Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Killarney Elementary
2401 WELLINGTON BLVD
Winter Park, FL 32789
407-623-1438

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	100%
Alternative/ESE Center	**Charter School**	**Minority Rate**
No	No	67%

School Grades History

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked “N/A” by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    - Year 1 – declined to D, or first-time graded schools receiving a D
    - Year 2 – second consecutive D, or F followed by a D
    - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    - Year 1 – declined to F, or first-time graded schools receiving an F
    - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

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

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 1	3	Ella Thompson

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

Current School Status

School Information

School-Level Information

School
Killarney Elementary

Principal
Evangeline Slaughter

School Advisory Council chair
Evangeline Slaughter

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

Name	Title
Allison Gallo	Instructional Dean
Erin Braden	Curriculum Resource Teacher
Julie Stowell	Reading Coach
Sharon Barnes	Reading Coach
Don Weisbach	Staffing Specialist

District-Level Information

District
Orange

Superintendent
Dr. Barbara M Jenkins

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

School Advisory Council (SAC)

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

Membership of the SAC

SAC Chair: Evangeline Slaughter
SAC Co-Chair: Sandra Richardson
SAC Secretary: Erin Braden
Representation Group:
Principal: 1; 4%
Teachers: 7; 26%
Students: 0; 0%
Classified: 1; 4%
Other District Employees: 0; 0%
Parents: 17; 61%
Business/Community: 2; 7%
Race/Ethnic Group:
White: 17; 61%

Black: 7; 25%
Other: 4; 14%
Hispanic:3; 11%
Non-Hispanic: 25; 89%

Involvement of the SAC in the development of the SIP

Killarney's SAC will help develop next year's School Improvement Plan and conduct Needs Assessment Surveys with the goal of increasing student achievement.

Activities of the SAC for the upcoming school year

The SAC will develop and approve the School Improvement Plan for this year as well as oversee and monitor the goals developed to meet State standards.

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

N/A

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

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

Highly Qualified Staff

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

Administrators

# of administrators
1

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Evangeline Slaughter		
Principal	Years as Administrator: 3	Years at Current School: 2
Credentials	BA Elementary Education: M.Ed. Curriculum and Instruction; ED.S. Educational Leadership	
Performance Record	Prior Performance Information: 2012-2013 C grade; 51% met high standards in reading, 53% met high standards in math, 30% met high standards in writing, 54% met high standards in science; 67% made learning gains in reading, 57% made learning gains in math, 64% of the lowest 25% made learning gains in reading, and 60% of the lowest 25% made learning in reading, and 60% of the lowest 25% made learning gains in math. Prior Performance Information: 2011-2012 B grade; 46% met high standards in reading, 33% met high standards in math, 73% met high standards in writing, 14% met high standards in science; 77% made learning gains in reading, 46% made learning gains in math, 68% of the lowest 25% made learning gains in reading; 47% of the lowest 25% made learning gains in math. Prior Performance Information: 2010-2011 A grade; 79% met high standards in reading, 85% met high standards in math, 94% met high standards in writing, 52% met high standards in science; 64% made learning gains in reading, 84% made learning gains in math; 68% of the lowest 25% made learning gains in reading; 87% of the lowest 25% made learning gains in math; AYP-no	

Instructional Coaches

# of instructional coaches

2

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Julie Stowell		
Full-time / School-based	Years as Coach: 7	Years at Current School: 18
Areas	Reading/Literacy, Data, RtI/MTSS	
Credentials	B.S. Elementary Education	
Performance Record	Prior Performance Information: 2012-2013 C grade; 51% met high standards in reading, 53% met high standards in math, 30% met high standards in writing, 54% met high standards in science; 67% made learning gains in reading, 57% made learning gains in math, 64% of the lowest 25% made learning gains in reading, and 60% of the lowest 25% made learning in reading, and 60% of the lowest 25% made learning gains in math. 2011-2012 B grade High Standards Reading-51% High Standards Math-59% High Standards Writing-83% High Standards Science-45% Lowest 25% Reading-56% Lowest 25% Math-79% 2010-2011 A grade High Standards Reading- 81% High Standards Math-72% High Standards Writing- 90% High Standards Science- 59% Lowest 25% Reading- 61% Lowest 25% Math-60% AYP- 87% School Grade-A 2010 High Standards Reading- 77% High Standards Math-76% High Standards Writing- 75% High Standards Science- 36% Lowest 25% Reading- 67% Lowest 25% Math-83% AYP- 92%	

Erin Braden		
Full-time / School-based	Years as Coach: 1	Years at Current School: 10
Areas	Mathematics, Data, RtI/MTSS	
Credentials	B.S. Elementary Education	
Performance Record	Prior Performance Information: 2012-2013 C grade; 51% met high standards in reading, 53% met high standards in math, 30% met high standards in writing, 54% met high standards in science; 67% made learning gains in reading, 57% made learning gains in math, 64% of the lowest 25% made learning gains in reading, and 60% of the lowest 25% made learning in reading, and 60% of the lowest 25% made learning gains in math. 2011-2012 B grade High Standards Reading-51% High Standards Math-59% High Standards Writing-83% High Standards Science-45% Lowest 25% Reading-56% Lowest 25% Math-79% 2010-2011 A grade High Standards Reading- 81% High Standards Math-72% High Standards Writing- 90% High Standards Science- 59% Lowest 25% Reading- 61% Lowest 25% Math-60% AYP- 87% School Grade-A 2010 High Standards Reading- 77% High Standards Math-76% High Standards Writing- 75% High Standards Science- 36% Lowest 25% Reading- 67% Lowest 25% Math-83% AYP- 92%	

Classroom Teachers

# of classroom teachers

35

 # receiving effective rating or higher

34, 97%

 # Highly Qualified Teachers

97%

 # certified in-field
, 0%

 # ESOL endorsed
21, 60%

 # reading endorsed
5, 14%

 # with advanced degrees
5, 14%

 # National Board Certified
0, 0%

 # first-year teachers
2, 6%

 # with 1-5 years of experience
7, 20%

 # with 6-14 years of experience
12, 34%

 # with 15 or more years of experience
14, 40%

Education Paraprofessionals

# of paraprofessionals
4

 # Highly Qualified
4, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
1

 # receiving effective rating or higher
(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

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

Teacher Mentoring Program/Plan

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

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

The rationale for pairing new teachers with mentors is based on veteran teachers' ability to work with peers and willingness to collaborate with teachers on what is and is not working well. Novice teachers will be given opportunities to observe mentor teachers, review and plan for lessons, along with tracking portfolio requirements.

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

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

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

During bi-weekly team meetings with grade levels, 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.

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

Administrator: Assist and observe teachers with data-based decision making skills to ensure MTSS is working with fidelity. Meet with teachers to discuss progress monitoring of students in Tier 2. Provide assistance for Tier 3 instruction along with program or activities.
Reading Coach: Will provide model for K-12 reading plan, coach, and support in data collection for grades 3-5. She will also provide activities and administer Tier 3 instruction to groups of students who have been identified through data analysis.
Reading Teacher: Will provide model for K-12 reading plan, coach, and support in data collection for grades K-2. She will also provide activities and administer Tier 3 instruction to groups of students who have been identified through data analysis.
Dean: Assist and observe teachers with data-based decision making skills to ensure MTSS is working with fidelity. Meet with teachers to discuss progress monitoring of students in Tier 2. Provide assistance for Tier 3 instruction along with program or activities.
CRT: Provide and lead professional development for core curriculum areas. She will identify systematic patterns of student and teacher needs; work weekly with District Coaches to provide research based strategies to support classroom needs. The CRT will participate in data collection, progress monitoring, data meetings and student assessments.
Varying Exceptionality Teachers: Will provide Tier 3 instruction, participate in data collection, and collaborate with general education teachers.
Staffing Specialist: He will assist in decision making for intervention/enrichment; plan Educational Planning and Staffing Meetings.
School Psychologist: Assist decision making teams with data collection, interpretation, and analysis of data. She will provide professional development for MTSS and support intervention process.

Speech and Language Pathologist: Attend Educational Planning Team meetings to help identify and recommend appropriate activities for students who have been screened.

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

The Leadership team is very instrumental in the development and implementation of the School Improvement Plan. The team provides intervention data and research for areas of deficit. The Leadership team works to ensure the relevance of the SIP for school wide intervention needs. The team will monitor the effectiveness of the interventions outlined in the activities throughout the School Improvement Plan using the OCPS Continuum, Fountas & Pinnell , Success Maker, Go Math assessments, benchmark assessments, i Ready interventions, FAIR data and Discipline Referrals.

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

The Progress Monitoring and Reporting Network (PMRN) are used to summarize tiered data as well as the Florida Comprehensive Assessment Test 2.0 (FCAT 2.0). The Florida Assessment for Instruction in Reading (FAIR) is administered three times per year. Additionally teachers administer grade level assessments, Benchmark Testing (administered two times per year) and in grades 3-5 the Florida Comprehensive Assessment 2.0 (FCAT 2.0) is administered at the end of the year. FAIR will also be used for ongoing progress monitoring along with Fountas & Pinnell. Data is analyzed during the bi-weekly Data Meetings.

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

The MTSS process will be supported through bi-weekly meetings to review intervention data. Each quarter benchmark data will be disaggregated and plans will be put in to place for each student functioning below academic and behavioral grade level..

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program

Minutes added to school year: 2,160

Killarney Elementary is targeting students at risk of receiving a Level 1 or 2 on the Spring 2014 administration of the FCAT 2.0. Students have been identified as at-risk according to their performance on last year's FCAT 2.0 assessment and this year's fall and winter benchmark tests. After-school tutoring will be provided two times per week for 12 weeks at 1.5 hours per session, beginning on January 14, 2014 and ending no later than April 17, 2014.
We will use nonfiction science texts through which reading instruction will be taught and the level of rigor increased. We will also use Success Maker Math and i-Ready computer programs to enforce reading and math skills.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Pre- and post-test results will be compared at the end of tutoring; Success Maker reports and i-Ready reports will be used to monitor progress. FCAT results will be the final measurement of data.

Who is responsible for monitoring implementation of this strategy?

Instructional Dean, CRT, and Principal

Literacy Leadership Team (LLT)

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

Name	Title
Erin Braden	CRT
Allison Gallo	Instructional Dean
Julie Stowell	Reading Coach
Sharon Barnes	Reading Teacher
Donald Weisbach	Staffing Specialist
Evangeline Slaughter	Principal

How the school-based LLT functions

The LLT will meet bi-weekly as a group and with grade levels to develop a plan that includes professional development, planning and progress monitoring.
Julie Stowell: The reading coach will pull small groups of students who have been identified in the lowest 30 percentile. She will progress monitoring students in grades 3-5 using the Fountas & Pinnell reading assessment and the OCPS Continuum.
Sharon Barnes: The reading teacher will work with students in grades K-2. She will pull groups of students who have been identified has struggling readers. Students will be progressed monitored with Fountas & Pinnell and the OCPS Continuum.
Robyn Hill: The Media Specialist will work with groups of students who need enrichment. The students will research science content and compile projects based on their learning. The students will also be introduced to Sunshine State Young Readers Award books. Robyn will teach reading strategies and

present as a book club. Students will receive incentives for their work.
Erin Braden: The CRT will assist teachers in all content areas and provide professional development

Major initiatives of the LLT

The major initiatives of the LLT will be to support and promote the District K-12 Reading Plan. Each member of the team is assigned a grade level to meet during grade level PLC time. Teachers will be supported and provided with all the tools they need so that students can meet their reading proficiency levels. The team will monitor school-wide data and make adjustments using the results from bi-weekly and quarterly assessments.

Every Teacher Contributes to Reading Instruction

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

Killarney Elementary teachers will implement the new Journey's curriculum and align with the Marzano high-yield strategies. The new intervention/enrichment block will also support the core curriculum reading block to improve reading levels for every student. Monthly professional development opportunities will provide strategies for teacher to become highly effective in the classroom.

Preschool Transition

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

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

In April we invite the community to participate in an early Kindergarten Registration. We encourage parents to take a tour in our kindergarten classrooms and we also give them an overview of expectations for kindergartners. In the fall when kindergarten students enter our school we administer the Florida Kindergarten Readiness Screener. It is a subset of early childhood behaviors which the teacher observes the first 30 days of school. Students are also assessed on letter names and sounds.

Expected Improvements

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

Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	64%	51%	No	68%
American Indian				
Asian				
Black/African American	49%	32%	No	54%
Hispanic	69%	59%	No	72%
White	73%	65%	No	75%
English language learners	73%	40%	No	76%
Students with disabilities	33%	15%	No	39%
Economically disadvantaged	61%	49%	No	65%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	51	27%	37%
Students scoring at or above Achievement Level 4	45	24%	34%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	71	67%	72%
Students in lowest 25% making learning gains (FCAT 2.0)	18	64%	69%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	25	61%	64%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	11	27%	30%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	10	24%	27%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	19	30%	36%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	63%	53%	No	66%
American Indian				
Asian				
Black/African American	47%	33%	No	52%
Hispanic	66%	59%	No	69%
White	70%	68%	No	73%
English language learners	73%	60%	No	76%
Students with disabilities	53%	26%	No	57%
Economically disadvantaged	59%	50%	No	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	60	32%	35%
Students scoring at or above Achievement Level 4	36	19%	22%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	61	57%	60%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	18	60%	63%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	16	28%	31%
Students scoring at or above Achievement Level 4	14	24%	27%

Florida Alternate Assessment (FAA)

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

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

All Levels

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

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	75	15%	12%
Students retained, pursuant to s. 1008.25, F.S.	11	2%	1%
Students who are not proficient in reading by third grade	40	9%	6%
Students who receive two or more behavior referrals	7	1%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	20	1%	1%

Area 9: Parent Involvement

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

Parental involvement targets for the school

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

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. 55% of our 3rd-5th grade students will improve in reading comprehension.

Goals Detail

G1. 55% of our 3rd-5th grade students will improve in reading comprehension.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA, Postsecondary Readiness)
- Writing

Resources Available to Support the Goal

- Implement 30-minute school-wide intervention/enrichment block
- Provide after-school tutoring for level 1 and level 2 students
- New Journeys Common Core Reading curriculum
- Leveled fiction and nonfiction texts available for teachers
- District scope and sequence
- Professional Development provided by Senior Administrator and District Coaches
- Vertical and horizontal PLCs
- Teachers working to improve teaching strategies through the Deliberate Practice model
- Leadership Team

Targeted Barriers to Achieving the Goal

- Inconsistency among teachers implementing high-yield strategies
- Teacher unfamiliarity with new Common Core State Standards

Plan to Monitor Progress Toward the Goal

Examine classroom data results on benchmark assessments; classroom observations; Fountas & Pinnell quarterly assessments; FAIR data results; Orange County Writes data results; Journeys benchmark and unit test results

Person or Persons Responsible

Classroom Teachers, Leadership Team, District Coaches, Area North Senior Administrator

Target Dates or Schedule:

Biweekly data chats; weekly meetings with Area North Senior Administrator and District Coaches

Evidence of Completion:

Data reports, conversations amongst teachers and administration

Action Plan for Improvement

Problem Solving Key

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

G1. 55% of our 3rd-5th grade students will improve in reading comprehension.

G1.B1 Inconsistency among teachers implementing high-yield strategies

G1.B1.S1 Implement new Journeys Common Core Reading series with fidelity to align with Common Core State Standards and Marzano teacher evaluation system

Action Step 1

Provide Professional Development for Design Questions 3 and 4 under the Marzano evaluation system, along with routines for Guided Reading Groups

Person or Persons Responsible

Principal, Reading Coach, Instructional Dean, CRT, Area North Senior Administrator

Target Dates or Schedule

August-November 2013

Evidence of Completion

Sign-in sheets; PLC feedback sheets; training materials

Facilitator:

Principal, Instructional Dean, Reading Coach, CRT, Area North Senior Administrator

Participants:

Classroom teachers

Action Step 2

Analyze data and differentiate instruction using small-group model

Person or Persons Responsible

Classroom teachers, ESE resource teachers, Principal, Reading Coach, CRT, Instructional Dean, Area North Senior Administrator

Target Dates or Schedule

Weekly to biweekly

Evidence of Completion

Lesson plans; classroom observations; data meetings

Facilitator:

Area North Senior Administrator, Reading Coach

Participants:

Classroom teachers, ESE resource teachers

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

Data and Educational Planning Team meetings; monitor lesson plans and PLC notes; classroom observations

Person or Persons Responsible

Principal, Instructional Dean, Staffing Specialist, CRT, District Coaches, Area North Senior Administrator

Target Dates or Schedule

Weekly to biweekly

Evidence of Completion

Data forms; interactive notebooks; observations; lesson plans

Plan to Monitor Effectiveness of G1.B1.S1

Data will be analyzed to determine the movement of student performance levels

Person or Persons Responsible

Principal, Instructional Dean, Reading Coach, CRT, Area North Senior Administrator

Target Dates or Schedule

Weekly to biweekly

Evidence of Completion

Fountas & Pinnell quarterly assessments; Journeys unit assessments; benchmark assessments

G1.B1.S2 Provide Professional Development opportunities on the Writing Process and Writing Foundational Skills

Action Step 1

Purchase writing materials to be used at biweekly Writing workshops

Person or Persons Responsible

Principal

Target Dates or Schedule

August and September 2013

Evidence of Completion

Purchase order

Action Step 2

Provide biweekly Writing workshops lead by former District Writing Coach

Person or Persons Responsible

Former District Writing Coach (Patty Goonen)

Target Dates or Schedule

Writing Trainings with Patty Goonen: Biweekly, September 2013-February, 2014

Evidence of Completion

Purchase orders; sign-in sheets; agendas; writing samples ("quick writes")

Facilitator:

Former District Writing Coach Patty Goonen

Participants:

Teachers in grades 3 and 4

Action Step 3

Provide monthly Writing workshops lead by Core Connections, Inc.

Person or Persons Responsible

Core Connections, Inc. trainers

Target Dates or Schedule

October 3, 2013 November 4, 2013 December 10, 2013 January 21, 2014

Evidence of Completion

sign-in sheets; agendas; writing samples ("quick writes")

Facilitator:

Core Connections, Inc. trainers

Participants:

Grade 4 teachers

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

Classroom observations; lesson plans

Person or Persons Responsible

Principal, CRT, Instructional Dean, Reading Coach, Area North Senior Administrator

Target Dates or Schedule

Weekly to biweekly

Evidence of Completion

Writing samples; Orange County Writes assessment data; notes from data meetings

Plan to Monitor Effectiveness of G1.B1.S2

Analyze data to determine student progression

Person or Persons Responsible

Principal, Instructional Dean, Reading Coach, CRT, Area North Senior Administrator

Target Dates or Schedule

Monthly

Evidence of Completion

Notes from data meetings; Orange County Writes data results

G1.B2 Teacher unfamiliarity with new Common Core State Standards

G1.B2.S1 Provide additional time for grade-level PLCs to allow for planning for deconstructing the standards and lesson planning

Action Step 1

Teachers will meet afterschool on three out of four Wednesdays after school for grade-level PLCs

Person or Persons Responsible

Leadership Team, classroom teachers

Target Dates or Schedule

Second, third, and fourth Wednesdays of each month

Evidence of Completion

PLC collaboration forms, lesson plans

Facilitator:

Grade level Chairpersons

Participants:

Classroom teachers

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

PLC Collaboration notes; lesson plans; classroom observations; Leadership Team grade-level representatives attend PLCs with teachers

Person or Persons Responsible

Leadership Team, Grade level Chairpersons, classroom teachers

Target Dates or Schedule

Second, third, and fourth Wednesdays of each month

Evidence of Completion

PLC Collaboration notes

Plan to Monitor Effectiveness of G1.B2.S1

Classroom observations

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Anecdotal notes, feedback from observations

Coordination and Integration

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

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

Currently we are using federal, state, and local funds as followed;
Title I and SAI funds: are used for after-school tutoring to target Level 1 and Level 2 students.
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.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. 55% of our 3rd-5th grade students will improve in reading comprehension.

G1.B1 Inconsistency among teachers implementing high-yield strategies

G1.B1.S1 Implement new Journeys Common Core Reading series with fidelity to align with Common Core State Standards and Marzano teacher evaluation system

PD Opportunity 1

Provide Professional Development for Design Questions 3 and 4 under the Marzano evaluation system, along with routines for Guided Reading Groups

Facilitator

Principal, Instructional Dean, Reading Coach, CRT, Area North Senior Administrator

Participants

Classroom teachers

Target Dates or Schedule

August-November 2013

Evidence of Completion

Sign-in sheets; PLC feedback sheets; training materials

PD Opportunity 2

Analyze data and differentiate instruction using small-group model

Facilitator

Area North Senior Administrator, Reading Coach

Participants

Classroom teachers, ESE resource teachers

Target Dates or Schedule

Weekly to biweekly

Evidence of Completion

Lesson plans; classroom observations; data meetings

G1.B1.S2 Provide Professional Development opportunities on the Writing Process and Writing Foundational Skills

PD Opportunity 1

Provide biweekly Writing workshops lead by former District Writing Coach

Facilitator

Former District Writing Coach Patty Goonen

Participants

Teachers in grades 3 and 4

Target Dates or Schedule

Writing Trainings with Patty Goonen: Biweekly, September 2013-February, 2014

Evidence of Completion

Purchase orders; sign-in sheets; agendas; writing samples ("quick writes")

PD Opportunity 2

Provide monthly Writing workshops lead by Core Connections, Inc.

Facilitator

Core Connections, Inc. trainers

Participants

Grade 4 teachers

Target Dates or Schedule

October 3, 2013 November 4, 2013 December 10, 2013 January 21, 2014

Evidence of Completion

sign-in sheets; agendas; writing samples ("quick writes")

G1.B2 Teacher unfamiliarity with new Common Core State Standards

G1.B2.S1 Provide additional time for grade-level PLCs to allow for planning for deconstructing the standards and lesson planning

PD Opportunity 1

Teachers will meet afterschool on three out of four Wednesdays after school for grade-level PLCs

Facilitator

Grade level Chairpersons

Participants

Classroom teachers

Target Dates or Schedule

Second, third, and fourth Wednesdays of each month

Evidence of Completion

PLC collaboration forms, lesson plans

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	55% of our 3rd-5th grade students will improve in reading comprehension.	$5,161
	Total	$5,161

Budget Summary by Funding Source and Resource Type

Funding Source	Other	Professional Development	Total
Title II	$156	$0	$156
Title I	$0	$5,005	$5,005
Total	$156	$5,005	$5,161

Budget Details

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

G1. 55% of our 3rd-5th grade students will improve in reading comprehension.

G1.B1 Inconsistency among teachers implementing high-yield strategies

G1.B1.S2 Provide Professional Development opportunities on the Writing Process and Writing Foundational Skills

Action Step 1

Purchase writing materials to be used at biweekly Writing workshops

Resource Type

Other

Resource

45 Day Writing Plan, The Writng Process and Conquering the Conventions

Funding Source

Title II

Amount Needed

$156

Action Step 2

Provide biweekly Writing workshops lead by former District Writing Coach

Resource Type

Professional Development

Resource

Writing Coach

Funding Source

Title I

Amount Needed

$5,005