

Orange County Public Schools

Killarney Elementary



2018-19 School Improvement Plan

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Killarney Elementary

2401 WELLINGTON BLVD, Winter Park, FL 32789

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

School Demographics

School Type and Grades Served
(per MSID File)

Elementary School
KG-5

2018-19 Title I School

Yes

2018-19 Economically Disadvantaged (FRL) Rate
(As Reported on Survey 3)

100%

Primary Service Type
(per MSID File)

K-12 General Education

Charter School

No

2018-19 Minority Rate
(Reported as Non-white on Survey 2)

74%

School Grades History

Year
Grade

2017-18
A

2016-17
A

2015-16
B

2014-15
C*

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a 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>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and

using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

School Leadership Team

Membership

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

Name	Title
Steinke, Kelly	Principal
Bartolotta, Kelly	Other
Earnest, Jennifer	Instructional Coach
Fitzgerald, Shantel	Assistant Principal
Watson, Kayla	Instructional Coach
Malatesta, Kimberly	Instructional Coach

Duties

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

Administrators--Kelly Steinke and Shantel Fitzgerald: 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.

Instructional Coach--Kimberly Malatesta: The Instructional Coach provides guidance on the K-12 reading and math plan components, supports teachers with science and social studies instruction, coaches teachers daily, and facilitates 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 Instructional Coach conducts professional development with the faculty to ensure that best practices in all areas of instruction are utilized in both whole group and small group instruction.

Behavior Specialist--Kayla Watson: The Behavior Specialist develops, monitors, and supervises the implementation of behavioral programs for students. She provides

assistance to school personnel in the effective management of students with behavior problems. The Behavior Specialist conducts professional development with the faculty to increase knowledge in the area of social emotional skills instruction. She also observes and coaches teachers to ensure that behavior supports are being implemented with fidelity and are helping students progress towards their goals.

CRT--Jennifer Earnest: 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.

Staffing Specialist--Kelly Bartolotta: 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.

Early Warning Systems

Year 2017-18

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	16	23	12	16	17	16	0	0	0	0	0	0	0	100
One or more suspensions	1	4	1	2	7	0	0	0	0	0	0	0	0	15
Course failure in ELA or Math	11	12	4	10	14	6	0	0	0	0	0	0	0	57
Level 1 on statewide assessment	0	0	0	19	26	14	0	0	0	0	0	0	0	59

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		5	8	2	14	16	9	0	0	0	0	0	0	54

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	1	2	11	0	0	0	0	0	0	0	0	0	14
Retained Students: Previous Year(s)	1	3	3	9	0	0	0	0	0	0	0	0	0	16

Date this data was collected

Wednesday 7/18/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
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

Year 2016-17 - Updated

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
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

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Killarney Elementary's lowest performing component is Math Learning Gains in the Lowest 25%. It is not a trend, as it has increased annually, with the exception of last year.

Which data component showed the greatest decline from prior year?

The data component with the greatest decline is Math Learning Gains in the Lowest 25%.

Which data component had the biggest gap when compared to the state average?

Killarney Elementary exceeded the state in all data components.

Which data component showed the most improvement? Is this a trend?

The data component that showed the most improvement is Science. This improvement is a trend, as we have increased proficiency yearly.

Describe the actions or changes that led to the improvement in this area

We can ascribe the improvement to several actions. During our Enrichment block, teachers used Science text with close reading strategies to push students academically. Our Fifth Grade utilized the P-SELL curriculum, which has consistently been an effective for teaching our students. In addition to these actions, we provided tutoring for a select group of students twice a week for one month before the test. All of these actions contributed to the success of our scholars.

School Data

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

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	59%	56%	56%	55%	54%	55%
ELA Learning Gains	60%	55%	55%	64%	58%	57%
ELA Lowest 25th Percentile	58%	48%	48%	69%	53%	52%
Math Achievement	63%	63%	62%	56%	61%	61%
Math Learning Gains	76%	57%	59%	77%	64%	61%
Math Lowest 25th Percentile	56%	46%	47%	75%	54%	51%
Science Achievement	66%	55%	55%	50%	50%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	16 (18)	23 (28)	12 (16)	16 (20)	17 (9)	16 (14)	100 (105)
One or more suspensions	1 (2)	4 (1)	1 (0)	2 (11)	7 (2)	0 (3)	15 (19)
Course failure in ELA or Math	11 (3)	12 (15)	4 (0)	10 (13)	14 (7)	6 (5)	57 (43)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	19 (34)	26 (13)	14 (22)	59 (69)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	46%	55%	-9%	57%	-11%
	2017	51%	57%	-6%	58%	-7%
Same Grade Comparison		-5%				
Cohort Comparison						
04	2018	53%	54%	-1%	56%	-3%
	2017	67%	57%	10%	56%	11%
Same Grade Comparison		-14%				
Cohort Comparison		2%				
05	2018	56%	55%	1%	55%	1%
	2017	45%	51%	-6%	53%	-8%
Same Grade Comparison		11%				
Cohort Comparison		-11%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	38%	61%	-23%	62%	-24%
	2017	48%	63%	-15%	62%	-14%
Same Grade Comparison		-10%				
Cohort Comparison						
04	2018	62%	62%	0%	62%	0%
	2017	62%	64%	-2%	64%	-2%
Same Grade Comparison		0%				
Cohort Comparison		14%				
05	2018	66%	59%	7%	61%	5%
	2017	53%	56%	-3%	57%	-4%
Same Grade Comparison		13%				
Cohort Comparison		4%				

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
WHT	66	59		74	73		78				
BLK	56	60	60	56	76	61	61				
HSP	47	59		60	75						
SWD	25	45	46	46	71	54					
FRL	58	62	68	61	75	58	68				
ELL	38	60		75	73						

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
WHT	68	71		71	86		71				
BLK	48	53	64	48	79	78	41				
HSP	53	69	70	54	66		40				
SWD	21	57	67	26	71	67	36				
FRL	55	64	69	56	77	75	50				
ELL	50	68		54	89						

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Rigorous Standards-Based Instruction
Rationale	Increasing overall proficiency and learning gains in Reading and Mathematics was identified as a critical need based on data analysis. Fifty-nine percent of our students demonstrated proficiency on reading standards, and 63% of our students demonstrated proficiency on mathematics standards.
Intended Outcome	By increasing the rigor of standards-based instruction through close reading, engagement strategies, and additional academic opportunities in all subject areas, we anticipate seeing proficiency increase by at least 3% from 59% to 62% in English Language Arts and from 63% to 66% in mathematics. In addition, by implementing the action steps, the learning gains in ELA for our lowest 25% will increase from 58% to 62%, and math learning gains in our lowest 25% will increase from 56% to 59%.
Point Person	Kelly Steinke (kelly.steinke@ocps.net)
Action Step	
Description	<ol style="list-style-type: none">1. We will recommence the implementation of close reading strategies learned through the District Professional Learning Community training in all academic areas. (Melissa Armel) --Teachers will be provided with professional development throughout the year on close reading strategies --The DPLC Site team members will relay new information learned at district trainings to their grade-level teams during PLCs.2. We will continue to use engagement strategies and structures in the classrooms to increase student focus. (Kimberly Malatesta) --Kagan training will be provided to additional teachers this year, who will then train the staff in engagement structures. --We will implement culturally responsive practices, such as balancing teacher/student talk and allowing students to have choice and voice in instruction to engage all students in learning.3. We will provide tutoring and enrichment opportunities to our 3rd-5th grade students before, during, and after school. (Jennifer Earnest) --Acceleration options, provided through the Minority Achievement Office, will be offered to selected students in 2nd-5th grades during and after school.
Person Responsible	Kelly Steinke (kelly.steinke@ocps.net)
Plan to Monitor Effectiveness	
Description	<ol style="list-style-type: none">1. Data from the beginning, middle, and end of year i-Ready diagnostic assessments will be examined and compared to ensure that all action steps are increasing proficiency.2. Classroom walkthrough data will be utilized to make certain that action steps are being implemented effectively. Classroom walkthroughs will be conducted by the leadership team on a weekly basis. Actionable feedback will be provided to the teachers in a timely manner.3. PLC Coaches (members of the Leadership Team) will attend grade-level

common planning sessions weekly in order to ensure standards-based instruction is planned.

Person Responsible Kelly Steinke (kelly.steinke@ocps.net)

Activity #2

Title Decreasing Negative Student Behaviors

Rationale By decreasing negative student behaviors resulting in discipline referrals, students are able to remain in class and receive rigorous instruction leading to an increase in academic proficiency.

Intended Outcome By continuing the Conscious Discipline program and implementing a new Social-Emotional Learning curriculum, overall discipline incidents resulting in referrals will decrease by 5%.

Point Person Kayla Watson (kayla.watson@ocps.net)

Action Step

1. We will continue to utilize the Conscious Discipline program across all areas of the school. (Kayla Watson)
--In-depth Conscious Discipline training will occur once per quarter.
--Aspects of Conscious Discipline will be embedded in all staff meetings to model classroom implementation strategies.

Description 2. We will implement a new social-emotional learning program, Sanford Harmony, in all classrooms. The culturally responsive Sanford Harmony activities will assist teachers in building inclusive classroom relationships, provide students multiple positive opportunities to interact with and understand peers from diverse backgrounds, and help break down barriers. (Kayla Watson)
--Teachers will attend an overview of the program before the start of the school year.
--Aspects of the Sanford Harmony program (i.e. Meet Up and Buddy Up) will be embedded in monthly staff meetings to model classroom implementation strategies.

Person Responsible Kayla Watson (kayla.watson@ocps.net)

Plan to Monitor Effectiveness

Description The number of discipline referrals will be monitored to demonstrate that the strategies are being implemented effectively.

Person Responsible Shantel Fitzgerald (shantel.fitzgerald@ocps.net)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

Killarney Elementary takes pride in building positive relationships with all stakeholders who play a vital role in the success of our students. We provide both internal and external workshops and activities that strengthen these relationships throughout the school year. Some of these activities include our Title I Annual Parent Meeting, Curriculum Night, Report Card Conference Week, and monthly parent workshops conducted by our Parent Engagement Liaison (PEL). Our PEL is our main point of contact for parents to receive resources, support, and information about activities that engage parents and family. Killarney Elementary's doors are open to the community through the implementation of activities during and after school that community members and organizations can volunteer to support through our Partners In Education (PIE) coordinators as well as our ADDitions coordinators.

PFEP Link

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

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. Grade level specific Sanford Harmony lessons will be used for those students. In addition, Skill Streaming lessons will also be utilized in a small group setting.

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 Coding Club sessions. 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.

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.

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

In order to advance college and career awareness, our Fifth Graders participate in an event that we call "The Amazing Shamrock Shake". This program is based on teaching our students effective communication strategies, with an emphasis on displaying manners, discipline, and respect. During this event, prominent members of the community come to our school to shake hands and converse with our students. The Amazing Shamrock Shake prepares our students for the future by addressing these soft-skills that are so vital for success.

Part V: Budget

Total:	\$6,891.00
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