Tangelo Park Elementary

2021-22 Schoolwide Improvement Plan

Table of Contents

Tangelo Park Elementary

5115 ANZIO ST, Orlando, FL 32819

https://sunsetparkes.ocps.net/

Demographics

Principal: Myrlene Jackson Kimble

Start Date for this Principal: 6/2/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: C (44%) 2017-18: C (41%) 2016-17: D (39%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 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	97%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

School Board Approval

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SIP Authority

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

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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. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

With the support of families and the community, we create enriching and diverse pathways to lead our students to success.

Provide the school's vision statement.

To ensure every student has a promising and successful future.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Lundi, Ralph	Instructional Coach	* Monitor data points for grade levels assigned * Facilitate PLC meetings driving the conversation on instructional strategies that will support student learning * Perform classroom walks looking for trends and implementation of strategies shared at PLC meetings and PD's * Facilitate Professional Developments on instructional practices and communicated needs from teachers. * Oversee New Teacher mentee/mentor program * Attend ELA coach meetings * PBIS team member * Responsible for working cooperatively and effectively with colleagues, including the ability to nurture a professional learning community of adult learners. * Works closely with teachers to provide effective constructive feedback * Guides teachers through the coaching cycle * Follows up on instructional modifications based on feedback* Monitor data points for grade levels assigned
Weiss, Kristi	Assistant Principal	Job duties include managing the school and its human and material resources. * Produce evidence of effective teaching and all student learning. * Work with the leadership team and teachers to set performance goals * Hiring and evaluating staff * Visiting classrooms and providing constructive feedback * Attend PLC meetings to guide conversations in reading math, and science * Coordinating student master schedules and staff schedules * Oversee facilities and emergency management systems * Ensure school board policies are followed * Tracking of all student progress in all content areas * Property Manager
Awodele-Brown, Malomo	Instructional Coach	* Monitor data points for grade levels assigned * Facilitate PLC meetings driving the conversation on instructional strategies that will support student learning * Perform classroom walks looking for trends and implementation of strategies shared at PLC meetings and PD's * Facilitate Professional Developments on instructional practices and communicated needs from teachers. * Attend Math and Science district coach meetings * Oversee the ATS tutoring program
Lebron, Maritza	Curriculum Resource Teacher	* Facilitate PLC meetings driving the conversation on instructional strategies that will support student learning * Perform classroom walks looking for trends and implementation of strategies shared at PLC meetings and PD's

Name	Position Title	Job Duties and Responsibilities
		* Facilitate Professional Developments on instructional practices and communicated needs from teachers. * Oversee New Teacher mentee/mentor program * Responsible for working cooperatively and effectively with colleagues, including the ability to nurture a professional learning community of adult learners. * Works closely with teachers to provide effective constructive feedback * Follows up on instructional modifications based on feedback * Faciliates FSA testing * Oversees iReady diagnostic testing
Urdaneta, Fresia	Principal	The principal job duties include managing all aspects of the organization. Some of the responsibilities include: *Work with district-level administrators, superintendents, faculty, and staff to ensure the smooth running of schools * Work with the leadership team and teachers to set performance goals *Facilitate conversations in regard to student data and where growth can continue to occur. * Hire and evaluate staff * Visiting classrooms and providing constructive feedback * Prepare budget * Oversee the development of curriculum * Ensure school board policies are followed * Tracking of all student progress in all content areas
Lorenzo, Alba	Parent Engagement Liaison	* Parent Engagement Liaison- District and School-Wide Tasks * Support Title 1 Compliance: and maintain documentation for Title 1 * Parent Academic Workshops * Organize School-Wide Events * Participate in individual and school-wide Parent/Teacher Conference * Parent Involvement Events * Additions and PIE Coordinator * Oversee Five Star * Quarterly Award Ceremony * Second Harvest Coordinator * PEL Meetings * Module Compliance *Parent Academy Nights

Demographic Information

Principal start date

Wednesday 6/2/2021, Myrlene Jackson Kimble

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

5

Total number of teacher positions allocated to the school

46

Total number of students enrolled at the school

477

Identify the number of instructional staff who left the school during the 2020-21 school year.

10

Identify the number of instructional staff who joined the school during the 2021-22 school year.

21

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	70	72	71	81	66	95	0	0	0	0	0	0	0	455
Attendance below 90 percent	6	29	37	58	52	40	0	0	0	0	0	0	0	222
One or more suspensions	0	3	4	10	2	6	0	0	0	0	0	0	0	25
Course failure in ELA	0	0	0	0	12	14	0	0	0	0	0	0	0	26
Course failure in Math	0	0	0	0	13	14	0	0	0	0	0	0	0	27
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	10	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	6	0	0	0	0	0	0	0	6
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	3	3	9	14	23	0	0	0	0	0	0	0	52

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Monday 9/27/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	100	128	133	128	112	124	0	0	0	0	0	0	0	725
Attendance below 90 percent	25	27	25	20	16	9	0	0	0	0	0	0	0	122
One or more suspensions	2	3	15	9	5	7	0	0	0	0	0	0	0	41
Course failure in ELA	4	10	12	18	24	20	0	0	0	0	0	0	0	88
Course failure in Math	4	10	12	18	24	20	0	0	0	0	0	0	0	88
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	4	4	6	25	23	21	0	0	0	0	0	0	0	83

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	1	2	3	0	1	0	0	0	0	0	0	0	7
Students retained two or more times	0	0	0	0	3	2	0	0	0	0	0	0	0	5

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	100	128	133	128	112	124	0	0	0	0	0	0	0	725
Attendance below 90 percent	25	27	25	20	16	9	0	0	0	0	0	0	0	122
One or more suspensions	2	3	15	9	5	7	0	0	0	0	0	0	0	41
Course failure in ELA	4	10	12	18	24	20	0	0	0	0	0	0	0	88
Course failure in Math	4	10	12	18	24	20	0	0	0	0	0	0	0	88
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	4	4	6	25	23	21	0	0	0	0	0	0	0	83

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	1	2	3	0	1	0	0	0	0	0	0	0	7
Students retained two or more times	0	0	0	0	3	2	0	0	0	0	0	0	0	5

Part II: Needs Assessment/Analysis

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				32%	57%	57%	38%	56%	56%
ELA Learning Gains				53%	58%	58%	47%	55%	55%
ELA Lowest 25th Percentile				57%	52%	53%	40%	48%	48%
Math Achievement				34%	63%	63%	37%	63%	62%
Math Learning Gains				50%	61%	62%	44%	57%	59%
Math Lowest 25th Percentile				50%	48%	51%	44%	46%	47%
Science Achievement				33%	56%	53%	39%	55%	55%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	24%	55%	-31%	58%	-34%
Cohort Comparison						
04	2021					
	2019	32%	57%	-25%	58%	-26%
Cohort Comparison		-24%				
05	2021					
	2019	21%	54%	-33%	56%	-35%
Cohort Comparison		-32%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	32%	62%	-30%	62%	-30%
Cohort Comparison						
04	2021					
	2019	37%	63%	-26%	64%	-27%
Cohort Comparison		-32%				
05	2021					
	2019	22%	57%	-35%	60%	-38%
Cohort Comparison		-37%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	27%	54%	-27%	53%	-26%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The tool used to progress monitor students in grades 1-5 was the i-Ready beginning, middle, and end of year diagnostics. To monitor fifth grade science, the districts progress monitoring assignments (PMA) were used.

Grade 1			
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	19%	27%	26%
	Economically Disadvantaged	21%	17%	23%
	Students With Disabilities	33%	0%	0%
	English Language Learners	24%	12%	0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	12%	24%	31%
	Economically Disadvantaged	4%	11%	16%
	Students With Disabilities	50%	0%	0%
	English Language Learners	25%	6%	5%

Grade 2			
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	12%	14%	28%
	Economically Disadvantaged	12%	7%	8%
	Students With Disabilities	0%	0%	0%
	English Language Learners	12%	0%	5%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	8%	21%	20%
	Economically Disadvantaged	3%	7%	13%
	Students With Disabilities	0%	0%	33%
	English Language Learners	6%	6%	10%

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	17%	30%	30%
	Economically Disadvantaged	2%	7%	11%
	Students With Disabilities	0%	0%	0%
	English Language Learners	6%	6%	11%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0%	8%	28%
	Economically Disadvantaged	2%	4%	6%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	6%	11%

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	13%	13%	20%
	Economically Disadvantaged	5%	7%	11%
	Students With Disabilities	0%	0%	11%
	English Language Learners	0%	5%	0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	3%	20%	32%
	Economically Disadvantaged	0%	5%	8%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	5%

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	14%	7%	11%
	Economically Disadvantaged	0%	2%	4%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	3%	13%	20%
	Economically Disadvantaged	0%	0%	0%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	7%	0%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	19%	9%	10%
	Economically Disadvantaged	15%	10%	7%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	7%

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	8										
ELL	20	15		18	23						
BLK	14	17	23	14	13	8	9				
HSP	29	40		20	30						
FRL	18	23	31	17	19	18	8				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	12	55		38	55						
ELL	35	60	56	34	56	50	37				
BLK	27	47	67	31	42	50	22				
HSP	39	62	54	39	59	59	43				
FRL	30	52	54	34	45	41	30				

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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	22
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	55
Total Points Earned for the Federal Index	179
Total Components for the Federal Index	8
Percent Tested	95%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	4
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	22
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	19
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	35
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	24
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The trends that emerge across all grade levels in both reading and math is the consistent increase in proficiency from the beginning to the end of the school year excluding fifth grade reading diagnostic. Additionally, the English language learners stagnated or decreased between all three data points in reading.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The data components that students at Tangelo Park Elementary demonstrated the greatest need for improvement was observed in FSA Math (34% proficiency) and NGSS Science (33% proficiency). Current progress monitoring through data analysis is demonstrating the greatest need for improvement in the areas of math and science.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The contributing factors that led to this need for improvement are the lack of manipulatives and inquiries being utilized to enhance the learning experience during instruction. To address this need, the new actions include monitoring and facilitating professional development on the appropriate use of manipulatives and visuals to introduce semi-abstract and abstract mathematical concepts.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Based on progress monitoring and 2019 state assessments, the data component that showed the most improvement was ELA learning gains, at 53% from 39%, as well as the lowest-25th percentile, at 57% from 38%.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The actions taken include the monitoring of specific students during daily scheduled i-Ready small groups and the assigning of After School Tutoring, Saturday School, and Spring Break Camp to students needing additional instructional support. We also incurred extra support through our ESSER Tier 1 intervention teachers.

What strategies will need to be implemented in order to accelerate learning?

The strategies that will need to be implemented to accelerate learning are strategic, differentiated small group instruction; the acceleration of instruction for students performing one grade level below in grades two through five; and targeted professional development according to student and teacher needs.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional development opportunities offered to support teachers range from creating a print-rich environment, differentiated small group instruction, data-driven decision making, student engagement, and authentic student learning.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Sustainability of improvement will be sustained through increased teacher leadership opportunities, including the facilitation of effective PLC meetings; increased opportunities for teachers to lead professional development; the and the development of experts in instructional strategies for each grade level.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	Based on FSA and End of the Year i-Ready diagnostic results, the number of students scoring proficiency stagnated from 2019 to 2021. In order to increase student proficiency in ELA, a focus on instructional strategy implementation is necessary to close the learning gaps and increase learning gains in reading.
Measurable Outcome:	Student achievement on the state standards for ELA proficiency overall and in our ESE and ELL subgroups will increase 8 percentage points, from 32% to 40%.
Monitoring:	Monthly data meetings with teachers, school- based leadership team, and CP program specialists. Analysis of SBUA including areas of strengths, weaknesses and creation of action plan to support and monitor student learning.
Person responsible for monitoring outcome:	Fresia Urdaneta (fresia.urdaneta@ocps.net)
Evidence-based Strategy:	ELA * Teachers will collaboratively plan for differentiated, scaffolded, rigorous, standards-based instruction. * Task-aligned activities will be evident in all grade-level classrooms. * Literacy strategies will be implemented within lessons whole and small group
Rationale for Evidence-based Strategy:	This area was determined to be an area of focus due to the number of students who did not make learning gains based on the FSA assessment and i-Ready diagnostic results.

Action Steps to Implement

1. Provide staff with specific professional developments to meet the needs of teachers and students.
2. Provide staff with actionable feedback from observations and walkthroughs
3. Implementation of acceleration in reading for students working a year below grade level.
4. Strategic instruction facilitated by the ESSIR teachers during ELA and Math small group time, as well during Reading and Math interventions.

Person Responsible	Fresia Urdaneta (fresia.urdaneta@ocps.net)

#2. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale:	Integrate and monitor resources and strategies that strengthen a culture for social and emotional learning to grow every student academically, socially, and emotionally. Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to subject material. By strengthening our school's culture for social and emotional learning, we will address the following school needs: Math and science achievement Student engagement (Kagan structures) Parental involvement
Measurable Outcome:	Based on the Alex Incident data report, our goal is to decrease the number of violent incidences per 100 students from 12.82 to 10.
Monitoring:	Classroom Behavior management trend data Qualitative data from students, staff, and families Analysis of behavior minor tracking form per student/teacher
Person responsible for monitoring outcome:	Fresia Urdaneta (fresia.urdaneta@ocps.net)
Evidence-based Strategy:	Use distributive leadership and social and emotional learning to implement a continuous improvement plan for social and emotional learning focused on implementing a school-wide SEL curriculum, intentionally integrating aligned instructional strategies, and deliberate school supports for families. Our school will plan and implement two cycles of professional learning to provide training, opportunities for safe practice, and examination of impact data. Our school will monitor and measure the impact of our implemented professional learning through analysis of the Culture and Climate continuum, needs assessments, classroom observations, school environment observations, and implementation surveys. We will modify our plan of action as indicated by data, student needs, staff needs, and family needs.
Rationale for Evidence-based Strategy:	In order to achieve large-scale and sustainable improvement, it is necessary to invest in the collective capacity of a school building, including its families. To strengthen a culture of social and emotional learning with families, staff, and students, it is critical to harness the professional skills and leadership capabilities of everyone in the school. Through a distributive leadership model, our school will strengthen the integration of instructional strategies and deliberate school supports necessary for collective organizational improvement and change.

Action Steps to Implement

Implement a school-wide SEL curriculum
Ensure a school team receives training on implementation of a school-wide SEL curriculum
Create a training plan that leverages the trained school team members to train all necessary stakeholders in implementation of the curriculum

Person Responsible	Malcolm Marshman (malcolm.marshman@ocps.net)

Integrating Aligned Instructional and SEL Strategies
Identify student social and emotional learning needs to prepare for academic instruction
Determine cognitive and conative strategies that align with the standard
Interpret standards and student needs to intentionally integrate aligned instructional strategies

Person Responsible	Malomo Awodele-Brown (malomo.awodele-brown@ocps.net)

Deliberate School SEL Supports for Families
Identify strategies to support family engagement based on Panorama Family Members Survey - Barriers to Engagement that relates to strengthening communication, building community and creating connections such as:
Strengthening Communication
Create and facilitate opportunities to welcome families and introduce key staff
Develop a school-wide digital communication outreach plan to inform students and families of how they can connect to the school events and resources
Building Community
Establish a family resource center where families can access resources and information to support student and school success
Create a welcoming environment where family culture and languages are recognized and respected
Host events, workshops and opportunities that are relational, connected to family interests and culture, and are linked to learning
Creating Connections
Establish a family -friendly system with multiple ways to gather and respond to families' questions, suggestions and needs
Create flexible events and opportunities for families

Person Responsible	Alba Lorenzo (alba.lorenzo@ocps.net)

Monitor, Measure, and Modify
Evaluate the climate and culture for social and emotional learning to implement necessary responsive practices
Implement a continuous improvement plan for social and emotional learning & leadership that uses cycles of professional learning.
Evaluate the impact of cycles of professional learning on improvement efforts
Monitor, measure, and modify the plan for continuous improvement in social and emotional learning & leadership using data-based instructional leadership to positively impact climate and culture

Person Responsible	Kristi Weiss (kristi.weiss@ocps.net)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

When compared to the state in regards to the number of school incidences, Tangelo Park is ranked among the highest. The primary concern that will be monitored is violent incidences and the secondary area is drug/public order related incidences. School-wide implementation of the PBIS program; monitoring behaviors through minor tracking forms that will support the MTSS process. Monthly discipline meetings with school leadership team, analyzing observable trends and providing teacher support depending on data.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

In order to establish a positive school culture and climate, all schools engage in ongoing, district-wide professional learning on leveraging social and emotional learning as well as leadership for student success. Through a distributive leadership model, schools use social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise in all students. Through this professional learning, schools across the district use the CASEL Core Competencies as a common language to support a positive culture of social and emotional learning and connect cognitive and conative strategies to support student success. A core team of teachers and administrators from each school, which includes a mental health designee, attend this district-wide professional learning throughout the year. The core team works with a broader school team and is charged with personalizing and implementing professional learning for staff and families, based on school and community needs. School leadership teams collaborate with students, staff, and families, through processes such as the School Advisory Council, to reflect on implementation and determine next steps. Development of positive culture and environment is further enhanced through school-based and district-wide opportunities focused on building capacity in families to support continuous school improvement and student success. Schools strategically utilize staff to bridge the community and school, connect families with resources, and build a culture for authentic family engagement in school staff.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The stakeholders are:
Fresia E. Urdaneta, Principal
Kristi Weiss, Assistant principal
Malcolm Marshman, Guidance counselor
Kenyetta Boddie, Fifth grade teacher
Robin Frisella, Gifted teacher

The above names are responsible for attending the district SELL professional developments and providing grade level professional developments to increase successful strategies within each classroom.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
2	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	$0.00
		Total:	$0.00