Killarney Elementary

2022-23 Schoolwide Improvement Plan

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Killarney Elementary

2401 WELLINGTON BLVD, Winter Park, FL 32789

https://killarneyes.ocps.net/

Demographics

Principal: Mark Wiekowski   Start Date for this Principal: 7/20/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (54%) 2020-21: (32%) 2018-19: A (62%) 2017-18: A (63%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

This plan was approved by the Orange County School Board on 1/24/2023.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

To ensure every student has a promising and successful future.

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Wieckowski, Mark	Principal	Mark Wieckowski will serve as the instructional leader at Killarney. Dr. Wieckowski will assist, support, and observe teachers with their data-driven decisions making skills to ensure that all students are meeting or exceeding academic and social/emotional expectations.
Torres, Joshua	Assistant Principal	The assistant principal supports the principal in all administrative duties listed above. Together the principal and the assistant principal serve as the instructional leaders on campus. Monitoring Curriculum and instruction across contents and grade levels via data meetings, classroom observations. Maintaining a safe and supportive environment by overseeing safety training and drills and restorative practices in behavior. Ensuring building and facilitate are well maintained and creating a welcoming environment. Collaboration with school leaders on instruction, data, and school wide events.
Wysong, Donna	Instructional Coach	Donna Wysong will serve as the Instructional Coach for the school. Ms. Wysong will also support teachers with enhancing instructional strategies using data to meet the needs of each learner. Demonstrate and model best practices through large group, small group, or one-on-one activities, with a focus on K-5th ELA/Science classrooms.
Rowe, Carlton	Curriculum Resource Teacher	Carlton Rowe will serve as the school's Curriculum Resource Teacher, and Behavior Resource Teacher. Mr. Rowe will support teachers by being a social/emotional learning resource, and science coaching utilizing data to support instructional strategies.
Aquiar, Maria	Guidance Counselor	The school counselor, Maria Aguiar will be responsible for the social emotional wellness of the learners. Through the use of small group instruction and classroom support to teachers Ms. Aguiar will provide a developmental, systematic comprehensive program addressing the academic, and interpersonal/social needs of all students.
Cannon, Dawn	Staffing Specialist	Dawn Cannon will serve as the school's Staffing Specialist. Ms. Cannon will also support teachers with enhancing instructional strategies using data to meet the needs of learners with disabilities. Additionally, Ms.

Name	Position Title	Job Duties and Responsibilities
		Cannon provides compliance support for teachers who service our ESE population.
Gutch, Brandi	Instructional Technology	Brandi Gutch will serve as the school's Medial Specialist and Digital Coach. Ms. Gutch will support teachers with enhancing instructional strategies using the digital curriculum.
Soto, Melissa	Math Coach	Mrs. Soto will demonstrate and model best practices through large group, small group, or one-on-one activities, with a focus on K-5th Math classrooms. Co-teach and debrief lessons while examining student learning through a gradual release of responsibility. Model effective instruction as defined by the elements of the teacher evaluation system. Assist teachers in analyzing student data and developing action plans for differentiated instruction. Stay current with research-based instructional best practices to improve achievement for all students with a focus to close the achievement gap.
Koonce, Caroline	Behavior Specialist	Mrs. Koonce will support the Dean to provide services to students in which behaviors impede their learning. In addition, the behavior specialist will assist in the following: Development of Behavior Intervention Plans, conduct observations, record reviews, and interviews, provide staff development on various behavior topics, and model for staff and teachers specific behavior interventions. Provides classroom consultation services for staff who request it. This is a collaborative process that involves observations, recommendations, modeling of behavior interventions strategies, planning sessions, and follow up support.

Demographic Information

Principal start date
Wednesday 7/20/2022, Mark Wiekowski

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
23

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Total number of teacher positions allocated to the school

30

Total number of students enrolled at the school

340

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

13

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

9

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	49	46	58	47	65	63	0	0	0	0	0	0	0	328
Attendance below 90 percent	7	18	13	28	15	12	0	0	0	0	0	0	0	93
One or more suspensions	1	0	2	2	0	8	0	0	0	0	0	0	0	13
Course failure in ELA	5	6	0	3	10	15	0	0	0	0	0	0	0	39
Course failure in Math	2	3	0	4	16	18	0	0	0	0	0	0	0	43
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	17	12	20	0	0	0	0	0	0	0	49
Level 1 on 2022 statewide FSA Math assessment	0	0	0	21	10	12	0	0	0	0	0	0	0	43
Number of students with a substantial reading deficiency	0	0	0	11	14	19	0	0	0	0	0	0	0	44
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	5	13	20	0	0	0	0	0	0	0	38

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

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

Date this data was collected or last updated

Saturday 8/20/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	17	69	72	70	82	53	0	0	0	0	0	0	0	363
Attendance below 90 percent	0	13	16	13	15	14	0	0	0	0	0	0	0	71
One or more suspensions	0	0	2	3	2	2	0	0	0	0	0	0	0	9
Course failure in ELA	0	0	0	3	4	0	0	0	0	0	0	0	0	7
Course failure in Math	0	0	0	0	3	4	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	5	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Number of students with a substantial reading deficiency	0	10	1	11	8	9	0	0	0	0	0	0	0	39

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	17	69	72	70	82	53	0	0	0	0	0	0	0	363
Attendance below 90 percent	0	13	16	13	15	14	0	0	0	0	0	0	0	71
One or more suspensions	0	0	2	3	2	2	0	0	0	0	0	0	0	9
Course failure in ELA	0	0	0	3	4	0	0	0	0	0	0	0	0	7
Course failure in Math	0	0	0	0	3	4	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	5	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Number of students with a substantial reading deficiency	0	10	1	11	8	9	0	0	0	0	0	0	0	39

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	49%	57%	56%	33%			52%	57%	57%
ELA Learning Gains	68%	62%	61%	26%			65%	58%	58%
ELA Lowest 25th Percentile	63%	50%	52%				60%	52%	53%
Math Achievement	42%	61%	60%	35%			59%	63%	63%
Math Learning Gains	58%	66%	64%	32%			69%	61%	62%
Math Lowest 25th Percentile	54%	56%	55%				64%	48%	51%
Science Achievement	43%	56%	51%	32%			63%	56%	53%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	49%	55%	-6%	58%	-9%
Cohort Comparison		0%				
04	2022					
	2019	45%	57%	-12%	58%	-13%
Cohort Comparison		-49%				
05	2022					
	2019	49%	54%	-5%	56%	-7%
Cohort Comparison		-45%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	44%	62%	-18%	62%	-18%
Cohort Comparison		0%				
04	2022					
	2019	58%	63%	-5%	64%	-6%
Cohort Comparison		-44%				
05	2022					
	2019	57%	57%	0%	60%	-3%
Cohort Comparison		-58%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	56%	54%	2%	53%	3%
Cohort Comparison						

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	12	33	36	4	35	20	10				
ELL	45	71		53	69						
ASN	80			100							
BLK	33	61		30	56		27				
HSP	49	77	70	36	66	80	50				
MUL	45			45							
WHT	63	61		48	47		55				
FRL	39	68	60	29	57	52	28				

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	13			12							
ELL	43			50							
BLK	25	25		25	31		22				
HSP	39			41							
WHT	36			32							
FRL	24	13		25	30		14				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	29	57	67	38	57		50				
ELL	58	60		67	60		80				
BLK	48	59	50	48	66	65	53				
HSP	55	59		63	69		74				
WHT	51	79		71	71		69				
FRL	50	64	68	61	71	62	67				

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	31
Total Points Earned for the Federal Index	408
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	21
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	54
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	90
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	41
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	58
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	45
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	55
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

In examining the 2021-2022 FSA ELA data, the overall trend demonstrates gaps between proficiency levels among various subgroups. When comparing ethnicity groups, white students achieved 63% proficiency compared to the proficiency levels of Black students at 33%, and Hispanic students at 49%. Students who were English Language Learners achieved 45%. Students with Disabilities achieved 12% proficiency. Students classified as receiving free/reduced lunch achieved 39% proficiency.

In the 2021-2022 FSA Math data, the overall trend demonstrates gaps between proficiency levels among various subgroups. When comparing ethnicity groups, white students achieved 48% proficiency compared to the proficiency levels of Black students at 30%, and Hispanic students at 36%. Students who were English Language Learners achieved 53%. Students with Disabilities achieved 4% proficiency. Students classified as receiving free/reduced lunch achieved 29% proficiency.

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

Based on the 2021-2022 FSA data, Killarney's students with disabilities demonstrate the strongest need for improvement in both ELA and Math. Currently, Killarney Elementary is below the 40% proficiency threshold in the ESSA subgroup for students with disabilities. Students with Disabilities achieved 12% proficiency in ELA and 4% proficiency in Math.

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

The contributing factor needed for ELA improvement among students with disabilities is improving decoding skills. Below grade-level students struggle with understanding grade-level text due to lack of phonological foundational skills. To address this deficiency, students will receive phonological instruction

through the Systematic Instruction in Phoneme Awareness, Phonics and Sight Words (SIPPS) program. This program takes a systematic approach in the teaching of phonics. Research demonstrates that the program has a significant impact on students phonological skills.

The contributing factor needed for Math improvement among students with disabilities is improving basic math fact automaticity. Below grade-level students struggle with understanding grade-level math concepts without a strong foundation of math facts. To address this deficiency, students will work with the Reflex Math program. Reflex Math is a web-based, educational program that is adaptive and individualized per student. The program continuously monitors each student's math fluency performance to create a targeted individualized experience for every child. Research demonstrates that the program has a significant impact on students basic math skills.

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

The FSA ELA data among white students demonstrated the most significant improvement in all components moving from 36% on the 2020-2021 FSA to 63% on the 2021-2022 FSA. Additionally on FSA ELA, Hispanic students moved from 39% on the 2020-2021 FSA ELA assessment to 49% on the 2021-22 FSA ELA assessment. Black students moved from 25% on the 2020-2021 FSA ELA assessment to 33% on the 2021-2022 FSA ELA assessment.

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

We attribute the successes in ELA on 2021-2022 FSA to our targeted focus on alignment of task and target to the standards in Tier I core instruction and ensuring that students of all populations had equitable access to this rigorous instruction. During the 2021-2022 school year, additional actions taken included providing training on small group instruction in ELA instruction, a new structure for scheduled collaborative nine week ELA planning and development of standards aligned action plans, and the use of i-Ready assessments and instructional data to more accurately plan tiered intervention supports.

To continue increasing proficiency in ELA for 2022-2023, teachers will utilize the i-Ready monthly growth monitoring assessments in adjusting each students "My Path" learning opportunities. Additional focus will be on consistent adherence among grade level teams to collaboratively planned standards-aligned action plans within lessons, and consistent use of i-Ready instructional data for identifying intervention needs and appropriate intervention resources.

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

The are several strategies that will be need to be implemented in order to accelerate learning. Ongoing progress monitoring utilizing i-Ready is significant to determine areas of need. i-Ready provides two new reports aligned to the B.E.S.T standards that teachers can utilize to address their students' needs. For math, there is the "Prerequisites for Math" report which provides an overview of prior year standards needed by students to become successful in mastering the current math standards.

In ELA, i-Ready provides the "Grade-Level Scaffolding" report which provides an overview of prior year standards needed by students to become successful in mastering the current reading standards. Reviewing these reports at the beginning of each lesson will provide teachers with valuable information concerning the B.E.S.T. standards and its progression from previous years. This is important, prior year standards were not taught in the 2021-2022 school year. This will provide essential scaffolding needed at the start of a lesson to establish a solid foundation of understanding before transitioning to current grade-level standard.

Additionally, students will work in academic groups on rigorous standards-based tasks. Group work will

allow team members to contribute to the success of the task and further developing their social-emotional skills in the process.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The majority of the 2021-2022 professional development activities for the school focused on students' Social and Emotional Learning (SEL). For the 2022-2023 school year, the professional development focus will be understanding and implementing the new B.E.S.T standards. While the topics are broad, the following are some of the titles of the professional development opportunities: Student Monitoring and Processing Strategies for Instruction; Aligning Student Tasks to the full intent of the Standard; and Student Evidences of Rigorous Instruction.

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

Six Interventionists were hired to provide direct remediation to students within our various subgroups during core instruction in math and ELA. These resource teachers will push into classes and provide small group instruction that focus on the prerequisites of current grade level standards and any necessary fundamental skills. The interventionist will be guided by our coaches who will provide the targeted lessons for the students. The groups will be monitored and fluid with students progressing through the intervention groups.

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

:

#1. Positive Culture and Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to subject material, by strengthening our school's culture for social and emotional learning. We will increase the proficiency levels in ELA to 54% and math to 54% on the 2022-2023 FAST. Additionally, the core team works with a broader school team and is charged with personalizing and implementing professional learning for school stakeholders, based on school and community needs. School leadership teams collaborate with stakeholders, through processes such as the School Advisory Council, to reflect on implementation and determine next steps. Development of positive culture and environment is further enhanced through district programs such as the Parent Academy. Schools utilize the Parent Engagement Liaison to bridge the community and school culture.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Killarney will utilize the data found in the Alex Incident/SESIR data indicator data. We will look to decrease the number of suspension to below the state rate 1 per 100 students. Additionally, we will utilize the Panorama School survey to measure our outcomes. For the 2021-2022 school survey, 63% of the students surveyed had a feeling of belonging to the school community. This was below the district's 66%. Killarney would look to increase this percentage to 70% for the 2022-2203 school year.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Killarney will utilize the Panorama School survey to monitor outcomes. Additionally, classroom walkthrough data collected will provide trend data. Finally, discipline data will be collected daily and analyzed weekly looking for trends that require attention. The discipline team, consisting of the school's Principal, Assistant Principal, Dean, and Behavior Specialist, will meet weekly to discuss various behavioral strategies to implement for students with repeated misconduct.
Person responsible for monitoring outcome:	Mark Wieckowski (mark.wieckowski@ocps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Killarney will plan and implement two cycles of professional learning to provide training. Opportunities for safe practice and examination of impact data. We will monitor and measure the impact of our implemented professional learning through analysis of the Culture and Climate continuum, needs assessments, classroom observations, school environment observations, and implementation surveys. We will modify our plan of action as indicated by data, student needs, staff needs, and family needs.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this	In order to achieve large-scale and sustainable improvement, it is necessary to invest in the collective capacity of a school building, including its families. To strengthen a culture of social and emotional learning with families, staff, and students, it is critical to harness the professional skills and leadership capabilities of everyone in the school. Through a distributive leadership model, our school will strengthen the integration of instructional strategies and deliberate school supports necessary for collective

specific strategy. Describe the resources/ criteria used for selecting this strategy.	organizational improvement and change. Research indicates that for sustainable improvement efforts to be realized, collective ownership is necessary. Through a distributive leadership model our school will implement efficient and sustainable continuous improvement practices that will support the social, emotional, and academic development of every student.

Action Steps to Implement

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

1. Implement year two of the school-wide Social and Emotional Learning (SEL) curriculum, Caring School Community which is a comprehensive, research-based social and emotional learning program that builds school-wide community, develops students' social skills, and enables a transformative stance on discipline. Caring School Community is built around the following principles and key features: a focus on the whole school community; relationships; a focus on community, not compliance; creating calm, orderly learning environments; and addressing inequitable discipline practices.

Person Responsible	Mark Wieckowski (mark.wieckowski@ocps.net)

2. Provide new to Killarney teachers with professional development on implementation of Caring School Community program found in the year one program.

Person Responsible	Maria Aguiar (maria.aguiar@ocps.net)

3. Provide ongoing professional development to support teachers with the implementation of the Caring School Community year two program.

Person Responsible	Maria Aguiar (maria.aguiar@ocps.net)

4. Administer Panorama School Survey to determine the Social and Emotional Learning (SEL) student responses. Success of year two of Caring School Community, would be a 70% favorability response rate on the overall SEL rate.

Person Responsible	Maria Aguiar (maria.aguiar@ocps.net)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Based on previous 2021-2022 FSA data, Killarney's math proficiency was 42%. This was an increase from 35% on the 2020-2021 FSA. In 2019-2020, the math proficiency on FSA was 59%. The drop between 59% and 42% proficiency creates a critical need for Killarney.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Killarney will increase math proficiency achievement levels for 3rd - 5th graders from 42% to 55% on the 2022-2023 Math FAST Assessment.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Student will receive monthly growth monitoring on i-Ready for math to track progress between the months. This data will drive intervention instruction prior to the i-Ready diagnostics. FAST Math is given three times per year and is an additional method for tracking data.
Person responsible for monitoring outcome:	Mark Wieckowski (mark.wieckowski@ocps.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Killarney will be implementing Orange County Public Schools Minority Achievement Office's Acceleration Program as part of our after school tutoring program for struggling students where they are front-loaded key vocabulary and concepts for upcoming standards.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	The Acceleration Program is a researched-based strategy the teacher uses to provide students predetermined guidance and reminders for applying necessary skills, strategies, and behaviors to be successful in upcoming lessons. Students selected for this program, are students who are one year below their current grade level on the i-Ready Beginning and Middle of the Year diagnostic assessments.

Action Steps to Implement

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

1. Students will be identified as being one grade below their current grade level
using the Beginning of the Year i-Ready Math diagnostic. Students will be monitored at the beginning and middle of the year using Standard Based Unit Assessments and the i-Ready diagnostic assessment to determine placement throughout the year. In addition, areas of deficiency in math will be identified for each student and those will be monitored using Standard Based Unit Assessments. The data will be graphed on a bi-weekly basis and discussed twice monthly. The after school tutoring program runs for 24 weeks on Tuesdays and Thursdays. Student can be added at any time to the program.

Person Responsible   Mark Wieckowski (mark.wieckowski@ocps.net)

2. Identified teachers will be trained on the Acceleration Program provided by Orange County
Public Schools Minority Achievement Office representatives

Person Responsible   Mark Wieckowski (mark.wieckowski@ocps.net)

3. During the week, students will receive after school instruction utilizing the Acceleration Program
provided by
teachers on Tuesdays and Thursdays for one hour each day.

Person Responsible   Donna Wysong (donna.wysong@ocps.net)

4. Student will receive monthly growth monitoring on i-Ready for Math to track progress.

Person Responsible   Donna Wysong (donna.wysong@ocps.net)

5. Student groups will be fluid based on the monthly progress monitoring allowing more students to be
targeted for the program.

Person Responsible   Mark Wieckowski (mark.wieckowski@ocps.net)

#3. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on previous data, Killarney will need to increase ELA proficiency. ELA Proficiency for 2022 was at 49%. The i-Ready Progress Monitoring data supports this for the 2021-22 school year. It is a critical need due to the fact that elementary school foundational skills are the cornerstone for academic achievement in higher-level ELA courses. On the most recent Florida Standards Assessment (FSA), data indicated that, (50% or more) 67%, Killarney will need to increase ELA proficiency. ELA Proficiency for 2022 was at 49%. The i-Ready progress monitoring data supports this for the 2021-22 school year. It is a critical need due to the fact that elementary school foundational skills are the cornerstone for academic achievement in higher-level ELA courses. On the most recent Florida Standards Assessment (FSA), data indicated that 50% or more of students scored below a level 3 in English Language Arts (ELA).
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Killarney ES will increase ELA proficiency achievement levels for 3rd - 5th from 49% to 55% on the 2023 ELA FAST Assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Student will receive monthly growth monitoring on i-Ready for ELA to track progress. This data will drive instruction prior to the i-Ready diagnostics.
Person responsible for monitoring outcome:	Mark Wieckowski (mark.wieckowski@ocps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. This instructional practice has a effective level of evidence. Killarney will be implementing Orange County Public Schools Minority Achievement Office's Acceleration Program during our intervention times for struggling students who are one year below their current grade level where teachers front-load key vocabulary and concepts for upcoming standards. The Systematic Instruction in Phoneme Awareness, Phonics and Sight Words (SIPPS) will be used with students who are two grade levels below their current grade level.
Rationale for Evidence-based Strategy:	The Acceleration Program is a researched-based strategy the teacher uses to provide students predetermined guidance and reminders for applying necessary skills, strategies, and behaviors to be successful in upcoming lessons. Students selected for this program, are students who are one year below their current grade level on the i-

Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Ready Beginning and Middle of the Year diagnostic assessments.
	The SIPPS program provides research based evidence on the systematic instructional model that successfully boosts literacy rates and directly addresses the needs of struggling students.

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

1. Students will be identified as being one grade level below their current grade level using the Beginning of the Year i-Ready ELA diagnostic will be assigned to the Acceleration Program. Students identified as two years below will be assigned the SIPPS program.

Person Responsible	Mark Wieckowski (mark.wieckowski@ocps.net)

2. Identified teachers who will be trained on either Acceleration Program or the SIPPS Program.

Person Responsible	Mark Wieckowski (mark.wieckowski@ocps.net)

3. A daily rotation schedule will be created for these students during Fundamental Basic Skills, FBS, (grade-level intervention time) that feeds into the Acceleration and SIPPS Programs

Person Responsible	Mark Wieckowski (mark.wieckowski@ocps.net)

4. Students will receive monthly growth monitoring on i-Ready ELA to track progress. Additionally, as part of the SIPPS programs, students receive progress monitoring every tenth lesson.

Person Responsible	Donna Wysong (donna.wysong@ocps.net)

5. Student groups will be fluid based on the monthly progress monitoring allowing more students to move between programs.

Person Responsible	Mark Wieckowski (mark.wieckowski@ocps.net)

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

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

- ◦ The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- ◦ The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- ◦ Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

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

Based on the i-Ready end of the 2021-2022 year diagnostic assessment, an average of 57% of students Kindergarten - 2nd grade scored as proficient. 78% of Kindergarteners scored as being on grade level; 53% of the 1st graders scored on grade level; and 40% of the 2nd graders scored on grade level. The data demonstrates that the 2nd graders were under the 50% proficient level in ELA.

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

Overall, 49% of 3rd - 5th grade students achieve a level 3 or higher on the 2021-2022 FSA ELA assessment. 46% of 3rd graders score a level 3 or high on the FSA ELA assessment; 57% of 4th graders scored a level 3 or higher on the FSA ELA assessment; and 41% of 5th graders scored a level 3 or higher on FSA ELA assessment. The data demonstrates that the 3rd and 5th graders were under the 50% proficient level in ELA.

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

- ◦ Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- ◦ Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- ◦ Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

STAR will be utilized in measuring the outcomes for students in grades K - 2nd. Students will be given the beginning of the year assessment, followed by a middle of the year assessment, and finally an end of the year assessment. The expected outcome for the end of the year assessment with be that 51% of students in each grade level will be proficient.

Grades 3-5: Measureable Outcome(s)

FAST will be utilized in measuring the outcomes for students grades 3rd - 5th. Students will be given the beginning of the year assessment, followed by a middle of the year assessment, and finally an end of the year assessment. The expected outcome for the end of the year assessment with be that 51% of students in each grade level will be proficient.

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

This Area of Focus will be monitored using the following data points:
*i-Ready Diagnostics will be given three times per year for all students.
*i-Ready Growth Monitoring will take place once every month for all students.
*Classroom Walkthroughs will take place weekly conducted by the leadership team with specific "look-fors" in effective instructional practices aligned to the rigor of the B.E.S.T standards.
*District Standards Based Unit Assessments are given to all students. The assessments focus on the B.E.S.T standards being taught for a specific period of time.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Wysong, Donna, donna.wysong@ocps.net

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

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

The curriculum utilized in the 120 minute ELA block for grades K - 5th is Wonders. The program has been vetted by OCPS as being aligned to the rigor of the B.E.S.T standards. Additionally, students will be pulled outside of the ELA block and provided interventions to close their gaps. The program utilized the Systematic Instruction in Phoneme Awareness, Phonics and Sight Words (SIPPS) resource which has been vetted by OCPS as being aligned to the B.E.S.T Standards. Students take a monthly growth monitor diagnostic through the I-Ready program. This diagnostic provide an overview of students' gaps which can then be remediate during the ELA block.

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

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

Utilizing the monthly i-Ready growth monitoring diagnostic assessment in conjunction with the Wonders and Systematic Instruction in Phoneme Awareness, Phonics and Sight Words (SIPPS) curriculum addresses the individual student's' needs in all grade levels. This combination in the past has provided clear insight on students' needs and improvement in their achievement.

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

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring
1. Students will be identified as being one grade level or less below their current grade level using the beginning of the Year I-Ready ELA diagnostic. Systematic Instruction in Phoneme Awareness, Phonics and Sight Words (SIPPS) has its own progress monitoring tools and is monitored every tenth lesson.	Wieckowski, Mark, mark.wieckowski@ocps.net
2. Based on I-Ready Beginning of the year assessment all students will be placed in Fundamental Basic Skills, (FBS) groups. A daily rotation schedule will be created for all students during Fundamental Basic Skills, (FBS). This is (grade-level intervention time) that feeds into the trained Systematic Instruction in Phoneme Awareness, Phonics and Sight Words (SIPPS) teachers.	Wysong, Donna, donna.wysong@ocps.net
3. Students will receive monthly growth monitoring on I-Ready, for ELA, to track progress.	Wysong, Donna, donna.wysong@ocps.net
4. Professional Development will be provided every quarter to support the Systematic Instruction in Phoneme Awareness, Phonics and Sight Words.	Wysong, Donna, donna.wysong@ocps.net

Positive Culture & Environment
A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

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

In order to establish a positive school culture and climate, all schools engage in ongoing, district-wide professional learning on leveraging social and emotional learning as well as leadership for student success. Through a distributive leadership model, schools use social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise in all students. Through this professional learning, schools across the district use the CASEL Core Competencies as a common language to support a positive culture of social and emotional learning and connect cognitive and conative strategies to support student success.

Schoolwide, students are learning and practicing ways to communicate. Through the many different interactions they have in hallways, lunchrooms, libraries, and non-structured times with peers. Our leadership team plays a big role in shaping schoolwide policies, culture and climate that support the Social Emotional Learning of all students. As elementary students navigate peer pressure and other challenges, it is essential that every student has a supportive relationship with at least one caring relationship at school. Elementary students are navigating and adjusting to a new environment and can benefit from additional structures that support relationship-building and community-building, for example by pairing Fifth Graders and Kindergarten buddies. Professional learning about Social Emotional Learning and students' developmental needs, as well as practices to strengthen adult Social Emotional Learning, can support school staff in better understanding how to build relationships with students. In addition for the 2022-2023 school year all instructional staff are participating in a book study. All staff
are reading "Lost at School" by Dr. Ross Greene.

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

A core team of teachers and administrators from each school, which includes a mental health designee, attend this district-wide professional learning throughout the year. The core team works with a broader school team and is charged with personalizing and implementing professional learning for staff and families, based on school and community needs. School leadership teams collaborate with students, staff, and families, through processes such as the School Advisory Council, to reflect on implementation and determine next steps. Development of positive culture and environment is further enhanced through school based and district-wide opportunities focused on building capacity in families to support continuous school improvement and student success. Schools strategically utilize staff to bridge the community and school, connect families with resources, and build a culture for authentic family engagement in school staff.