florida Standards and Test Item Specifications
- Progress monitoring and assessment data
- Marzano Instructional Framework
- "Using Rigor and Relevance to Create Effective Instruction" - International Center for Leadership in Education
- Webb's "Depth of Knowledge" and Revised "Bloom's Taxonomy" question stems
- Hess' "Cognitive Rigor Matrix"
- Deconstructed Standards
- CPalms
- Backwards Design Approach (BDA)
- Universal Design for Learning (UDL)

Targeted Barriers to Achieving the Goal 3

- Teachers have limited knowledge of and experience in teaching the Florida Standards.
- Teachers have limited knowledge and experience in implementing and/or utilizing highly effective instructional strategies to support rigorous, standards-based instruction.

Plan to Monitor Progress Toward G1. 8

Bi-weekly (every other week) data meetings will be held to review and analyze student assessment and performance data, individual data meetings with teachers (as needed), teacher observation trend and data analysis.

Person Responsible
Diondra Newton

Schedule
Biweekly, from 9/28/2015 to 5/27/2016

Evidence of Completion
Data meeting agendas and sign-in sheets, data matrices, teacher observation data will serve as evidence and documentation of this action step.

G2. Instructional and administrative staff will develop a deeper understanding of the MTSS process, and implement it with fidelity to ensure that all students are effectively progress monitored and provided with timely interventions and supports (Division Priority #1: Accelerate Student Performance; Division Priority #2: Narrow Achievement Gaps). 1a

G072751

Targets Supported 1b

Indicator	Annual Target
AMO Reading - SWD	
ELA/Reading Lowest 25% Gains	
AMO Math - SWD	
Math Lowest 25% Gains	

Resources Available to Support the Goal 2

- Florida Standards and Test Item Specifications
- Progress monitoring and assessment data
- Instructional staff and the Instructional Leadership Team (Principal, CRT/Instructional Coach, Reading Coach, Math Coach, Science Coach)
- Research-based intervention resources and materials (Voyager, Read 180, iReady)
- School psychologist and Staffing Specialist
- MTSS 10-day cycle
- SIOP Model - Sheltered Instruction Observation Protocol
- CPalms
- Backwards Design Approach
- Universal Design for Learning

Targeted Barriers to Achieving the Goal 3

- Teachers have a limited knowledge of and experience with the MTSS (Multi-Tiered System of Supports) process.
- Teachers have a limited knowledge of and experience in differentiating instruction for students.

Plan to Monitor Progress Toward G2. 8

Bi-weekly (every other week) data meetings and individual data meetings will be held to review and analyze student assessment and performance data, with a focus on students involved in the MTSS process.

Person Responsible

Jennifer Parker

Schedule

Monthly, from 9/28/2015 to 5/27/2016

Evidence of Completion

Data meeting agendas and sign-in sheets, data matrices, MTSS agendas and meeting notes, student progress monitoring data will serve as evidence.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** = Barrier **S** = Strategy

1 = Problem Solving Step S123456 = Quick Key

G1. Instructional and administrative staff members will increase their knowledge, understanding, and utilization of Standards-based instruction and instructional practices (Division Priority #1: Accelerate Student Performance; Division Priority #2: Invest in Human Capital). 1

G072750

G1.B1 Teachers have limited knowledge of and experience in teaching the Florida Standards. 2

B189812

G1.B1.S1 Instructional coaches will provide frequent professional development opportunities to teachers on the Florida Standards (deconstructing of Standards, Backwards Design Approach (BDA), and connection of the Florida Standards to the Marzano Instructional Framework, Universal Design for Learning, etc.). 4

S201188

Strategy Rationale

Teachers will learn how to effectively deconstruct the Florida Standards in order to be able to teach the standards with fidelity.

Action Step 1 5

Instructional coaches will provide professional development opportunities for teachers on the Florida Standards, and the English language arts (ELA) and mathematical instructional shifts involved in teaching the Standards.

Person Responsible

Stephanie Bivins McCormick

Schedule

Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Professional development sign-in sheets, training/workshop agendas and resources, exit slips, teacher surveys and/or reflections will provide documentation and evidence of the effectiveness of professional development opportunities.

Action Step 2 5

Instructional coaches will provide support to teachers in planning effective lessons that are based on the Florida Standards.

Person Responsible

Stephanie Bivins McCormick

Schedule

Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Sign-in sheets, grade level lesson plans, planning session agendas and session resources (PowerPoints, etc.) will serve as evidence and documentation of this action step.

Action Step 3 5

Instructional coaches will model and coach the use of effective instructional practices in the teaching of the Florida Standards.

Person Responsible

Stephanie Bivins McCormick

Schedule

Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Coaching logs, formal/informal observations, teacher reflections, coaching feedback forms, schedules of instructional rounds, and teacher reflections from instructional rounds will serve as documentation and evidence of this action step.

Action Step 4 5

Teachers will implement and/or utilize effective instructional practices and lessons that are aligned to the Florida Standards.

Person Responsible

Diondra Newton

Schedule

Daily, from 8/17/2015 to 5/27/2016

Evidence of Completion

Lesson plans, student achievement data, Classroom Walk Through observation logs, and observation data will serve as evidence and documentation of this action step.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

The instructional leadership team will conduct classroom walk-throughs, informal and formal observations of teachers.

Person Responsible

Diondra Newton

Schedule

Daily, from 9/8/2015 to 5/27/2016

Evidence of Completion

Formal and informal observation data and results, coaching logs, coaching feedback forms will serve as evidence and documentation of this action step.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

The instructional leadership will support and participate in weekly collaboration with grade level teachers to review and discuss lesson plans for evidence of standards-based planning.

Person Responsible

Diondra Newton

Schedule

Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Lesson plan feedback forms, grade level and individual feedback forms will serve as evidence and documentation of this action step.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

There will be an administrative presence, specifically the instructional leadership team, in Professional Learning Communities and common planning sessions.

Person Responsible

Diondra Newton

Schedule

Weekly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Sign in sheets, common planning progression documents, completed lesson plans, grade level and individual feedback forms will serve as evidence and documentation of this action step.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Teachers will administer benchmark assessments, mini-assessments, and common assessments aligned to the Florida Standards for English language arts and mathematics.

Person Responsible

Stephanie Bivins McCormick

Schedule

Biweekly, from 9/11/2015 to 5/27/2016

Evidence of Completion

Assessment data derived from the various assessments administered to students, teacher observational data and instructional practice scores (Marzano Instructional Framework) will serve as evidence and documentation of this action step.

G1.B2 Teachers have limited knowledge and experience in implementing and/or utilizing highly effective instructional strategies to support rigorous, standards-based instruction. 2

B189813

G1.B2.S1 Instructional coaches will provide frequent professional development opportunities to teachers on the Florida Standards (deconstructing of Standards, Backwards Design Approach (BDA), and the connection of Florida Standards to the Marzano Instructional Framework, Universal Design for Learning, etc.). 4

S201189

Strategy Rationale

Teachers will learn how to effectively implement and/or utilize Marzano Instructional Framework elements in order to teach the standards with fidelity.

Action Step 1 5

Instructional coaches will provide professional development opportunities for teachers on the Florida Standards, and the English language arts (ELA) and mathematical instructional shifts involved in teaching the standards.

Person Responsible

Stephanie Bivins McCormick

Schedule

Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Professional development sign-in sheets, training/workshop agendas and resources, exit slips, teacher surveys and/or reflections will serve as evidence and documentation.

Action Step 2 5

Instructional coaches will provide support to teachers in planning effective lessons that are based on the Florida Standards.

Person Responsible

Stephanie Bivins McCormick

Schedule

Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Sign-in sheets, grade level lesson plans, planning session agendas and session resources (PowerPoints, etc.) will serve as evidence.

Action Step 3 5

Instructional coaches will model and coach teachers in the use of effective instructional practices in the teaching of the Florida Standards.

Person Responsible

Stephanie Bivins McCormick

Schedule

Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Coaching logs, formal/informal observations, teacher reflections, coaching feedback forms, schedules of instructional rounds, and teacher reflections from instructional rounds will serve as evidence.

Action Step 4 5

Teachers will implement and/or utilize effective instructional practices and lessons that are aligned to the Florida Standards.

Person Responsible

Diondra Newton

Schedule

Daily, from 8/17/2015 to 5/27/2016

Evidence of Completion

Lesson plans, student achievement data, Classroom Walk Through observation logs, and observation data will serve as evidence.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

The instructional leadership team will conduct classroom walk throughs, informal and formal observations of teachers.

Person Responsible

Diondra Newton

Schedule

Daily, from 9/8/2015 to 5/27/2016

Evidence of Completion

Formal and informal observation data and results, coaching logs, and coaching feedback forms will serve as evidence.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

The instructional leadership team will participate in and/or facilitate weekly collaborative sessions with grade level teachers to review and discuss lesson plans for evidence of standards-based planning.

Person Responsible

Diondra Newton

Schedule

Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Lesson plan feedback forms, grade level and individual feedback forms will serve as evidence.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

There will be an administrative presence, specifically the instructional leadership team, in Professional Learning Community meetings and grade-level common planning sessions.

Person Responsible

Diondra Newton

Schedule

Weekly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Sign in sheets, common planning progression document, completed lesson plans, grade level and individual feedback forms will serve as evidence.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Teachers will administer benchmark assessments, mini-assessments, and common assessments aligned to the Florida Standards for English language arts, mathematics and science.

Person Responsible

Stephanie Bivins McCormick

Schedule

Biweekly, from 9/11/2015 to 5/27/2016

Evidence of Completion

Assessment data derived from the various assessments administered to students, teacher observational data and instructional practice scores (Marzano's Instructional Framework) will serve as evidence.

G2. Instructional and administrative staff will develop a deeper understanding of the MTSS process, and implement it with fidelity to ensure that all students are effectively progress monitored and provided with timely interventions and supports (Division Priority #1: Accelerate Student Performance; Division Priority #2: Narrow Achievement Gaps). 1

G072751

G2.B1 Teachers have a limited knowledge of and experience with the MTSS (Multi-Tiered System of Supports) process. 2

B189814

G2.B1.S1 The MTSS Coordinator and support team will provide professional development to instructional staff on the MTSS cycle and process. 4

S201190

Strategy Rationale

Instructional and administrative staff must have a working knowledge of the MTSS process in order to effectively support students that are less than proficient academically and behaviorally.

Action Step 1 5

The MTSS Coordinator will provide professional development to teachers on the MTSS process.

Person Responsible

Stephanie Bivins McCormick

Schedule

Monthly, from 8/24/2015 to 5/6/2016

Evidence of Completion

Sign-in sheets, agendas and session resources (PowerPoints), exit slips, and teacher reflections/surveys will serve as evidence.

Action Step 2 5

The MTSS Coordinator will assist teachers in the effective collection and analysis of student performance data to implement and/or utilize the MTSS process with fidelity.

Person Responsible

Stephanie Bivins McCormick

Schedule

Monthly, from 9/14/2015 to 5/27/2016

Evidence of Completion

Data meeting agendas and sign-ins, MTSS meeting agendas, professional development sign-ins will serve as evidence.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

The MTSS committee will review MTSS meeting data and progress monitoring data submitted by teachers.

Person Responsible

Stephanie Bivins McCormick

Schedule

Monthly, from 9/14/2015 to 5/6/2016

Evidence of Completion

MTSS agendas and meeting notes, student progress monitoring data, and data matrices will serve as evidence.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Teachers will administer benchmark assessments, mini-assessments, common assessments, and curriculum-based assessments.

Person Responsible

Stephanie Bivins McCormick

Schedule

Biweekly, from 9/28/2015 to 5/6/2016

Evidence of Completion

Assessment schedules and data derived from the various assessments administered to students will serve as evidence. Students' movement from Tier 3 to Tier 2 and from Tier 2 to Tier 1.

G2.B2 Teachers have a limited knowledge of and experience in differentiating instruction for students. 2

B189815

G2.B2.S1 Instructional coaches will provide professional development to teachers on differentiated instructional strategies. 4

S201191

Strategy Rationale

Instructional staff must have the appropriate knowledge to effectively provide intervention and differentiated instruction for students that are not demonstrating proficiency in academics and/or behavior.

Action Step 1 5

Instructional coaches will provide professional development to instructional staff on differentiated instructional practices and research-based programs.

Person Responsible

Jennifer Parker

Schedule

Monthly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Professional development agendas and sign-in sheets, exit slips, teacher reflections and/or surveys, training resources will serve as evidence.

Action Step 2 5

Instructional coaches will support teachers in creating rigorous and differentiated small-group activities and lessons that target specific needs of students.

Person Responsible

Jennifer Parker

Schedule

Weekly, from 8/24/2015 to 5/27/2016

Evidence of Completion

PLC meeting agendas and notes, coaching logs, formal/informal teacher observation data and results will serve as evidence.

Action Step 3 5

Instructional coaches will assist teachers in identifying, targeting and progress monitoring students for differentiation based on data and data analysis.

Person Responsible

Jennifer Parker

Schedule

Biweekly, from 8/24/2015 to 4/29/2016

Evidence of Completion

Data meeting agendas and sign-in sheets, data matrices, MTSS meeting agendas and notes will serve as evidence.

Action Step 4 5

Instructional coaches will model and coach teachers in the use of effective differentiated instructional practices and research-based programs.

Person Responsible

Jennifer Parker

Schedule

Biweekly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Coach's observation logs, classroom walk-through data, data meeting agendas, and PLC discussion notes will serve as evidence for this action step.

Action Step 5 5

Teachers will implement differentiated instruction within their classrooms.

Person Responsible

Diondra Newton

Schedule

Weekly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Lesson plans, classroom walk-through data, and student achievement data will serve as evidence.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

The instructional leadership team will conduct classroom walk throughs and informal/formal observations of teachers, review lesson plans, and monitor PLC collaborations and discussions.

Person Responsible

Diondra Newton

Schedule

Daily, from 8/24/2015 to 5/27/2016

Evidence of Completion

Teacher observation data and results, coaching logs, coaching observation forms, data meeting agendas and notes, and PLC discussion notes will serve as evidence.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Teachers will administer benchmark assessments, mini-assessments, common assessments, and curriculum-based assessments.

Person Responsible

Jennifer Parker

Schedule

Biweekly, from 9/21/2015 to 5/27/2016

Evidence of Completion

Assessment data derived from the various sources of assessments administered to students, increased performance from group that previously underperformed, overall increase on mastery of content

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Instructional coaches will provide professional development opportunities for teachers on the Florida Standards, and the English language arts (ELA) and mathematical instructional shifts involved in teaching the Standards.	Bivins McCormick, Stephanie	8/17/2015	Professional development sign-in sheets, training/workshop agendas and resources, exit slips, teacher surveys and/or reflections will provide documentation and evidence of the effectiveness of professional development opportunities.	5/27/2016 weekly
G1.B2.S1.A1	Instructional coaches will provide professional development opportunities for teachers on the Florida Standards, and the English language arts (ELA)	Bivins McCormick, Stephanie	8/17/2015	Professional development sign-in sheets, training/workshop agendas and resources, exit slips, teacher surveys	5/27/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	and mathematical instructional shifts involved in teaching the standards.			and/or reflections will serve as evidence and documentation.	
G2.B1.S1.A1	The MTSS Coordinator will provide professional development to teachers on the MTSS process.	Bivins McCormick, Stephanie	8/24/2015	Sign-in sheets, agendas and session resources (PowerPoints), exit slips, and teacher reflections/surveys will serve as evidence.	5/6/2016 monthly
G2.B2.S1.A1	Instructional coaches will provide professional development to instructional staff on differentiated instructional practices and research-based programs.	Parker, Jennifer	8/24/2015	Professional development agendas and sign-in sheets, exit slips, teacher reflections and/or surveys, training resources will serve as evidence.	5/27/2016 monthly
G1.B1.S1.A2	Instructional coaches will provide support to teachers in planning effective lessons that are based on the Florida Standards.	Bivins McCormick, Stephanie	8/17/2015	Sign-in sheets, grade level lesson plans, planning session agendas and session resources (PowerPoints, etc.) will serve as evidence and documentation of this action step.	5/27/2016 weekly
G1.B2.S1.A2	Instructional coaches will provide support to teachers in planning effective lessons that are based on the Florida Standards.	Bivins McCormick, Stephanie	8/17/2015	Sign-in sheets, grade level lesson plans, planning session agendas and session resources (PowerPoints, etc.) will serve as evidence.	5/27/2016 weekly
G2.B1.S1.A2	The MTSS Coordinator will assist teachers in the effective collection and analysis of student performance data to implement and/or utilize the MTSS process with fidelity.	Bivins McCormick, Stephanie	9/14/2015	Data meeting agendas and sign-ins, MTSS meeting agendas, professional development sign-ins will serve as evidence.	5/27/2016 monthly
G2.B2.S1.A2	Instructional coaches will support teachers in creating rigorous and differentiated small-group activities and lessons that target specific needs of students.	Parker, Jennifer	8/24/2015	PLC meeting agendas and notes, coaching logs, formal/informal teacher observation data and results will serve as evidence.	5/27/2016 weekly
G1.B1.S1.A3	Instructional coaches will model and coach the use of effective instructional practices in the teaching of the Florida Standards.	Bivins McCormick, Stephanie	8/17/2015	Coaching logs, formal/informal observations, teacher reflections, coaching feedback forms, schedules of instructional rounds, and teacher reflections from instructional rounds will serve as documentation and evidence of this action step.	5/27/2016 weekly
G1.B2.S1.A3	Instructional coaches will model and coach teachers in the use of effective instructional practices in the teaching of the Florida Standards.	Bivins McCormick, Stephanie	8/17/2015	Coaching logs, formal/informal observations, teacher reflections, coaching feedback forms, schedules of instructional rounds, and teacher reflections from instructional rounds will serve as evidence.	5/27/2016 weekly
G2.B2.S1.A3	Instructional coaches will assist teachers in identifying, targeting and progress monitoring students for differentiation based on data and data analysis.	Parker, Jennifer	8/24/2015	Data meeting agendas and sign-in sheets, data matrices, MTSS meeting agendas and notes will serve as evidence.	4/29/2016 biweekly
G1.B1.S1.A4	Teachers will implement and/or utilize effective instructional practices and lessons that are aligned to the Florida Standards.	Newton, Diondra	8/17/2015	Lesson plans, student achievement data, Classroom Walk Through observation logs, and observation data will serve as evidence and documentation of this action step.	5/27/2016 daily
G1.B2.S1.A4	Teachers will implement and/or utilize effective instructional practices and lessons that are aligned to the Florida Standards.	Newton, Diondra	8/17/2015	Lesson plans, student achievement data, Classroom Walk Through observation logs, and observation data will serve as evidence.	5/27/2016 daily
G2.B2.S1.A4	Instructional coaches will model and coach teachers in the use of effective differentiated instructional practices and research-based programs.	Parker, Jennifer	8/24/2015	Coach's observation logs, classroom walk-through data, data meeting agendas, and PLC discussion notes will serve as evidence for this action step.	5/27/2016 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S1.A5	Teachers will implement differentiated instruction within their classrooms.	Newton, Diondra	8/24/2015	Lesson plans, classroom walk-through data, and student achievement data will serve as evidence.	5/27/2016 weekly
G1.MA1	Bi-weekly (every other week) data meetings will be held to review and analyze student assessment and performance data, individual data meetings with teachers (as needed), teacher observation trend and data analysis.	Newton, Diondra	9/28/2015	Data meeting agendas and sign-in sheets, data matrices, teacher observation data will serve as evidence and documentation of this action step.	5/27/2016 biweekly
G1.B1.S1.MA1	Teachers will administer benchmark assessments, mini-assessments, and common assessments aligned to the Florida Standards for English language arts and mathematics.	Bivins McCormick, Stephanie	9/11/2015	Assessment data derived from the various assessments administered to students, teacher observational data and instructional practice scores (Marzano Instructional Framework) will serve as evidence and documentation of this action step.	5/27/2016 biweekly
G1.B1.S1.MA1	The instructional leadership team will conduct classroom walk-throughs, informal and formal observations of teachers.	Newton, Diondra	9/8/2015	Formal and informal observation data and results, coaching logs, coaching feedback forms will serve as evidence and documentation of this action step.	5/27/2016 daily
G1.B1.S1.MA3	The instructional leadership will support and participate in weekly collaboration with grade level teachers to review and discuss lesson plans for evidence of standards-based planning.	Newton, Diondra	8/17/2015	Lesson plan feedback forms, grade level and individual feedback forms will serve as evidence and documentation of this action step.	5/27/2016 weekly
G1.B1.S1.MA4	There will be an administrative presence, specifically the instructional leadership team, in Professional Learning Communities and common planning sessions.	Newton, Diondra	8/24/2015	Sign in sheets, common planning progression documents, completed lesson plans, grade level and individual feedback forms will serve as evidence and documentation of this action step.	5/27/2016 weekly
G1.B2.S1.MA1	Teachers will administer benchmark assessments, mini-assessments, and common assessments aligned to the Florida Standards for English language arts, mathematics and science.	Bivins McCormick, Stephanie	9/11/2015	Assessment data derived from the various assessments administered to students, teacher observational data and instructional practice scores (Marzano's Instructional Framework) will serve as evidence.	5/27/2016 biweekly
G1.B2.S1.MA1	The instructional leadership team will conduct classroom walk throughs, informal and formal observations of teachers.	Newton, Diondra	9/8/2015	Formal and informal observation data and results, coaching logs, and coaching feedback forms will serve as evidence.	5/27/2016 daily
G1.B2.S1.MA3	The instructional leadership team will participate in and/or facilitate weekly collaborative sessions with grade level teachers to review and discuss lesson plans for evidence of standards-based planning.	Newton, Diondra	8/17/2015	Lesson plan feedback forms, grade level and individual feedback forms will serve as evidence.	5/27/2016 weekly
G1.B2.S1.MA4	There will be an administrative presence, specifically the instructional leadership team, in Professional Learning Community meetings and grade-level common planning sessions.	Newton, Diondra	8/24/2015	Sign in sheets, common planning progression document, completed lesson plans, grade level and individual feedback forms will serve as evidence.	5/27/2016 weekly
G2.MA1	Bi-weekly (every other week) data meetings and individual data meetings will be held to review and analyze student assessment and performance data, with a focus on students involved in the MTSS process.	Parker, Jennifer	9/28/2015	Data meeting agendas and sign-in sheets, data matrices, MTSS agendas and meeting notes, student progress monitoring data will serve as evidence.	5/27/2016 monthly
G2.B1.S1.MA1	Teachers will administer benchmark assessments, mini-assessments, common assessments, and curriculum-based assessments.	Bivins McCormick, Stephanie	9/28/2015	Assessment schedules and data derived from the various assessments administered to students will serve as evidence. Students' movement from Tier 3 to Tier 2 and from Tier 2 to Tier 1.	5/6/2016 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.MA1	The MTSS committee will review MTSS meeting data and progress monitoring data submitted by teachers.	Bivins McCormick, Stephanie	9/14/2015	MTSS agendas and meeting notes, student progress monitoring data, and data matrices will serve as evidence.	5/6/2016 monthly
G2.B2.S1.MA1	Teachers will administer benchmark assessments, mini-assessments, common assessments, and curriculum-based assessments.	Parker, Jennifer	9/21/2015	Assessment data derived from the various sources of assessments administered to students, increased performance from group that previously underperformed, overall increase on mastery of content	5/27/2016 biweekly
G2.B2.S1.MA1	The instructional leadership team will conduct classroom walk throughs and informal/formal observations of teachers, review lesson plans, and monitor PLC collaborations and discussions.	Newton, Diondra	8/24/2015	Teacher observation data and results, coaching logs, coaching observation forms, data meeting agendas and notes, and PLC discussion notes will serve as evidence.	5/27/2016 daily

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Instructional and administrative staff members will increase their knowledge, understanding, and utilization of Standards-based instruction and instructional practices (Division Priority #1: Accelerate Student Performance; Division Priority #2: Invest in Human Capital).

G1.B1 Teachers have limited knowledge of and experience in teaching the Florida Standards.

G1.B1.S1 Instructional coaches will provide frequent professional development opportunities to teachers on the Florida Standards (deconstructing of Standards, Backwards Design Approach (BDA), and connection of the Florida Standards to the Marzano Instructional Framework, Universal Design for Learning, etc.).

PD Opportunity 1

Instructional coaches will provide professional development opportunities for teachers on the Florida Standards, and the English language arts (ELA) and mathematical instructional shifts involved in teaching the Standards.

Facilitator

Instructional Leadership Team (Principal, Reading Coach, Math/Science Coach, Science Resource Teacher, Staffing Specialist)

Participants

Instructional Staff (K-5th)

Schedule

Weekly, from 8/17/2015 to 5/27/2016

PD Opportunity 2

Instructional coaches will provide support to teachers in planning effective lessons that are based on the Florida Standards.

Facilitator

Principal and Instructional Coaches (Reading, Math, Science)

Participants

Instructional Staff (K-5th)

Schedule

Weekly, from 8/17/2015 to 5/27/2016

PD Opportunity 3

Instructional coaches will model and coach the use of effective instructional practices in the teaching of the Florida Standards.

Facilitator

Principal and Instructional Coaches (Reading, Math, Science)

Participants

Instructional Staff (K-5th)

Schedule

Weekly, from 8/17/2015 to 5/27/2016

G1.B2 Teachers have limited knowledge and experience in implementing and/or utilizing highly effective instructional strategies to support rigorous, standards-based instruction.

G1.B2.S1 Instructional coaches will provide frequent professional development opportunities to teachers on the Florida Standards (deconstructing of Standards, Backwards Design Approach (BDA), and the connection of Florida Standards to the Marzano Instructional Framework, Universal Design for Learning, etc.).

PD Opportunity 1

Instructional coaches will provide professional development opportunities for teachers on the Florida Standards, and the English language arts (ELA) and mathematical instructional shifts involved in teaching the standards.

Facilitator

Instructional Leadership Team (Principal, Reading Coach, Math/Science Coach, Science Resource Teacher, Staffing Specialist)

Participants

Instructional Staff (K-5th)

Schedule

Weekly, from 8/17/2015 to 5/27/2016

PD Opportunity 2

Instructional coaches will provide support to teachers in planning effective lessons that are based on the Florida Standards.

Facilitator

Principal and Instructional Coaches (Reading, Math, Science)

Participants

Instructional Staff (K-5th)

Schedule

Weekly, from 8/17/2015 to 5/27/2016

PD Opportunity 3

Instructional coaches will model and coach teachers in the use of effective instructional practices in the teaching of the Florida Standards.

Facilitator

Principal and Instructional Coaches (Reading, Math, Science)

Participants

Instructional Staff (K-5th)

Schedule

Weekly, from 8/17/2015 to 5/27/2016

G2. Instructional and administrative staff will develop a deeper understanding of the MTSS process, and implement it with fidelity to ensure that all students are effectively progress monitored and provided with timely interventions and supports (Division Priority #1: Accelerate Student Performance; Division Priority #2: Narrow Achievement Gaps).

G2.B1 Teachers have a limited knowledge of and experience with the MTSS (Multi-Tiered System of Supports) process.

G2.B1.S1 The MTSS Coordinator and support team will provide professional development to instructional staff on the MTSS cycle and process.

PD Opportunity 1

The MTSS Coordinator will provide professional development to teachers on the MTSS process.

Facilitator

Principal, School Psychologist, Staffing Specialist, MTSS Coordinator

Participants

Instructional staff

Schedule

Monthly, from 8/24/2015 to 5/6/2016

PD Opportunity 2

The MTSS Coordinator will assist teachers in the effective collection and analysis of student performance data to implement and/or utilize the MTSS process with fidelity.

Facilitator

Instructional Leadership Team (Principal, Instructional Coach, Reading Coach, Math/science Coach), Staffing Specialist, School Psychologist

Participants

Instructional Staff (K-5th)

Schedule

Monthly, from 9/14/2015 to 5/27/2016

G2.B2 Teachers have a limited knowledge of and experience in differentiating instruction for students.

G2.B2.S1 Instructional coaches will provide professional development to teachers on differentiated instructional strategies.

PD Opportunity 1

Instructional coaches will provide professional development to instructional staff on differentiated instructional practices and research-based programs.

Facilitator

Instructional Leadership Team (Principal, Instructional Coaches, Math Coach, Science Coach), Teacher Leaders

Participants

Instructional staff

Schedule

Monthly, from 8/24/2015 to 5/27/2016

PD Opportunity 2

Instructional coaches will support teachers in creating rigorous and differentiated small-group activities and lessons that target specific needs of students.

Facilitator

Instructional Coaches (Math, Reading, Science)

Participants

Instructional staff

Schedule

Weekly, from 8/24/2015 to 5/27/2016

PD Opportunity 3

Instructional coaches will assist teachers in identifying, targeting and progress monitoring students for differentiation based on data and data analysis.

Facilitator

Instructional Leadership Team (Principal, CRT/Instructional Coach, Reading Coach, Math Coach, Science Coach), Staffing Specialist, School Psychologist

Participants

Instructional staff (K-5th)

Schedule

Biweekly, from 8/24/2015 to 4/29/2016

PD Opportunity 4

Instructional coaches will model and coach teachers in the use of effective differentiated instructional practices and research-based programs.

Facilitator

Instructional Coaches (CRT, Math, Reading, Science)

Participants

Instructional staff (K-5th)

Schedule

Biweekly, from 8/24/2015 to 5/27/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	**Instructional coaches will provide professional development opportunities for teachers on the Florida Standards, and the English language arts (ELA) and mathematical instructional shifts involved in teaching the Standards.**				**$0.00**
2	G1.B1.S1.A2	**Instructional coaches will provide support to teachers in planning effective lessons that are based on the Florida Standards.**				**$15,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title I Part A		$15,000.00
3	G1.B1.S1.A3	**Instructional coaches will model and coach the use of effective instructional practices in the teaching of the Florida Standards.**				**$0.00**
4	G1.B1.S1.A4	**Teachers will implement and/or utilize effective instructional practices and lessons that are aligned to the Florida Standards.**				**$0.00**
5	G1.B2.S1.A1	**Instructional coaches will provide professional development opportunities for teachers on the Florida Standards, and the English language arts (ELA) and mathematical instructional shifts involved in teaching the standards.**				**$0.00**
6	G1.B2.S1.A2	**Instructional coaches will provide support to teachers in planning effective lessons that are based on the Florida Standards.**				**$15,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title I Part A		$15,000.00
7	G1.B2.S1.A3	**Instructional coaches will model and coach teachers in the use of effective instructional practices in the teaching of the Florida Standards.**				**$0.00**
8	G1.B2.S1.A4	**Teachers will implement and/or utilize effective instructional practices and lessons that are aligned to the Florida Standards.**				**$0.00**
9	G2.B1.S1.A1	**The MTSS Coordinator will provide professional development to teachers on the MTSS process.**				**$0.00**
10	G2.B1.S1.A2	**The MTSS Coordinator will assist teachers in the effective collection and analysis of student performance data to implement and/or utilize the MTSS process with fidelity.**				**$0.00**
11	G2.B2.S1.A1	**Instructional coaches will provide professional development to instructional staff on differentiated instructional practices and research-based programs.**				**$0.00**
12	G2.B2.S1.A2	**Instructional coaches will support teachers in creating rigorous and differentiated small-group activities and lessons that target specific needs of students.**				**$0.00**

Budget Data

13	G2.B2.S1.A3	Instructional coaches will assist teachers in identifying, targeting and progress monitoring students for differentiation based on data and data analysis.	$0.00
14	G2.B2.S1.A4	Instructional coaches will model and coach teachers in the use of effective differentiated instructional practices and research-based programs.	$0.00
15	G2.B2.S1.A5	Teachers will implement differentiated instruction within their classrooms.	$0.00
		Total:	$30,000.00