

Orange County Public Schools

Tangelo Park Elementary



2017-18 Schoolwide Improvement Plan

Tangelo Park Elementary

5115 ANZIO ST, Orlando, FL 32819

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

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	95%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	D	D	D*	C

**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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Tangelo Park Elementary

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

To be the top producer of successful students in the nation.

2. School Environment

a. 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 (PD), throughout the school year, in effective strategies that support the needs of English Language Learners (ELL) and at-risk students. All instructional staff members are ESOL 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 Multicultural Day Celebration. This year Tangelo will begin a three-year implementation of Conscious Discipline, a program focused on building and improving relationships between students and teachers and between students.

b. 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 (NCF) 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 (e.g., emergency egress drill, active assailant drill, and severe weather drill). This year Tangelo will begin a three- year implementation of Conscious Discipline, a program including a safe place for students in crisis and a routines and procedures for students to feel loved and respected.

c. 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 will create and implement a behavior management and reinforcement plan at the start of the school year. The plans are revisited on a quarterly basis or as needed. As stated previously, all students are provided an overview of the Student Code of Conduct on a quarterly basis. During the summer, 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. The implementation of Conscious Discipline includes routines and procedures for rules and structures.

d. 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 School develops family and community partnerships through numerous activities and initiatives. A Parent Engagement Liaison (PEL) has been newly appointed for the 2017-18 school year and will be responsible for coordinating all community-school events. The role of the PEL is to establish and improve effective communication between home and school, improve community outreach, and coordinate training opportunities for parents and families of students in grades Pre-K through 12 that will impact student academic performance. The PEL will conduct home visits, deliver parent workshops, gather and present detailed data pertaining to parent engagement activities, participate in parent/school leadership councils, establish communication with all parents, and create engagement opportunities for all parents.

Funding this full-time position that focuses on removing barriers that prohibit families from engaging in school events and children's education demonstrates Tangelo Park Elementary School's dedication to increasing parental involvement and community engagement. In addition to coordinating all school family events, the PEL will assist with such tasks as organizing transportation for parents unable to reach the school for events and providing language-to-English translation for families who are not yet able to communicate in English.

Tangelo Park leverages the support of multiple community partners. The Neighborhood Children Family Center (NCF) is an agency supporting the local community. With an office located on campus, NCF 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, public assistance applications and job skills development. Recently, NCF has secured funding for tutoring 2 hours per week to support retained 3rd graders.

In addition to the NCF, Tangelo Park has partnered with a local church, where members volunteer in the classroom to support student learning. Church members also participate in school events to raise funding for academic student incentives as well as basic clothing needs.

Horace Mann Insurance provides teacher incentives for student academic achievement and student incentives such as bicycles and other awards. I-Drive NASCAR, a local go-kart track and meeting facility, hosts parent meetings focused on student safety and advocating for their children's education.

Rollins College provides over 100 volunteers who provide tutoring and support for the arts as well as participate in a community clean-up day. The University of Central Florida (UCF) provides professional development for teachers in both mathematics content knowledge and strategies to support English Language Learners (ELLs). In addition, 50 UCF volunteers packed meals for 100 Tangelo families to sustain two weeks of summer nutrition.

The Arab-American Foundation provides school supplies and backpacks for third grade students.

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, and a \$150 scholarship to fourth- and fifth-grade winners of an essay contest.

Lockheed Martin provides Science, Technology, Engineering and Mathematics (STEM) support to the school through the Great American Teach-In. Lockheed Martin also provides several STEM activity days to encourage an interest in the STEM fields.

Founded by local community leaders and staff, the Ladies of Distinction and Young Men of Promise is a program where staff and community members mentor the students twice a month and provide them with education in real-world skills. Session topics include professional attire, eating etiquette, and how to be an involved citizen. The groups raise money, attend the Susan G. Komen Breast Cancer Walk, and participate in a banquet at the end of the year to demonstrate the skills learned throughout the year. Parents and the community are invited to attend the event and celebrate their children's success in the program.

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. This is funded by philanthropist Harris Rosen who offers full scholarships for any Florida state university or college to students who reside in the neighborhood and graduate from high school. The Tangelo Park Foundation Board monitors the progress of students who are applying for the scholarships. Through the support of over 12 million dollars, Mr. Rosen has created an academic culture of high academic standards where most students are now able to receive additional grants and scholarships to attend college.

The YMCA is an important community partner for Tangelo Park Elementary School. Central Family YMCA and the Tangelo Park YMCA collaborate to provide a photo booth event where families take pictures together for the school family wall. These pictures will be displayed in the school to strengthen the school family culture and the home/school connection. The YMCA donates food for parent events, such as Reading Night, FSA Parent Night and Hispanic Heritage Night, to encourage attendance. YMCA employees help with morning cafeteria duty as students arrive. The Tangelo Park YMCA also provides tutoring to students after school prior to sports team events.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. 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 (ELA) or Mathematics

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

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

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

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

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

c. 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 of support (Tier II or Tier III). 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. Additionally, students receive after-school tutoring, and additional intervention in reading and math, outside of the daily 30 minutes of research-based intervention. Tangelo students also receive an extra hour of reading instruction daily.

For students exhibiting behaviors that impede academic progress, the Multi-tiered System of Supports (MTSS) Team 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. The data results from the Best Practices for Inclusive Education (BPIE) were used to structure the MTSS process and serve our SWD.

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's or children's truancy. In addition the PEL engaged with parents of students who struggle with attendance.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

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

2. 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.

2. 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 School 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 (e.g. thank you cards and notes, student-created posters, student performances) and the school community is also encouraged to patronize the partner businesses, as applicable.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Ray, Christie	Principal
Bivins McCormick, Stephanie	Instructional Coach
Wilkins, Aja	Dean
Hammond, Andrea	School Counselor
Oyola, Deborah	Instructional Coach
Diaz, Jessie	Other
Montenegro, Eboni	Assistant Principal

b. Duties

1. 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-based Leadership Team (SBLT) play an active role in assuring that the academic and behavioral needs of all students are met. The team members' 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 walkthroughs and observations, data meetings, and MTSS meetings;

-Assistant Principal - supports vision and direction for the problem-solving processes, and reviews the fidelity of and adherence to the process via classroom walkthroughs and observations, data meetings, and MTSS meetings;

-Instructional Coaches - provide expertise and modeling 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 modeling 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;

-Dean - provides support for the Positive Behavior Support (PBS) System and MTSS in behavior.

2. 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 and School Improvement Plan (SIP) structures:

- 1) Identification of students is based on below grade-level performance on school, district or state assessments (by teacher or MTSS Team), or at the request of a parent or guardian.
- 2) A meeting is scheduled with the parent or guardian, teacher(s), and MTSS Team members to review data of the identified student to determine the severity of skill deficits and determine the level of support which the student will receive (Tier II or Tier III).
- 3) An action plan is created, based on the data reviewed and analyzed in Step 2. The student's skill deficits are 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 are provided to the identified students, and curriculum-based measurements are utilized to assess the progress of the students (progress monitoring). The progress monitoring process will occur for four to six weeks, allowing time to collect a minimum of three data points.

5) After the 4-6 week intervention cycle and/or three data points are collected, the data is analyzed to determine modification of support.

6) If growth is minimal or non-existent, additional interventions are implemented and/or the intensity of interventions is increased (depending on data from prior interventions).

Concurrently, core curriculum is implemented with fidelity in all classrooms. Classroom walkthroughs and teacher observations occur to ensure the fidelity of instruction.

Small-group support, individualized support, and additional resources (human and instructional) are identified and provided, as needed.

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 C Migrant -

The district provides services and support to qualifying families through a Migrant Liaison.

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.

Parent Engagement Liaison (PEL) -

A PEL has been newly appointed for the 2017-18 school year and will be responsible for coordinating all community-school events. The role of the PEL is to establish and improve effective communication between home and school, improve community outreach, and coordinate training opportunities for parents and families of students in grades Pre-K through 12 that will impact student academic performance. The PEL will conduct home visits, deliver parent workshops, gather and present detailed data pertaining to parent engagement activities, participate in parent/school leadership councils, establish communication with all parents, and create engagement opportunities for all parents.

Supplemental Academic Instruction (SAI) -

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

Violence Prevention Programs -

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

Nutrition Programs -

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

Extra Hour -

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

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Christie Ray	Principal
Gricelda Wells	Education Support Employee
Sandra Vargas	Education Support Employee
Roxanne Hunter	Parent
Brenda Thompson	Business/Community
Yariza Cruz	Parent
Ms. Del Cid	Parent
Sara Hudson	Teacher
Lashawnda Jackson	Teacher
Deborah Oyola	Teacher
Mrs. Clue	Parent

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The 2016-2017 SIP evaluation showed growth was made toward school improvement goals. It was determined that goals should be continued as full intent was not met. The school grade increased by two points in overall percentage but did not reach the next school letter grade threshold.

b. Development of this school improvement plan

The SAC made academic recommendations for the 2017-2018 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.

c. Preparation of the school's annual budget and plan

During the SAC monthly meetings from the 2016-2017 school year, academic programs and resources used and needed were discussed and reviewed. Prior to the start of the 2017-2018 school year, the academic needs and priorities of the school were discussed, in terms of staffing, programs, technology etc., and priorities were 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.

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

School improvement funds were used for implementing AVID strategies to support students in college and career readiness and to fund an additional computer lab:

AVID conference \$4500

Computer Monitors \$2500

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Bivins McCormick, Stephanie	Instructional Coach
Ray, Christie	Principal
Renfroe, Pilar	Instructional Media
Oyola, Deborah	Instructional Coach

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

Tangelo Park Elementary School'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 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 (AR) program. Students will also be offered incentives and recognized for gains made in reading and milestones met in the AR 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. The "i-Beat the Principal" incentive will be utilized to celebrate students who achieve a score above their goal line on monthly growth monitoring through the i-Ready Reading Program.

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. The public library has provided all students with a virtual library card allowing free books to be read on internet accessible

devices in the home and school. Writing in all content areas is a requirement at Tangelo Park Elementary, and will be monitored through lesson plans and classroom walkthroughs. The extra hour of instruction also focuses on literacy.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. 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 administrators through collegial planning and assessment teams. Two days per week, a 45-minute block of time K-2 and a 60 minute block of time 3-5 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 Instructional Coaches 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. The Instructional Coaches vet the work and identify with the teacher instructional strategies and engagement strategies to be used in the classroom. In addition to collaborative planning sessions, Professional Learning Community (PLC) 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 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.

2. 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 SBLT monitors the ongoing professional development, training, coaching, mentoring, and progress of those teachers. All teachers participate in PLCs, 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 conduct 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 (CRT), Instructional Coaches, and teacher mentors.

3. 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 district, and web-based workshops/training)
- Participation in PLC (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 Instructional 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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.

b. Instructional Strategies

1. 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 focus 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 three-week MTSS meeting is

held to discuss the progress of the student. If the data show an increase in the student's performance, the intervention utilized is continued, and another meeting to track progress is scheduled three weeks from the meeting being held. At the next three-week update meeting, the student's academic progress is reviewed, proficiency in the identified standard is determined, and new goals are set.

Biweekly data meetings are facilitated by administrators and Instructional Coaches to provide teachers the opportunity to discuss grade-level performance data in correlation to district and state assessments. 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 SIPPs will be used to support students who meet specific criteria for participation in one-on-one support in specific skills and standards, 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 SBLT strategically plans the support provided to instructional staff members and determines professional development needs for the school.

2. 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: Weekend Program

Minutes added to school year: 1,600

The implementation of Saturday School is necessary as a result of the extra hour during the school day. Saturday School is focused on small group reading, math fact fluency and inquiry based STEM activities.

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

Oyola, Deborah, deborah.oyola@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 Program. 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 bi-weekly basis. The data matrix will track any assessments taken during the regular school day, in addition to assessments taken by students during the Saturday School Program. The progress of students participating in Saturday School 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.

Strategy: Extended School Day

Minutes added to school year: 1,074

The extra hour of instruction daily is part of the State of Florida's support for schools falling in the lowest 300 elementary schools in the state. The extra hour is focused on intensive, small-group reading instruction and grammar and mechanics.

Strategy Rationale

Students in schools scoring in the bottom 300 require extra time and additional support in reading.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Ray, Christie, christie.ray@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 extra hour. Tutors and enrichment teachers will be responsible for collecting the data and maintaining the data matrices, and the instructional coaches will monitor the data on a bi-weekly basis. The data matrix will track benchmark, mini-, and common assessments taken during the school day, in addition to assessments or work samples completed by students during the extra hour. The progress of students participating in the extra hour will be monitored to determine growth or regression, and necessary adjustments will be made to intervention grouping (as needed). Attendance and discipline data will also be collected and analyzed to determine the effectiveness of student interventions and teacher strategies.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. 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 promoted by the district and the school, in an effort to orient parents to the rigors and expectations of kindergarten hosted in April. 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.

b. College and Career Readiness

1. 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.

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

N/A

3. 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

4. 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

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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 decrease the incidences of bullying and time out-of class due to behavior. (Division Priority #3: Safe Learning and Working Environments).

- G2.** Through effective PLCs instructional and administrative staff members will increase the use of standards-aligns tasks by deepening knowledge, understanding, and the utilization of content-specific complex tasks. (Division Priority #2: Accelerate Student Performance).

Strategic Goals Detail

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

G1. Instructional and administrative staff members will decrease the incidences of bullying and time out-of class due to behavior. (Division Priority #3: Safe Learning and Working Environments). 1a

G095877

Targets Supported 1b

Indicator	Annual Target
2+ Behavior Referrals	20.0

Targeted Barriers to Achieving the Goal 3

- Students in survey results feel they do not have an adult to connect to on campus.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Conscious Discipline
- School-wide Positive Behavior System

Plan to Monitor Progress Toward G1. 8

Administrators will review referral and incident data to monitor whether there is a reduction in the incidences of bullying and time out of class due to behavior.

Person Responsible

Christie Ray

Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Referral and incident data, suspension reports, classroom observational data

G2. Through effective PLCs instructional and administrative staff members will increase the use of standards-aligned tasks by deepening knowledge, understanding, and the utilization of content-specific complex tasks. (Division Priority #2: Accelerate Student Performance). 1a

G095878

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	40.0
ELA/Reading Gains	78.0
ELA/Reading Lowest 25% Gains	76.0
FSA Mathematics Achievement	46.0
Math Gains	86.0
Math Lowest 25% Gains	88.0
FCAT 2.0 Science Proficiency	49.0

Targeted Barriers to Achieving the Goal 3

- Student tasks and activities were not always fully aligned to the rigor of the standard.

Resources Available to Help Reduce or Eliminate the Barriers 2

- District-provided Curriculum Resource Materials (CRMs)
- Progress monitoring and assessment data
- Marzano Instructional Framework
- Deconstructed standards
- CPALMS
- University of Central Florida Partnership
- Universal Design for Learning (UDL)
- AVID

Plan to Monitor Progress Toward G2. 8

Principal will conduct classroom walkthroughs, review lesson plans and analyze student performance data to monitor whether instruction is aligned to the rigor of the standards. Bi-weekly data meetings with grade-level teams will be conducted to review and analyze student assessments and performance data. Individual data meetings with teachers will be held as needed. SBLT will review and analyze teacher observational data providing immediate, actionable feedback to teachers to adjust instruction.

Person Responsible

Christie Ray

Schedule

Biweekly, from 9/5/2017 to 5/18/2018

Evidence of Completion

Data meeting agendas and sign-in sheets, data matrices, iObservation data, student performance data

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 decrease the incidences of bullying and time out-of class due to behavior. (Division Priority #3: Safe Learning and Working Environments). 1

G095877

G1.B3 Students in survey results feel they do not have an adult to connect to on campus. 2

B258070

G1.B3.S1 Staff will implement daily welcoming rituals to help students feel connected. 4

S273184

Strategy Rationale

Daily welcoming rituals will decrease bullying as students feel connected to the school community.

Action Step 1 5

Staff will model greeting rituals on the school morning show daily.

Person Responsible

Pilar Renfroe

Schedule

Daily, from 8/14/2017 to 5/31/2018

Evidence of Completion

Reduction in incidences of bullying and out of classroom discipline as measured by SMS.

Action Step 2 5

Conscious Discipline staff will train school-based staff in techniques to implement with students in the classroom.

Person Responsible

Christie Ray

Schedule

Quarterly, from 7/31/2017 to 5/31/2019

Evidence of Completion

Reduction in incidences of bullying and out of classroom discipline as measured by SMS.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Person Responsible

Schedule

Evidence of Completion

G2. Through effective PLCs instructional and administrative staff members will increase the use of standards-aligned tasks by deepening knowledge, understanding, and the utilization of content-specific complex tasks. (Division Priority #2: Accelerate Student Performance). 1

G095878

G2.B1 Student tasks and activities were not always fully aligned to the rigor of the standard. 2

B258071

G2.B1.S1 SBLT will guide teachers through two-week cycles of structured planning to ensure content-specific, complex texts are used in the alignment of tasks to standards. 4

S273186

Strategy Rationale

Planning cycles will help teachers deepen knowledge and understand the content-specific tasks and student outcomes.

Action Step 1 5

SBLT will monitor planning structure with guided questions and the use of CRMs to aid teachers in the alignment of standards to tasks using content-specific, complex texts.

Person Responsible

Christie Ray

Schedule

Weekly, from 8/14/2017 to 5/18/2018

Evidence of Completion

Completed planning forms, evidence of professional development, lesson plan artifacts

Action Step 2 5

Instructional Coaches will lead teachers through the planning structure in two-week cycles to improve planning and delivery of instruction.

Person Responsible

Aja Wilkins

Schedule

Monthly, from 8/14/2017 to 5/18/2018

Evidence of Completion

Completed planning forms, lesson plans

Action Step 3 5

Administrators will audit lesson plans and observe tasks and artifacts during classroom instruction to ensure student outcomes are aligned to the rigor of the standards.

Person Responsible

Christie Ray

Schedule

Weekly, from 8/14/2017 to 5/18/2018

Evidence of Completion

iObservation data, lesson plan review

Action Step 4 5

Person Responsible

Schedule

Evidence of Completion

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

Administrators will attend periodic planning sessions, debrief with Instructional Coaches, and review lesson plans to ensure the strategy is taking place as intended.

Person Responsible

Christie Ray

Schedule

Biweekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

PD artifacts, iObservation reports, meeting notes

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

SBLT team will review student performance data to monitor whether the strategy was successful in raising students' academic performance through use of content-specific, complex texts to align tasks to standards.

Person Responsible

Christie Ray

Schedule

Biweekly, from 9/5/2017 to 5/18/2018

Evidence of Completion

Student performance data showing an increase in student achievement

G2.B1.S2 SBLT will support teachers in implementation of rigorous, standards-aligned tasks. 4

S273187

Strategy Rationale

Student achievement will improve when teachers implement rigorous, standards-aligned tasks.

Action Step 1 5

Principal will purchase research-based curriculum aligned to the rigor of the standards through use of UniSIG funds.

Person Responsible

Christie Ray

Schedule

On 11/1/2017

Evidence of Completion

Student performance data and classroom walkthrough data

Action Step 2 5

Principal will hire hourly tutors to work with targeted small groups of students in areas of needed growth as identified by progress monitoring data.

Person Responsible

Stephanie Bivins McCormick

Schedule

Weekly, from 12/1/2017 to 3/30/2018

Evidence of Completion

Student performance data

Action Step 3 5

Principal will provide teachers with summer planning days in order to plan for implementation of rigorous, standards-aligned tasks.

Person Responsible

Christie Ray

Schedule

Daily, from 7/23/2018 to 7/27/2018

Evidence of Completion

Planning documents and PD artifacts

Action Step 4 5

Principal will purchase computers to provide more opportunities for students to have time on-task within the i-Ready program in order to increase student achievement.

Person Responsible

Stephanie Bivins McCormick

Schedule

Evidence of Completion

Student performance data and classroom walkthrough data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B3.S1.MA1 M393093	[no content entered]		No Start Date		No End Date one-time
G2.B1.S1.A4 A366697	[no content entered]		No Start Date		No End Date once
G2.B1.S2.A4 A366701	Principal will purchase computers to provide more opportunities for students to have time on-task...	Bivins McCormick, Stephanie	11/1/2017	Student performance data and classroom walkthrough data	No End Date one-time
G2.B1.S2.A1 A366698	Principal will purchase research-based curriculum aligned to the rigor of the standards through use...	Ray, Christie	11/1/2017	Student performance data and classroom walkthrough data	11/1/2017 one-time
G2.B1.S2.A2 A366699	Principal will hire hourly tutors to work with targeted small groups of students in areas of needed...	Bivins McCormick, Stephanie	12/1/2017	Student performance data	3/30/2018 weekly
G2.MA1 M393099	Principal will conduct classroom walkthroughs, review lesson plans and analyze student performance...	Ray, Christie	9/5/2017	Data meeting agendas and sign-in sheets, data matrices, iObservation data, student performance data	5/18/2018 biweekly
G2.B1.S1.MA1 M393095	SBLT team will review student performance data to monitor whether the strategy was successful in...	Ray, Christie	9/5/2017	Student performance data showing an increase in student achievement	5/18/2018 biweekly
G2.B1.S1.A1 A366694	SBLT will monitor planning structure with guided questions and the use of CRMs to aid teachers in...	Ray, Christie	8/14/2017	Completed planning forms, evidence of professional development, lesson plan artifacts	5/18/2018 weekly
G2.B1.S1.A2 A366695	Instructional Coaches will lead teachers through the planning structure in two-week cycles to...	Wilkins, Aja	8/14/2017	Completed planning forms, lesson plans	5/18/2018 monthly
G2.B1.S1.A3 A366696	Administrators will audit lesson plans and observe tasks and artifacts during classroom instruction...	Ray, Christie	8/14/2017	iObservation data, lesson plan review	5/18/2018 weekly
G1.MA1 M393094	Administrators will review referral and incident data to monitor whether there is a reduction in...	Ray, Christie	8/14/2017	Referral and incident data, suspension reports, classroom observational data	5/30/2018 weekly
G2.B1.S1.MA1 M393096	Administrators will attend periodic planning sessions, debrief with Instructional Coaches, and...	Ray, Christie	8/14/2017	PD artifacts, iObservation reports, meeting notes	5/30/2018 biweekly
G1.B3.S1.A1 A366692	Staff will model greeting rituals on the school morning show daily.	Renfroe, Pilar	8/14/2017	Reduction in incidences of bullying and out of classroom discipline as measured by SMS.	5/31/2018 daily
G2.B1.S2.A3 A366700	Principal will provide teachers with summer planning days in order to plan for implementation of...	Ray, Christie	7/23/2018	Planning documents and PD artifacts	7/27/2018 daily
G1.B3.S1.A2 A366693	Conscious Discipline staff will train school-based staff in techniques to implement with students...	Ray, Christie	7/31/2017	Reduction in incidences of bullying and out of classroom discipline as measured by SMS.	5/31/2019 quarterly

V. 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 decrease the incidences of bullying and time out-of class due to behavior. (Division Priority #3: Safe Learning and Working Environments).

G1.B3 Students in survey results feel they do not have an adult to connect to on campus.

G1.B3.S1 Staff will implement daily welcoming rituals to help students feel connected.

PD Opportunity 1

Conscious Discipline staff will train school-based staff in techniques to implement with students in the classroom.

Facilitator

Conscious Discipline Team

Participants

Instructional Staff

Schedule

Quarterly, from 7/31/2017 to 5/31/2019

G2. Through effective PLCs instructional and administrative staff members will increase the use of standards-aligned tasks by deepening knowledge, understanding, and the utilization of content-specific complex tasks. (Division Priority #2: Accelerate Student Performance).

G2.B1 Student tasks and activities were not always fully aligned to the rigor of the standard.

G2.B1.S1 SBLT will guide teachers through two-week cycles of structured planning to ensure content-specific, complex texts are used in the alignment of tasks to standards.

PD Opportunity 1

SBLT will monitor planning structure with guided questions and the use of CRMs to aid teachers in the alignment of standards to tasks using content-specific, complex texts.

Facilitator

Aja Wilkins and Deborah Oyola

Participants

Instructional Staff

Schedule

Weekly, from 8/14/2017 to 5/18/2018

PD Opportunity 2

Instructional Coaches will lead teachers through the planning structure in two-week cycles to improve planning and delivery of instruction.

Facilitator

Stephanie McCormick, Aja Wilkins and Deborah Oyola

Participants

Instructional Staff

Schedule

Monthly, from 8/14/2017 to 5/18/2018

G2.B1.S2 SBLT will support teachers in implementation of rigorous, standards-aligned tasks.

PD Opportunity 1

Principal will provide teachers with summer planning days in order to plan for implementation of rigorous, standards-aligned tasks.

Facilitator

Content area coaches and Corrective Program Program Specialists

Participants

All teachers

Schedule

Daily, from 7/23/2018 to 7/27/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B3.S1.A1	Staff will model greeting rituals on the school morning show daily.				\$2,432.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0811 - Tangelo Park Elementary			\$2,432.00
			<i>Notes: I love you rituals deluxe pack each classroom.</i>			
2	G1.B3.S1.A2	Conscious Discipline staff will train school-based staff in techniques to implement with students in the classroom.				\$7,773.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0811 - Tangelo Park Elementary			\$1,508.00
			<i>Notes: Conscious Discipline Books</i>			
			0811 - Tangelo Park Elementary			\$856.00
			<i>Notes: 2 day training for teachers</i>			
			0811 - Tangelo Park Elementary			\$3,488.00
			<i>Notes: Classroom Family Resources</i>			
			0811 - Tangelo Park Elementary			\$1,185.00
			<i>Notes: Safe Place posters</i>			
			0811 - Tangelo Park Elementary			\$160.00
			<i>Notes: Safe Breathing Tool each classroom</i>			
			0811 - Tangelo Park Elementary			\$576.00
			<i>Notes: Skills on a string for each teacher</i>			
3	G2.B1.S1.A1	SBLT will monitor planning structure with guided questions and the use of CRMs to aid teachers in the alignment of standards to tasks using content-specific, complex texts.				\$0.00
4	G2.B1.S1.A2	Instructional Coaches will lead teachers through the planning structure in two-week cycles to improve planning and delivery of instruction.				\$0.00
5	G2.B1.S1.A3	Administrators will audit lesson plans and observe tasks and artifacts during classroom instruction to ensure student outcomes are aligned to the rigor of the standards.				\$0.00
6	G2.B1.S1.A4					\$0.00

Orange - 0811 - Tangelo Park Elementary - 2017-18 SIP
Tangelo Park Elementary

7	G2.B1.S2.A1	Principal will purchase research-based curriculum aligned to the rigor of the standards through use of UniSIG funds.				\$69,751.02
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0811 - Tangelo Park Elementary			\$26,464.22
	6400		0811 - Tangelo Park Elementary	UniSIG		\$43,286.80
8	G2.B1.S2.A2	Principal will hire hourly tutors to work with targeted small groups of students in areas of needed growth as identified by progress monitoring data.				\$63,902.18
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0811 - Tangelo Park Elementary	UniSIG		\$63,902.18
9	G2.B1.S2.A3	Principal will provide teachers with summer planning days in order to plan for implementation of rigorous, standards-aligned tasks.				\$43,286.80
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0811 - Tangelo Park Elementary	UniSIG		\$43,286.80
10	G2.B1.S2.A4	Principal will purchase computers to provide more opportunities for students to have time on-task within the i-Ready program in order to increase student achievement.				\$46,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0811 - Tangelo Park Elementary	UniSIG		\$46,500.00
					Total:	\$233,645.00