FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Tangelo Park Elementary
5115 ANZIO ST
Orlando, FL 32819
407-354-2630

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	100%

Alternative/ESE Center	Charter School	Minority Rate
No	No	90%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
C	B	A	A	A

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked “N/A” by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    - Year 1 – declined to D, or first-time graded schools receiving a D
    - Year 2 – second consecutive D, or F followed by a D
    - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    - Year 1 – declined to F, or first-time graded schools receiving an F
    - Year 2 or more – second or more consecutive F

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-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Tangelo Park Elementary

Principal
Diondra L. Woodard

School Advisory Council chair
Desiree Butler

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Lakeitha Black	Curriculum Resource Teacher (CRT)/Instructional Coach
Laura Caperton	Math Coach
Stephanie Bivins McCormick	Reading Coach
Norman Kalish	Science Resource Teacher/Coach
Kathy Micciantuono	Media Specialist
Andrea Hammond	Guidance Counselor
Sue Copeland	Staffing Specialist/ELL Compliance Teacher

District-Level Information

District
Orange

Superintendent
Dr. Barbara M Jenkins

Date of school board approval of SIP
1/28/2014

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The School Advisory Council consists of parents, teachers, classified staff, and community members,
Diondra Woodard, Principal and Member
Desiree Butler - Chairperson
Lakeitha Black, Teacher
Dennis Anton, Community Member
Isaiah Charlton, Community Member
Melissa Harris, Parent
Opal Shouder, Parent
Kathy Micciantuono, Teacher
Herschella Bradley, Parent

Lanette Sacker, Parent
Norman Kalish, Teacher

Involvement of the SAC in the development of the SIP

The SAC made academic recommendations for the 2013-2014 school year, based on school performance data and needs assessment surveys. Upon completion of the school improvement plan (SIP), the SAC will review and make revisions, as needed.

Activities of the SAC for the upcoming school year

The SAC will participate in:
Reviewing, editing, and revising the SIP
Annual SAC Retreat
Review of school's safety plans, policies, and procedures (safe learning and working environment)
Review of school performance data (benchmark assessments, FAIR, curriculum-based common assessments)
Review of school needs assessment surveys
Recruitment activities for SAC membership and participation
Review of and recommendations for professional development opportunities for school staff and community
Planning of Title I activities and opportunities centered around parental involvement

Projected use of school improvement funds, including the amount allocated to each project

School improvement funds are 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) - $1,000
Accelerated Reader incentives for K-5th grade students - $800
Academic incentives for high performing students/students making significant gains - $800
Computer software for existing school technology - $400

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Diondra L. Woodard		
Principal	Years as Administrator: 5	Years at Current School: 0
Credentials	Educational Specialist - Educational Leadership Master of Science - Management Bachelor of Science - Exceptional Student Education	
Performance Record	Tangelo Park Elementary, Principal, 2012-2013, Grade - B Reading Proficiency - 61%, Learning Gains - 71%, LG Lowest 25% - 72%; Math Proficiency - 58%, Learning Gains - 62%, LG Lowest 25% - 59%; Science - 47%; Writing - 72% Lake Gem Elementary, Principal, 2011-2012, Grade - B Reading Proficiency - 50%, Learning Gains - 74%, LG Lowest 25% - 79%; Math Proficiency - 45%, Learning Gains - 58%, LG Lowest 25% - 60%; Science - 41%; Writing - 78% Lake Gem Elementary, Principal, 2010-2011, Grade - A Reading Proficiency - 73%, Learning Gains - 64%, LG Lowest 25% - 71%; Math Proficiency - 69%, Learning Gains - 59%, LG Lowest 25% - 65%; Science - 47%; Writing - 77% Lake Weston, Asst. Principal, 2009-2010, Grade - B Reading Proficiency - 60%, Learning Gains - 58%, LG Lowest 25% - 60%; Math Proficiency - 65%, Learning Gains - 74%, LG Lowest 25% - 81%; Science - 28%; Writing - 75% Lake Weston, Asst. Principal, 2008-2009, Grade - B Reading Proficiency - 61%, Learning Gains - 63%, LG Lowest 25% - 65%; Math Proficiency - 59%, Learning Gains - 68%, LG Lowest 25% - 73%; Science - 30%; Writing - 97%	

Instructional Coaches

# of instructional coaches

4

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Stephanie Bivins McCormick		
Full-time / School-based	Years as Coach: 0	Years at Current School: 0
Areas	Reading/Literacy	
Credentials	BS in Elementary Education MS in Psychology Certifications: Elementary Education, ESOL	
Performance Record	Lake Gem Elementary, Teacher, 2012-2013, Grade C Reading Proficiency - 45%, Learning Gains - 62%, LG Lowest 25% - 69%; Math Proficiency - 42%, Learning Gains - 45%, LG Lowest 25% - 43%; Science - 47%; Writing - 38% Lake Gem Elementary, Teacher, 2011-2012, Grade - B Reading Proficiency - 50%, Learning Gains - 74%, LG Lowest 25% - 79%; Math Proficiency - 45%, Learning Gains - 58%, LG Lowest 25% - 60%; Science - 41%; Writing - 78% Lake Gem Elementary, Teacher, 2010-2011, Grade - A Reading Proficiency - 73%, Learning Gains - 64%, LG Lowest 25% - 71%; Math Proficiency - 69%, Learning Gains - 59%, LG Lowest 25% - 65%; Science - 47%; Writing - 77%	

Lakeitha Black		
Full-time / School-based	Years as Coach: 0	Years at Current School: 5
Areas	Data, RtI/MTSS, Other	
Credentials	BS in Business Economics Masters in Ed. Leadership Certifications: Elementary Education, ESOL, Ed. Leadership	
Performance Record	Tangelo Park Elementary, Math Coach, 2012-2013, Grade - B Reading Proficiency - 61%, Learning Gains - 71%, LG Lowest 25% - 72%; Math Proficiency - 58%, Learning Gains - 62%, LG Lowest 25% - 59%; Science - 47%; Writing - 72% Tangelo Park Elementary, Math Coach, 2011-2012, Grade - A Reading Proficiency - 61%, Learning Gains - 71%, LG Lowest 25% - 72%; Math Proficiency - 58%, Learning Gains - 62%, LG Lowest 25% - 59%; Science - 47%; Writing - 72%	

Norman Kalish		
Part-time / School-based	Years as Coach: 3	Years at Current School: 10
Areas	Science	
Credentials	BS in Communications MA in Education	
Performance Record	Tangelo Park Elementary, Math Coach, 2012-2013, Grade - B Reading Proficiency - 61%, Learning Gains - 71%, LG Lowest 25% - 72%; Math Proficiency - 58%, Learning Gains - 62%, LG Lowest 25% - 59%; Science - 47%; Writing - 72% Tangelo Park Elementary, Math Coach, 2011-2012, Grade - A Reading Proficiency - 61%, Learning Gains - 71%, LG Lowest 25% - 72%; Math Proficiency - 58%, Learning Gains - 62%, LG Lowest 25% - 59%; Science - 47%; Writing - 72%	

Classroom Teachers

# of classroom teachers
23

 # receiving effective rating or higher
16, 70%

 # Highly Qualified Teachers
100%

 # certified in-field
23, 100%

 # ESOL endorsed
15, 65%

 # reading endorsed
3, 13%

 # with advanced degrees
3, 13%

 # National Board Certified
0, 0%

 # first-year teachers
2, 9%

 # with 1-5 years of experience
15, 65%

 # with 6-14 years of experience
4, 17%

 # with 15 or more years of experience
2, 9%

Education Paraprofessionals

# of paraprofessionals

3

 # Highly Qualified

3, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

 # receiving effective rating or higher

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the 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 (books, eLearning, etc.)
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 school year, beginning in the weeks prior to the start of the school year. In addition to the activities previously stated, mentees will participate in biweeklly data meetings (twice per month), and will receive frequent feedback from the principal and instructional coaches on instructional strategies,classroom management, and lesson planning.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The following steps are outlined to identify, implement, and monitor the effectiveness of the school's MTSS and 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 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 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 growth or regression.
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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

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 MTSS meetings;
Instructional coaches - provides 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.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

An instructional focus calendar has been implemented to ensure that all teachers are instructing and assessing the appropriate standards. The Florida Continuous Improvement Model (FCIM) is utilized, whereby mini-assessments are provided to students to identify skill and standard deficiencies. District and state benchmark data is also analyzed to determine trends, commonalities, and deficiencies across grade levels and in individual classrooms. Based on identified skill gaps and deficiencies, instructional coaching and support is provided to teachers on best practices and strategies, instructional/behavioral resources are identified and selected, and small groups and/or individual students are supported to ensure improvement in the identified areas of deficiencies. Biweekly (every other week) data meetings are a means by which the school leadership team monitors student performance and the fidelity of the MTSS and SIP.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Sources of student performance data include mini-assessments based on standards, district benchmark assessments, common assessments, FAIR, and assessments derived from the core reading and mathematics instructional programs and computer-based instructional programs. The management systems used to access and analyze data are the Performance Matters program, which houses district benchmark and mini- assessment data, FCAT scores, and FAIR data. Additionally, all teachers are required to maintain and update their data matrix, which contains the assessment data for all students, and additional information that identifies students that are on, above and below grade level. The school leadership team has access to all data matrices, and utilizes the information contained therein during biweekly data meetings to track student progress. The fidelity of instruction is monitored through daily classroom walk throughs, formal and informal observations, coaching observations, Professional Learning Community meetings and agendas, and lesson plans. Attendance and discipline data is also monitored on a monthly basis to determine trends and identify potential issues.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The School Psychologist and Staffing Specialist provide initial training on MTSS and the problem-solving process, as well as ongoing support to administration and teachers, as needed. Professional development opportunities and biweekly data meetings provide opportunities for teachers and staff to understand data analysis and how to use it effectively to drive instruction, planning and best practices. Ongoing support, modeling, and coaching is provided to teachers by instructional coaches. Parent/ teacher/student conferences and MTSS meetings are held to provide parents and staff the opportunity to engage in and increase their understanding of the problem-solving process.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 4,700

Through the weekly after school tutoring program, students are provided with 180 additional minutes of instruction per week in mathematics and english language arts. Research-based resources and instructional materials, along with computer-assisted instruction, is utilized in the after school program to assist students in the mastery of Common Core State Standards (CCSS) and Next Generation Sunshine State Standards (NGSSS) assessed on the FCAT. Brain-based strategies and rigorous activities are incorporated into the after school program to engage students in meaningful learning experiences. 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 10 students per group, in an effort to maintain a small group setting.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this 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 effectiveness of student interventions and teacher strategies.

Who is responsible for monitoring implementation of this strategy?

The Principal, Tutoring Coordinator, and instructional coaches will be responsible for monitoring the implementation of this strategy. The principal will perform periodic walkthroughs of tutoring and enrichment classes to determine fidelity, effectiveness, and monitor student engagement.

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 FCAT assessment. 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 Next Generation Sunshine State Standards (NGSSS) assessed on the FCAT. 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 Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this 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.

Who is responsible for monitoring implementation of this strategy?

The Principal will be responsible for monitoring the implementation of this strategy. The principal will perform periodic walkthroughs of enrichment classes to determine fidelity, effectiveness, and monitor student engagement.

Strategy: Before or After School Program

Minutes added to school year: 2,500

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 Science, Art, Technology, and reading/english language arts.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

A data matrix will be maintained for all students participating in the enrichment programs related to specific Common Core State 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.

Who is responsible for monitoring implementation of this strategy?

The Principal, Tutoring Coordinator, and instructional coaches will be responsible for monitoring the implementation of this strategy. The principal will perform periodic walkthroughs of enrichment classes to determine fidelity, effectiveness, and monitor student engagement.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Diondra L. Woodard	Principal
Lakeitha Black	CRT/Instructional Coach
Stephanie Bivins McCormick	Reading Coach
Kathy Micciantuono	Media Specialist
Norman Kalish	Science Resource Teacher/Coach

How the school-based LLT functions

The LLT functions as a collaborative team, created to monitor and support literacy across all content areas. Monthly professional development activities facilitated by instructional coaches will provide strategies for teachers to infuse literacy in math, science, social studies, and technology-based activities. The LLT meets weekly to discuss classroom walkthrough observations, mini-assessment data, lesson plans/common planning sessions, and Professional Learning Community priorities. The Principal provides the vision regarding literacy and its emphasis throughout the school, while the coaches execute the vision through model lessons, coaching, and the coaching cycle with teachers, planning sessions with teachers, and professional development. Additionally, the Principal reviews and monitors lesson

plans and teacher delivery, ensuring that rigorous activities and instruction are occurring within all classrooms.

Major initiatives of the LLT

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. Writing in all content areas is a requirement at Tangelo Park Elementary, and will be monitored through lesson plans and classroom walkthroughs.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

To ensure that every teacher at Tangelo Park Elementary contributes to the reading improvement of every student, professional development opportunities on literacy and best practices are provided on a consistent basis. All teacher schedules include 30-40 minutes of reading intervention and/or enrichment, and all are required to work with students identified as Tier II or Tier III, using a research-based program. Additionally, teachers participate in common planning sessions and Professional Learning Community meetings, as well as data meetings. Lesson plans are reviewed and classroom walkthroughs are conducted daily to ensure rigorous instruction in reading.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

N/A

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

N/A

Strategies for improving student readiness for the public postsecondary level

N/A

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	68%	61%	No	71%
American Indian				
Asian				
Black/African American	64%	60%	No	68%
Hispanic	63%	42%	No	66%
White				
English language learners	68%	42%	No	72%
Students with disabilities	51%	0%	No	56%
Economically disadvantaged	65%	55%	No	69%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	44	34%	39%
Students scoring at or above Achievement Level 4	35	27%	32%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	92	71%	80%
Students in lowest 25% making learning gains (FCAT 2.0)	22	72%	80%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	37	62%	68%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	25	42%	50%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	16	27%	35%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	32	72%	80%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	73%	58%	No	76%
American Indian				
Asian				
Black/African American	71%	56%	No	74%
Hispanic	70%	46%	No	73%
White				
English language learners	74%	50%	No	77%
Students with disabilities	48%	0%	No	54%
Economically disadvantaged	71%	54%	No	74%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	46	35%	44%
Students scoring at or above Achievement Level 4	30	23%	32%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	81	62%	75%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	18	59%	70%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	15	26%	31%
Students scoring at or above Achievement Level 4	13	21%	26%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	2		4
Participation in STEM-related experiences provided for students	162	48%	70%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	62	15%	10%
Students retained, pursuant to s. 1008.25, F.S.			
Students who are not proficient in reading by third grade	17	44%	30%
Students who receive two or more behavior referrals	9	0%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	15	4%	3%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

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.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase the percentage of parents/families that participate in 3 or more school-wide events by 15%	120	35%	50%
Increase the amount of parental involvement activities of which parents can participate, 1-2 activities per month	20	40%	60%

Goals Summary

G1. Instructional and administrative staff members will increase their knowledge, understanding, and implementation of rigorous and relevant instruction and instructional practices, leading to an increase in student achievement and performance.

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.

Goals Detail

G1. Instructional and administrative staff members will increase their knowledge, understanding, and implementation of rigorous and relevant instruction and instructional practices, leading to an increase in student achievement and performance.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School
- STEM
- STEM - All Levels
- Parental Involvement
- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Common Core State Standards, NGSSS
- 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"

Targeted Barriers to Achieving the Goal

- Teachers limited knowledge of and experience teaching the Common Core State Standards (CCSS)
- Lack of rigorous, standards-based instructional strategies and practices in all content areas

Plan to Monitor Progress Toward the Goal

Biweekly (every other week) data meetings held to review and analyze student assessment and performance data, individual data meetings with teachers (as needed), and teacher observation trend and data analysis

Person or Persons Responsible

Instructional Leadership Team (Principal, CRT/Instructional Coach, Reading Coach, Math Coach, Science Coach), Teachers

Target Dates or Schedule:

September - May, ongoing

Evidence of Completion:

Data meeting agendas and sign-in sheets, data matrices, teacher observation data

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.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School
- STEM
- STEM - All Levels
- Parental Involvement
- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Common Core State Standards, NGSSS
- 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
- School psychologist and Staffing Specialist
- MTSS 10-day cycle

Targeted Barriers to Achieving the Goal

- Teachers' limited knowledge of and experience with the MTSS process
- Teachers' limited knowledge of and experience in differentiating instruction for students

Plan to Monitor Progress Toward the Goal

Biweekly (every other week) data meetings will be held to review and analyze student assessment and performance data, individual data meetings with teachers (as needed), MTSS meetings

Person or Persons Responsible

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

Target Dates or Schedule:

September - May, ongoing

Evidence of Completion:

Data meeting agendas and sign-in sheets, data matrices, MTSS agendas and meeting notes, student progress monitoring data

Action Plan for Improvement

Problem Solving Key

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

G1. Instructional and administrative staff members will increase their knowledge, understanding, and implementation of rigorous and relevant instruction and instructional practices, leading to an increase in student achievement and performance.

G1.B1 Teachers limited knowledge of and experience teaching the Common Core State Standards (CCSS)

G1.B1.S1 Provide professional development to teachers on the Common Core State Standards

Action Step 1

Provide support to teachers in planning effective lessons that are based on the Common Core State Standards

Person or Persons Responsible

Instructional Leadership Team (Principal, CRT/Instructional Coach, Reading Coach, Math Coach, Science Coach)

Target Dates or Schedule

September - January

Evidence of Completion

Sign-In sheets, grade level lesson plans, planning session agendas and session resources (PowerPoints, etc.)

Facilitator:

Instructional Coaches (Reading, Math, Science, CRT)

Participants:

Instructional staff

Action Step 2

Modeling and coaching of effective instructional practices in teaching the Common Core State Standards

Person or Persons Responsible

Instructional Coaches (Reading, Math, CRT, Science)

Target Dates or Schedule

September - December

Evidence of Completion

Coaching Logs, formal/informal observations, teacher reflections, coaching feedback forms

Facilitator:

Instructional Coaches (Reading, Math, CRT, Science)

Participants:

Instructional Staff (K-5th)

Action Step 3

Provide professional development opportunities for teachers on Common Core State Standards, and the ELA and Mathematical instructional shifts involved in teaching the standards.

Person or Persons Responsible

Instructional Leadership Team (Principal, CRT/Instructional Coach, Reading Coach, Math Coach, Science Coach)

Target Dates or Schedule

September - March

Evidence of Completion

Professional Development sign-in sheets, training/workshop agendas and resources, exit slips, teacher surveys and/or reflections

Facilitator:

Instructional Leadership Team (Principal, CRT/Instructional Coach, Reading Coach, Math Coach, Science Coach)

Participants:

Instructional staff

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

Conduct classroom walk throughs, informal and formal observations of teachers

Person or Persons Responsible

Instructional Leadership Team (Principal, CRT/Instructional Coach, Reading Coach, Math Coach, Science Coach)

Target Dates or Schedule

September - May

Evidence of Completion

Formal and informal observation data and results, coaching logs, coaching feedback forms

Plan to Monitor Effectiveness of G1.B1.S1

Administer benchmark assessments, mini-assessments, common assessments, FAIR and curriculum-based assessments

Person or Persons Responsible

Instructional Leadership Team (Principal, CRT/Instructional Coach, Reading Coach, Math Coach, Science Coach), Teachers

Target Dates or Schedule

September - April

Evidence of Completion

Assessment data derived from the various assessments administered to students

G1.B2 Lack of rigorous, standards-based instructional strategies and practices in all content areas

G1.B2.S1 Provide professional development to teachers on rigorous lesson planning and instructional practices to increase the level of student engagement and achievement

Action Step 1

Conduct a book study on the book titled "Using Rigor and Relevance to Create Effective Instruction" - International Center for Leadership in Education

Person or Persons Responsible

Instructional staff and the Instructional Leadership Team (Principal, CRT/Instructional Coach, Reading Coach, Math Coach, Science Coach)

Target Dates or Schedule

October - February

Evidence of Completion

Chapter/section summaries and presentations, book study session sign-in sheets, teacher reflections and/or surveys, exit slips

Facilitator:

Instructional staff and the Instructional Leadership Team (Principal, CRT/Instructional Coach, Reading Coach, Math Coach, Science Coach), Teacher Leaders

Participants:

Instructional Staff and Instructional Leadership Team

Action Step 2

Provide opportunities for instructional staff to observe their peers and instructional coaches modeling and implementing rigorous instructional lessons and activities, and be observed implementing rigorous lessons

Person or Persons Responsible

Instructional Leadership Team (Principal, CRT/Instructional Coach, Reading Coach, Math Coach, Science Coach), Teacher Leaders

Target Dates or Schedule

September-April

Evidence of Completion

Coaching logs, teacher reflections, coaching observation forms (feedback)

Facilitator:

Instructional Coaches (CRT/Instructional Coach, Math, Reading, Science)

Participants:

Instructional staff (K-5th)

Action Step 3

Provide professional development to instructional staff on the Rigor and Relevance Framework, Hess' Cognitive Rigor Framework, and the Marzano Instructional Framework

Person or Persons Responsible

Instructional Leadership Team (Principal, CRT/Instructional Coach, Reading Coach, Math Coach, Science Coach), Teacher Leaders

Target Dates or Schedule

September - April

Evidence of Completion

Professional Development agendas and sign-in sheets, exit slips, teacher reflections and/or surveys, training resources

Facilitator:

Instructional Leadership Team (Principal, CRT/Instructional Coach, Reading Coach, Math Coach, Science Coach), Teacher Leaders

Participants:

Instructional staff

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

Conduct classroom walk throughs and informal/formal observations

Person or Persons Responsible

Instructional Leadership Team (Principal, CRT/Instructional Coach, Reading Coach, Math Coach, Science Coach)

Target Dates or Schedule

September - MAy

Evidence of Completion

Teacher observation data and results, coaching logs, coaching observation forms

Plan to Monitor Effectiveness of G1.B2.S1

Administer benchmark assessments, mini-assessments, common assessments, FAIR and curriculum-based assessments

Person or Persons Responsible

Instructional Leadership Team (Principal, CRT/Instructional Coach, Reading Coach, Math Coach, Science Coach), Teacher Leaders

Target Dates or Schedule

September - April

Evidence of Completion

Assessment data derived from the various sources of assessments administered to students

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.

G2.B1 Teachers' limited knowledge of and experience with the MTSS process

G2.B1.S1 Provide professional development to teachers on the MTSS cycle and process

Action Step 1

Provide professional development to teachers on the MTSS process

Person or Persons Responsible

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

Target Dates or Schedule

October-December

Evidence of Completion

Sign-In sheets, agendas and session resources (PowerPoints, etc.), exit slips and teacher reflections/surveys

Facilitator:

Principal, School Psychologist, Staffing Specialist

Participants:

Instructional staff

Action Step 2

Assist teachers in the effective collection and analysis of student performance data to implement he MTSS process with fidelity

Person or Persons Responsible

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

Target Dates or Schedule

September - May

Evidence of Completion

Data meeting agendas and sign-ins, MTSS meeting agendas, professional development sign-ins

Facilitator:

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

Participants:

Instructional Staff (K-5th)

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

Review MTSS meeting data and progress monitoring data

Person or Persons Responsible

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

Target Dates or Schedule

September - May

Evidence of Completion

MTSS agendas and meeting notes, student progress monitoring data, data matrices

Plan to Monitor Effectiveness of G2.B1.S1

Administer benchmark assessments, mini-assessments, common assessments, FAIR and curriculum-based assessments

Person or Persons Responsible

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

Target Dates or Schedule

September - April

Evidence of Completion

Assessment data derived from the various assessments administered to students

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

G2.B2.S1 Provide professional development to teachers on differentiated instructional strategies

Action Step 1

Support teachers in creating rigorous and differentiated small-group activities and lessons that target specific needs of students

Person or Persons Responsible

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

Target Dates or Schedule

September - April

Evidence of Completion

PLC meeting agendas and notes, coaching logs, formal/informal teacher observation data and results

Facilitator:

Instructional Coaches (CRT, Math, Reading, Science)

Participants:

Instructional staff

Action Step 2

Assist teachers in identifying, targeting and progress monitoring students for differentiation based on data and data analysis

Person or Persons Responsible

Instructional Leadership Team (Principal, CRT/Instructional Coach, Reading Coach, Math Coach, Science Coach)

Target Dates or Schedule

September-April

Evidence of Completion

Data meeting agendas and sign-in sheets, data matrices, MTSS meeting agendas and notes

Facilitator:

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

Participants:

Instructional staff (K-5th)

Action Step 3

Provide professional development to instructional staff on differentiated instructional practices and research-based programs

Person or Persons Responsible

Instructional Leadership Team (Principal, CRT/Instructional Coach, Reading Coach, Math Coach, Science Coach), Teacher Leaders

Target Dates or Schedule

September - April

Evidence of Completion

Professional Development agendas and sign-in sheets, exit slips, teacher reflections and/or surveys, training resources

Facilitator:

Instructional Leadership Team (Principal, CRT/Instructional Coach, Reading Coach, Math Coach, Science Coach), Teacher Leaders

Participants:

Instructional staff

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

Conduct classroom walk throughs and informal/formal observations

Person or Persons Responsible

Instructional Leadership Team (Principal, CRT/Instructional Coach, Reading Coach, Math Coach, Science Coach)

Target Dates or Schedule

September - May

Evidence of Completion

Teacher observation data and results, coaching logs, coaching observation forms

Plan to Monitor Effectiveness of G2.B2.S1

Administer benchmark assessments, mini-assessments, common assessments, FAIR and curriculum-based assessments

Person or Persons Responsible

Instructional Leadership Team (Principal, CRT/Instructional Coach, Reading Coach, Math Coach, Science Coach), Teacher Leaders

Target Dates or Schedule

September - April

Evidence of Completion

Assessment data derived from the various sources of assessments administered to students

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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 II
Title II funds are used for professional development opportunities for staff. Funds are utilized to provide professional learning and resources to teachers, in alignment with the goals and objectives set forth in the School Improvement Plan. Research-based practices and resources are obtained through this funding.
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 (formerly known as DARE) 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 2013-2014 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.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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 implementation of rigorous and relevant instruction and instructional practices, leading to an increase in student achievement and performance.

G1.B1 Teachers limited knowledge of and experience teaching the Common Core State Standards (CCSS)

G1.B1.S1 Provide professional development to teachers on the Common Core State Standards

PD Opportunity 1

Provide support to teachers in planning effective lessons that are based on the Common Core State Standards

Facilitator

Instructional Coaches (Reading, Math, Science, CRT)

Participants

Instructional staff

Target Dates or Schedule

September - January

Evidence of Completion

Sign-In sheets, grade level lesson plans, planning session agendas and session resources (PowerPoints, etc.)

PD Opportunity 2

Modeling and coaching of effective instructional practices in teaching the Common Core State Standards

Facilitator

Instructional Coaches (Reading, Math, CRT, Science)

Participants

Instructional Staff (K-5th)

Target Dates or Schedule

September - December

Evidence of Completion

Coaching Logs, formal/informal observations, teacher reflections, coaching feedback forms

PD Opportunity 3

Provide professional development opportunities for teachers on Common Core State Standards, and the ELA and Mathematical instructional shifts involved in teaching the standards.

Facilitator

Instructional Leadership Team (Principal, CRT/Instructional Coach, Reading Coach, Math Coach, Science Coach)

Participants

Instructional staff

Target Dates or Schedule

September - March

Evidence of Completion

Professional Development sign-in sheets, training/workshop agendas and resources, exit slips, teacher surveys and/or reflections

G1.B2 Lack of rigorous, standards-based instructional strategies and practices in all content areas

G1.B2.S1 Provide professional development to teachers on rigorous lesson planning and instructional practices to increase the level of student engagement and achievement

PD Opportunity 1

Conduct a book study on the book titled "Using Rigor and Relevance to Create Effective Instruction" - International Center for Leadership in Education

Facilitator

Instructional staff and the Instructional Leadership Team (Principal, CRT/Instructional Coach, Reading Coach, Math Coach, Science Coach), Teacher Leaders

Participants

Instructional Staff and Instructional Leadership Team

Target Dates or Schedule

October - February

Evidence of Completion

Chapter/section summaries and presentations, book study session sign-in sheets, teacher reflections and/or surveys, exit slips

PD Opportunity 2

Provide opportunities for instructional staff to observe their peers and instructional coaches modeling and implementing rigorous instructional lessons and activities, and be observed implementing rigorous lessons

Facilitator

Instructional Coaches (CRT/Instructional Coach, Math, Reading, Science)

Participants

Instructional staff (K-5th)

Target Dates or Schedule

September-April

Evidence of Completion

Coaching logs, teacher reflections, coaching observation forms (feedback)

PD Opportunity 3

Provide professional development to instructional staff on the Rigor and Relevance Framework, Hess' Cognitive Rigor Framework, and the Marzano Instructional Framework

Facilitator

Instructional Leadership Team (Principal, CRT/Instructional Coach, Reading Coach, Math Coach, Science Coach), Teacher Leaders

Participants

Instructional staff

Target Dates or Schedule

September - April

Evidence of Completion

Professional Development agendas and sign-in sheets, exit slips, teacher reflections and/or surveys, training resources

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.

G2.B1 Teachers' limited knowledge of and experience with the MTSS process

G2.B1.S1 Provide professional development to teachers on the MTSS cycle and process

PD Opportunity 1

Provide professional development to teachers on the MTSS process

Facilitator

Principal, School Psychologist, Staffing Specialist

Participants

Instructional staff

Target Dates or Schedule

October-December

Evidence of Completion

Sign-In sheets, agendas and session resources (PowerPoints, etc.), exit slips and teacher reflections/surveys

PD Opportunity 2

Assist teachers in the effective collection and analysis of student performance data to implement he MTSS process with fidelity

Facilitator

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

Participants

Instructional Staff (K-5th)

Target Dates or Schedule

September - May

Evidence of Completion

Data meeting agendas and sign-ins, MTSS meeting agendas, professional development sign-ins

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

G2.B2.S1 Provide professional development to teachers on differentiated instructional strategies

PD Opportunity 1

Support teachers in creating rigorous and differentiated small-group activities and lessons that target specific needs of students

Facilitator

Instructional Coaches (CRT, Math, Reading, Science)

Participants

Instructional staff

Target Dates or Schedule

September - April

Evidence of Completion

PLC meeting agendas and notes, coaching logs, formal/informal teacher observation data and results

PD Opportunity 2

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)

Target Dates or Schedule

September-April

Evidence of Completion

Data meeting agendas and sign-in sheets, data matrices, MTSS meeting agendas and notes

PD Opportunity 3

Provide professional development to instructional staff on differentiated instructional practices and research-based programs

Facilitator

Instructional Leadership Team (Principal, CRT/Instructional Coach, Reading Coach, Math Coach, Science Coach), Teacher Leaders

Participants

Instructional staff

Target Dates or Schedule

September - April

Evidence of Completion

Professional Development agendas and sign-in sheets, exit slips, teacher reflections and/or surveys, training resources

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Instructional and administrative staff members will increase their knowledge, understanding, and implementation of rigorous and relevant instruction and instructional practices, leading to an increase in student achievement and performance.	$9,400
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.	$7,000
	Total	$16,400

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Professional Development	Total
Title II	$1,400	$0	$1,400
General budget	$0	$15,000	$15,000
Total	$1,400	$15,000	$16,400

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Instructional and administrative staff members will increase their knowledge, understanding, and implementation of rigorous and relevant instruction and instructional practices, leading to an increase in student achievement and performance.

G1.B1 Teachers limited knowledge of and experience teaching the Common Core State Standards (CCSS)

G1.B1.S1 Provide professional development to teachers on the Common Core State Standards

Action Step 3

Provide professional development opportunities for teachers on Common Core State Standards, and the ELA and Mathematical instructional shifts involved in teaching the standards.

Resource Type

Professional Development

Resource

Substitute teachers so that teachers can attend professional development opportunities during the school day

Funding Source

General budget

Amount Needed

$6,000

G1.B2 Lack of rigorous, standards-based instructional strategies and practices in all content areas

G1.B2.S1 Provide professional development to teachers on rigorous lesson planning and instructional practices to increase the level of student engagement and achievement

Action Step 1

Conduct a book study on the book titled "Using Rigor and Relevance to Create Effective Instruction" - International Center for Leadership in Education

Resource Type

Evidence-Based Materials

Resource

Professional development literature to be utilized in staff book study

Funding Source

Title II

Amount Needed

$1,400

Action Step 3

Provide professional development to instructional staff on the Rigor and Relevance Framework, Hess' Cognitive Rigor Framework, and the Marzano Instructional Framework

Resource Type

Professional Development

Resource

Substitute teachers so that teachers can attend professional development during the school day

Funding Source

General budget

Amount Needed

$2,000

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.

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

G2.B2.S1 Provide professional development to teachers on differentiated instructional strategies

Action Step 3

Provide professional development to instructional staff on differentiated instructional practices and research-based programs

Resource Type

Professional Development

Resource

Substitute teachers for teachers to participate in training (during the school day) on differentiated instruction and instructional practices

Funding Source

General budget

Amount Needed

$7,000