

Orange County Public Schools

Tangelo Park Elementary



2022-23 Schoolwide Improvement Plan

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Tangelo Park Elementary

5115 ANZIO ST, Orlando, FL 32819

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

Demographics

Principal: Myrlene Jackson Kimble

Start Date for this Principal: 12/17/2021

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: D (36%) 2018-19: C (44%) 2017-18: C (41%)
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	CSI
* 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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5115 ANZIO ST, Orlando, FL 32819

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School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 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	2021-22	2020-21	2019-20	2018-19
Grade	D		C	C

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SIP Authority

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Mission: With the support of families and the community, we create an enriching and diverse pathways that lead our students to success

Provide the school's vision statement.

Vision: To ensure every student has a promising and successful future

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Hunt, Rhonda	Principal	<p>To manage his/her school and its human and material resources to achieve district goals and produce evidence of effective teaching and all students learning.</p> <ul style="list-style-type: none"> * Manifest a professional code of ethics and values. * Respond to internal and external customers in a timely, accurate, courteous and empathetic manner representing OCPS in a positive light. * Model the routine, intentional and effective use of technology in daily work, including communications, organization and management tasks. * Manage all operations and functions of his/her school consistent with district goals. * Develop and administer policies that provide a safe and effective learning environment. * Is visible in his/her school community and recognized as the educational leader. * Serves as a member of the area superintendent's team and participates in the learning community's planning, development and evaluation. * Keeps the area superintendent informed of current school critical issues and incidents about which he/she should be aware. * Uses a variety of problem solving techniques and decision making skills to resolve problems. * Communicates and interacts effectively with all stakeholders in the community. * Follow the district's policies and procedures as related to all HRMD guidelines, executive limitations, the district's instructional initiatives, and the school district's charter guidelines. * Follow the district's policies and procedures as related to fixed assets. * Develop leadership in subordinates. * Responsible for keeping up to date on current technology being used by OCPS. With the support of the district, attends training to ensure skill level in various technologies is at the level required to perform in current position. * Responsible for maintaining timely and accurate information and accountable for the quality of information maintained by those they supervise. * Responsible for self development and keeping up to date on current research, trends and best practices relevant to the area of responsibility. * Perform other duties and responsibilities as assigned by supervisor. <p>To manage his/her school and its human and material resources to achieve district priorities and produce evidence of effective teaching and all students learning.</p>

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> * Manifest a professional code of ethics and values. * Respond to internal and external customers in a timely, accurate, courteous and empathetic manner representing OCPS in a positive light. * Model the routine, intentional and effective use of technology in daily work, including communications, organization and management tasks. * As delegated by the principal, manages the daily operations and functions of the school consistent with district policy and district priorities. * Administer policies that provide a safe and effective learning environment. * Communicate the school's vision, mission and priorities to the community * Serve as a member of the principal's leadership team and participates in the school's planning, development and evaluation. * Keep the Principal informed of current school critical issues and incidents about which he/she should be aware.
Weiss, Kristi	Assistant Principal	<ul style="list-style-type: none"> * Make decisions in a timely fashion using the best available data * Communicate and interact effectively with all stakeholders in the community * Plan and schedule one's own and others' work so that priorities and goals can be met * As designated by the principal, supervises and assesses teachers and staff in terms of their performance and responsibilities in the achievement of school goals and district priorities. * As designated by the principal, develops and implements a school-based induction plan to meet the needs of teachers in the OCPS Comprehensive new Teacher Induction Program * Pursues improvement of personal professional development * Model the routine, intentional and effective use of technology in daily work, including communications, organization and management tasks. * In the absence of the principal, assumes responsibility for the total operation of the school and the welfare of the teachers, staff and students * Follow the district's policies and procedures as related to all HRMD guidelines, executive limitations, the district's instructional initiatives, and the school district's charter guidelines.

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> * Follow the district's policies and procedures as related to fixed assets. * Develop leadership in subordinates. * Responsible for keeping up to date on current technology being used by OCPS. With the support of the district, attends training to ensure skill level in various technologies is at the level required to perform in current position. * Responsible for maintaining timely and accurate information and accountable for the quality of information maintained by those they supervise. * Responsible for self-development and keeping up to date on current research, trends and best practices relevant to the area of responsibility. * Perform other duties and responsibilities as assigned by principal.
Lundi, Ralph	Dean	<ul style="list-style-type: none"> * Manifest a professional code of ethics and values. * Models the routine, intentional and effective use of technology in daily work, including communications, organization and managements tasks. * Make periodic tours of campus to ensure that school and school board policies are being enforced. * Counsel with students and parents where behavioral problems exist. * Work closely with the school resource officers, security and safety officers and local law enforcement agencies and make referrals as appropriate. * Assist with the supervision of organized student gatherings and makes sure resources and equipment is available. * Coordinate the student lunchroom and work duty assignments. * Coordinate school bus supervision before and after school. * Investigate problems of a disciplinary nature, document information and report findings and decisions to appropriate individuals. * Research and make recommendations for educational technology improvements and enhancements. * Provide information to the principal regarding teacher effectiveness in classroom management and classroom assignment. * Assist with the supervision of students detained after school hours for disciplinary actions. * Responsible for keeping up to date on current technology, as job appropriate, being used by OCPS. * Responsible for timely and accurate information they

Name	Position Title	Job Duties and Responsibilities
		<p>maintain as part of their job responsibilities.</p> <p>* Performs other duties as assigned by the principal.</p>
Marshman, Malcolm	School Counselor	<ul style="list-style-type: none"> * Plans, implements, and evaluate programs/activities to continue school improvement. * Promotes character education concepts and serves as a positive role model. * Maintains high visibility throughout the building and grounds. * Collaborates closely with the school social worker, guidance counselor, psychologist, and resource officer (SRO). * Coordinates program-related staff development for faculty and staff as indicated. * Monitors student behavior and develops interventions for improvement. * Makes classroom presentations on program-related topics in coordination with instructional staff. * Communicates effectively with students, parents, administration, and staff. * Involves parents and community as “on-site” advocates in the schools. * Shows sensitivity to students, parents and the community and promotes student self-esteem. * Serves on the Student Services Team and the School Crisis Team. * Assists the administrative staff with security concerns. * Attends scheduled Safe School Coordinators meetings as well as participates in professional growth opportunities. * Completes accountability reports as assigned in a timely manner. * Makes recommendations to school administration and staff utilizing needs assessment data and observations. * Utilizes technology and current research in instruction. * Evaluates students progress on a regular basis. * Demonstrates a commitment to continuous quality improvement * Supports and exhibits organizational core values of caring, respect, integrity, responsibility, high expectations, being customer driven, and valuing diversity. * Performs other duties and accepts responsibilities as assigned.
Lorenzo, Alba	Parent Engagement Liaison	<p>*Responds to internal and external customers in a timely, accurate, courteous and empathetic manner representing OCPS in a positive light.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>*Serves as a liaison between the school and its parents and families as it relates to parent and family engagement.</p> <p>*Seeks and receives guidance from the District Parent and Family Engagement team to improve professional knowledge and skills which support parent and family engagement.</p> <p>*Maintains open communication with principal, staff, parents and school-based community involvement coordinators on all planned parent engagement activities.</p> <p>*Investigates and answers questions pertaining to parent engagement.</p> <p>*Collaborates with school-based community involvement coordinators to identify community resources which support parents and families and communicates identified resources to parents and families using multiple means of communication such as: phone calls, mail, home visits, newsletters and meetings in order to encourage participation in school and district activities and events.</p> <p>*Collaborates with appropriate staff members to identify and inform parents and families experiencing challenges/crises of wraparound services such as, but not limited to, food banks and clothing banks.</p> <p>*Encourages parents and family members to serve as volunteers. Maintains a current list of organizations that provide critical resources to parents/families.</p> <p>*Must be familiar with current state laws, state board rules, and school board policies as they relate to programs.</p> <p>*Participates in creating school-level Title I Parent and Family Engagement Plan and supports the distribution of Title I district-level and school-level Parent and Family Engagement Plans.</p> <p>*Hosts at least one Virtual Parent Academy in collaboration with the district Parent Academy team.</p> <p>*Coordinates parents and school staff to attend at least one district face-to-face Parent Academy event.</p> <p>*Schedules, organizes and provides monthly parent engagement workshops to parents and staff.</p> <p>*Attends SAC and PTA meetings as a member and/or guest to provide Parent Engagement Liaison updates.</p> <p>*Provides parent engagement content for school newsletter.</p>
Parkinson, Lisa	Staffing Specialist	<p>*Organize student and parent support groups</p> <p>*Facilitate, organize and provide training to staff on ESE</p>

Name	Position Title	Job Duties and Responsibilities
		<p>accommodations</p> <p>*Provide support & resources for ESE including intervention, accommodations, and strategies to match instructional needs of the student</p> <p>*Convenes and coordinates all Individual Education Plans (IEPs), Educational Plans (EPs), Individual Family Services Plans (IFSPs), Service Plans (SPs) and Education Planning Team (EPT) meetings in partnership with ESE Department</p> <p>*Serves as the designee of the Local Educational Agency (LEA) in ESE meetings when special education eligibility, placement, dismissal and program changes occur</p> <p>*Attends district-level ESE Meetings/Trainings</p> <p>*Provides and organizes ESE related Professional Development opportunities</p> <p>*ESE parent training in partnership with CT</p> <p>*Oversee 504 Plans</p> <p>*Other duties as assigned by the Principal.</p>
Otero, Catalina	Instructional Coach	
Hastings, Kerry	Other	
Peña, Fanny	ELL Compliance Specialist	ELL compliance, monitoring ann ELL students for effective teaching and learning. Analyzing student data to assure students are receiving appropriate instruction in order to close the achievement gap.

Demographic Information

Principal start date

Friday 12/17/2021, Myrlene Jackson Kimble

Number of teachers with a 2022 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.*

1

Number of teachers with a 2022 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

28

Total number of students enrolled at the school

460

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

3

Identify the number of instructional staff who joined the school during the 2022-23 school year.

7

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	32	64	75	92	60	69	0	0	0	0	0	0	0	392
Attendance below 90 percent	12	30	31	36	21	26	0	0	0	0	0	0	0	156
One or more suspensions	0	1	4	9	2	10	0	0	0	0	0	0	0	26
Course failure in ELA	0	0	0	5	2	0	0	0	0	0	0	0	0	7
Course failure in Math	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	23	19	35	0	0	0	0	0	0	0	77
Level 1 on 2022 statewide FSA Math assessment	0	0	0	20	18	45	0	0	0	0	0	0	0	83
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	1	2	23	16	42	0	0	0	0	0	0	0	84

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	17	0	0	0	0	0	0	0	0	0	17
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Monday 8/8/2022

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	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

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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	29%	56%	56%				32%	57%	57%
ELA Learning Gains	53%						53%	58%	58%
ELA Lowest 25th Percentile	48%						57%	52%	53%
Math Achievement	23%	46%	50%				34%	63%	63%
Math Learning Gains	40%						50%	61%	62%
Math Lowest 25th Percentile	32%						50%	48%	51%
Science Achievement	27%	61%	59%				33%	56%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	24%	55%	-31%	58%	-34%
Cohort Comparison		0%				
04	2022					
	2019	32%	57%	-25%	58%	-26%
Cohort Comparison		-24%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	21%	54%	-33%	56%	-35%
Cohort Comparison		-32%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	32%	62%	-30%	62%	-30%
Cohort Comparison		0%				
04	2022					
	2019	37%	63%	-26%	64%	-27%
Cohort Comparison		-32%				
05	2022					
	2019	22%	57%	-35%	60%	-38%
Cohort Comparison		-37%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	27%	54%	-27%	53%	-26%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	12	25	30	6	18						
ELL	30	55		25	40		41				
BLK	24	53	54	21	40	35	22				
HSP	38	50		29	34		46				
FRL	30	53	47	22	35	29	25				

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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI
OVERALL Federal Index – All Students	36
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	37
Total Points Earned for the Federal Index	289
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	18
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	38
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	35
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	40
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	35
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Trends:

Trends indicate that while we are making rapid gains in both proficiency and learning gains.

FSA: Tangelo Park improved in all 7 categories of testing from last school year:

- ELA Proficiency 9% increase
- ELA Learning Gains 29% increase
- ELA Lowest 25% ,18% increase
- Math Proficiency 4% increase
- Math Learning Gains 24% increase
- Math Lowest 25%, 21% increase
- Science 18% increase proficiency

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Greatest need for improvement is across all content areas with an intense focus on math. The reason for this is that we made gains in ELA and need to continue; however in Math, our gains were not as significant as ELA.

On the i-Ready Diagnostic, student proficiency in ELA increased 26% from 10% on the BOY to 36% on the EOY. In contrast, proficiency in Math only increased by 18%, from 4% on the BOY to 22% on the EOY.

FSA: Tangelo Park improved in all 7 categories of testing from last school year:

- ELA Proficiency 9% gain
- ELA Learning Gains 29% gain
- ELA Lowest 25% ,18% gain
- Math Proficiency 4% gain
- Math Learning Gains 24% gain
- Math Lowest 25%, 21% gain
- Science 18% gain

Total School Grade Points Earned: 132-point gain - doubled from the previous school year.

The school letter grade increased from a hypothetical in 2021 to a C in 2022.

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

I came here as principal in January 2022. The below represents the factors for improvement that I found necessary to correct in order to become a success school at Tangelo Park Elementary. Many of these factors began to change immediately, getting these systems with training in place.

Contributing factors to need for improvement include:

1. Extra Hour not providing the rigor and focus on student ELA needs
2. Students losing at least 1 1/2 year instruction from not attending virtual or in-person learning

3. Turnover of teachers and leadership
4. CORE content not being taught to the full intent of the standards
5. Professional development not being provided to ensure curriculum being taught with fidelity
6. Monitoring and feedback to staff in order to make progress with CORE content not provided
7. MTSS process not in place, thus Tier II and Tier III students not provided appropriate and necessary interventions to make growth
8. Progress monitoring not in place in response to making adjustments to teaching and learning for all students as necessary
9. Clear vision, mission and expectations with monitoring for all Core content
10. Behavior expectations and a clear plan for correcting behavior not clear and too many disruptions in the classroom that caused teacher and students to lose momentum for teaching and learning
11. Lack of communication and school events with parents in order to build trust and support with school staff
12. Overall school climate of working in silos, without team collaboration

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

ELA showed the most improvement, with student proficiency increasing 26%, from 10% on the BOY to 36% on the EOY. Fourth grade ELA improved the greatest amount, from 2% of students scoring proficient on the BOY to 60% on the EOY.

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

Contributing factors included:

- shifting second semester to a plan of instruction and daily support for individual student needs in response to data.
- being strategic with curriculum during Extra Hour to meet the needs of students
- provided push-in support to targeted groups of students
- instituted after-school tutoring from January-May
- consistently implemented the PBIS for improvement in behavior with better focus, more classroom time on task, positive rewards, culture change from compliance learning to the desire to learn with support and trust

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

All of the above will continue with a renewed focus on staff PD, team building, PLC support, Kagan Structures, thinking maps, working the systems of teaching and learning support, staying consistent and working the plan.

Continue to changing the culture of teaching and learning. After-school tutoring will begin during week 3 of school through May in reading and math will allow for added time and practice to move to grade-level proficiency.

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 includes:

- MTSS
- Kagans cooperative structures
- Thinking Maps
- Strengthening the PLC coaching process
- Ongoing training for coaches, modeling and support from OCPS department of Curriculum and

Instruction

- Core Connections Writing Training
- PD on SIPPS, Reading A-Z, Phonics for Reading, Reading Plus, Fluency
- Math PD, Symphony. Envision, Math Fact Fluency

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

Additional Services Include:

- Teacher recruitment and support for building longevity
- MAO Acceleration, Life Skills, PBIS training, Mentoring Programs

We have established systemic plans for teaching and learning and behavior, and we will consistently implement best practices for teaching and learning in all classrooms with training and support. Historically this plan of high expectations, systems of teaching and learning, monitoring, training and support working in collaborative teams had not been intentional or consistent, wch led to yearly gaps and not creating the right culture for student success. This is turning around rapidly. We need to monitor the teaching and learning and make adjustments as needed.

We need to provide after school tutoring in ELA and Math beginning the third week of school in order to provide extra time and practice as we see this as a trend in order to close the achievement gap. The focus for tutoring will be basic skills practice.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Math

Area of Focus	The Spring 2022 FSA data showed that Tangelo Park had 22% of students in grades three through five were proficient in the area of Math. i-Ready EOY math data showed 19% of students performing on grade level in third grade, 34% in fourth grade, and 17% in fifth grade.
Description and Rationale:	ESSA subgroup data: Five subgroups missing the target of 41% of students on grade level.
Include a rationale that explains how it was identified as a critical need from the data reviewed.	African American 35% Hispanic 40% Students with disabilities 18% Economically Disadvantaged 35% English Language Learners 38%

Measurable Outcome:	
State the specific measurable outcome the school plans to achieve.	The goal for this school year 2022-2023 will be that students will achieve 41% proficiency or higher on the F.A.S.T. Math assessment. Five subgroups missing the target of 41% of students on grade level.
This should be a data based, objective outcome.	African American 35% Hispanic 40% Students with disabilities 18% Economically Disadvantaged 35% English Language Learners 38%
Monitoring:	Progress monitoring will occur through i-Ready Diagnostic assessments, Standards based Unit Assessments (SBUAs) as well as the FAST progress monitoring activities.
Describe how this Area of Focus will be monitored for the desired outcome.	Classroom instruction will be monitored through weekly PLC planning and trend walks with immediate and actionable feedback to enact to desired change. Daily lessons will be monitored to ensure teaching to the full intent of the standards. Lesson plans will be reviewed to ensure district scope and sequence is followed. District CRMs will be used daily. Leadership will look for weekly trends and respond to the trends to guide effective teaching and learning and student progress.
Person responsible for monitoring outcome:	Rhonda Hunt (rhonda.hunt@ocps.net)
Evidence-based Strategy:	
Describe the evidence-based strategy being	Students will be identified according to BOY FAST and I-ready data. A combination of core instruction and math interventions for students below grade level will be provided during the school day and after school tutoring. Symphony Math, manipulatives, basic skills practice will allow for closing the gap to get to 41% of our students on grade level.

**implemented
for this Area
of Focus.**

**Rationale for
Evidence-**

based

Strategy:

**Explain the
rationale for
selecting
this specific
strategy.**

**Describe the
resources/
criteria used
for selecting
this
strategy.**

ESSA data provided above explains the rationale for meeting the needs of our lowest achieving students in all five subgroups. MTSS process will be followed to group students in effective CORE curriculum, group or individual support, graphing progress and then making necessary adjustments to teaching. Curriculum used will be whole group CORE Invision, Symphony Math 45 minutes per week per student, less than 10% needing help, math manipulatives, collaborative group structures, common planning, teachers tiered for coaching and monitoring support to ensure that the math curriculum is being taught to the full intent of the standard. An hour and 45 minutes of math will be provided daily that includes CORE instruction, MTSS Tier II and Tier III interventions. After-school tutoring will occur once a week for 60 weeks, adding more time and practice for students. Daily math fact fluency will be provided for students.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

- Grade-level data chats from BOY, SBUA, MOY data on i-Ready and FAST
- Plan of action using MTSS tiers to group students
- Training on new math curriculum Invision
- Training on district CRMs
- SBUAs with reteaching and trends for addressing needs
- Weekly Math PLCs
- 105 minutes of math instruction daily including both whole group and small group instruction
- Classroom walkthroughs weekly to monitor for effective teaching and learning
- Actionable and immediate feedback following to change instructional practice
- Weekly leadership meetings to discuss trends and respond to trends
- OCPS C&I staff weekly walkthroughs
- Modeling and giving feedback to coaches to move them forward with their skill sets
- Quarterly half-day math grade-level work sessions that will include PD, making adjustments to teaching and learning
- Quarterly parent conferences by phone or in person
- Student interactive notebooks used with Thinking Maps

Person

Responsible

Kristi Weiss (kristi.weiss@ocps.net)

In response to ESSA data knowing we will need to provide extra time and practice for all five subgroups, after school tutoring will be provided for these students who are not on grade level. We will begin tutoring the third week of school. The curriculum will focus on basic math skills and responding to student gaps from our BOY i-ready and FAST test.

Person

Responsible

Kristi Weiss (kristi.weiss@ocps.net)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

The instructional practices for the primary grades include an increased awareness of the "I will be able to..." statement posted for each component of the reading block used daily. Posting associated vocabulary words as well as the definitions and embedding the vocabulary on daily basis within the Reading instruction. Planning for standard-based questions during whole group instruction. During small group instruction, teacher-led instruction for Tier 2 and Tier 3 students will embed phonics skills to increase fluency. Tier 1 students will be completing challenging activities. During the reading small group time, a reading corner has been created with an accountability piece of writing to text. Reteach using SBUA data will be integrated within the reading block.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

The instructional practices for the intermediate grades include an increased awareness of the "I will be able to..." statement posted for each component of the reading block used daily. Posting associated vocabulary words as well as the definitions and embedding the vocabulary on daily basis within the Reading instruction. Planning for standard-based questions during whole group instruction. During small group instruction, teacher-led instruction for Tier 2 and Tier 3 students will embed phonics, and fluency practice to increase comprehension. Tier 1 students will be completing challenging activities. During the reading small group time, a reading corner has been created with an accountability piece of writing to text. Reteach using SBUA data will be integrated within the reading block.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

I-Ready end-of-year results measured that 67% of the Kindergarten grade was on grade level. First grade demonstrated that 44% of the students were not on grade level. Second graders demonstrated that 74% have not reached grade level achievement. Third grade according to the I-Ready ELA diagnostic showed 45% not on grade level at the end of the year. The measurable outcome for 2nd grade is to show an increase in grade level proficiency by 30 percent to meet the criteria, and more than 50 percent of all students will be proficient in the area of reading.

Grades 3-5: Measureable Outcome(s)

Results from the 2022 ELA Spring Assessment demonstrated that 30% of the 3rd grade students were proficient in reading, 33 percent of 4th graders were proficient and 21 percent of the 5th graders were proficient. The overall percentage of 3-5th grade students that showed proficiency was 28 percent.

Students will increase in the subject area of ELA proficiency from 28 percent to 41 percent in grades 3-5 on the FAST ELA end-of-year assessment.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

The schools Area of focus will be monitored through trend walks, SBUA data, quarterly walks and reviews, and PLC look-fors. Immediate and actionable feedback will be given to teachers to see change in teaching and learning.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Hunt, Rhonda, rhonda.hunt@ocps.net

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

The identified evidence based practices will meet state requirements, align to district plan and align with B.E.S.T. ELA standards. They include, SIPPS for below grade level students, Reading A-Z for fluency, Phonics for Reading, Reading Plus, Wonders Curriculum.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

Yes, the practices address the needs that include, phonics, fluency and comprehension as planned for in Tier II and Tier II interventions. Yes, rapid gains were demonstrated year 2021-2022.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>Action Step 1</p> <p>Identify cohort of students below grade level Tier II and Tier III by grade level in response to data.</p>	
<p>Action Step 2.</p> <p>Follow MTSS process to plan for appropriate instruction that includes extra hour daily of ELA intervention and after school tutoring twice a week.</p>	
<p>Action Step 3.</p> <p>Monitoring and data collecting with adjustments as needed to ensure student progress, with ongoing parent communication and feedback to teachers to keep rigor of teaching and learning a priority.</p>	Hunt, Rhonda, rhonda.hunt@ocps.net
<p>Literacy Leadership team will train MTSS Coaches and teachers on testing and responding to data in order to efficiently and effectively identify students in need of instruction to get to grade level.</p>	

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

In order to establish a positive school culture and climate, Tangelo will engage in ongoing staff training and professional learning for leveraging social and emotional learning. Through a distributive leadership model, schools use social and emotional learning to strengthen team dynamics and implement Kagan's collaborative structures in order to build academic expertise in all students. A core team of teachers and administrators from Tangelo, which includes a mental health designee, attend this district-wide professional learning throughout the year. The core team creates professional learning for staff during the school day and family night events to increase awareness with parents and families. The professional learning and family events are created to address the trends described in the Panorama survey data. School leadership teams collaborate with students, staff, and families, through processes such as the School Advisory Council (SAC), to reflect on implementation and determine the next steps. Schools strategically utilize staff to bridge the community and school, connect families with resources and build a culture for authentic family engagement with school staff.

This year we will be hosting a monthly family dinner with student learning activities led by our teachers. We started in the spring of 2022 and will continue weekly team leader meetings so that each grade level has a voice in decision making. Each month we meet and have a team building, fun activity to encourage the positive staff culture that has begun to permeate throughout the school. The leadership team is doing a

book study on Brene Brown's Dare to Lead, building one voice and one team. All grade-level teams provided leadership with "glows and grows" about school culture, and we are working on the "grows." It was overall very positive in response to feeling supported. With our Dean implementing PBIS through the school we have seen a huge change in positive behavior and will continue this year. Our theme is from Marian Wright Edelman's book, The Sea is so Wide and My Boat is so small, charting the course for the next generation. This theme with activities has brought us a positive start to the school year as a guide to success at the heart.

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

Rhonda Hunt: Principal, leads SEL, positive school culture environment through on-going school wide, student and parent initiatives. Brings training and support to all staff, monitors for improved positive school culture and environment. Principal leads SEL district initiatives, monitors for success.

Kristi Weiss: Assistant Principal, supports the Principal and staff in promoting a positive school culture and climate

Ralph Lundi, Dean, PBIS coordinator, manages discipline, trains on PBIS, supports teachers, students and parents in working towards positive behavior for all students

Malcolm Marshman: Guidance Counselor, supports district SEL initiatives by providing classroom SEL instruction using district Steps to Respect curriculum, pulls small groups of student to work on SEL, daily check-ins with targeted students for support

Kenyetta Boddie: 3rd grade teacher, SEL team member

Robin Frisella: Gifted, intervention teacher, SEL team member

Mary Denaro: 4th grade teacher, SEL team member

Keith Elmore: 5th grade teacher. SEL team member

Merry Muniz: 2nd grade teacher. SEL team member