

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

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Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

School Name: KILLARNEY ELEMENTARY

District Name: Orange

Principal: Evangeline Slaughter

SAC Chair: Co-Chair Evangeline Slaughter and Alicia Kroher

Superintendent: Dr. Barbara Jenkins

Date of School Board Approval: January 29, 2013

Last Modified on: 1/26/2013

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

School Grades Trend Data
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Evangeline Slaughter	BA Elementary Education; M.Ed. Curriculum and Instruction; ED. S. Educational Leadership		2	Prior Performance Information- 2011-2012; B grade; 46% met high standards in reading, 33% met high standard in math, 73% met high standards in writing; 14% met high standards in science; 77% made learning gains 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; 2010-2011; A grade; 79% met high standards in reading, 83% 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

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Julie Stowell	Elementary Education	17	6	<p>School Grade-B 2012 High Standards Reading-51% High Standards Math-59% High Standards Writing-83% High Standards Science-45% Lowest 25% Reading-56% Lowest 25% Math-79%</p> <p>School Grade-A 2011 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%</p> <p>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%</p>
Math/Curriculum Resource Teacher and Instructional Coach	Erin Braden	Elementary Education	8		<p>School Grade-B 2012 High Standards Reading-51% High Standards Math-59% High Standards Writing-83% High Standards Science-45% Lowest 25% Reading-56% Lowest 25% Math-79%</p>

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	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, through constant monitoring of best practices in the classroom and instructional coaching.	Leadership Team and Secretary	Ongoing	
2				

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
0	

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

**When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).*

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
34	2.9%(1)	17.6%(6)	44.1%(15)	35.3%(12)	11.8%(4)	100.0%(34)	11.8%(4)	0.0%(0)	47.1%(16)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Jennifer Hepker	Kalie Dillworth	Jennifer Hepker has taught first grade for more than seven years. She was the RtI coach last year, part of the Common Core Black Belt team, and is also involved in many school-wide activities and committees.	Meet on a weekly basis Mentee will be given opportunities to observe mentor and other teachers on first grade team Mentor will observe mentee Mentee will meet with Instructional Coach to discuss Professional Competencies Mentee will complete Year Two Induction Program on PDS Online
Peggy Lewis	Merescil Gamboa	Peggy Lewis is a veteran teacher who has taught primary grades for 19 years. She is ESOL endorsed, has strong classroom management, and is competent in implementing best practices.	Meet on a weekly basis Mentee will be given opportunities to observe mentor and other teachers on Kindergarten team Mentor will observe mentee Mentee will meet with Instructional Coach to discuss Professional Competencies Mentee will complete the Beginning Teacher Portfolio
Susan Silverman	William Targowski	Susan Silverman has taught at Killarney for six years. She is ESOL endorsed, has the Clinical Educator certification, and exhibits excellent classroom management. She is also the team leader for third grade.	Meet on a weekly basis Mentee will be given opportunities to observe mentor and other teachers on Kindergarten team Mentor will observe mentee Mentee will meet with Instructional Coach to discuss Professional Competencies

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

Killarney Elementary is a Title I school, therefore it receives additional federal funding for use with high needs students. The majority of our Title I funds are used to fund staff positions and provide additional instructional support. The remainder of the funds are used for staff development, instructional materials and parental involvement activities.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

The district receives Title II funds which are subsequently distributed to schools to be utilized for staff development activities for school-based staff. At Killarney, funds will be used to provide staff development in the areas of reading and math.

Title III

Services are provided through the district for educational materials and ELL district support services to improve the education of English Language Learners. Any additional funds are distributed to the school for purchase of instructional materials.

Title X- Homeless

The district and school-based personnel provide resources such as clothing, school supplies, and social services referrals for students identified as homeless (under the McKinney-Vento Act).

Supplemental Academic Instruction (SAI)

SAI funds will be utilized to provide tutoring for students needing intensive reading and math interventions.

Violence Prevention Programs

The Orange County Sheriff Department provides a specific program under the MAGIC Program for fourth and fifth graders. The program culminates with the students signing a pledge to be drug and violence free. Our dean has established a red ribbon campaign which promotes drug free attitudes. The dean is also implementing a "bully free" program as well.

Nutrition Programs

Our Physical Education department provides instruction in how to make healthy food choices. Students are given an opportunity to plan healthy meal selections for breakfast, lunch, snack and dinner. Food services manager displays the food pyramid which has suggested nutritional daily portion requirements for healthy eating.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Killarney Elementary's School-Based RtI Leadership Team:
Evangeline Slaughter, Principal
Allison Gallo, Dean
Erin Braden, CRT
Julie Stowell, Reading Coach
Don Weisbach, Staffing Specialist
Jennifer Hepker, Teacher
Rebecca Tutton, School Psychologist
Dana Rehm, Social Worker

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

During weekly team meetings with grade levels, the principal and the members of the RTI team will work with teachers to gather/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.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

The RtI 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 RtI 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, Write Score tests, SuccessMaker, Envision assessments, Edusoft mini-assessments, benchmark assessments, iReady interventions, FAIR data and Discipline Referrals.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

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

Describe the plan to train staff on MTSS.

The training and implementation of RtI is an ongoing process. The school's RtI team conducted an RtI staff development in the summer of 2012. Staff members were provided with information on how to identify students that may need support. Trainings and meetings continued throughout the year. Jennifer Hepker, our RtI coordinator, facilitates all the meetings. The School Psychologist, Rebecca Tutton is also working closely with the RtI team. This process will continue throughout the 2012-2013 school year.

Describe the plan to support MTSS.

The MTSS process will be supported by 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.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

Our school-based literacy team consists of the Principal, Curriculum Resource Teacher, Reading Coach, Administrative Dean and Staffing Specialist.

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

The LLT will meet weekly as a group and with grade levels to develop a plan that includes professional development, planning and progress monitoring.

What will be the major initiatives of the LLT this year?

The LLT will meet to develop a plan that includes professional development, planning and progress monitoring. The team will meet regularly to analyze data and problem-solve ways to meet the instructional needs of all students. The team will discuss RtI interventions and enrichment strategies with the faculty and monitor the implementation.

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 9/14/2012)

*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

The students are exposed to developmentally appropriate activities that build cognitive/oral language development, literacy activities through songs, finger plays, stories and movement. Small group instruction includes direct instruction in reading, math, science, social studies and art concepts. Learning centers are utilized to include instructional strategies from the Kindergarten Common Core State Standards. Differentiated instruction and independent opportunities for practice are provided. Daily observation is conducted to monitor the progress of students and enrichment is provided as needed. Interventions are given as needed to ensure that students are progressing and enter Kindergarten with the readiness skills outlined in the FLKRS screening tool.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

N/A

*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

N/A

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

Postsecondary Transition

Note: Required for High School - Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	In order to meet the Superintendent's 11 essential outcomes, the OCPS K-12 Reading Plan, and to ensure that our students receive quality reading instruction, the 2013 FCAT reading goal for student mastery is to increase 3 to 5 percentage points. We will increase from 29% (61 students) to 32% (70) of students in grades 3,4, and 5 achieving proficiency in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3,4, and 5, 29% (61 students) of students achieved proficiency (Level 3) on the reading portion of the 2012 FCAT.	For grades 3,4,and 5, 32% (70) of students who will be tested will achieve mastery on the 2013 FCAT reading test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Transient/Homeless Population	Follow the Order of Instruction with fidelity using the core curriculum and interventions Implement Balanced Literacy strategies (read aloud, shared reading, guided reading) Provide free breakfast for all students Provide access to the food pantry on campus as well as to Second Harvest Food Bank Provide backpacks with supplies for all new students	Leadership Team Registrar Classroom Teachers	Checklist Monthly report sent to Second Harvest Food Bank	Benchmark tests, Lexile Parent Climate Survey
2	Students with learning disabilities	Implement accommodations with fidelity Intensive small group instruction with push-in support	Leadership Team ESE Team Classroom Teachers	Classroom Walkthroughs, RTI/PLC Data Meetings	Benchmark tests given throughout the year, Lexile, FAIR, FCAT, OCPS Continuum, iReady, PA, CORE Phonics Survey
3	Bottom 30% of students (non-ESE) and Truancy	Push-in for intervention groups Pull-out as needed	RTI Team	Biweekly progress monitoring	OCPS Continuum (K-5), Edusoft Mini-assessments, i-Ready, FAIR, attendance records
4	Parent involvement	Hold parenting workshops (twice per year) Report Card Conference Night (twice per year)	Leadership team Classroom teachers	Parent conferences	Sign-in sheets Parent Climate Survey ProgressBook

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment:
Students scoring at Levels 4, 5, and 6 in reading.

Reading Goal #1b:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.

Reading Goal #2a:

In order to meet the Superintendent's 11 essential outcomes, the OCPS K-12 Reading Plan, and to ensure that our students receive quality reading instruction, the 2013 FCAT reading goal for student mastery is 3 to 5 percentage points. We will increase from 20% (42 students) to 23% (50) of students in grades 3, 4, and 5 achieving proficiency in reading.

2012 Current Level of Performance:

2013 Expected Level of Performance:

20% (42) of students in grades 3, 4, and 5 scored at Level 4 or above on the FCAT 2.0 Reading test.

In grades 3,4, and 5, 23% (50) of students will achieve above proficiency on the 2013 FCAT 2.0 Reading test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Homeless Population	<p>Increase rigor</p> <p>Provide additional enrichment opportunities</p> <p>Provide increased opportunities for independent reading and research</p> <p>Provide any materials needed to complete research projects</p>	<p>Leadership Team</p> <p>Classroom Teachers</p> <p>Media Specialist</p>	<p>PLC</p> <p>Data Meetings</p>	Benchmark tests given periodically throughout the year, Lexile, iReady, FAIR, FCAT
2	Students with learning disabilities	<p>Implement accommodations with fidelity</p> <p>Increase exposure to core curriculum through push-in</p>	<p>Leadership Team</p> <p>ESE Team</p> <p>Classroom Teachers</p>	<p>Classroom Walk-throughs</p> <p>RTI</p> <p>PLC</p> <p>Data Meetings</p>	Benchmark tests, Lexile, iReady, FAIR, FCAT

3	Truancy	Meetings with parents Incentive program (i.e. Renaissance)	Classroom Teachers Registrar Dean Principal	Progress Monitoring	Attendance records
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	In order to meet the Superintendent's 11 essential outcomes, the OCPS K-12 Reading Plan, and to ensure that our students receive quality reading instruction, the 2013 FCAT reading goal for student mastery is 3 to 5 percentage points. We will increase from 58% (120 students) to 61% (133) of students in grades 3, 4, and 5 achieving proficiency in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (120) of students in grades 3, 4, and 5 made Learning Gains on the 2012 FCAT 2.0 Reading test.	Learning Gains will increase from 58% (120) students to 61% (133) of students in grades 3, 4, and 5.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Transient/Homeless Population	Follow the Order of Instruction with fidelity using the core curriculum and interventions Implement Balanced Literacy strategies (read aloud, shared reading, guided reading) Provide free breakfast for	Leadership Team Registrar Classroom Teachers	Checklist Monthly reports sent to Second Harvest Food Bank	Parent Climate Survey Benchmark and Lexile tests

		all students Provide access to the food pantry on campus as well as to Second Harvest Food Bank Provide backpacks with supplies for all new students			
2	Students with learning disabilities	Follow the Order of Instruction with fidelity using the core curriculum and interventions Implement Balanced Literacy strategies (read aloud, shared reading, guided reading) Provide free breakfast for all students Provide access to the food pantry on campus as well as to Second Harvest Food Bank Provide backpacks with supplies for all new students	Leadership Team ESE Team Classroom Teachers	Classroom Walkthroughs, RTI/PLC Data Meetings	Benchmark tests given throughout the year, Lexile, FAIR assessment, iReady, FCAT, PA/CORE Phonics Survey
3	Implementing new reading supplemental material	Provide training to faculty	Leadership Team Tech Coordinator (TC)	Biweekly progress monitoring	iReady reports
4	Bottom 30% of students (non-ESE) and truancy	Push-in for intervention groups	RTI Team	Biweekly progress monitoring	OCPS Continuum (K-5) Edusoft mini-assessments iReady FAIR data Attendance records
5	Parent Involvement	Hold parenting workshops (twice per year) Report Card Conference Night (twice per year) Host a Curriculum Night for parents and students.	Leadership team Classroom teachers	Parent conferences	Parent sign-in sheets Parent Climate Survey ProgressBook Planners
6					

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment:
Percentage of students making Learning Gains in reading.

Reading Goal #3b:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	To facilitate our students' growth, meet the Superintendent's goals, and the OCPS K-12 Reading Plan, our students in the lowest 25% making Learning Gains in Reading will increase from 56% (116 students) to 59% (122 students).
2012 Current Level of Performance:	2013 Expected Level of Performance:
56% (116) of students in the lowest 25% made Learning Gains on the FCAT 2.0 Reading test.	Students in grades 3,4, and 5 of the lowest 25% making Learning Gains will increase from 56% (116 students) to 59% (122) on the FCAT 2.0 Reading test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Transient/Homeless Population	Follow Order of Instruction with fidelity using core curriculum and interventions Implement Balanced Literacy strategies (read alouds, shared reading, guided reading) Provide free breakfast for all students Provide access to the food pantry on campus as well as to Second Harvest food bank Provide backpacks with supplies to all new students	Leadership Team Registrar Classroom Teachers	Checklist Monthly reports sent to Second Harvest Food Bank	Benchmark tests, Lexile Parent Climate Survey
2	Students with Learning Disabilities	Implement accommodations with fidelity Intensive small group instruction with push-in support	Leadership Team ESE Team Classroom Teachers	Classroom Walkthroughs, RTI/PLC Data Meetings	Benchmark tests given periodically throughout the year, Lexile, FAIR, FCAT, OCPS Continuum, iReady, PA/CORE Phonics Survey
3	Parent Involvement	Parenting workshops (given at least twice during the school year) Report Card Conference Night (once per semester)	Leadership Team Classroom Teachers	Parent conferences	Parent Climate Survey ProgressBook Planners
	Truancy	Incentive program (i.e. Renaissance)	Leadership Team	Monitor number of students qualifying for	Attendance records

4			Classroom Teachers Registrar School Social Worker	Renaissance each grading period	Truancy meetings
5	Implementation of the district RtI process	Attend trainings Meet with school psychologist	RTI Team School Psychologist Classroom Teachers	Monitor students identified as needing Tier 2 or 3 intervention Biweekly RTI Data Meetings	Mini-assessments, Lexile, FAIR, FCAT, iReady reports, OCPS Probes

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # Our goal is to reduce the achievement gap over the next six years for White and Black students by 18.4%. Baseline Data 39.9% 2016-2017 21.3%
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Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	36.8	33.7	30.6	27.5	24.4	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	In order to meet the Superintendent's 11 essential outcomes, the OCPS K-12 Reading Plan, and to ensure that our students receive quality reading instruction, the 2013 FCAT reading goal for student mastery is to increase 3 to 5 percentage points. We will decrease from 67% (54 students) to 64% (52 students) of black students in grades 3, 4, and 5 not achieving proficiency in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In July 2012, 67% (54) of black students did not make satisfactory progress on the 2012 FCAT Reading 2.0 test. White-N/A, Hispanic-N/A, Asian-N/A, American Indian-N/A	By July 2013, we will decrease from 67% (54 students) to 64% (52 students) of black students in grades 3, 4, and 5 not achieving proficiency in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Transient/Homeless Population	Follow the Order of Instruction with fidelity using the core curriculum and interventions Implement Balanced Literacy strategies (read aloud, shared reading, guided reading) Provide free breakfast for all students Provide access to the food pantry on campus as well as to Second Harvest Food Bank Provide backpacks with supplies for all new students	Leadership Team Classroom Teachers Registrar	Checklist Monthly report sent to Second Harvest Food Bank	Benchmark tests, Lexile Parent Climate Survey

2	Students with learning disabilities	Implement accommodations with fidelity Intensive small group instruction with push-in support	Leadership Team ESE Team Classroom Teachers	Classroom Walkthroughs, RTI/PLC Data Meetings	Benchmark test given throughout the year, Lexile, FAIR, FCAT, OCPS Continuum, iReady, PA/CORE Phonics Survey
3	Parent Involvement	Parenting Workshops (twice per year) Report Card Conference Night (twice during the year)	Leadership Team Classroom Teachers	Parent Conferences	Sign-in sheets Parent Climate Survey ProgressBook Planners
4	Implementing new reading supplemental materials	Provide trainings for faculty	Leadership Team Tech Coordinator (TC)	Biweekly progress monitoring	iReady reports
5	Implementation of the district RtI process	Attend trainings Meet with school psychologist	RTI Team School Psychologist Classroom Teachers	Monitor students identified as needing Tier 2 or 3 intervention Biweekly RTI Data Meetings	Mini-assessments, Lexile, FAIR, FCAT, iReady reports, OCPS Probes

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	In the 2012-2013 school year, 55% (12) of English Language Learners will make satisfactory progress on the 2013 FCAT 2.0 Reading test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In the 2011-2012 school year, 48% (15) English Language Learners did not make satisfactory progress on the 2012 FCAT 2.0 Reading test.	In the 2012-2013 school year, 55% (12) of English Language Learners will make satisfactory progress on the 2013 FCAT 2.0 Reading test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The primary language that students hear in the home is their native language.	Students are given time during the day to listen to stories on tape, on the computer, and to interact with English language through classroom discussions. Students will be given the opportunity to attend after-school tutoring to help with reading skills.	CRT, Principal, Instructional Dean, Reading Coach, Staffing Specialist, and teachers	Conversations are held during PLCs to determine if the strategies are working, and changes are made as needed.	Lexile data, SuccessMaker, iReady data, Edusoft Data, FAIR data, Classroom Data, and Core Phonics assessment
2	Transient/Homeless Population	Follow the Order of Instruction with fidelity using the core curriculum and interventions Implement Balanced Literacy strategies (read aloud, shared reading, guided reading) Provide free breakfast for all students	Leadership Team Registrar Classroom Teachers	Checklist Monthly report sent to Second Harvest Food Bank	Benchmark tests, Lexile Parent Climate Survey

		Provide access to the food pantry on campus as well as to Second Harvest Food Bank Provide backpacks with supplies for all new students			
3	Parent involvement	Hold parenting workshops (twice per year) Report Card Conference Night (twice per year)	Leadership team Classroom teachers	Parent conferences	Sign-in sheets Parent Climate Survey ProgressBook Planners

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	In order to meet the Superintendent's 11 essential outcomes, the OCPS K-12 Reading Plan, and to ensure that our students receive quality reading instruction, the 2013 FCAT reading goal for student mastery is to increase 3 to 5 percentage points. We expect 13% (5) of SWD students will achieve proficiency on the 2013 FCAT 2.0 test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
There was an insufficient number of SWD to form a subgroup for the 2011-2012 FCAT year.	We expect 17% (5) of SWD will achieve proficiency on the 2013 FCAT Reading 2.0 test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Transient/Homeless Population	Follow the Order of Instruction with fidelity using the core curriculum and interventions Implement Balanced Literacy strategies (read aloud, shared reading, guided reading) Provide free breakfast for all students Provide access to the food pantry on campus as well as to Second Harvest Food Bank Provide backpacks with supplies for all new students	Leadership Team Registrar Classroom Teachers	Checklist Monthly report sent to Second Harvest Food Bank	Benchmark tests, Lexile Parent Climate Survey
2	Students with learning disabilities	Implement accommodations with fidelity Intensive small group instruction with push-in support	Leadership Team ESE Team Classroom Teachers	Classroom Walkthroughs, RTI/PLC Data Meetings	Benchmark tests given throughout the year, Lexile, FAIR, FCAT, OCPS Continuum, iReady, PA/CORE Phonics Survey
3	Bottom 30% of students (non-ESE) and Truancy	Push-in for intervention groups	RTI Team	Biweekly progress monitoring	OCPS Continuum (K-5), Edusoft Mini-assessments, i-Ready, FAIR, attendance records

4	Parent Involvement	Hold parenting workshops (twice per year) Report Card Conference Night (twice per year) Hold a Curriculum Night for parents and students.	Leadership team Classroom teachers	Parent Conferences	Parent sign-in sheets Parent Climate Survey ProgressBook Planners
5	Implementation of the district RtI process	Attend trainings Meet with school psychologist	RTI Team School Psychologist Classroom Teachers	Monitor students identified as needing Tier 2 or 3 intervention Biweekly RTI Data Meetings	Mini-assessments, Lexile, FAIR, FCAT, iReady reports, OCPS Probes

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The number of Economically Disadvantaged students in grades 3, 4, and 5 will decrease by 3% which is 50% (86) students not making proficiency on the 2013 FCAT 2.0 Reading test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
53% (93) of Economically Disadvantaged students in grades 3,4, and 5 did not make satisfactory progress on the 2012 FCAT 2.0 Reading test.	The number of Economically Disadvantaged students in grades 3, 4, and 5 will decrease by 3% which is 50% (86) students not making proficiency on the 2013 FCAT 2.0 Reading test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Transient/Homeless Population	Follow the Order of Instruction with fidelity using the core curriculum and interventions Implement Balanced Literacy strategies (read aloud, shared reading, guided reading) Provide free breakfast for all students Provide access to the food pantry on campus as well as to Second Harvest Food Bank Provide backpacks with supplies for all new students	Leadership Team Registrar Classroom Teachers	Checklist Monthly report sent to Second Harvest Food Bank	Benchmark tests, Lexile Parent Climate Survey
2	Students with learning disabilities	Implement accommodations with fidelity Intensive small group instruction with push-in support	Leadership Team ESE Team Classroom Teachers	Classroom Walkthroughs, RTI/PLC Data Meetings	Benchmark tests given throughout the year, Lexile, FAIR, FCAT, OCPS Continuum, iReady, PA/CORE Phonics Survey
3	Bottom 30% of students (non-ESE) and Truancy	Push-in for intervention groups	RTI Team	Biweekly progress monitoring	OCPS Continuum (K-5), Edusoft Mini-assessments, i-Ready, FAIR, attendance records

4	Parent Involvement	Hold parenting workshops (twice per year)	Leadership team	Parent Conferences	Sign-in sheets
		Report Card Conference Night (twice per year)	Classroom teachers		Parent Climate Survey ProgressBook Planners

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
IMS Overview	Grades K-5	Champion and Co-Champion	Classroom Teachers Resource Teachers Administrators	August 2012-May 2013	Weekly PLCs, Data Meetings, Lesson Plans, and RTI Meetings	Leadership Team
RTI	Grades K-5	RTI Team	Classroom Teachers Resource Teachers Administrators	Ongoing	Weekly PLCs, Data Meetings, Lesson Plans, and RTI Meetings	Leadership Team
Marzano Design Question 2 Overview	Grades K-5	Principal	Classroom Teachers Resource Teachers	September 2012	Weekly PLCs, Data Meetings, Lesson Plans, and RTI Meetings	Leadership Team
CIA Lesson Plans	Grades K-5	CRT	Classroom Teachers Resource Teachers Administrators	Ongoing	Weekly PLCs, Data Meetings, Lesson Plans, and RTI Meetings	Leadership Team
Marzano	Grades K-5	Principal	Classroom Teachers Resource Teachers	Ongoing	Weekly PLCs, Data Meetings, Lesson Plans, and RTI Meetings	Leadership Team
iReady	Grades 3-5	Curriculum Associates Webinar	Classroom Teachers Resource Teachers Administrators	September 2012	Weekly PLCs, Data Meetings, Lesson Plans, and RTI Meetings	Leadership Team
Common Core State Standards	Grades K-5	CCSS Black Belt Team	Classroom Teachers Resource Teachers Administrators	Ongoing	Weekly PLCs, Data Meetings, Lesson Plans, and RTI Meetings	Leadership Team

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Progress Monitoring	Imagine It Lesson Assessment materials	General Budget	\$3,691.00
			Subtotal: \$3,691.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
iReady Diagnostic	License purchase	General Budget	\$3,700.00
			Subtotal: \$3,700.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$7,391.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.

1. Students scoring proficient in listening/speaking. CELLA Goal # 1:	For the 2012- 2013 school year, 40% (17) of students taking the CELLA test will score proficient in Listening/Speaking.
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2012 Current Percent of Students Proficient in listening/speaking:

In the 2011-2012 school year, 37% (14) of students taking the CELLA test scored proficient in Listening/Speaking.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The primary language that students hear in the home is their native language.	Students are given time during the day to listen to stories on tape, on the computer, and to interact with English language through classroom discussions.	CRT, Principal, Instructional Dean, Reading Coach, Staffing Specialist, and teachers	Conversations are held during PLCs to determine if the strategies are working, and changes are made as needed.	Lexile data, SuccessMaker, iReady data, Edusoft Data, FAIR data, Classroom Data, and Core Phonics assessment
2	Students might not score at the proficiency level because they are students who have not been exposed to the English language.	Provide additional resources and support to teachers to expose students to a literacy-balanced classroom. Support staff meet with instructional staff for reading curriculum materials to be used effectively and with fidelity.	CRT, Principal, Instructional Dean, Reading Coach, Staffing Specialist, and teachers	Instructional staff is made aware by the Registrar when an ELL student enters the school as to what needs the student may have. ESOL Support staff are used strategically to support students in need of additional assistance with the push-in and pull-out model.	Lexile data, SuccessMaker, iReady data, Edusoft Data, FAIR data, Classroom Data, and Core Phonics assessment

Students read in English at grade level text in a manner similar to non-ELL students.

2. Students scoring proficient in reading.	In the 2012-2013 school year, 24% (10) of the students
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CELLA Goal #2:		taking the CELLA test will score proficient in Reading.			
2012 Current Percent of Students Proficient in reading:					
In the 2011-2012 school year, 21% (8) of students taking the CELLA test scored proficient in Reading.					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students might not have had exposure to testing situations prior to entering school.	Test students in individual and group settings. Teachers model strategies, including but not limited to SMART 7, to assist students in test preparation.	CRT, Staffing Specialist, Principal, Instructional Dean, Teachers, Paraprofessionals	Monitor student data, PLC collaboration, teacher observation	Lexile data, SuccessMaker data, iReady data, Edusoft data, FAIR data, teacher observations
2	The primary language that students hear in the home is their native language.	Students are given time during the day to listen to stories on tape, on the computer, and to interact with English language through classroom discussions.	CRT, Principal, Instructional Dean, Reading Coach, Staffing Specialist, and teachers	CD players are available for check-out to parents. Students and parents have access to computers on campus.	Lexile data, SuccessMaker, iReady data, Edusoft Data, FAIR data, Classroom Data, and Core Phonics assessment

Students write in English at grade level in a manner similar to non-ELL students.					
3. Students scoring proficient in writing.		For the 2012-2013 school year, 37% (16) of the students taking the CELLA test will score proficient in Writing.			
CELLA Goal #3:					
2012 Current Percent of Students Proficient in writing:					
In the 2011-2012 school year, 34% (13) of students taking the CELLA test scored proficient in Writing.					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students might not score at the proficiency level because they are students who have not been exposed to the English language.	Provide additional resources and support to teachers to expose students to a literacy-balanced classroom. Support staff meet with instructional staff for reading curriculum materials to be used effectively and with fidelity.	CRT, Principal, Instructional Dean, Reading Coach, Staffing Specialist, and teachers	Instructional staff is made aware by the Registrar when an ELL student enters the school as to what needs the student may have. ESOL Support staff are used strategically to support students in need of additional assistance with the push-in and pull-out model.	Lexile data, SuccessMaker, iReady data, Edusoft Data, FAIR data, Classroom Data, and Core Phonics assessment
	The primary language that students hear in	Students are given time during the day to listen	CRT, Principal, Instructional	Conversations are held during PLCs to	Lexile data, SuccessMaker,

2	the home is their native language.	to stories on tape, on the computer, and to interact with English language through classroom discussions.	Dean, Reading Coach, Staffing Specialist, and teachers	determine if the strategies are working, and changes are made as needed.	iReady data, Edusoft Data, FAIR data, Classroom Data, and Core Phonics assessment
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CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of CELLA Goals

Elementary School Mathematics Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	36% (71) of students will be expected to achieve Level 3 on the 2013 FCAT 2.0 Math test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (68) of students taking the 2012 FCAT Math 2.0 test at Killarney Elementary School scored at Level 3.	36% (71) of students will be expected to achieve Level 3 on the 2013 FCAT 2.0 Math test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack knowledge of number sense	Students will practice basic math skills daily Follow the Order of Instruction with fidelity	Leadership Team Classroom Teachers	Classroom Walkthroughs, RTI/PLC Data Meetings. Benchmark tests given throughout the year, Successmaker Morning bellwork	Benchmark tests, Successmaker, mini-assessments, FCAT
2	Students lack exposure to geometry and measurement	Students will practice basic math skills daily Follow the Order of Instruction with fidelity Increase rigor in presentation of geometry and measurement	Leadership Team Classroom Teachers	Classroom Walkthroughs, RTI/PLC Data Meetings. Benchmark tests given throughout the year, Successmaker Morning bellwork	Benchmark tests, Successmaker, mini-assessments, FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	27% (54) of students will be expected to achieve Level 4 or 5 on the 2013 FCAT Math 2.0 test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (50) of students taking the 2012 FCAT Math 2.0 test at Killarney Elementary School scored at Level 4 or 5.	27% (54) of students will be expected to achieve Level 4 or 5 on the 2013 FCAT Math 2.0 test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of math enrichment time	Increase rigor in daily instruction Follow the Order of Instruction with fidelity Integrate more challenging student-centered activities	Leadership Team Classroom Teachers	Classroom Walkthroughs, RTI/PLC Data Meetings. Benchmark tests given throughout the year, Successmaker Morning bellwork	Benchmark tests, Successmaker, mini-assessments, FCAT
2	Lack of transportation	Offer after-school tutoring to students working at or above grade level Provide transportation home from after-school tutoring	Leadership Team	Attendance at after-school tutoring	Benchmark tests, SuccessMaker reports

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	85% (168) of students taking the 2013 FCAT Math 2.0 test at Killarney Elementary School will make Learning Gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
82% (170) of students in grades 3, 4, and 5 made Learning Gains on the 2012 FCAT 2.0 Math test.	85% (168) of students taking the 2013 FCAT Math 2.0 test at Killarney Elementary School will make Learning Gains.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack knowledge of number sense	Students will practice basic math skills daily Follow the Order of Instruction with fidelity	Leadership Team Classroom Teachers	Classroom Walkthroughs, RTI/PLC Data Meetings. Benchmark tests given throughout the year, Successmaker Morning bellwork	Benchmark tests, Successmaker, mini-assessments, FCAT
2	Students lack exposure to geometry and measurement	Students will practice basic math skills daily Follow the Order of Instruction with fidelity Increase rigor in presentation of geometry and measurement	Leadership Team Classroom Teachers	Classroom Teachers Classroom Walkthroughs, RTI/PLC Data Meetings. Benchmark tests given throughout the year, Successmaker Morning bellwork	Benchmark tests, Successmaker, mini-assessments, FCAT
3	Transient/Homeless Population	Implement interventions with struggling students Provide free breakfast for all students Provide access to the food pantry on campus as well as to Second Harvest Food Bank Provide backpacks with supplies for all new students	Leadership Team Classroom Teachers Registrar	Checklist Monthly report sent to Second Harvest Food Bank	Benchmark tests, Lexile Parent Climate Survey

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	82% (41) of students in the lowest 25% taking the 2013 FCAT Math 2.0 test at Killarney Elementary School will make Learning Gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
79% (41) of students in the lowest 25% made Learning Gains on the 2012 FCAT 2.0 Math test.	82% (41) of students in the lowest 25% taking the 2013 FCAT Math 2.0 test at Killarney Elementary School will make Learning Gains.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack basic skills	SES tutoring	Leadership Team Tutoring Providers	Pre- and post-test Progress reports	Benchmark tests, mini-assessments, FCAT
2	Students lack exposure to academic vocabulary	Teach vocabulary using Marzano strategies	Leadership Team Classroom Teachers	Increased performance on district and school assessments	Mini-assessments, Benchmark assessments, FCAT
3	Implementation of the district RtI process	Attend trainings Meet with school psychologist	RTI Team School Psychologist Classroom Teachers	Monitor students identified as needing Tier 2 or 3 intervention Biweekly RTI Data Meetings	Mini-assessments, Benchmark assessments, FCAT, SuccessMaker reports

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal # Our goal is to reduce the achievement gap over the next six years for White and Black students by 14.1%. Baseline Data 31% 2016-2017 Data 16.4%					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	28.2	25.8	23.4	21.0	18.6	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	We will decrease the number of black students not making satisfactory progress on the 2013 FCAT 2.0 Math test to 55% (45) of students.
2012 Current Level of Performance:	2013 Expected Level of Performance:

In July 2012, 58% (47) of black students did not make satisfactory progress on the 2012 FCAT Math 2.0 test. White-N/A, Hispanic-N/A, Asian-N/A, American Indian-N/A	We will decrease the number of black students not making satisfactory progress on the 2013 FCAT 2.0 Math test to 55% (45) of students.
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Transient/Homeless Population	Follow the Order of Instruction with fidelity using the core curriculum and interventions Provide free breakfast for all students Provide access to the food pantry on campus as well as to Second Harvest Food Bank Provide backpacks with supplies for all new students	Leadership Team Registrar Classroom Teachers	Checklist Monthly report sent to Second Harvest Food Bank	Benchmark tests, Lexile Parent Climate Survey
2	Bottom 30% (non-ESE) and truancy	Push-in for intervention groups	RTI Team	Biweekly progress monitoring	Edusoft Mini-assessments, SuccessMaker, attendance records
3	Students lack knowledge of number sense	Students will practice basic math skills daily Follow the Order of Instruction with fidelity	Leadership Team Classroom Teachers	Classroom Walkthroughs, RTI/PLC Data Meetings. Benchmark tests given throughout the year, Successmaker Morning bellwork	Benchmark tests, Successmaker, mini-assessments, FCAT
4	Students lack exposure to geometry and measurement	Students will practice basic math skills daily Follow the Order of Instruction with fidelity Increase rigor in presentation of geometry and measurement	Leadership Team Classroom Teachers	Classroom Walkthroughs, RTI/PLC Data Meetings Benchmark tests given throughout the year, Successmaker Morning bellwork	Benchmark tests, Successmaker, mini-assessments, FCAT
5	Implementation of the district RtI process	Attend trainings Meet with school psychologist	RTI Team School Psychologist Classroom Teachers	Monitor students identified as needing Tier 2 or 3 intervention Biweekly RTI Data Meetings	Mini-assessments, Benchmark assessments FCAT, SuccessMaker reports

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	In the 2012-2013 school year, 58% (13) of English Language Learners will make satisfactory progress on the 2013 FCAT 2.0 Mathematics test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In the 2011-2012 school year, 45% (14) of English Language Learners did not make satisfactory progress on the 2012 FCAT 2.0 Mathematics test.	In the 2012-2013 school year, 58% (13) of English Language Learners will make satisfactory progress on the 2013 FCAT 2.0 Mathematics test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The primary language that students hear in the home is their native language.	Students are given time during the day to listen to stories on tape, on the computer, and to interact with English language through classroom discussions.	CRT, Principal, Instructional Dean, Reading Coach, Staffing Specialist, and teachers	Conversations are held during PLCs to determine if the strategies are working, and changes are made as needed.	Lexile data, SuccessMaker, iReady data, Edusoft Data, FAIR data, Classroom Data, and Core Phonics assessment
2	Transient/Homeless Population	Follow the Order of Instruction with fidelity using the core curriculum and interventions Implement Balanced Literacy strategies (read aloud, shared reading, guided reading) Provide free breakfast for all students Provide access to the food pantry on campus as well as to Second Harvest Food Bank Provide backpacks with supplies for all new students	Leadership Team Registrar Classroom Teachers	Checklist Monthly report sent to Second Harvest Food Bank	Benchmark tests, Lexile Parent Climate Survey
3	Parent involvement	Hold parenting workshops (twice per year) Report Card Conference Night (twice per year)	Leadership team Classroom teachers	Parent conferences	Sign-in sheets Parent Climate Survey ProgressBook Planners
4	Students lack knowledge of number sense	Students will practice basic math skills daily Follow the Order of Instruction with fidelity	Leadership Team Classroom Teachers	Classroom Walkthroughs, RTI/PLC Data Meetings. Benchmark tests given throughout the year, Successmaker Morning bellwork	Benchmark tests, Successmaker, mini-assessments, FCAT
5	Students lack exposure to geometry and measurement	Students will practice basic math skills daily Follow the Order of Instruction with fidelity Increase rigor in presentation of geometry and measurement	Leadership Team Classroom Teachers	Classroom Walkthroughs, RTI/PLC Data Meetings. Benchmark tests given throughout the year, Successmaker Morning bellwork	Benchmark tests, Successmaker, mini-assessments, FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.

Mathematics Goal #5D:

We expect 17% (5) of SWD will achieve proficiency on the 2013 FCAT 2.0 Math test.

2012 Current Level of Performance:

2013 Expected Level of Performance:

There was an insufficient number of SWD to form a subgroup for the 2011-2012 FCAT year. We expect 17% (5) of SWD will achieve proficiency on the 2013 FCAT 2.0 Math test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Transient/Homeless Population	Follow the Order of Instruction with fidelity using the core curriculum and interventions Provide free breakfast for all students Provide access to the food pantry on campus as well as to Second Harvest Food Bank Provide backpacks with supplies for all new students	Leadership Team Classroom Teachers Registrar	Classroom Walkthroughs, RTI/PLC, Data Meetings Benchmark tests will be given periodically throughout the year, Successmaker	Benchmark tests, mini-assessments, Successmaker, FCAT
2	Students with learning disabilities	Differentiate Instruction Implement core curriculum and interventions with fidelity	Leadership Team RTI Team	Classroom Walkthroughs, RTI/PLC, Data Meetings Benchmark tests will be given periodically throughout the year, Successmaker	Benchmark tests, mini-assessments, Successmaker, FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	We will decrease the number of Economically Disadvantaged students in grades 3,4, and 5 that will not make satisfactory progress on the 2013 FCAT 2.0 Math test to 44% (76).
2012 Current Level of Performance:	2013 Expected Level of Performance:
47% (81) of Economically Disadvantaged students in grades 3,4, and 5 did not make satisfactory progress on the 2012 FCAT 2.0 Math test.	We will decrease the number of Economically Disadvantaged students in grades 3,4, and 5 that will not make satisfactory progress on the 2013 FCAT 2.0 Math test to 44% (76).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Transient/Homeless Population	Follow the Order of Instruction with fidelity using the core curriculum and interventions Provide free breakfast for all students Provide access to the food pantry on campus as well as to Second Harvest Food Bank Provide backpacks with supplies for all new students	Leadership Team Registrar Classroom Teachers	Checklist Monthly report sent to Second Harvest Food Bank	Benchmark tests Mini-assessments Parent Climate Survey

2	Bottom 30% of students (non-ESE) and Truancy	Push-in for intervention groups	RTI Team	Biweekly progress monitoring	Edusoft Mini-assessments, attendance records
3	Implementation of the district RtI process	Attend trainings Meet with school psychologist	RTI Team School Psychologist Classroom Teachers	Monitor students identified as needing Tier 2 or 3 intervention Biweekly RTI Data Meetings	Mini-assessments, FCAT, SuccessMaker reports, Benchmark assessments

End of Elementary School Mathematics Goals

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
2012 FCTM Conference	Grades K-5	Dan St. Onge Valerie Davis Jennifer Hepker	Classroom Teachers Resource Teachers Administrators	October 18-21, 2012	PLCs, School-wide staff development	Leadership Team
Common Core State Standards	Grades 3-5	Black Belt Team	Classroom Teachers Resource Teachers Administrators	Fall 2012 & Spring 2013	PLCs, School-wide staff development	Leadership Team
Common Core Math Training	Grades K-5	Valerie Davis Jennifer Hepker	Classroom Teachers Resource Teachers Administrators	Ongoing	PLCs, School-wide staff development	Leadership Team

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
SuccessMaker	License renewal	General Budget	\$3,753.75
			Subtotal: \$3,753.75
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$3,753.75

End of Mathematics Goals

Elementary and Middle School Science Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:		48% percent (29) of students taking the 2013 FCAT 2.0 Science test at Killarney Elementary School will score at Level 3 or above.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
45% (32) of students taking the 2012 FCAT 2.0 Science test at Killarney Elementary School scored at Level 3 or above.		48% percent (29) of students taking the 2013 FCAT 2.0 Science test at Killarney Elementary School will score at Level 3 or above.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack exposure to scientific practices in the real world	Hands-on classroom experiments	Classroom Teachers	Classroom Walkthroughs, PLC Data Meetings	Family Science Night Science Fair Benchmark tests (given four times) SuccessMaker Science FCAT
2	Teachers lack familiarity with new Science program (Science Fusion)	Implement Science Fusion program with fidelity Follow Order of Instruction with fidelity Differentiate instruction for students that are above/below grade level	Leadership Team	Classroom Walkthroughs, PLCs, Data Meetings	Benchmark tests (given four times) SuccessMaker Science FCAT
3	Students lack knowledge of academic vocabulary	Implement Marzano strategy for teaching vocabulary	Classroom Teachers Leadership Team	Classroom Walkthroughs, PLCs, Data Meetings	Benchmark tests (given four times) SuccessMaker Science FCAT
4	Lack of time	Implement Science Club after school	Jane White (Science teacher) Leadership Team	Classroom Walkthroughs, PLCs, Data Meetings	Benchmark tests (given four times) SuccessMaker Science FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	13% (8) of students taking the 2013 FCAT 2.0 Science test at Killarney Elementary School will score at Level 4 or above.
2012 Current Level of Performance:	2013 Expected Level of Performance:
10% (7) of students who took the 2012 FCAT 2.0 Science test at Killarney Elementary School scored at Level 4 or above.	13% (8) of students taking the 2013 FCAT 2.0 Science test at Killarney Elementary School will score at Level 4 or above.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack exposure to scientific practices in the real world	Hands-on classroom experiments	Classroom Teachers	Classroom Walkthroughs, PLC Data Meetings	Family Science Night Science Fair Night Benchmark tests (given four times) SuccessMaker Science FCAT
2	Teachers lack familiarity with new Science program (Science Fusion)	Implement Science Fusion program with fidelity Follow Order of Instruction with fidelity Differentiate instruction for students that are	Leadership Team	Classroom Walkthroughs, PLCs, Data Meetings	Benchmark tests (given four times) SuccessMaker Science FCAT

		above/below grade level			
3	Students lack knowledge of academic vocabulary	Implement Marzano strategy for teaching vocabulary	Classroom Teachers Leadership Team	Classroom Walkthroughs, PLCs, Data Meetings	Benchmark tests (given four times) SuccessMaker Science FCAT
4	Lack of time	Implement Science Club after school	Jane White (Science teacher) Leadership Team	Classroom Walkthroughs, PLCs, Data Meetings	Benchmark tests (given four times) SuccessMaker Science FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment:
Students scoring at or above Achievement Level 7 in science.
Science Goal #2b:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
K-5 Essential Labs	Grades K-5	CRT Jane White (Science Teacher)	Team Leaders Science Teachers	September 2012	PLCs Classroom observations Lesson Plans	Leadership Team

Implementation of J&J Educational Science Bootcamp Program	5th Grade	Jane White (Science Teacher)	Classroom Teachers Resource Teachers Administrators	November 2012	PLCs Classroom observations Lesson Plans	Leadership Team
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Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Hands-on science experiments	5th Grade Science Bootcamp	General Budget	\$981.75
			Subtotal: \$981.75
			Grand Total: \$981.75

End of Science Goals

Writing Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:		In July 2012, 93% (60 students) of students taking the FCAT 2.0 Writing test at Killarney Elementary School will score a Level 4 or above.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
In 2012, 80% (52) of students taking the FCAT 2.0 Writing test at Killarney Elementary School scored at Level 3 or above.		In 2013, 83% (54) of students taking the FCAT 2.0 Writing test at Killarney Elementary School will score a Level 3 or above.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents lack knowledge of writing expectations	Hold parent information sessions related to writing expectations	Leadership Team Classroom Teachers	Classroom Walkthroughs, PLC Data Meetings, bimonthly school-wide writing prompts	Write Score tests for 4th grade FCAT Writing test
	Students with Learning Disabilities	Differentiate Instruction for students that are	Leadership Team	Classroom Walkthroughs, RTI/PLC	Write Score tests for 4th grade

2		above and below grade level. Implement core curriculum and interventions with fidelity.		Data Meetings.	FCAT Writing test
3	Students lack knowledge of writing conventions	Implement instructional games to teach/reinforce correct grammar Hold writing conferences regularly with students Implement after-school tutoring in writing	Instructional Coach Classroom teachers	Data meetings	Write Score tests (given four times during year) FCAT Writing 2.0
4	Writing is not taught consistently among grade levels	Implement core writing program (Write from the Beginning) Use District's 45-day Writing Plan	Leadership Team Classroom teachers	Data meetings Classroom walkthroughs PLC meetings	Write Score tests for 4th grade students Orange County Writes monthly writing prompts for 3rd grade students

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Problem-Solving Process to Increase Student Achievement					
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
No Data Submitted					

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
			Classroom		Classroom	

FCAT Writing 2.0	Grades K-5	CRT	Teachers Resource Teachers Administrator	November 2012	walkthroughs PLCs Data Meetings	Leadership Team
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Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Writing Goals

Attendance Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal # 1:	By July 2013, Killarney Elementary will achieve a 98% average daily attendance rate.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
In the 2011-2012 school year, Killarney Elementary achieved a 95% average daily attendance rate.	By July 2013, Killarney Elementary will achieve a 98% average daily attendance rate.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
In 2011-2012, there were 171 students with excessive absences (40% of the student population).	In 2013, we will decrease the number of students accruing excessive absences to 37% (165) of the student population.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
In 2011-2012, there were 50 students with excessive tardies (12% of the student population).	In 2013, we will decrease the number of students accruing excessive tardies to 9% (40) of the student population.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Homeless Population	Homeless Coordinator will monitor student absences	Registrar	Attendance Roster due to homeless coordinator daily.	Attendance Roster
2	Lack of motivation to attend school regularly and on time	Implement Renaissance program Truancy meetings	Classroom Teachers Registrar Leadership Team Social Worker	Attendance roster	EDW ProgressBook
3	Issues in the home override the importance of attendance and punctuality	Truancy Meetings Home visits when needed	Classroom Teachers Registrar Leadership Team Social Worker	Attendance roster	EDW ProgressBook

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00

Suspension Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	In 2013, 6% (26) of students at Killarney Elementary will have been suspended.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
In 2012, the total number of In-School Suspensions was 2.5% (11) at Killarney Elementary.	In 2013, the total number of In-School Suspensions will be 1.5% (7) at Killarney Elementary.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
In 2012, 2% (9 students) of students at Killarney Elementary had In-School Suspension.	In 2013, 1% (5 students) of students at Killarney Elementary will have In-School Suspension.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
In 2012, the total number of Out-of-School Suspensions was 6.5% (28) at Killarney Elementary.	In 2013, the total number of Out-of-School Suspensions will be 5.5% (24) at Killarney Elementary.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
In 2012, 4.9% (21 students) of students at Killarney Elementary had Out-of-School Suspensions.	In 2013, 4% (18 students) of students at Killarney Elementary will have Out-of-School Suspensions.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parent Involvement	Conduct Parent Involvement meetings throughout school year Conduct Parent/Student workshops twice during school year	Instructional Dean CRT Staffing Specialist	Attendance at meetings Decreased Suspension data	Suspension Data
2	Lack of parent communication	Repeated attempts to communicate Home visits	Classroom Teachers Social Worker	Attendance at meetings Decreased Suspension data	Suspension Data
3	Parents do not sign planners consistently	Phone calls to parents Emails to parents Notes to parents	Classroom Teachers Principal Social Worker	Attendance at meetings Decreased Suspension data	Suspension Data
	Students lack	Conduct	Dean	Attendance at meetings	Suspension Data

4	strategies to problem-solve	Parent/Student workshops each quarter	Classroom Teachers	Decreased Suspension data
		Review Code of Conduct with students	Principal	Decreased number of referrals written
		Implement Killarney Lucky Charms program to promote good citizenship	PTO	

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Parent Involvement					
Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>		There was an average of approximately 50% (215) participants in school-wide activities.			
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
In the 2011-2012 school year, approximately 1500 participants attended all school-wide events.		Killarney participant level will increase by 3% to approximately 1545 total participants throughout the school year.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents lack time in their schedules to attend school events	Schedule most meetings and events in the evenings Offer food at night events Provide childcare at meetings	Leadership Team Task Force PTO	Increased attendance at school events	Parent Climate Survey Sign-in sheets
2	Transient/homeless population	Create several methods of communication to keep in contact with parents (i.e. paper flyers, emails, ConnectEd messages) Provide food for families in need (food pantry at school, Second Harvest Food Bank)	Leadership Team Task Force	Increased attendance at school events	Parent Climate Survey Monthly checklist of items

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Provide Common Core State Standards sample lessons to improve current teaching strategies	Kindergarten through 5th grades	CCSS Black Belt Team	Schoolwide	1st Wednesday in October	classroom walkthrough, RTI/Data meetings	Leadership Team
Provide individualized staff development to improve current program	Kindergarten through 5th grades	Leadership Team	Schoolwide	Every 1st Wednesday in each month at 2:15	classroom walkthrough, RTI/Data meetings	Leadership Team

implementations						
Provide RTI staff development to improve current program implementations	Kindergarten through 5th grades	Leadership Team	Schoolwide	Every 1st Wednesday in each month at 2:15 and any early release day as needed	classroom walkthrough, RTI/Data meetings	Leadership Team RTI Team
Provide Marzano protocol Overview to improve current teaching strategies	Kindergarten through 5th grades	Leadership Team	Schoolwide	1st Wednesday in September and any early release day as needed	classroom walkthrough, RTI/Data meetings	Leadership Team
Provide Instructional Management System (IMS) trainings to promote wider access to student achievement data	Kindergarten through 5th grades	Leadership Team	Schoolwide	Preplanning week Last Wednesday in August 2nd Wednesday of September Any early release day as needed	classroom walkthrough, RTI/Data meetings	Leadership Team
Parent/Student Workshops	Schoolwide	Erin Braden	Schoolwide	One per quarter Evenings	Sign-in sheets	CRT
Curriculum Night		Erin Braden		January 2013		
Science Night	Schoolwide	Jane White	Schoolwide	November 2012	Sign-in sheets	Leadership Team
Gardening Day		Ann Clement		September 2012		

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Parent Involvement Goal(s)

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:

1. STEM STEM Goal #1:		Expose students to STEM practices and activities			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers are not familiar with STEM practices	Implement one STEM activity per quarter Implement after-school Science Club using STEM activities	Jane White (Science teacher) Leadership Team	Classroom Walkthroughs, PLC Data Meetings	Benchmark tests (given four times) SuccessMaker Science FCAT

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
STEM Content	Grades K-5	Jane White	Classroom teachers Resource teachers Administrator	Ongoing	Classroom walkthroughs Data meetings PLCs	Leadership Team

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

Additional Goal(s)

Outcome 2: All elementary students will become fluent in all four basic mathematical operations for whole numbers by fourth grade and adding and subtracting fractions and decimals by the end of fifth grade.

Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Outcome 2: All elementary students will become fluent in all four basic mathematical operations for whole numbers by fourth grade and adding and subtracting fractions and decimals by the end of fifth grade. Goal Outcome 2: All elementary students will become fluent in all four basic mathematical operations for whole numbers by fourth grade and adding and subtracting fractions and decimals by the end of fifth grade. Goal #1:	53% (105) of students taking the 2013 FCAT 2.0 Math test at Killarney Elementary School will score at Level 3 or above.
2012 Current level:	2013 Expected level:
50% (103) of students taking the 2012 FCAT 2.0 Math test at Killarney Elementary School scored at Level 3 or above.	53% (105) of students taking the 2013 FCAT 2.0 Math test at Killarney Elementary School will score at Level 3 or above.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Transient/Homeless Population	Follow the Order of Instruction with fidelity using the core curriculum and interventions Provide free breakfast for all students Provide access to the food pantry on campus as well as to Second Harvest Food Bank Provide backpacks with supplies for all new students	Leadership Team Registrar Classroom Teachers	Checklist Monthly report sent to Second Harvest Food Bank	Benchmark tests Parent Climate Survey
2	Students with learning disabilities	Implement accommodations with fidelity Intensive small group instruction with push-in support	Leadership Team ESE Team Classroom Teachers	Classroom Walkthroughs, RTI/PLC Data Meetings	Benchmark tests given throughout the year, FCAT, SuccessMaker Math
3	Bottom 30% of students (non-ESE) and Truancy	Push-in for intervention groups	RTI Team	Biweekly progress monitoring	Edusoft Mini-assessments, SuccessMaker Math reports, attendance records

4	Students lack knowledge of number sense	Students will practice basic math skills daily Follow the Order of Instruction with fidelity	Leadership Team Classroom Teachers	Classroom Walkthroughs, RTI/PLC Data Meetings. Benchmark tests given throughout the year, Successmaker Morning bellwork	Benchmark tests, Successmaker, mini-assessments, FCAT
5	Students lack exposure to geometry and measurement	Follow the Order of Instruction with fidelity Increase rigor in presentation of geometry and measurement Students will practice basic math skills daily	Leadership Team Classroom Teachers	Classroom Walkthroughs, RTI/PLC Data Meetings. Benchmark tests given throughout the year, Successmaker Morning bellwork	Benchmark tests, Successmaker, mini-assessments, FCAT

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Progress Monitoring	Imagine It Lesson Assessment materials	General Budget	\$3,691.00
				Subtotal: \$3,691.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	iReady Diagnostic	License purchase	General Budget	\$3,700.00
Mathematics	SuccessMaker	License renewal	General Budget	\$3,753.75
				Subtotal: \$7,453.75
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	Hands-on science experiments	5th Grade Science Bootcamp	General Budget	\$981.75
				Subtotal: \$981.75
				Grand Total: \$12,126.50

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
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Are you a reward school: Yes No

A reward school is any school that improves their letter grade or any school graded A.

No Attachment (Uploaded on 9/26/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount
No data submitted	

Describe the activities of the School Advisory Council for the upcoming year

Establish SAC bylaws

Vote on SAC members

Discuss goals for assessing the school's needs through surveys

Review data at the end of each marking period to determine student assessments and needs

Develop strategies for meeting the school's goals

Develop and give feedback on the School Improvement Plan

Develop and give feedback on the Parental Involvement Plan

Discuss school safety procedures and make changes as needed

Work on plans to address needs for the next school year

Periodically evaluate the School Improvement Plan to determine if the stated strategies are effective or need to be modified

Address the needs of Killarney's homeless population and how to meet them

Determine if school resources are meeting the needs of State and District targeted goals

AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012
 Adequate Yearly Progress (AYP) Trend Data 2010-2011
 Adequate Yearly Progress (AYP) Trend Data 2009-2010

SCHOOL GRADE DATA

No Data Found

Orange School District KILLARNEY ELEMENTARY 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	81%	72%	90%	59%	302	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	66%	60%			126	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	61% (YES)	60% (YES)			121	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					549	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Orange School District KILLARNEY ELEMENTARY 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	77%	76%	75%	36%	264	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	75%	77%			152	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	67% (YES)	83% (YES)			150	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					566	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested