

Killarney Elementary

2401 WELLINGTON BLVD, Winter Park, FL 32789

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

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	74%

School Grades History

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

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	9
Effective Leadership	9
Public and Collaborative Teaching	13
Ambitious Instruction and Learning	14
8-Step Planning and Problem Solving Implementation	18
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	23
Appendix 1: Implementation Timeline	46
Appendix 2: Professional Development and Technical Assistance Outlines	50
Professional Development Opportunities	50
Technical Assistance Items	53
Appendix 3: Budget to Support Goals	53

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

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

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

DA Turnaround Status

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

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

2017-18 DA Category and Statuses for Killarney Elementary

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

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

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

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

We begin the school year by teaching our students the Killarney behavior expectations and our Killarney creed. Students recite the creed every morning to commence the day in a positive manner. Students strive to be GOLD: Goal-oriented, Outstanding citizens, Life-long learners, Determined to succeed.

We utilize our Killarney House system to build community and foster positive relationships. Each staff member and student belongs to one of the four Killarney Houses. Each of the house names (Teziti, Kupa, Bepaal, and Isazi) represent a character trait from our Killarney creed in languages from around the world. On Wednesdays, every staff member and student displays pride in their House by wearing their house shirt and colors. The Killarney House System allows both teachers and students to build connections with students outside of their class, endorsing community for all.

In addition to our Killarney House System, teachers hold weekly class meetings in which positive relationships between teachers and students receives continual cultivation. The implementation of class meetings promotes conflict resolution in a positive manner. Conscious Discipline, Smart Kids, and Stop and Think are our core character development programs. Teachers utilize character development lessons weekly to build positive relationships and increase positive behaviors among students.

Cultural diversity is celebrated throughout the school year. In late August, our classes will participate in Hispanic Heritage Month by reading literature and participating in activities to celebrate the Hispanic culture. In addition, our "Holidays Around the World" day will enable students and families to learn about holiday celebrations from countries around the world and their significant cultural importance. Families are invited to participate in the day and share their cultural holiday traditions.

This year selected students from third through fifth grades will be invited to participate in a dinner celebrating the cultural achievements of local author Zora Neale Hurston. These students will learn about how Ms. Hurston was a leading force in the Harlem Renaissance movement which brought a number of black American writers, musicians, and artists to the forefront of American culture.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Students are greeted in the morning as they arrive on campus by supervising staff members strategically placed throughout the campus. After students receive their breakfast, they have designated waiting areas supervised by faculty members. While in their waiting areas, students read

quietly until they are dismissed to their classrooms.

During the school day, school-wide procedures are followed according to our Safe School plan and CHAMPS approach. Each classroom teacher has established rules and procedures so students know what is expected of them. School-wide procedures are established, students are trained, and positive reinforcements are given to students adhering to the procedures. We strive to maintain a safe school campus. To ensure their safety, students are required to move about the campus in pairs. A badge-entry system is located on all exterior doors so that only approved visitors may gain entry. Students earn House points for demonstrating positive character traits throughout their day.

After school, students are dismissed in an orderly fashion by an adult staff member to their designated waiting locations. Parents picking up students in the car-rider line or as a walker must show a Killarney pick-up sign. If an unknown adult attempts to pick up a child, identification is checked and verified along with the student's emergency information card before releasing the child.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

This year, Killarney Elementary is implementing the Conscious Discipline program in order to build strong relationships with our students through the teaching of social-emotional skills and discipline. This approach equips students with problem-solving skills and the ability to self-regulate. Teachers will receive Conscious Discipline training throughout the year. The CHAMPS approach works in tandem with Conscious Discipline to provide positive behavior reinforcement. Students are expected to follow the CHAMPS guidelines for success when in common areas, as well as in classrooms. Each teacher either has been trained or will be trained this school year on the CHAMPS procedures to ensure fidelity across classrooms.

When students do not adhere to established expectations, teachers follow the tiered level of strategies for in-class discipline to get students back on track. After all strategies have been exhausted and administrative support is needed, teachers will complete a Significant Behavior Incident Report and the student will be removed from class. For students who must be removed from the classroom due to disruptive behavior, the Rethink Room is used for de-escalation. After the student has become composed, school and classroom expectations are reviewed, a social skills lesson is taught to the student. The student is then returned to class. Teachers will welcome the student back to class in a supportive and loving way so learning can continue.

Killarney utilizes the Multi-Tiered Support System (MTSS) for students showing a need for increased behavioral support. Data is collected on those students for a specified period of time, the behavior team meets to develop a plan for the students and interventions are implemented. The goal is to ensure that students are successful and placed in the least-restrictive environment.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Killarney Elementary receives support for students in need of social-emotional counseling through Aspire Health Partners. Students may be recommended by their teachers, and consent forms are signed by parents prior to enrolling any student in the counseling program. Students may meet with the Aspire counselor individually or in small groups, and family counseling services are offered as well. Students who are identified as needing additional supports with making positive choices receive social skills lessons using specialized programs. Smart Kids will be used for Kindergarten and first grade, while second through fifth grade will be instructed with the Stop and Think program. In addition, Skill Streaming lessons will also be utilized in a small group setting.

3. Early Warning Systems

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

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Students are closely monitored in early warning indicators through regularly-scheduled data meetings. These early warning indicators include attendance below 90%, one or more suspensions, course failure in ELA or math, and a level 1 on statewide assessments. Depending on student needs, interventions are put in place, and the effectiveness is monitored. Tiered approaches are utilized when data indicates downward trend. We know that schools that implement tiered interventions are more often able to keep students on track towards graduation. In addition to tiered interventions, we also have a team of educators reviewing early warning data indicators as well as using that data to determine that appropriate interventions are being implemented with fidelity.

To further disaggregate the data, a chart was developed to be able to identify and sort students by priority and need. A coding system was developed using the early warning system indicators. Based on those indicators, students are tagged with the following priority:

Level 3: highest priority (having more than two warning signs)

Level 2: mid-level priority (having one or two warning signs)

Level 1: low priority (doing well with current interventions)

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	18	28	16	20	9	14	0	0	0	0	0	0	0	105
One or more suspensions	2	1	0	11	2	3	0	0	0	0	0	0	0	19
Course failure in ELA or Math	3	15	0	13	7	5	0	0	0	0	0	0	0	43
Level 1 on statewide assessment	0	0	0	34	13	22	0	0	0	0	0	0	0	69

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	2	11	0	23	6	7	0	0	0	0	0	0	0	49

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

For students exhibiting course failure in ELA or math or have scored a Level 1 on statewide assessments, special interventions are put in place to increase the likelihood of academic success. Teachers work daily with small groups of students to reinforce deficient skills. Tier III students (those in need of core plus more plus more), participate in a protected intervention block of time each day in which they receive specialized instruction targeting their deficient skills. The protected intervention time first thing in the morning targets students who have scored a Level 1 on the statewide assessment as well as students who have shown failure in ELA. Students who, in mathematics, have earned a Level 1 or have failed, receive differentiated instruction during the 60-minute mathematics block. In addition, after-school tutoring is being offered twice a week for all students in grades 3-5. All

students in those grades will be highly encouraged to attend. Students will be assessed for strengths and weakness and lessons will be tailored to their needs.

Special attention is paid to students who exhibit the early warning indicator of attendance below 90%. Student attendance data is monitored on a biweekly basis. Personalized phone calls are made along with social worker home visits for students who are beginning to accumulate excessive absences. Incentives are given each nine-week marking period for perfect attendance as well as for good progress in academics and behavior.

Positive behavior support plans are developed for students that exhibit an early warning indicator of one or more suspensions. These behavior support plans target desirable behaviors so students can be successful in the general education classroom and eliminate the need for suspension. Data is collected and monitored to determine effectiveness.

B. Family and Community Engagement

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

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

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

Yes

1. PFEP Link

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

2. Description

We will use our Title I plan for Parental Involvement at Killarney Elementary.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Our school is fortunate to have extensive community support through faith-based organizations, as well as business partners. In addition to our principal, we have a dedicated staff member who builds partnerships with our community members.

Our faith-based partners volunteer weekly on campus by packing food bags for our food-insecure students in addition to volunteering in classrooms during tutoring and enrichment opportunities. Our business partners are supportive in donating both their time and financial resources. They are an integral part in ensuring that our students are successful at Killarney Elementary.

We thank our partners for their continued support by inviting them to be a part of Killarney functions, as well as having our students give back by sharing their talents and writing thank you notes.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Steinke, Kelly	Principal
Stowell, Julie	Instructional Media
Bartolotta, Kelly	Instructional Coach
Armel, Melissa	Instructional Coach
Earnest, Jennifer	Instructional Coach
Fitzgerald, Shantel	Assistant Principal
Watson, Kayla	Instructional Coach

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Administrator: The administrators serve as instructional leaders at Killarney. They assist and observe teachers with data-based decision making skills to ensure all students are meeting or exceeding expectations. They meet with teachers to discuss progress monitoring of students in Tier II as well as TIER III. Administrators also support teachers with changing/enhancing instructional strategies based on data to meet the needs of each student.

Reading Specialist: The Reading Specialist provides instruction on the K-12 reading plan components, coaches teachers daily, and supports in data collection for grades K-5. She provides activities and administers Tier III instruction to groups of students who have been identified through data analysis. In addition, the Reading Specialist conducts professional development with all faculty to ensure best practices in reading instruction are utilized in both whole group and small group instruction.

MTSS Coach: The MTSS Coach assists and observes teachers with data-based decision making skills to ensure MTSS is working with fidelity. She meets with teachers to discuss progress monitoring of students in Tier II and TIER III. She offers suggestions and supports teachers with instructional decisions to increase student achievement. The MTSS Coach leads MTSS meetings to share with families how students are progressing toward their goals.

CRT: The CRT provides and leads professional development for core curriculum areas. She identifies systematic patterns of student and teacher needs and coaches teachers on instructional best practices. The CRT participates in data collection, progress monitoring, as well as data meetings to monitor student assessment results.

Varying Exceptionality Teachers: Varying Exceptionality Teachers provide Tier III instruction, participate in data collection, and collaborate with general education teachers.

Staffing Specialist: The Staffing Specialist assists in decision making for intervention/enrichment and leads MTSS Problem Solving meetings, eligibility and IEP team meetings to ensure students have a plan in place for their success.

School Psychologist: The School Psychologist assists decision making teams with data collection, interpretation, and analysis of data. She also provides professional development for MTSS and supports the intervention process.

Speech and Language Pathologist: The Speech and Language Pathologist attends Educational

Planning Team meetings to help identify and recommend appropriate activities for students who have been screened.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

During team meetings with grade levels, which take place every six weeks, the principal, members of the Leadership Team, School Psychologist, and Social Worker will work with teachers to analyze data and implement/modify interventions. The team will collaborate regularly, problem-solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation. Members of the Leadership Team also attend weekly Professional Learning Community (PLC) meetings to assist in the implementation of common planning and use of the new Curriculum Resource Materials.

Currently we are using federal, state, and local funds as followed;

Title I and SAI funds: are used for before- and after-school tutoring and enrichment opportunities for any student who wishes to participate. Additionally, funds are utilized for Conscious Discipline training and materials.

Title I & Title II: substitutes are hired to teach when teachers are out of the classroom for District professional development opportunities.

Title X: Killarney Elementary participates in the McKinney-Vento Program (homeless). This program assists our families who are in need with food, shelter, school supplies, transportation, field trips, and/or other related items.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Kelly Steinke	Principal
Adam Benson	Parent
Lorraine Speegle	Education Support Employee
Whitney Verrett	Parent
Kimberly Oliver	Parent
Ann Clement	Business/Community
Marcy Simmerson	Teacher
Nicole Martinez	Parent
Alina Matthew	Parent

b. Duties

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

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

a. Evaluation of last year's school improvement plan

The School Improvement Plan was evaluated several times during the school year. Parents, teachers, and community members gave input on the design of the plan. SAC members reflected on the effectiveness of last year's initiatives, made suggestions, and revisions were made to the current SIP as needed.

b. Development of this school improvement plan

Killarney's SAC evaluated the 2016-2017 School Improvement Plan at the final meeting of the school year. Notes were made as to the successes and areas for improvement. In addition, parent responses from the Comprehensive Needs Assessment were taken in to account in order to create this year's SIP. Current data as well as district initiatives were utilized in the decision-making process.

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

During the 2016-2017 school year, a budget advisory committee was formed with the intent of analyzing areas of need and determining areas of priority for funding for the next school year. The SAC also took part in giving suggestions for budget planning.

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

An allotment of \$606.75 for School Improvement was left over from last year's funding. This was rolled over into the 2017-2018 fiscal budget and will be utilized for additional collaborative planning time for teachers and Conscious Discipline training. School Improvement initiative expenditures were primarily taken from Title I funding for the 2016-2017 school year.

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

Yes

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

At this time, we are in need of members to serve on our SAC for this school year to accurately represent our diverse student population. Principal Steinke will be reaching out to families urging them to be a part of the School Advisory Council.

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
Stowell, Julie	Instructional Media
Steinke, Kelly	Principal
Armel, Melissa	Instructional Coach
Earnest, Jennifer	Instructional Coach
Silverman, Susan	Teacher, K-12

b. Duties

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

The major initiatives of the LLT support and promote the District K-12 Reading Plan. Each member of the leadership team is assigned a grade level to meet with during grade level PLC time. Teachers are supported and provided with the tools they need so that students can meet their reading proficiency levels. One component of this support includes helping teachers build their classroom libraries in order to provide their students with a wide range of reading material. The team monitors school-wide data to make adjustments using the results from regularly scheduled formative assessments. Differentiated professional development will be provided to teachers through PLC meetings, staff meetings and one-on-one coaching sessions based on teacher needs. The LLT will lead initiatives that include family involvement, as well as strategies to increase reading proficiency. Some examples of family involvement scheduled include our "Reading Under the Stars" event and our Partner in Education sponsored storyteller presentation. Families are invited to come, enjoy dinner, and spend time together reading and listening to stories. To be culturally responsive, we will be bringing a Parent Workshop out to a location in our community that is populated by a significant portion of our homeless students. During the workshop, we will provide parents with reading strategies that are designed to help their children become more proficient readers and we will give families books to build their home libraries. The LLT is also instrumental in developing programs that encourage our students to read voraciously. These programs include acknowledging our students with charms when they reach personal goals on Accelerated Reader, encouraging our students to read Sunshine State books, participate in Battle of the Books, and recognizing those students who reach set levels on our computerized reading programs. This team will also be leading teachers in the process of setting students' personal reading goals and tracking those goals in their interactive notebooks.

D. Public and Collaborative Teaching

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

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Teachers are required to meet in Professional Learning Communities three times per week in order to collaboratively plan for units of instruction in ELA, Mathematics, Science, and Social Studies. Additional PLC meetings may happen as needed. During those meetings, data is examined and instructional practices are discussed. PLC meetings are led by a designated PLC coach in addition to the grade level's team leader. Norms and SMART goals are developed, and team leaders are instructed to build strong, positive working relationships. PLC documents from each meeting are uploaded on to the Google Drive site for monitoring purposes. Teams were also given three full days of summer planning in order to prepare the 2017-2018 school year.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

Vacancies are posted through the District. All candidates are screened through the District process and names are sent to principal. Candidates are interviewed and hired based on meeting the qualifications needed for our school.

Killarney Elementary will retain highly qualified teachers by providing staff development opportunities, mentorship, and constant monitoring of best practices in the classroom and instructional coaching.

The Principal will conduct data meetings to determine instructional effectiveness as well as pair novice teachers with mentor teachers to allow for professional growth. Instructional and Reading Coaches will provide support in all content areas to classroom teachers. Principal will work with NLC Staffing Manager to identify highly qualified candidates.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

The rationale for pairing new teachers with mentors is based on the experienced teachers' ability to work with peers in a positive manner and a willingness to collaborate with teachers to provide honest, nonjudgmental feedback. Novice teachers will be given opportunities to observe mentor teachers, review and plan for lessons, and get assistance with tracking portfolio requirements. Mentor teachers will have opportunities to observe novice teachers for the purpose of providing constructive feedback. New teachers will meet monthly to discuss their progress, as well as participate in planned professional development opportunities based on observed needs. Both mentors and novice teachers will be encouraged to check in with each other on a weekly basis to form strong, trusting bonds.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

The district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the standards-based resources during daily instruction. Teachers use the district-authored Curriculum Resource Material documents which are directly aligned with the Florida Standards to plan for units of instruction. Teachers also have access to CPALMS vetted lessons to ensure that core instruction meets the rigor of the standard. The school leaders ensure that these resources are being utilized through Classroom Walkthroughs and attendance in common planning during PLCs.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

During collaborative planning times, teachers create formative mini-assessments to measure daily learning targets for each ELA and/or mathematics lesson they teach. Small group instruction is planned to differentiate for students who are in need of additional instruction. At the end of each unit of instruction, an assessment is administered to measure the level of proficiency on the standards taught in the ELA and mathematics units. Data is collected and uploaded after the completion of each unit of instruction into a spreadsheet on the Google Drive. The administrative team reviews the data periodically diagnosing trends and supports teams with using the data to drive instructional decisions. This data is used to determine students in need of reteaching and plans are developed. The plan outlines the differentiated instruction needed in order to meet the needs of all students. In addition, resource teachers and a certified tutor provide support to those students as needed, too.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 8,460

Our after-school tutoring and enrichment program is offered to all students in grades 3-5 and participation by all students is encouraged. This additional 3 hours of weekly instruction is focused on reading, math, and science skills. Students receive small group instruction with the teacher, independent practice, and computer-based learning designed to meet students' specific needs of remediation or enrichment. Additionally, enrichment opportunities are offered in all areas. We know that engaging students and accelerating their learning helps students excel.

Strategy Rationale

Through extended learning opportunities in reading, math, and science instruction, students receive individualized support in areas of need. As they progress through teacher-led lessons, prescribed computer-based lessons, and independent project-based learning, students will gain the necessary skills to be proficient academically.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Steinke, Kelly, kelly.steinke@ocps.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Skills reports from i-Ready and Reading Plus are pulled regularly to monitor students' usage and skill proficiency. In addition, formative assessments are administered periodically to determine students' progress.

Strategy: After School Program

Minutes added to school year: 3,600

Students are offered numerous after school academic enrichment clubs. These clubs, including Battle of the Books, Science Olympiad, Math Olympiad, Chess Club, Coding Club, and Odyssey of the Mind, are specifically designed to challenge our students and provide them with opportunities to stretch their thinking.

Strategy Rationale

Students who are performing at or above grade level should continue to be challenged. However, all students can benefit from these rigorous and engaging enrichment opportunities.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Steinke, Kelly, kelly.steinke@ocps.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

i-Ready Diagnostic Assessments will be administered three times per year to determine students' progress.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

In May, we invite the community to participate in an early Kindergarten Registration. We encourage parents to take a tour in our Kindergarten classrooms, and we give them an overview of expectations for Kindergartners. In the fall when Kindergarten students enter our school, we administer the Florida Kindergarten Readiness Screener (FLKRS). It is a subset of early childhood behaviors which the teacher observes the first 30 days of school. Students are also assessed on reading readiness.

To prepare our students for secondary education and College and Career Readiness, we expose them to a variety of experiences. Some of these activities include students from Rollins College leading family STEM events, and conducting a Coding Club. Additionally, Rollins students in the Bonner Program will be mentoring students in all grades. Fifth grade students will attend an orientation at their respective middle schools. Counselors from secondary schools promote IB and AVID programs to recruit students.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

N/A

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

N/A

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

N/A

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

N/A

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Killarney Elementary School will increase ELA and Mathematics learning gains in the top 25%. (Ensure Career and College Readiness)
- G2.** Killarney Elementary will increase ELA and Mathematics learning gains in the lowest 25%. (Narrow Achievement Gaps)
- G3.** Killarney Elementary will reduce the number of overall discipline referrals by 5%. (Provide Empowering Environments)
- G4.** Killarney Elementary will increase ELA, Mathematics, and Science proficiency in all subgroups. (Accelerate Student Performance)

Strategic Goals Detail

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

G1. Killarney Elementary School will increase ELA and Mathematics learning gains in the top 25%. (Ensure Career and College Readiness) 1a

G094715

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	60.0
Math Achievement District Assessment	61.0

Targeted Barriers to Achieving the Goal 3

- There is a lack of personnel available to conduct enrichment throughout the school day.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional personnel
- Volunteers from outside organizations
- District curriculum resources

Plan to Monitor Progress Toward G1. 8

i-Ready diagnostic data will be collected and reviewed throughout the year to determine progress toward our goals.

Person Responsible

Kelly Steinke

Schedule

Quarterly, from 8/28/2017 to 5/25/2018

Evidence of Completion

i-Ready diagnostic data will be collected and used to demonstrate the goal is being monitored and whether progress is being made toward the goals.

G2. Killarney Elementary will increase ELA and Mathematics learning gains in the lowest 25%. (Narrow Achievement Gaps) 1a

G094716

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	72.0
Math Lowest 25% Gains	78.0

Targeted Barriers to Achieving the Goal 3

- Students may not be able to attend after-school tutoring.
- We do not have a systematic process for repairing deficient mathematics skills.

Resources Available to Help Reduce or Eliminate the Barriers 2

- District curriculum tools
- Instructional personnel
- Volunteers from outside organizations
- Transportation department

Plan to Monitor Progress Toward G2. 8

i-Ready data will be collected and reviewed throughout the year to determine progress toward our goals.

Person Responsible

Jennifer Earnest

Schedule

Quarterly, from 9/19/2017 to 3/13/2018

Evidence of Completion

i-Ready diagnostic data will be used as evidence to demonstrate progress toward our goals.

G3. Killarney Elementary will reduce the number of overall discipline referrals by 5%. (Provide Empowering Environments) 1a

G094717

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	5.0

Targeted Barriers to Achieving the Goal 3

- There may be a lack of consistent implementation of positive behavior supports.

Resources Available to Help Reduce or Eliminate the Barriers 2

- CHAMPS positive approach to discipline
- Conscious Discipline framework

Plan to Monitor Progress Toward G3. 8

Progress towards meeting the goal will be monitored by checking that there is a decrease in the number of suspensions by at least 5%.

Person Responsible

Shantel Fitzgerald

Schedule

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

Evidence of Completion

Reduction in the number of suspensions as indicated on the Data Warehouse will be collected to demonstrate whether progress is being made toward the goal.

G4. Killarney Elementary will increase ELA, Mathematics, and Science proficiency in all subgroups. (Accelerate Student Performance) 1a

G094718

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement - ELL	42.0
FSA ELA Achievement - Economically Disadvantaged	56.0
FSA ELA Achievement - SWD	22.0
FSA Math Achievement - ELL	42.0
FSA Math Achievement - Economically Disadvantaged	56.0
FSA Math Achievement - SWD	40.0

Targeted Barriers to Achieving the Goal 3

- A possible barrier to this goal is a lack of student engagement during instruction limits achievement.

Resources Available to Help Reduce or Eliminate the Barriers 2

- School-based instructional and PLC coaches
- District curriculum tools
- Regularly scheduled common planning times

Plan to Monitor Progress Toward G4. 8

Formative assessment data, standards-based unit plans with small group differentiated lessons and engagement strategies will be monitored to ensure progress towards the goal.

Person Responsible

Kelly Steinke

Schedule

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

Evidence of Completion

Formative assessment data, standards-based unit plans with small group differentiated lessons, and quality instruction will be used to demonstrate progress toward the goal.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. Killarney Elementary School will increase ELA and Mathematics learning gains in the top 25%. (Ensure Career and College Readiness) **1**

 G094715

G1.B1 There is a lack of personnel available to conduct enrichment throughout the school day. **2**

 B254668

G1.B1.S1 Enrichment opportunities will be provided to the top 25% of students in grades 3-5 during the school day. **4**

 S268981

Strategy Rationale

Additional enrichment opportunities for the top 25% of students will further increase their proficiency.

Action Step 1 **5**

The gifted teacher will be utilized to provide project-based learning opportunities daily with the top 25% of students in grades 3-5.

Person Responsible

Kelly Steinke

Schedule

Monthly, from 8/28/2017 to 5/18/2018

Evidence of Completion

Classroom observation of project-based learning occurring will be used to demonstrate completion of the activity.

Action Step 2 **5**

Differentiation of instruction will occur during small group instruction.

Person Responsible

Kelly Steinke

Schedule

Weekly, from 8/28/2017 to 5/30/2018

Evidence of Completion

Classroom observations of differentiation taking place during small group instruction will be used to demonstrate completion of the activity.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Classroom observations of project-based learning will be used to monitor the fidelity of implementation.

Person Responsible

Kelly Steinke

Schedule

Monthly, from 8/28/2017 to 5/25/2018

Evidence of Completion

Classroom observations will be used to monitor the action plan and ensure it is being implemented with fidelity.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

i-Ready diagnostic data will be used to monitor the effectiveness of implementation.

Person Responsible

Kelly Steinke

Schedule

Quarterly, from 8/28/2017 to 5/30/2018

Evidence of Completion

i-Ready diagnostic data will be examined and compared to ensure that the action plan has been effectively implemented.

G1.B1.S2 Enrichment opportunities will be provided to the top 25% of students in grades 3-5 after school. 4

S268982

Strategy Rationale

Additional enrichment opportunities outside of the school day will provide additional opportunities for growth among the top 25% of students.

Action Step 1 5

Rollins College volunteers will be utilized to lead a coding initiative for the top 25% of students after school.

Person Responsible

Jennifer Earnest

Schedule

Weekly, from 9/21/2017 to 10/26/2017

Evidence of Completion

Observation and documentation of the program in action will be collected to demonstrate the completion of the activity.

Action Step 2 5

Math and Science Olympiad, Battle of the Books, Chess Club, and Odyssey of the Mind will be offered to the top 25% of students.

Person Responsible

Jennifer Earnest

Schedule

On 3/13/2018

Evidence of Completion

Observation and documentation of the program in action will be collected to demonstrate the completion of the activity.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Classroom observations will take place on a weekly basis to ensure implementation.

Person Responsible

Jennifer Earnest

Schedule

Weekly, from 9/19/2017 to 3/13/2018

Evidence of Completion

Classroom observations of after-school enrichment opportunities will be recorded on a weekly basis to ensure fidelity of implementation.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

i-Ready data will be examined to monitor for effectiveness of the program.

Person Responsible

Jennifer Earnest

Schedule

Weekly, from 9/19/2017 to 3/13/2018

Evidence of Completion

Data from i-Ready diagnostic assessments will be examined and compared to ensure that the program is being implemented effectively.

G2. Killarney Elementary will increase ELA and Mathematics learning gains in the lowest 25%. (Narrow Achievement Gaps) 1

G094716

G2.B1 Students may not be able to attend after-school tutoring. 2

B254669

G2.B1.S1 Students in the lowest 25% will participate in differentiated after-school tutoring. 4

S268983

Strategy Rationale

Engaging instruction will encourage students to participate in the after-school program.

Action Step 1 5

We will incorporate enrichment opportunities in conjunction with differentiated instruction in order to create a more engaging after-school tutoring program.

Person Responsible

Jennifer Earnest

Schedule

Weekly, from 9/19/2017 to 3/13/2018

Evidence of Completion

Enrichment opportunities will be observed and documented on the ATS observation recording sheets weekly.

Action Step 2 5

We will provide bus transportation home from the after-school tutoring program.

Person Responsible

Jennifer Earnest

Schedule

Weekly, from 9/19/2017 to 3/13/2018

Evidence of Completion

Bus rosters will be created and sent to OCPS Transportation department for routing.

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

Classroom observations will take place on a weekly basis to ensure implementation.

Person Responsible

Jennifer Earnest

Schedule

Weekly, from 9/19/2017 to 3/13/2018

Evidence of Completion

Classroom observations of enrichment opportunities will be recorded on a weekly basis to ensure fidelity of implementation.

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

i-Ready data will be examined to monitor for effectiveness of the program.

Person Responsible

Jennifer Earnest

Schedule

Weekly, from 9/19/2017 to 3/13/2018

Evidence of Completion

Data from i-Ready diagnostic assessments will be examined and compared to ensure that the program is being implemented effectively.

G2.B1.S2 Teacher leaders will attend District Professional Learning Community training focused on increasing effectiveness in ELA instruction. 4

 S268984

Strategy Rationale

This training will increase the capacity of all teachers in instructing all students, including those in the lowest 25%, in the area of ELA instruction.

Action Step 1 5

Teacher leaders will attend District Professional Learning Community training focused on ELA instruction, then train their PLCs on the new skills learned.

Person Responsible

Kelly Steinke

Schedule

Every 2 Months, from 10/24/2017 to 5/7/2018

Evidence of Completion

Classroom observations of DPLC skills being utilized in classroom instruction will demonstrate completion of the activity.

G2.B2 We do not have a systematic process for repairing deficient mathematics skills. 2

B254670

G2.B2.S1 Students in the bottom 25% will receive intensive interventions in mathematics. 4

S268985

Strategy Rationale

Additional intensive interventions will increase proficiency in the bottom 25%.

Action Step 1 5

Selected students will participate in the systematic mathematics intervention approach developed by the Minority Achievement Office.

Person Responsible

Jennifer Earnest

Schedule

Weekly, from 9/19/2017 to 3/13/2018

Evidence of Completion

Classroom observations will be conducted to ensure that the mathematics intervention program is being implemented.

Action Step 2 5

Rollins College education majors will work with students in the lowest 25% on mathematics concepts.

Person Responsible

Jennifer Earnest

Schedule

Biweekly, from 9/19/2017 to 3/13/2018

Evidence of Completion

Formative assessment scores will be examined for growth in order to demonstrate completion of activity.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Classroom observations will be conducted to monitor the fidelity of implementation.

Person Responsible

Jennifer Earnest

Schedule

Weekly, from 9/19/2017 to 3/13/2018

Evidence of Completion

Classroom observations of math programs will be recorded on a weekly basis to ensure fidelity of implementation.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

i-Ready data will be monitored to support the effectiveness of implementation.

Person Responsible

Schedule

Quarterly, from 9/19/2017 to 3/13/2018

Evidence of Completion

Data from i-Ready diagnostic assessments will be examined and compared to ensure the the program is being implemented effectively.

G3. Killarney Elementary will reduce the number of overall discipline referrals by 5%. (Provide Empowering Environments) 1

G094717

G3.B1 There may be a lack of consistent implementation of positive behavior supports. 2

B254671

G3.B1.S1 The staff will continue to utilize the CHAMPS Approach to discipline and positive behavior supports. 4

S268986

Strategy Rationale

Staff members must implement the approach with fidelity in order to see an increase in positive behaviors.

Action Step 1 5

Beginning and new teachers to Killarney will be provided training on the CHAMPS system.

Person Responsible

Kelly Bartolotta

Schedule

Semiannually, from 8/8/2017 to 8/8/2017

Evidence of Completion

Classroom observations of CHAMPS procedures being implemented will be used to demonstrate completion of activity.

Action Step 2 5

CHAMPS teacher leaders/Behavior Support Team will support beginning and new teachers to Killarney.

Person Responsible

Kelly Bartolotta

Schedule

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

Evidence of Completion

Classroom observations of CHAMPS procedures being utilized will be used to demonstrate completion of activity.

Action Step 3 5

The Behavior Support Team will continue to meet regularly to ensure consistent school-wide implementation of CHAMPS behavior system, analyze data, and make recommendations to improve CHAMPS implementation.

Person Responsible

Kelly Bartolotta

Schedule

Biweekly, from 8/4/2017 to 5/30/2018

Evidence of Completion

Meeting minutes detailing recommendations to improve CHAMPS implementation based on data analysis will be used to demonstrate completion of activity.

Action Step 4 5

Teachers will implement positive behavior supports as needed with Tier 2 and Tier 3 students.

Person Responsible

Kelly Bartolotta

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Connection Cards (positive reinforcement point sheets) will be used to demonstrate completion of activity.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Utilization of CHAMPS strategies within classrooms and common areas will be monitored to ensure fidelity of implementation.

Person Responsible

Kelly Bartolotta

Schedule

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

Evidence of Completion

CHAMPS boards displayed in classrooms and common areas, observations of DQ1 elements within iObservation will be used to demonstrate that the action plan was monitored and implemented with fidelity.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Coaching support from Behavior Support Team and CHAMPS trainer will be used to monitor for effectiveness.

Person Responsible

Kelly Bartolotta

Schedule

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

Evidence of Completion

Observations, classroom walkthroughs, and coaching logs will be used to demonstrate that the strategy was monitored and implemented effectively.

G3.B1.S2 The staff will continue to use positive behavior supports to encourage positive behavior choices. 4

S268987

Strategy Rationale

Students will be more motivated to demonstrate positive behaviors when their positive choices are supported.

Action Step 1 5

The Behavior Support Team and teacher leaders will train staff on the House System to ensure proper implementation.

Person Responsible

Kayla Watson

Schedule

On 8/8/2017

Evidence of Completion

Weekly Points Sheets will be collected to demonstrate completion of the activity.

Action Step 2 5

All staff members will award points to the appropriate House when students demonstrate positive behavior choices.

Person Responsible

Kelly Steinke

Schedule

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

Evidence of Completion

Weekly point sheets, observation of staff awarding points according to agreed-upon behavior standards will be used to demonstrate completion of the activity.

Action Step 3 5

Teachers will submit names of students for recognition of positive character traits and behavior choices.

Person Responsible

Kelly Steinke

Schedule

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

Evidence of Completion

Certificates for Student of the Month, monthly certificates and awards for Character Trait of the Month will be used to demonstrate completion of the activity.

Action Step 4 5

All students and staff members will gather once per month to make connections with others outside of their classrooms which will help build relations and strengthen bonds.

Person Responsible

Kayla Watson

Schedule

Monthly, from 8/18/2017 to 5/30/2018

Evidence of Completion

Observation of participation in the connection activity will be used to demonstrate completion of the activity.

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Fidelity of implementation will be monitored by checking that teachers are submitting names of students for recognition of various positive behaviors on a regular basis.

Person Responsible

Kelly Steinke

Schedule

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

Evidence of Completion

Log of names of students receiving recognition for positive behaviors will be used to demonstrate that the strategy was monitored and implemented with fidelity.

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Effectiveness will be monitored by observing a decrease in the number of suspensions by 5%.

Person Responsible

Shantel Fitzgerald

Schedule

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

Evidence of Completion

Discipline referrals logged in SMS and Data Warehouse will be used to demonstrate that the strategy was monitored and implemented effectively.

G3.B1.S3 Teachers will utilize a new behavior approach. 4

S268988

Strategy Rationale

Consistent implementation of core behavior program, Conscious Discipline, across all classrooms will increase positive behaviors.

Action Step 1 5

All teachers will attend training on the Conscious Discipline program.

Person Responsible

Kayla Watson

Schedule

Quarterly, from 8/3/2017 to 5/30/2018

Evidence of Completion

Observation of teachers utilizing the curriculum in the manner it was presented at the training will be used to demonstrate completion of the activity.

Action Step 2 5

Teachers will conduct weekly classroom meetings that incorporate the strategies from Conscious Discipline.

Person Responsible

Kelly Steinke

Schedule

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

Evidence of Completion

Classroom meetings documented in lesson plans and classroom observations of Conscious Discipline techniques being utilized weekly will be used to demonstrate completion of the activity.

Action Step 3 5

Teachers will participate in a Conscious Discipline book study to increase the knowledge of the program.

Person Responsible

Kayla Watson

Schedule

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

Evidence of Completion

Observation of participation in the training and exit slips from the training will be used to demonstrate completion of the activity.

Plan to Monitor Fidelity of Implementation of G3.B1.S3 6

Feedback will be given to teachers regarding their Conscious Discipline-based instruction and documentation of such in lesson plans.

Person Responsible

Kelly Steinke

Schedule

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

Evidence of Completion

Feedback on lesson plans, iObservation data, and in-house walk-through coaching will be used to demonstrate that the strategy was monitored and implemented with fidelity.

Plan to Monitor Effectiveness of Implementation of G3.B1.S3 7

Effectiveness will be monitored by analyzing the number of behavior support calls from each classroom compared to last year.

Person Responsible

Kayla Watson

Schedule

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

Evidence of Completion

Analysis of amount and frequency of behavior support calls from teachers will be conducted regularly and compared with consistency of the Conscious Discipline approach being implemented within classrooms.

G4. Killarney Elementary will increase ELA, Mathematics, and Science proficiency in all subgroups. (Accelerate Student Performance) 1

G094718

G4.B1 A possible barrier to this goal is a lack of student engagement during instruction limits achievement.

2

B254672

G4.B1.S1 Teachers will utilize engagement strategies during instruction. 4

S268989

Strategy Rationale

This strategy will increase students' attention to the content and therefore increase student achievement.

Action Step 1 5

Teachers, including ESE teachers, will plan for using engagement strategies in both whole group and small group instruction.

Person Responsible

Kelly Steinke

Schedule

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

Evidence of Completion

Engagement strategies documented in lesson plans, as well as observed during PLC meetings will be used to demonstrate completion of the activity.

Action Step 2 5

Teams, including ESE teachers, will utilize engagement strategies in both whole group and small group instruction.

Person Responsible

Kelly Steinke

Schedule

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

Evidence of Completion

Observations of engagement strategies in action will be used to demonstrate completion of the activity.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

PLC coaches will attend weekly collaborative planning times to ensure fidelity of lesson planning.

Person Responsible

Kelly Steinke

Schedule

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

Evidence of Completion

PLC Coach observations of collaborative planning process will be used to demonstrate that the strategy was monitored and implemented with fidelity.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Feedback will be provided to teachers on lesson plans, including small group plans, by PLC coaches.

Person Responsible

Kelly Steinke

Schedule

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

Evidence of Completion

Lesson plans with actionable feedback will be used to demonstrate the strategy was monitored and implemented with fidelity.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Effectiveness will be monitored by observing teachers delivering rigorous, engaging, differentiated, standards-based instruction.

Person Responsible

Kelly Steinke

Schedule

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

Evidence of Completion

Improved teacher data on iObservation and improved formative assessment student data will be used to demonstrate that the strategy was monitored and implemented with effectiveness.

G4.B1.S2 All instructional personnel will be trained in Kagan engagement strategies. 4

S268990

Strategy Rationale

This training will give teachers multiple options for engagement strategies to utilize while teaching rigorous content.

Action Step 1 5

Teacher leaders will attend a week-long Kagan Institute.

Person Responsible

Kelly Steinke

Schedule

On 7/28/2017

Evidence of Completion

Teacher leaders will create a plan for sharing their learning with the staff in order to demonstrate completion of the activity.

Action Step 2 5

Teacher leaders will train the instructional staff throughout the school year on Kagan engagement strategies.

Person Responsible

Kelly Steinke

Schedule

Every 6 Weeks, from 8/8/2017 to 5/30/2018

Evidence of Completion

Classroom observations of engagement strategies being utilized during instruction will be used to demonstrate completion of the activity.

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

Utilization of engagement strategies learned during the training will be monitored through classroom walkthroughs and observations to ensure fidelity of implementation.

Person Responsible

Kelly Steinke

Schedule

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

Evidence of Completion

Observation of classroom instruction and classroom walkthroughs will be used to demonstrate that the strategy was monitored and implemented with fidelity.

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7

Consistency among teachers delivering quality, rigorous, engaging differentiated instruction will be observed to monitor for effectiveness.

Person Responsible

Kelly Steinke

Schedule

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

Evidence of Completion

Improved teacher data on iObservation and improved student formative assessment data will be used to demonstrate that the strategy was monitored and implemented effectively.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G3.B1.S1.A4 A358869	Teachers will implement positive behavior supports as needed with Tier 2 and Tier 3 students.	Bartolotta, Kelly	8/22/2016	Connection Cards (positive reinforcement point sheets) will be used to demonstrate completion of activity.	6/2/2017 weekly
G4.B1.S2.A1 A358879	Teacher leaders will attend a week-long Kagan Institute.	Steinke, Kelly	7/24/2017	Teacher leaders will create a plan for sharing their learning with the staff in order to demonstrate completion of the activity.	7/28/2017 one-time
G3.B1.S1.A1 A358866	Beginning and new teachers to Killarney will be provided training on the CHAMPS system.	Bartolotta, Kelly	8/8/2017	Classroom observations of CHAMPS procedures being implemented will be used to demonstrate completion of activity.	8/8/2017 semiannually
G3.B1.S2.A1 A358870	The Behavior Support Team and teacher leaders will train staff on the House System to ensure proper...	Watson, Kayla	8/8/2017	Weekly Points Sheets will be collected to demonstrate completion of the activity.	8/8/2017 one-time
G1.B1.S2.A1 A358859	Rollins College volunteers will be utilized to lead a coding initiative for the top 25% of students...	Earnest, Jennifer	9/21/2017	Observation and documentation of the program in action will be collected to demonstrate the completion of the activity.	10/26/2017 weekly
G2.MA1 M383433	i-Ready data will be collected and reviewed throughout the year to determine progress toward our...	Earnest, Jennifer	9/19/2017	i-Ready diagnostic data will be used as evidence to demonstrate progress toward our goals.	3/13/2018 quarterly
G2.B1.S1.MA1 M383429	i-Ready data will be examined to monitor for effectiveness of the program.	Earnest, Jennifer	9/19/2017	Data from i-Ready diagnostic assessments will be examined and compared to ensure that the program is being implemented effectively.	3/13/2018 weekly
G2.B1.S1.MA1 M383430	Classroom observations will take place on a weekly basis to ensure implementation.	Earnest, Jennifer	9/19/2017	Classroom observations of enrichment opportunities will be recorded on a weekly basis to ensure fidelity of implementation.	3/13/2018 weekly
G2.B1.S1.A1 A358861	We will incorporate enrichment opportunities in conjunction with differentiated instruction in...	Earnest, Jennifer	9/19/2017	Enrichment opportunities will be observed and documented on the ATS observation recording sheets weekly.	3/13/2018 weekly
G2.B1.S1.A2 A358862	We will provide bus transportation home from the after-school tutoring program.	Earnest, Jennifer	9/19/2017	Bus rosters will be created and sent to OPCS Transportation department for routing.	3/13/2018 weekly
G2.B2.S1.MA1 M383431	i-Ready data will be monitored to support the effectiveness of implementation.		9/19/2017	Data from i-Ready diagnostic assessments will be examined and compared to ensure the the program is being implemented effectively.	3/13/2018 quarterly
G2.B2.S1.MA1 M383432	Classroom observations will be conducted to monitor the fidelity of implementation.	Earnest, Jennifer	9/19/2017	Classroom observations of math programs will be recorded on a weekly basis to ensure fidelity of implementation.	3/13/2018 weekly
G2.B2.S1.A1 A358864	Selected students will participate in the systematic mathematics intervention approach developed by...	Earnest, Jennifer	9/19/2017	Classroom observations will be conducted to ensure that the mathematics intervention program is being implemented.	3/13/2018 weekly
G2.B2.S1.A2 A358865	Rollins College education majors will work with students in the lowest 25% on mathematics concepts.	Earnest, Jennifer	9/19/2017	Formative assessment scores will be examined for growth in order to demonstrate completion of activity.	3/13/2018 biweekly
G1.B1.S2.MA1 M383426	i-Ready data will be examined to monitor for effectiveness of the program.	Earnest, Jennifer	9/19/2017	Data from i-Ready diagnostic assessments will be examined and compared to ensure that the program is being implemented effectively.	3/13/2018 weekly

Orange - 0311 - Killarney Elementary - 2017-18 SIP
Killarney Elementary

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S2.MA1 M383427	Classroom observations will take place on a weekly basis to ensure implementation.	Earnest, Jennifer	9/19/2017	Classroom observations of after-school enrichment opportunities will be recorded on a weekly basis to ensure fidelity of implementation.	3/13/2018 weekly
G1.B1.S2.A2 A358860	Math and Science Olympiad, Battle of the Books, Chess Club, and Odyssey of the Mind will be offered...	Earnest, Jennifer	9/19/2017	Observation and documentation of the program in action will be collected to demonstrate the completion of the activity.	3/13/2018 one-time
G2.B1.S2.A1 A358863	Teacher leaders will attend District Professional Learning Community training focused on ELA...	Steinke, Kelly	10/24/2017	Classroom observations of DPLC skills being utilized in classroom instruction will demonstrate completion of the activity.	5/7/2018 every-2-months
G1.B1.S1.A1 A358857	The gifted teacher will be utilized to provide project-based learning opportunities daily with the...	Steinke, Kelly	8/28/2017	Classroom observation of project-based learning occurring will be used to demonstrate completion of the activity.	5/18/2018 monthly
G1.MA1 M383428	i-Ready diagnostic data will be collected and reviewed throughout the year to determine progress...	Steinke, Kelly	8/28/2017	i-Ready diagnostic data will be collected and used to demonstrate the goal is being monitored and whether progress is being made toward the goals.	5/25/2018 quarterly
G1.B1.S1.MA1 M383425	Classroom observations of project-based learning will be used to monitor the fidelity of...	Steinke, Kelly	8/28/2017	Classroom observations will be used to monitor the action plan and ensure it is being implemented with fidelity.	5/25/2018 monthly
G3.MA1 M383440	Progress towards meeting the goal will be monitored by checking that there is a decrease in the...	Fitzgerald, Shantel	8/14/2017	Reduction in the number of suspensions as indicated on the Data Warehouse will be collected to demonstrate whether progress is being made toward the goal.	5/30/2018 quarterly
G4.MA1 M383446	Formative assessment data, standards-based unit plans with small group differentiated lessons and...	Steinke, Kelly	8/14/2017	Formative assessment data, standards-based unit plans with small group differentiated lessons, and quality instruction will be used to demonstrate progress toward the goal.	5/30/2018 weekly
G1.B1.S1.MA1 M383424	i-Ready diagnostic data will be used to monitor the effectiveness of implementation.	Steinke, Kelly	8/28/2017	i-Ready diagnostic data will be examined and compared to ensure that the action plan has been effectively implemented.	5/30/2018 quarterly
G1.B1.S1.A2 A358858	Differentiation of instruction will occur during small group instruction.	Steinke, Kelly	8/28/2017	Classroom observations of differentiation taking place during small group instruction will be used to demonstrate completion of the activity.	5/30/2018 weekly
G3.B1.S1.MA1 M383434	Coaching support from Behavior Support Team and CHAMPS trainer will be used to monitor for...	Bartolotta, Kelly	8/14/2017	Observations, classroom walkthroughs, and coaching logs will be used to demonstrate that the strategy was monitored and implemented effectively.	5/30/2018 monthly
G3.B1.S1.MA1 M383435	Utilization of CHAMPS strategies within classrooms and common areas will be monitored to ensure...	Bartolotta, Kelly	8/14/2017	CHAMPS boards displayed in classrooms and common areas, observations of DQ1 elements within iObservation will be used to demonstrate that the action plan was monitored and implemented with fidelity.	5/30/2018 monthly
G3.B1.S1.A2 A358867	CHAMPS teacher leaders/Behavior Support Team will support beginning and new teachers to Killarney.	Bartolotta, Kelly	8/14/2017	Classroom observations of CHAMPS procedures being utilized will be used to demonstrate completion of activity.	5/30/2018 monthly
G3.B1.S1.A3 A358868	The Behavior Support Team will continue to meet regularly to ensure consistent school-wide...	Bartolotta, Kelly	8/4/2017	Meeting minutes detailing recommendations to improve CHAMPS implementation based on data analysis will be used to demonstrate completion of activity.	5/30/2018 biweekly

Orange - 0311 - Killarney Elementary - 2017-18 SIP
Killarney Elementary

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.B1.S1.MA1  M383441	Effectiveness will be monitored by observing teachers delivering rigorous, engaging,...	Steinke, Kelly	8/14/2017	Improved teacher data on iObservation and improved formative assessment student data will be used to demonstrate that the strategy was monitored and implemented with effectiveness.	5/30/2018 biweekly
G4.B1.S1.MA1  M383442	PLC coaches will attend weekly collaborative planning times to ensure fidelity of lesson planning.	Steinke, Kelly	8/14/2017	PLC Coach observations of collaborative planning process will be used to demonstrate that the strategy was monitored and implemented with fidelity.	5/30/2018 weekly
G4.B1.S1.MA2  M383443	Feedback will be provided to teachers on lesson plans, including small group plans, by PLC coaches.	Steinke, Kelly	8/14/2017	Lesson plans with actionable feedback will be used to demonstrate the strategy was monitored and implemented with fidelity.	5/30/2018 weekly
G4.B1.S1.A1  A358877	Teachers, including ESE teachers, will plan for using engagement strategies in both whole group and...	Steinke, Kelly	8/14/2017	Engagement strategies documented in lesson plans, as well as observed during PLC meetings will be used to demonstrate completion of the activity.	5/30/2018 weekly
G4.B1.S1.A2  A358878	Teams, including ESE teachers, will utilize engagement strategies in both whole group and small...	Steinke, Kelly	8/14/2017	Observations of engagement strategies in action will be used to demonstrate completion of the activity.	5/30/2018 weekly
G3.B1.S2.MA1  M383436	Effectiveness will be monitored by observing a decrease in the number of suspensions by 5%.	Fitzgerald, Shantel	8/14/2017	Discipline referrals logged in SMS and Data Warehouse will be used to demonstrate that the strategy was monitored and implemented effectively.	5/30/2018 quarterly
G3.B1.S2.MA1  M383437	Fidelity of implementation will be monitored by checking that teachers are submitting names of...	Steinke, Kelly	8/14/2017	Log of names of students receiving recognition for positive behaviors will be used to demonstrate that the strategy was monitored and implemented with fidelity.	5/30/2018 monthly
G3.B1.S2.A2  A358871	All staff members will award points to the appropriate House when students demonstrate positive...	Steinke, Kelly	8/14/2017	Weekly point sheets, observation of staff awarding points according to agreed-upon behavior standards will be used to demonstrate completion of the activity.	5/30/2018 weekly
G3.B1.S2.A3  A358872	Teachers will submit names of students for recognition of positive character traits and behavior...	Steinke, Kelly	8/14/2017	Certificates for Student of the Month, monthly certificates and awards for Character Trait of the Month will be used to demonstrate completion of the activity.	5/30/2018 monthly
G3.B1.S2.A4  A358873	All students and staff members will gather once per month to make connections with others outside...	Watson, Kayla	8/18/2017	Observation of participation in the connection activity will be used to demonstrate completion of the activity.	5/30/2018 monthly
G4.B1.S2.MA1  M383444	Consistency among teachers delivering quality, rigorous, engaging differentiated instruction will...	Steinke, Kelly	8/14/2017	Improved teacher data on iObservation and improved student formative assessment data will be used to demonstrate that the strategy was monitored and implemented effectively.	5/30/2018 weekly
G4.B1.S2.MA1  M383445	Utilization of engagement strategies learned during the training will be monitored through...	Steinke, Kelly	8/14/2017	Observation of classroom instruction and classroom walkthroughs will be used to demonstrate that the strategy was monitored and implemented with fidelity.	5/30/2018 weekly
G4.B1.S2.A2  A358880	Teacher leaders will train the instructional staff throughout the school year on Kagan engagement...	Steinke, Kelly	8/8/2017	Classroom observations of engagement strategies being utilized during instruction will be used to demonstrate completion of the activity.	5/30/2018 every-6-weeks

Orange - 0311 - Killarney Elementary - 2017-18 SIP
Killarney Elementary

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S3.MA1  M383438	Effectiveness will be monitored by analyzing the number of behavior support calls from each...	Watson, Kayla	8/14/2017	Analysis of amount and frequency of behavior support calls from teachers will be conducted regularly and compared with consistency of the Conscious Discipline approach being implemented within classrooms.	5/30/2018 quarterly
G3.B1.S3.MA1  M383439	Feedback will be given to teachers regarding their Conscious Discipline-based instruction and...	Steinke, Kelly	8/14/2017	Feedback on lesson plans, iObservation data, and in-house walk-through coaching will be used to demonstrate that the strategy was monitored and implemented with fidelity.	5/30/2018 monthly
G3.B1.S3.A1  A358874	All teachers will attend training on the Conscious Discipline program.	Watson, Kayla	8/3/2017	Observation of teachers utilizing the curriculum in the manner it was presented at the training will be used to demonstrate completion of the activity.	5/30/2018 quarterly
G3.B1.S3.A2  A358875	Teachers will conduct weekly classroom meetings that incorporate the strategies from Conscious...	Steinke, Kelly	8/14/2017	Classroom meetings documented in lesson plans and classroom observations of Conscious Discipline techniques being utilized weekly will be used to demonstrate completion of the activity.	5/30/2018 weekly
G3.B1.S3.A3  A358876	Teachers will participate in a Conscious Discipline book study to increase the knowledge of the...	Watson, Kayla	8/14/2017	Observation of participation in the training and exit slips from the training will be used to demonstrate completion of the activity.	5/30/2018 quarterly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G2. Killarney Elementary will increase ELA and Mathematics learning gains in the lowest 25%. (Narrow Achievement Gaps)

G2.B1 Students may not be able to attend after-school tutoring.

G2.B1.S2 Teacher leaders will attend District Professional Learning Community training focused on increasing effectiveness in ELA instruction.

PD Opportunity 1

Teacher leaders will attend District Professional Learning Community training focused on ELA instruction, then train their PLCs on the new skills learned.

Facilitator

Orange County Public Schools

Participants

Teacher leaders

Schedule

Every 2 Months, from 10/24/2017 to 5/7/2018

G3. Killarney Elementary will reduce the number of overall discipline referrals by 5%. (Provide Empowering Environments)

G3.B1 There may be a lack of consistent implementation of positive behavior supports.

G3.B1.S1 The staff will continue to utilize the CHAMPS Approach to discipline and positive behavior supports.

PD Opportunity 1

Beginning and new teachers to Killarney will be provided training on the CHAMPS system.

Facilitator

Kelly Bartolotta

Participants

Classroom teachers, support staff

Schedule

Semiannually, from 8/8/2017 to 8/8/2017

G3.B1.S3 Teachers will utilize a new behavior approach.

PD Opportunity 1

All teachers will attend training on the Conscious Discipline program.

Facilitator

Conscious Discipline trainers

Participants

Classroom teachers and support staff

Schedule

Quarterly, from 8/3/2017 to 5/30/2018

PD Opportunity 2

Teachers will participate in a Conscious Discipline book study to increase the knowledge of the program.

Facilitator

Kayla Watson

Participants

Instructional Staff

Schedule

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

G4. Killarney Elementary will increase ELA, Mathematics, and Science proficiency in all subgroups.
(Accelerate Student Performance)

G4.B1 A possible barrier to this goal is a lack of student engagement during instruction limits achievement.

G4.B1.S2 All instructional personnel will be trained in Kagan engagement strategies.

PD Opportunity 1

Teacher leaders will attend a week-long Kagan Institute.

Facilitator

Kagan Institute

Participants

Teacher Leaders

Schedule

On 7/28/2017

PD Opportunity 2

Teacher leaders will train the instructional staff throughout the school year on Kagan engagement strategies.

Facilitator

Teacher Leaders

Participants

Instructional Staff

Schedule

Every 6 Weeks, from 8/8/2017 to 5/30/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	The gifted teacher will be utilized to provide project-based learning opportunities daily with the top 25% of students in grades 3-5.	\$0.00
2	G1.B1.S1.A2	Differentiation of instruction will occur during small group instruction.	\$0.00
3	G1.B1.S2.A1	Rollins College volunteers will be utilized to lead a coding initiative for the top 25% of students after school.	\$0.00
4	G1.B1.S2.A2	Math and Science Olympiad, Battle of the Books, Chess Club, and Odyssey of the Mind will be offered to the top 25% of students.	\$0.00
5	G2.B1.S1.A1	We will incorporate enrichment opportunities in conjunction with differentiated instruction in order to create a more engaging after-school tutoring program.	\$0.00
6	G2.B1.S1.A2	We will provide bus transportation home from the after-school tutoring program.	\$0.00
7	G2.B1.S2.A1	Teacher leaders will attend District Professional Learning Community training focused on ELA instruction, then train their PLCs on the new skills learned.	\$0.00
8	G2.B2.S1.A1	Selected students will participate in the systematic mathematics intervention approach developed by the Minority Achievement Office.	\$0.00
9	G2.B2.S1.A2	Rollins College education majors will work with students in the lowest 25% on mathematics concepts.	\$0.00
10	G3.B1.S1.A1	Beginning and new teachers to Killarney will be provided training on the CHAMPS system.	\$0.00
11	G3.B1.S1.A2	CHAMPS teacher leaders/Behavior Support Team will support beginning and new teachers to Killarney.	\$0.00
12	G3.B1.S1.A3	The Behavior Support Team will continue to meet regularly to ensure consistent school-wide implementation of CHAMPS behavior system, analyze data, and make recommendations to improve CHAMPS implementation.	\$0.00
13	G3.B1.S1.A4	Teachers will implement positive behavior supports as needed with Tier 2 and Tier 3 students.	\$0.00
14	G3.B1.S2.A1	The Behavior Support Team and teacher leaders will train staff on the House System to ensure proper implementation.	\$0.00
15	G3.B1.S2.A2	All staff members will award points to the appropriate House when students demonstrate positive behavior choices.	\$0.00
16	G3.B1.S2.A3	Teachers will submit names of students for recognition of positive character traits and behavior choices.	\$0.00
17	G3.B1.S2.A4	All students and staff members will gather once per month to make connections with others outside of their classrooms which will help build relations and strengthen bonds.	\$0.00
18	G3.B1.S3.A1	All teachers will attend training on the Conscious Discipline program.	\$4,000.00

Orange - 0311 - Killarney Elementary - 2017-18 SIP
Killarney Elementary

	Function	Object	Budget Focus	Funding Source	FTE	2017-18	
			0311 - Killarney Elementary	School Improvement Funds		\$4,000.00	
19	G3.B1.S3.A2	Teachers will conduct weekly classroom meetings that incorporate the strategies from Conscious Discipline.					\$0.00
20	G3.B1.S3.A3	Teachers will participate in a Conscious Discipline book study to increase the knowledge of the program.					\$420.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18	
			0311 - Killarney Elementary	School Improvement Funds		\$420.00	
21	G4.B1.S1.A1	Teachers, including ESE teachers, will plan for using engagement strategies in both whole group and small group instruction.					\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18	
			0311 - Killarney Elementary	School Improvement Funds		\$0.00	
22	G4.B1.S1.A2	Teams, including ESE teachers, will utilize engagement strategies in both whole group and small group instruction.					\$0.00
23	G4.B1.S2.A1	Teacher leaders will attend a week-long Kagan Institute.					\$4,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18	
			0311 - Killarney Elementary	General Fund		\$4,000.00	
24	G4.B1.S2.A2	Teacher leaders will train the instructional staff throughout the school year on Kagan engagement strategies.					\$0.00
					Total:	\$8,420.00	