

FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION

Please return to: Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	A) Program Name: Schools of Hope – Whole School Transformation Model (Traditional Public Schools) (TOP-3) TANGELO PARK ELEMENTARY SCHOOL TAPS NUMBER: 18A085	DOE USE ONLY Date Received Project Number (DOE Assigned)						
B) Name and Address of Eligible Applicant: School Board of Orange County, Florida Orange County Public Schools 445 W. Amelia Street Orlando, Florida 32801								
C) Total Funds Requested: \$1,176,000 <hr style="width: 50%; margin-left: 0;"/> <div style="text-align: center;">DOE USE ONLY</div> Total Approved Project: \$	D) Applicant Contact & Business Information <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;"> Contact Name: Frenchie Porter, Senior Manager, Proposal Development Fiscal Contact Name: Jaquay Rembert, Senior Manager, Compliance </td> <td style="width: 40%;"> Telephone Numbers: 407-317-3200 X2002326 407-317-3200 X2002322 </td> </tr> <tr> <td> Mailing Address: 445 West Amelia Street Orlando, Florida 32801-1129 </td> <td> E-mail Addresses: Frenchie.porter@ocps.net Jaquay.rembert@ocps.net </td> </tr> <tr> <td> Physical/Facility Address: 445 West Amelia Street Orlando, Florida 32801-1129 </td> <td> DUNS number: 190414359 FEIN number: 59-6000771 </td> </tr> </table>		Contact Name: Frenchie Porter, Senior Manager, Proposal Development Fiscal Contact Name: Jaquay Rembert, Senior Manager, Compliance	Telephone Numbers: 407-317-3200 X2002326 407-317-3200 X2002322	Mailing Address: 445 West Amelia Street Orlando, Florida 32801-1129	E-mail Addresses: Frenchie.porter@ocps.net Jaquay.rembert@ocps.net	Physical/Facility Address: 445 West Amelia Street Orlando, Florida 32801-1129	DUNS number: 190414359 FEIN number: 59-6000771
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CERTIFICATION

I, **Barbara M. Jenkins**, (*Please Type Name*) as the official who is authorized to legally bind the agency/organization, do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application are true, complete and accurate, for the purposes, and objectives, set forth in the RFA or RFP and are consistent with the statement of general assurances and specific programmatic assurances for this project. I am aware that any false, fictitious or fraudulent information or the omission of any material fact may subject me to criminal, or administrative penalties for the false statement, false claims or otherwise. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.

E)

Signature of Agency Head

Superintendent

Title

8/11/17

Date



Competitive Application for Whole-School
Transformation Model (Traditional Public Schools) –
TOP 3
Orange County Public Schools

This form satisfies the requirements of Form TOP-3 in conjunction with Form TOP-2 (first-time DMT). Only districts seeking funding under the Schools of Hope program for traditional public schools should apply. This application is due August 15, 2017.

Tangelo Park Elementary School - 0811

WRAP-AROUND SERVICES THROUGH DISTRICT-MANAGED TURNAROUND

Part I: Needs Assessment

Item 1: Description of the needs assessment methodology and summary of the results to develop the whole-school transformation plan. Also, describe who participated in the formulation of this plan.

The school principal, learning community office, and school leadership with the input and feedback of the Community Assessment Team (CAT) and School Advisory Council (SAC) conducted a comprehensive needs assessment. This needs assessment identified data in the areas of 'Stakeholder Feedback', 'Student Performance Data', 'Professional Capacity/Teacher Experience', and 'Student Behavior and Attendance'.

Overall Stakeholder Feedback (AdvancED Survey)

Parents, students and school staff complete an externally validated survey developed by AdvancED, the accrediting agency for Orange County Public Schools. This survey provides asks all stakeholders about the culture, climate and expectations of the school. This survey has been conducted in all Orange County schools for three years, allowing for comparisons across schools and over time. Each indicator in the survey for parents and staff is rated on a scale from '1' to '5', where '1' is the lowest score and '5' is the highest score. For students, each indicator in the survey is rated on a scale from '1' to '3', where '1' is the lowest score and '3' is the highest score.

AdvancED Survey Data 2016-2017

Standard	Parent (1-5)	Staff (1-5)	Student (1-3)
Purpose and Direction	4.56	4.24	2.98
Governance and Leadership	4.36	4.37	2.80
Teaching and Assessing for Learning	4.41	4.17	2.64
Resources and Support Systems	4.42	4.09	2.79
Using Results for Continuous Improvement	4.36	4.19	2.89

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Average Response by Stakeholder Group	4.42	4.21	2.82
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Effective Leadership (AdvancED Survey)

Under Standard 2 in the AdvancED survey results, Governance and Leadership, students, parents and staff rated the highest area as indicator 2.4: “Leadership and staff foster a culture consistent with the school’s purpose and direction.” However, parents view an area of improvement being “school leadership has the autonomy to meet goals for achievement and instruction...” indicator 2.3. Parents consistently rated Tangelo Park above the district average in all areas.

Ambitious Instruction and Learning (AdvancED Survey)

In Standard 3, Teaching and Assessing of Learning, parents rated the school consistently above the district average across all indicators. Parents rated Tangelo Park favorably in the area of “engaging families in meaningful ways in their children’s education and keeps them informed of their children’s learning process.” Staff rated the school favorably in the area of “grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.” An area for growth is “the use of mentoring, coaching and induction programs support instructional improvement consistent with the school’s values and beliefs about teaching and learning.” Students rated the school highest in “consistent grading processes and teachers supporting the school’s instructional process in student learning.” Areas of growth for Tangelo in Teaching and Assessing Learning are in “a formal structure whereby each student is well-known by at least one adult advocate in the school who supports that student’s educational experience.” The school implements formal mentoring programs. Administration should look for opportunities to highlight these programs and use them more effectively.

Safe and Supportive Environment (AdvancED Survey)

Parents, staff and students agree that the school is a safe, clean and healthy environment. Staff indicate that the “the technology infrastructure does not adequately support the school’s teaching, learning and operational needs.” Students feel the school did not “maintain facilities, services and equipment to provide a safe, clean and healthy environment for all students and staff.” Administration should look for ways to improve staff understanding of technology and work with custodial staff on building maintenance.

Student Performance Data

The table below displays the school grade components and totals for Tangelo Park Elementary for the last three years. The 2014-15 partial school grades did not include the learning gains components.

School Grade Components and Totals (FDOE)

	2014-2015	2015-2016	2016- 2017
*ELA -Proficiency	29	35	32
-Learning Gains		41	39
-Lowest 25%		35	38

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Math - Proficiency	35	35	37
-Learning Gains		41	43
-Lowest 25%		45	44
Science	31	28	39
Total Points Earned	95/300	260/700	272/700
% of Possible Points	32 (D)	37 (D)	39 (D)

Tangelo Park Elementary demonstrated slight improvement on the Florida Standards Assessment (FSA) in the areas of mathematics, science, lowest quartile ELA gains, and overall mathematics learning gains. Overall, 30% of students met state standards in ELA, 37% of students met state standards in mathematics, and 39% met state standards in science. Learning gains in ELA decreased from 41% to 39% while the lowest quartile of students increased from 35% to 38%. Mathematics learning gains increased from 41% to 43%, and the lowest quartile of students decreased from 45% to 44%.

FSA results indicate that areas of strength include interventions provided to the lowest students to support their areas for growth in mathematics and reading. Based on the data, an area for growth at Tangelo Park is the effective delivery of core standards-based instruction in all content areas.

Professional Capacity/Teacher Experience

In the 2016-17 school year, 43 of Tangelo Park's 45 instructional staff members were retained, at a rate of 96%. Of the school's 45 instructional staff members, 29% were new to the district while 42% had three years or less of overall teaching experience. Teacher experience ranges from zero years to 29 years, with an average of eight years of teaching experience. To develop expertise, there is a need to use multiple sources to monitor instructional delivery, evaluate proficiency and provide timely, actionable feedback on the effectiveness of instructional goals and the cause/effect relationship between professional development, instructional practices and student achievement.

Teachers with a student learning growth rating of 'Unsatisfactory' were transferred out of Tangelo Park. These transfers occurred even if the teacher's summative evaluation score was 'Effective' or higher due to the inclusion of the Instructional Practices portion of the evaluation.

The attendance rate for the instructional staff at Tangelo Park Elementary School, at 97.5%, was higher than the district attendance rate of elementary instructional employees at 95.68%. The school will continue to seek ways to motivate and encourage consistency with attendance.

Student Behavior and Attendance

Student behavior and attendance directly impact student achievement, and Tangelo Park Elementary School saw a large reduction in the number of reported incidents in the 2016-17 school year. Level 1 offenses dropped from two in the 2015-16 school year to zero in the 2016-17 school year. Level 2 offenses decreased

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from 11 to seven incidents. Level 3 offenses decreased drastically from 47 to six incidents and Level 4 offenses decreased from one to zero incidents.

School Referrals

	2014-15	2015-16	2016-17
Level 1	0	2	0
Level 2	6	11	7
Level 3	7	47	6
Level 4	0	1	0
Total	13	61	13

School Suspensions

	2014-15	2015-16	2016-17
<i>In-school suspensions (Students)</i>	2	2	4
<i>In-school suspensions (Offenses)</i>	2	2	4
<i>Out-of-school suspensions (Students)</i>	6	18	1
<i>Out-of-school suspensions (Offenses)</i>	6	26	2

During the 2016-2017 school year at Tangelo Park, 599 students were enrolled, compared to 485 students enrolled in 2015-2016. Tangelo Park's projected enrollment for the 2017-18 school year is 640 students.

A larger number of students missed 10 days or more in the 2016-17 school year. In addition, more students missed 20 days or more.

Student Attendance

	Total Absences	Total Absences	Total Absences	Total Absences
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Turnaround Option Plan –3

	1-9 Days	10+ Days	10-20 Days	21+ Days
<i>2016-2017</i>	450	240	177	63
<i>2015-2016</i>	369	169	134	35

Stakeholder Support and Cooperation for Plan

Orange County is committed to providing maximum flexibility for turnaround schools by limiting the barriers that reduce the ability of the school to rapidly make changes. To support, this school principal supervisor and the Chief Academic Officer report directly to the Deputy Superintendent of Teaching and Learning. The Deputy Superintendent of the Division of Teaching and Learning is responsible for making decisions about resources within the division and supporting the hiring and retention of high-quality personnel. When other concerns may arise, the Deputy Superintendent has direct access to the Superintendent in order to remove barriers and find solutions. The helps to ensure that any plan developed has the ability to be executed with fidelity.

Tangelo Park Elementary School has earned a school letter grade of “D” in the last three consecutive school years. After analyzing numerous data sources, multiple areas are in need of strategic and targeted support in order to increase student achievement. Using the whole-school transformation plan, Tangelo Park will be provided with support from various district departments collaborating and aligning district initiatives to support school improvement. The district will provide the school with a systematic approach to reduce and eliminate barriers impeding expected growth through the district’s Corrective Programs department in collaboration with the Learning Community and School-Based Leadership Team (SBLT). These departments work with schools identified by the Deputy Superintendent in need of support based on school grade trends, school leadership experience, and other student data points (e.g., attendance, behavior, etc.). This targeted support uses improvement science to develop processes and systems that support sustainable school improvement and includes district staff experienced in working with turnaround schools. The district provides guidance on the use of resources to maximize effectiveness as well as develop leadership and build capacity at the school site.

Orange County Public Schools (OCPS) is structured with each school belonging to a Learning Community and receiving guidance and support from their Area Superintendent, Executive Area Director, and Learning Community Senior Administrator. The Area Superintendent evaluates the principal. The Executive Area Director and Senior Administrator serve to support and monitor principals in improving student achievement through instructional plan implementation, faculty and leadership development, and organizational leadership. Learning Community support at Tangelo Park is provided in collaboration with the Corrective Programs department.

Corrective Programs is a team of Senior Administrators reporting to the Chief Academic Officer. This team is composed of seven Senior Administrators all supporting schools identified by the Superintendent, Deputy Superintendent, Area Superintendent and Chief Academic Officer in need of support. Support is differentiated based on need shown in school data. Three Corrective Programs Senior Administrators will support Tangelo Park Elementary School during the 2017-18 school year. These Senior Administrators have been selected for support by the Chief Academic Officer based on their ability to support the school in ways identified in the needs assessment.

Turnaround Option Plan –3

Corrective Programs, in conjunction with the Learning Community, supports the SBLT in implementing and monitoring school-wide systems regarding instructional delivery, use of data to drive instructional decisions, and professional development to build capacity of faculty and staff. Content area program specialists work to build capacity of school-based instructional coaches regarding content, Professional Learning Communities (PLCs), and instructional coaching of teachers.

The whole-school transformation plan was developed not only with the collaboration of these district departments and SBLT, but with input from the community and staff as well. Community members were able to review data, voice concerns, and offer input during both School Advisory Council (SAC) and Community Assessment Team (CAT) meetings; feedback from parents, staff, and students was gathered through surveys administered by the school; and multiple meetings were held between the Learning Community administrators, the Corrective Programs team, and the SBLT to review both qualitative and quantitative data to formulate a plan that best meets the needs of the community and school.

As part of the whole-school transformation plan, the Corrective Programs team and the Learning Community will collaborate to conduct: informal and formal meetings with the principal and/or the SBLT; side-by-side walkthroughs to build leadership capacity in assessing standards-based instruction and providing immediate, actionable feedback; and formal meetings to review available student performance data and devise plans of action to address areas of concern.

The Learning Community and Corrective Programs Senior Administrators will jointly monitor this support through monthly collaborative instructional walks and monitoring of student progress data in collaboration with the Chief Academic Office Executive Leadership, Learning Community administrators, and the SBLT. Immediate adjustments to support will be made based on the results of the monthly instructional walks and student data. A report detailing areas of growth and need will be shared with district-level leadership through the Chief Academic Officer monthly.

<<PLEASE INSERT THE NEW INFORMATION THAT IS PLACED IN THE TOP-2 CONCERNING ADMINISTRATOR QUALIFICATIONS AND LEADERSHIP HERE>>

Item 2: Explain how the school is going to leverage community assets, improve school and community collaboration, and develop family and community partnerships.

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

Funding this full-time position that focuses on removing barriers that prohibit families from engaging in school events and children's education demonstrates Tangelo Park Elementary School's dedication to increasing parental involvement and community engagement. In addition to coordinating all school

Turnaround Option Plan –3

family events, the PEL will assist with such tasks as organizing transportation for parents unable to reach the school for events and providing language-to-English translation for families who are not yet able to communicate in English.

Tangelo Park leverages the support of multiple community partners. The Neighborhood Children Family Center (NCF) is an agency supporting the local community. With an office located on campus, NCF funds weekly tutoring and education for adults and children to learn English. It also provides medical exams and psychological support for students, as well as provides assistance to parents in job seeking, public assistance applications and job skills development. Recently, NCF has secured funding for tutoring 2 hours per week to support retained 3rd graders.

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

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

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

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

Cornell University students visit during the Cornell University Spring Break for service learning to support science through literacy. The culminating event for the Cornell students is a highly-attended science fair in which parents and students showcase projects judged by community partners and leaders.

Dr. Phillips Rotary Club provides bicycles to 15 students, and a \$150 scholarship to fourth- and fifth-grade winners of an essay contest.

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

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

Turnaround Option Plan –3

Beginning in 1993, through the generosity of philanthropist Harris Rosen, Tangelo Park students are provided with pre-school serving 2, 3 and 4 year olds. A Tangelo Park Foundation Board was created to support this home day care and preschool program at no cost to families who reside in the Tangelo Park neighborhood. Mr. Rosen not only offers support in these critical early years, but also provides full scholarships for any Florida state university or college to students who reside in the neighborhood and graduate from high school. The Tangelo Park Foundation Board monitors the progress of students who are applying for the scholarships. Through the support of over 12 million dollars, Mr. Rosen has created an academic culture of high academic standards where most students are now able to receive additional grants and scholarships to attend college. His plan of support has been widely recognized across the nation.

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

Part II: Implementation Plan

A. Areas of Assurance for Whole-School Transformation Plan

Below are the six key areas of assurance selected by the district based upon the school's needs assessment to implement a whole-school transformation model.

The school will:

1. Provide wrap-around services that develop family and community partnerships.
2. Increase parental involvement and engagement in the child's education.
3. Establish clearly defined and measurable high academic and character standards.
4. Identify a knowledge-rich curriculum that the school will use to focus on developing a student's background knowledge.
5. Provide professional development that focuses on academic rigor, direct instruction, and creating high academic standards and character standards.

The school district will:

6. Identify, recruit, retain, and reward instructional personnel.

Item 3: Explain the strategies the school will implement to provide wrap-around services that develop family and community partnerships.

Tangelo Park Elementary School offers multiple services for parents and students that help to foster both family and community partnerships.

As mentioned above, the Ladies of Distinction and Young Men of Promise is a program where staff and community members mentor the students twice a month and provide them with education in real-world

skills. Session topics include professional attire, eating etiquette, and how to be an involved citizen. The groups raise money and attend the Susan G. Komen Breast Cancer Walk and participate in a banquet at the end of the year utilizing the skills learned throughout the year. Parents and the community are invited to attend the event and celebrate their children's success in the program.

The Tangelo Park Foundation Board not only provides home daycare for families but is integral in the process to provide scholarships and promote high academic standards to students in high-poverty families. This is funded by philanthropist Harris Rosen who offers full scholarships to any Florida state university or college to students who reside in the neighborhood and graduate from high school. Through the support of over 12 million dollars, Mr. Rosen has created an academic culture of high academic standards where most students are now able to receive additional grants and scholarships to attend college.

Through its partnership with the local YMCA and Central Florida YMCA, Tangelo Park supports strengthening families through events such as a photo booth event where families take pictures together for the school family wall. They also provide before-care and after-school care so that families can maintain a working job schedule while ensure their children are cared for and being educated. The YMCA also donates food for parent events to encourage attendance. YMCA employees help with morning cafeteria duty as students arrive. The Tangelo Park YMCA also provides tutoring to students after school before sports team practice.

Through partnership with the NCF, a parent education class will be provided to teach English to speakers of other languages. NCF also provides the Tangelo Park community with canned goods and turkeys during a Thanksgiving food drive, and also helps to stock a year-round food pantry for families in need.

Tangelo Park collaborates with the Rotary Club and Basket Brigade to sponsor families during the holiday season, providing presents, gift cards, and school supplies for needy students. Last year 24 families received baskets of food. The program sponsored 12 families in need during the holiday season.

The SMARTville Grant provides for four parent nights. Each night offers a focus on skills to help parents grow professionally. Some topics include preparing for an interview, job search techniques and agencies that support additional education.

These partnerships serve to provide much-needed services to the Tangelo community by targeting the needs of the "whole child", supporting foundational needs and providing socio-emotional support.

Item 4: Explain the strategies the school will implement to increase parental involvement and engagement in the child's education.

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

Turnaround Option Plan –3

Each year, Tangelo Park holds a Meet Your Teacher Night and an Open House where families are invited to come to campus to get to know their child's teacher and supporting staff. Families have the opportunity to learn about the programs and services offered to support not only their child's academic success but also their socio-emotional needs.

The school hosts two instructional parent nights in Math and Science and two Literacy events yearly. Parents are shown math and literacy strategies to support their children at home with their academic work. One of the literacy events involves the public library issuing library cards. The second event shows parents and students how to access free library books on their devices.

Florida State Assessment (FSA) parent night shows parents how to access practice assessments and explains the types of items students will encounter on state testing. Parents are able to take a practice test themselves. All school events offer translation in Spanish and support in Creole as needed. This supports 40% of the school population that are English Language Learners (ELLs).

In addition, Tangelo Park takes advantage of the district Parent Academies on designated Saturdays where families are invited to attend sessions on such topics as Effective Advocacy for your Child, How to Become a PTA Leader, Understanding School Grades, Investment, and Health Education.

Item 5: Explain the strategies the school will implement to establish clearly defined and measurable high academic and character standards.

During the 2017-18 school year, Tangelo Park Elementary School is implementing a three-year program called Conscious Discipline. Conscious Discipline provides school leaders with a classroom management system that utilizes a transformational, whole-school approach to social-emotional learning. The program is based on brain-based research and teaches students how to hold themselves to a high standard of moral character. Conscious Discipline teaches students self-regulation skills and effective communication skills. The program focuses on connecting adults and peers in a positive manner. Teachers spend less time dealing with discipline issues and more time teaching students necessary life skills. The program has an additional focus on supporting students who experience trauma, which is pertinent for some of the students at Tangelo Park Elementary School.

Tangelo Park also offers Smartville, an after-school enrichment program for students grades two through five whose performance data indicates growth opportunities in identified areas. The program focuses on tutoring and the enrichment of core content areas. The program also provides students opportunities to engage in non-academic areas, such as baseball practice and dance classes. Students are also provided with a meal prior to the start of the program. The Smartville program reinforces a sense of team for students and develops leadership skills.

To encourage high academic standards, students participate in the "i-Beat the Principal" contest where they are rewarded for achieving more than expected growth within the i-Ready program. The i-Ready program focuses on both reading and mathematics. Students exceeding growth expectations get their name showcased on an "i-Beat the Principal" area of the wall designated for their grade-level.

Tangelo Park celebrates and promotes character education through a variety of programs. Teachers recommend students monthly for recognition based on designated character traits selected by the

guidance counselor. Students are rewarded for modeling the designated character traits for other students. Guidance counselors also support character education by working with targeted, small groups of students that are focused on developing intensive social skills and promoting positive interactions. The Ladies of Distinction and Young Men of Promise initiative is a program where staff and community members mentor students twice a month. The initiative provides students with education in real-world skills and character education. Sessions topics include professional attire, eating etiquette, and how to be an involved citizen.

In an effort to promote academic standards, teachers at Tangelo Park Elementary School are trained in the use of AVID strategies. AVID provides teachers with a set of proven practices and methodologies that prepare students for success in college and career pathways. Through the AVID program, students at Tangelo are taught organizational and note-taking strategies, as well as critical thinking skills that help prepare them to be successful in higher education. Tangelo Park promotes academic success by sending fifth graders on a field trip to two Florida universities. The field trip is followed by a mock college signing day to encourage a commitment to pursuing a college education.

To promote academic success, quarterly report card award ceremonies are held where families are invited to come celebrate their students' success.

Strings, chorus, and general music education were added to the special area course offerings to increase participation in arts education. Access to a viable arts education will provide students with a more well-rounded educational experience, and is linked to higher academic achievement and involvement in extracurricular activities.

Item 6: Explain the strategies the school will implement to identify a knowledge-rich curriculum that the school will use to focus on developing a student's background knowledge.

In order to provide additional support for teachers implementing high quality standards-based instruction, the OCPS Curriculum, Instruction and Digital Learning teams provide schools with Curriculum Resource Materials (CRMs). CRMs provide assistance to first-year teachers and teachers new to content or grade levels with the intent (the "why" and "how") to teach standards via strategies and tasks. The CRMs provide teachers with model lesson plans, examples of questioning to engage students in accessing prior knowledge and higher level thinking, and strategies to monitor student learning and make adjustments to meet their needs.

One benefit of the CRMs is that a teacher has access to prior grade-level standards and scales. This information helps teachers understand the vertical alignment of standards so they know what students have previously experienced in prior grades.

CRMs also have built-in questions that allow teachers to discover what students already know about a topic. Students have the opportunity to share their background knowledge so a teacher knows how to build upon that previous knowledge. Additionally, the CRMs contain supplementary materials that teachers can use to meet the specific needs of his or her students. These include digital resources as well as print material such as trade books.

The Corrective Program Senior Administrators, in collaboration with the Learning Community Senior Administrator and content area program specialists, will support teachers and school-based instructional

Turnaround Option Plan –3

coaches with use of the CRMs to best meet the needs of the students in developing their background knowledge in order to be able to make connections and retain new information to meet the rigor of the Florida Standards.

In addition to the CRMs, students will participate in the i-Ready program whereby students are placed in a program level based on a diagnostic assessment that determines the students' ability levels in both reading and mathematics. It is an adaptive program in which students begin work at their current ability level and build upon their existing knowledge to advance through work to achieve progress on current grade-level standards. Teachers are also able to assign targeted i-Ready lessons for individual students or groups of students to build up deficits in order to help them meet grade level standards. With the support of the district teams, the teacher provides lessons that support the students in their specific areas of need. During small group guided reading, the teacher provides students with the necessary background knowledge to help them access the grade-level standards.

Item 7: Explain the strategies the school will implement to provide professional development that focuses on academic rigor, direct instruction, and creating high academic standards and character standards.

Tangelo Park Elementary School will participate in Orange County's District Professional Learning Community (DPLC) process, a three-year plan for system-wide improvement, whereby teacher designees and the principal attend monthly professional training that focuses on core content knowledge and best practices in pedagogy in order to deliver school-wide, rigorous instruction for students. The teachers and principal, with guidance from the Learning Community Area Superintendent and Executive Area Director, will collaborate to develop "Whole School Improvement" plan focused on significant growth in student achievement. The plan will include how content knowledge and instructional strategies will be communicated and modeled to staff each month in order to ensure transfer of learning into school-wide instructional practice of rigorous, standards-based instruction. Through this structure, the DPLC will develop a targeted professional development plan to provide training to staff in analyzing school data and student work to identify strengths and opportunities for improvement, identifying and eliminating barriers to improvement, and utilizing research-based strategies for improving literacy school-wide.

In addition to the DPLC, teachers at Tangelo Park receive weekly, job-embedded training on both academic content knowledge and pedagogical strategies through the school's PLC and planning structure. During lesson plan development, teachers meet with instructional coaches to receive guidance and feedback, aligned with the work of the DPLC, in creating rigorous, standards-based lessons. Teacher designees then share and model instructional strategies with their peers during collaborative planning sessions where the lesson is carefully reviewed by all team members to ensure rigorous, direct instruction is taking place across all classrooms. This process is carefully guided and monitored through the collaboration of the SBLT, Learning Community administrators, Corrective Programs Senior Administrators, and Program Specialists.

The SBLT also models holding high expectations for all students. This is modeled through data meetings where teachers receive training in evaluating student work and performance data to determine opportunities for growth and develop differentiated lessons to meet all learners' needs.

Professional development to promote a school-wide culture of high character standards is being provided monthly to teachers through Conscious Discipline, a three-year program that provides teachers with a classroom management system that uses a transformational, whole-school approach to social-emotional

Turnaround Option Plan –3

learning. The program uses brain-based research to teach students how to hold themselves to a high standard of moral character, helping them develop self-regulation skills and communication skills while connecting to adults and peers in the school in a positive family manner. Teachers can spend less time dealing with discipline issues and more time teaching students necessary life skills and core academic content. The program has an additional focus on supporting students who experience trauma, which is pertinent for some of the students at Tangelo Park Elementary School.

Item 8: Explain the strategies the school district will implement to identify, recruit, retain, and reward instructional personnel.

Rigorous studies conducted over the last two decades have found teacher quality to be the most important factor for student achievement within the control of the school and district (Wright, Horn and Sanders, 1997; Rivkin, Hanushek and Kain, 2000; Rury 2013). Orange County Public Schools (OCPS) supports the improvement of teacher quality through the recruitment of new teachers showing strong potential and by increasing the expertise of teachers already working for the district. Recently, this work has become more difficult with the dramatic decline in enrollments in higher education programs along with other state and national factors. The enrollment of students in education majors in the State University System (SUS) has declined from a high of 18,041 in 2007 to 12,045 in 2016. This decline in enrollment and associated declines in degrees awarded pose challenges to the recruitment of strong teachers, particularly in schools in need of the most support.

In May, the district launched a three-year pilot program at Carver Middle School where teachers could earn a salary supplement of up to \$70,000 over three years to teach at the school. Attracting high-quality teachers to Carver was a priority, and past experience has shown that few potential teachers applied to open positions at the school. In some cases, there were no applicants. Per the pilot program, teachers hired at Carver Middle School will receive an annual salary supplement of \$20,000 during their first year, and \$25,000 in years two and three. Over 500 teachers statewide have applied to teach at Carver, providing the school with a pool of high-quality applicants. To vet these applicants, the School Transformation Office along with other district departments have examined prior results including statewide and local value-added scores when available to ensure hires have a history of demonstrated success.

We propose using all funds associated with the TOP-3 plans for this purpose using the same supplement structure. If we have high-quality teachers with a demonstrated history of success who want to teach at the school and commit to multiple years of service, we believe that student achievement will improve dramatically. Both past experience for the district and research support this theory of action.

In the budget information provided with the TOP-3 grant, the district calculates the funds that the grant would not provide support for the full three years of incentives for Tangelo Park. The TOP-3 grant would cover all teacher incentives for the first year, less than half of the teacher incentives for the second year, and none of the teacher incentives for the third year. Orange County Public Schools is committed to supporting all three years of incentives if the state funds Tangelo Park's TOP-3 application, even though the grant provides less than half of the funds over three years needed to provide these supplements.

B. Correlation Between Whole-School Transformation Model and District-Managed Turnaround

Turnaround Option Plan –3

The evaluation process for this application will consider how this model correlates to the strategies and activities listed in the TOP-2 document.

Item 9: Summary of the strategies the district will implement to reduce or eliminate internal systemic barriers and address the needs of the school, including a description of how the district will address all of the Areas of Assurance.

Orange County is committed to providing maximum flexibility for turnaround schools by limiting the barriers that reduce the ability of the school to rapidly make changes. To support, this school principal supervisor and the Chief Academic Officer report directly to the Deputy Superintendent of Teaching and Learning. The Deputy Superintendent of the Division of Teaching and Learning is responsible for making decisions about resources within the division and supporting the hiring and retention of high-quality personnel. When other concerns may arise, the Deputy Superintendent has direct access to the Superintendent in order to remove barriers and find solutions. The helps to ensure that any plan developed has the ability to be executed with fidelity.

Using the whole-school transformation plan, Tangelo Park Elementary School will be provided with support from various district departments collaborating and aligning district initiatives to support school improvement. The district will provide the school with a systematic approach to reduce and eliminate barriers impeding expected growth through the district's Corrective Programs department in collaboration with the Learning Community and school-based leadership team (SBLT). These departments work with schools identified by the Deputy Superintendent in need of support based on school grade trends, school leadership experience, and other student data points (e.g., attendance, behavior, etc.). This targeted support uses improvement science to identify root causes of systemic barriers in order to develop an effective implementation plan for school improvement. The district provides guidance on the use of resources to maximize effectiveness as well as develop leadership and build capacity at the school site.

Orange County Public Schools (OCPS) is structured with each school belonging to a Learning Community and receiving guidance and support from their Area Superintendent, Executive Area Director, and Learning Community Senior Administrator. The Area Superintendent evaluates the principal. The Executive Area Director and Senior Administrator serve to support and monitor principals in improving student achievement through instructional plan implementation, faculty and leadership development, and organizational leadership. Learning Community support at Tangelo Park is provided in collaboration with the Corrective Programs department.

Corrective Programs is a team of Senior Administrators reporting to the Chief Academic Officer. This team is composed of seven Senior Administrators all supporting schools identified by the Superintendent, Deputy Superintendent, Area Superintendent and Chief Academic Officer in need of support. Support is differentiated based on need shown in school data. Three Corrective Programs Senior Administrators will support Tangelo Park Elementary School in the 2017-18 school year. These Senior Administrators have been selected for support by the Chief Academic Officer based on their ability to support the school in ways identified in the needs assessment.

Corrective Programs, in conjunction with the Learning Community, support the SBLT in implementing and monitoring school-wide systems regarding instructional delivery, use of data to drive instructional decisions, and professional development to build capacity of faculty and staff. Content area program

Turnaround Option Plan –3

specialists work to build capacity of school-based instructional coaches regarding content, Professional Learning Communities (PLCs), and instructional coaching of teachers.

As part of the whole-school transformation plan, the Corrective Programs team and the Learning Community will collaborate to conduct: informal and formal meetings with the principal and/or the SBLT; side-by-side walkthroughs to build leadership capacity in assessing standards-based instruction and providing immediate, actionable feedback; and formal meetings to review available student performance data and devise plans of action to address identified barriers or areas of concern.

This support will be monitored by Corrective Programs Senior Administrator(s) through monthly collaborative instructional walks and monitoring of student progress data in collaboration with the Chief Academic Office Executive Leadership, Learning Community administrators, and the SBLT. Immediate adjustments to support will be made based on the results of the monthly instructional walks and student data. A report detailing areas of growth and need will be shared with district-level leadership through the Chief Academic Officer monthly.

In addition to the departments discussed above, the Title I Department will organize periodic OCPS Parent Academies in each of the learning communities. These academies are hosted at a high-school in the designated learning community. Middle and elementary schools may offer buses from their school to the high school to remove the transportation barrier. The Title I Department will also offer digital academies to make information more accessible to parents who may not have resources in the household or the transportation to participate.

Areas of Assurance 3-5, which have a common focus on curriculum and instruction, are addressed through the district's comprehensive monitoring and support system, facilitated through the collaboration of the multiple district entities mentioned above. Tangelo Park will consistently hold high academic and character standards for its students and provide students with a rigorous, knowledge-rich curriculum with the inclusive support of the CAO administrators and Learning Community administrators. This plan will be monitored by the Deputy Superintendent who will receive frequent reports from the collaborative team. The Corrective Programs Senior Administrators will conduct monthly collaborative instructional walks and monitoring of students progress data in collaboration with the Chief Academic Office Executive Leadership, Learning Community administrators, and the SBLT.

Item 10: Summary of how this model correlates to the strategies and activities listed in the district-managed turnaround plan submitted in the TOP-2 document.

Similar to the district-managed turnaround plan, the whole-school transformation plan will also incorporate the collaboration of multiple district departments with the SBLT. These departments include but are not limited to: the Title I department; Corrective Programs; the Curriculum, Instruction and Digital Learning team; and the Learning Community. In both plans, the teams work collaboratively to ensure systemic barriers are removed and structures are put in place to support the building of staff capacity to achieve sustainable school improvement. Both plans were developed with input from key stakeholders, including community partners, parents, students, and staff.

Like the district-managed turnaround plan, the whole-school transformation plan will be heavily supported and monitored through the Corrective Programs collaboration with the SBLT and Learning

Turnaround Option Plan –3

Community: a model where observational and student data are frequently reviewed to assess areas of strength and need to make adjustments accordingly.

Item 11: Identify and describe the areas of assurance your district has the capacity to sustain after the Schools of Hope funding expires.

OCPS began this work without dedicated, statewide funds. This demonstrates a commitment of the district to providing additional supplements to teachers in order to attract and retain high-quality teachers at schools in the need of the most support. We recognize that providing these funds for all schools in Differentiated Accountability, however, would be beyond the ability of the school district to support.

The pilot program for Carver has been a joint project with the Orange County Classroom Teachers' Association (OCCTA). The school district and OCCTA support this use of TOP-3 funds and are currently working on an updated Memorandum of Understanding (MOU) that would support this work pending the receipt of funds through the TOP-3 program.

In the budget information provided with the TOP-3 grant, the district calculates the funds that the grant would not provide support for the full three years of incentives for Tangelo Park. The TOP-3 grant would cover all teacher incentives for the first year, less than half of the teacher incentives for the second year, and none of the teacher incentives for the third year. Orange County Public Schools is committed to supporting all three years of incentives if the state funds Tangelo Park's TOP-3 application, even though the grant provides less than half of the funds over three years needed to provide these supplements.

By submission of this plan, the district verifies that this whole-school transformation model was developed in consultation with the school's principal.

DOE USE ONLY (Program)

I certify that the cost for each line item budget category has been evaluated and determined to be allowable, reasonable and necessary as required by Section 216.3475, Florida Statutes. Documentation is on file evidencing the methodology used and the conclusions reached.

Printed Name: _____

Signature: _____

Title: _____

Date: _____

DOE USE ONLY (Grants Management)

I certify that the cost for each line item budget category has been evaluated and determined to be allowable as required by Section 216.3475, Florida Statutes. Documentation is on file evidencing the methodology used and the conclusions reached.

Printed Name: _____

Signature: _____

Title: _____

Date: _____



Enter the Total Grant Award in Cell H1 ----->

Year

Enter Projected # of Students and Teachers Below by

Total Budget

Total Budget \$ 1,176,000.00

Enter School Name Below	Unique School ID	# of		# of		Teachers/Cla ssrooms	Teachers/Cla ssrooms	Remaining	\$
		Students	Teachers/Cla ssrooms	Students	Teachers/Cla ssrooms				
Tangelo Park Elementary School, Orange County	811	620	44	620	1				

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