W. W. Irby Elementary School

2015-16 School Improvement Plan

W. W. Irby Elementary School

13505 NW 140TH ST, Alachua, FL 32615

http://www.sbac.edu/pages/acps

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	58%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	53%

School Grades History

Year

Grade

School Board Approval

This plan was approved by the Alachua County School Board on 9/8/2015.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

At Irby Elementary, today's learners will become tomorrow's leaders through a stimulating child-centered environment.

Provide the school's vision statement

Education is providing opportunities which allow children to attain their full potential. Each individual is unique and should be encouraged to grow and develop intellectually, personally, socially, and physically by providing exploratory STEAM experiences.

School Environment

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

Teachers work closely with Irby parents to build a positive relationship at Irby Elementary. This process occurs through home visits, phone calls, individual meetings, parent conference night, and Educational Planning Team Meetings.
The process continues through the following opportunities: parents volunteering in the school, field trips, Fall Carnival, Family Fun Night, Title 1 Parent Meetings, Meet the Teacher, Open House, Grade level performances, PTA meetings, and input from Parent Climate Surveys.

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

Irby provides a safe environment before, during, and after school by providing supervision in all areas of the campus. Support staff , teachers, administration team, and school resource officer have assigned locations to supervise.
New students/families are given a sign to place in their cars for car pick to assure safety of the students. Students are escorted by a teacher to their dismissal locations. A check-off system is used to assure students reached their correct dismissal. These teacher dismissal assignments remain the same which provides consistency throughout the school year. Each student wears an ID badge when boarding or unboarding the bus. This badge is scanned so the bus driver, transportation and the school have an account of who is on the bus for each transport. Irby's campus doors are secure except the main doors of building 1 after 7:45 for school safety. Irby's Officer Friendly is visible on campus at all times. Officer Friendly promotes school safety and building relationships with students by eating and visiting with classes in the cafeteria, and in classrooms.
Irby follows the district policy in regards to "stop bullying". Irby's Administration Team and deputy work closely together with students, teachers and parents to assure Irby fosters a respectful learning environment for all students.

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

Irby's Administration Team provides support to teachers and students to minimize disruptive behavior and keep students engaged during instructional time. They work closely with students, teachers, and

parents to develop individual behavior plans for students to be successful in their behavior.
Irby has the school-wide "I Care Rules" by Peaceworks- Peaceful Foundation Education, which provide clear expectations for students. Each teacher develops a classroom behavior plan which includes rules, consequences and positive rewards. This plan is shared with parents at the beginning of the school year along with the District's Code of Student Conduct. In addition, the administration team conducts a new school orientation with each grade level of students where school-wide rules and rewards are shared along with singing our Irby "School Spirit Song. "
Irby positively rewards students in the classroom, cafeteria, and the school bus with Eagle Coins in which students can earn treasure box prizes for following the "I Care Rules". For minor behavior infractions, students are given three warnings prior to a formal referral.
Training is provided each school year for new teachers at Irby's new teacher orientation during pre-planning. Also, all teachers are provided a refresher of Irby's behavior system during a pre-planning faculty meeting.
At Irby, second grade students participate in the district's Citizen of the Month program. Each month one student is selected who is demonstrating the appropriate "character traits". The student receives a certificate and school recognition on the morning announcements.
Irby second grade students assist with morning announcements as a "co-anchor". This rotates throughout the year.
In addition, Irby has the Jr. Officer program for second grade students. This promotes leadership skills and self esteem for selected students.

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

Teachers create a classroom community at the beginning of the school year using Kagan Classroom Builder Activities which foster a classroom community. In addition, students work in Kagan structures throughout the school year in whole group and stations.
Irby's school guidance counselor provides a variety of counseling services including classroom guidance lessons, small group counseling, and individual counseling for students.
Faculty and Staff mentor students who lack consistent support at home with their reading homework. Also, identified students are mentored by Irby's business partner RTI. A community volunteer works weekly with identified students to provide academic support.
In addition, Irby works with Meridian Health Services which provide counseling for identified students through their progam in the community.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

The administration team monitors the following indicators throughout the school year. We meet weekly to discuss student concerns. The principal meets with any teacher at the end of each quarter who has any student failing an ELA or math course. Since Irby is a K-2 school population we are not able to monitor a score of level 1 on the Florida State Assessments (FSA) in ELA or mathematics. The following indicators are:
-Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
-One or more suspensions, whether in school or out of school
-Course failure in English Language Arts or mathematics

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

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

Indicator	Grade Level			Total
	K	**1**	**2**	
Attendance below 90 percent	9	3	6	18
One or more suspensions	3	1	9	13
Course failure in ELA or Math	11	23	14	48
Level 1 on statewide assessment	0	0	0	

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

Indicator	Grade Level			Total
	K	**1**	**2**	
Students exhibiting two or more indicators	2	3	2	7

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

The administration team tracks the students and monitors their academic, behavior and attendance concerns. The principal meets individually with teachers of any student with failing grades in ELA or math every nine week grading period. An Educational Planning Team (E.P.T) meeting is conducted for any student exhibiting these early warning signs.
Irby's Title 1 teachers provide academic tutoring for students identified through the Fast ForWord lab and/or small group intervention.
Identified students work with mentors from Irbys' business partner RTI as well as faculty and staff from within Irby to improve academic performance of students identified as well. Identified students can also participate in Irby's 21st Century after school program.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

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

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?
Yes

PIP Link
The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/179119.

Description
A PIP has been uploaded for this school or district - see the link above.

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

Irby has a partnership with McDonald's, Zaxby's and Frosty Jack's which support Irby by donating a percentage of their profit on Irby Family Nights to Irby Elementary. Texas Roadhouse provides free kid meals for perfect attendance awards each quarter and Sonny's provides "Kids With Character" certificates that provide students demonstrating the character trait of the week, Golden Eagles, a free

Kid's Meal. Also, Kohl's Department staff members volunteer for school-wide events at Irby and they provide monetary donations. In addition, Irby has developed a business relationship with the Zaxby's restaurant to provide food for teacher trainings and spirit night fundraiser events. For Irby's Math Night, we have partnered with Capital City Bank of Alachua to assist with refreshments for families. In addition, we have partnered with Campus USA in providing a lunch to faculty and staff for one meeting a year. Irby works with mentors from Irbys' business partner RTI to improve academic performance of students identified as well.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Fortner, Valde	Principal
Cronin, Karen	Assistant Principal
Keen, Josie	Other

Duties

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

The school-based leadership team members include the Principal, Assistant Principal, School Counselor, and FCIMS Facilitator/ Title 1 Lead Teacher. The team meets weekly to discuss both academic and behavioral concerns that might impact learning. More specifically, the FCIM team composed of the CIM Facilitator, Principal, Assistant Principal, and School Counselor meet weekly to review student data and note any specific concerns.

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

Educational Planning Teams (EPT's) are held twice per month. These meetings include the classroom teacher, parent, as well as the MTSS Leadership Team (principal, school counselor, assistant principal, CRT, FCIMS Facilitator, and school psychologist). Students of concern (based on teacher concern/ observation as well as data) are discussed. Strategies are developed and selected. Interventions are implemented to support the struggling student. Future EPT meetings are scheduled based on how well the implemented strategy is working to help the identified student close the achievement gap in his/her learning compared to peers. In addition, the FCIM team composed of the FCIM Facilitator, Principal, Assistant Principal and School Counselor meet weekly to review student data and note any specific concerns. Also on a weekly basis, each grade level team conducts data chats.
Title I, Part A
Services are provided to ensure students requiring additional remediation are assisted through before and after-school programs as well as summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. We will also provide a pull-out tutorial program and professional development opportunities.

Title I, Part C- Migrant

Migrant Liaison provides services including translations for Spanish speaking families and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met. Our goal is to identify sources such as Title I funds for free tutoring services or UF Sponsored programs in order to assist with providing tutoring for our migrant student population.

Title I, Part D

The district receives funds to support the Educational Alternatives Outreach program. Services are coordinated with district drop-out prevention programs.

Title II

District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement educational programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students. In addition, W.W. Irby Elementary will have a mentor coach assigned to our school by the district.

Title III

Services are provided through the district for education materials and ELL district support service to improve education of immigrant and English Language Learners (i.e. dictionaries, tutors, and translations).

Title X- Homeless

As do all schools under the McKinney-Vento Act, W.W. Irby offers automatic enrollment to students who qualify as homeless. Proof of residence is not required. Names of students determined homeless are forwarded to the district coordinator who then determines each student's eligibility for a variety of services. The District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Valdenora Fortner	Principal
Alicia Patterson	Teacher
Diane Miller	Teacher
Carolyn Woods	Teacher
Hollie Hill	Parent
Jeff Bell	Parent
Debbie Avonda	Parent
Glenn Bryan	Business/Community
C.J Burroughs	Business/Community
Amber Baucom	Business/Community
Terry Ward	Education Support Employee

Duties

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

Evaluation of last year's school improvement plan

The 2014-2015 School Improvement Plan was shared with at the end of year SAC meeting. Goals were shared and input from the SAC members was given to the administration.

Development of this school improvement plan

The SAC committee is composed of the principal and an appropriately balanced number of teachers, education support staff, parents, and other business and community members. The SAC committee meets 4-5 times a year. The School Improvement Plan, Title I Parent Involvement Plan and School Compact and its' progress is updated at these meetings and input from the SAC Committee is received. Approval for expenditures of Lottery Funds are also sought from SAC. On-going school activities are shared with SAC and suggestions taken into consideration.

Preparation of the school's annual budget and plan

Administration is informed of school budget and provided feedback from school grade level teams. In addition, SAC members have the opportunity to provide input to the upcoming school year's plan.

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

1. Lakeshore- writing journals Kgn. $ 438.77
2. Travel for P.E. Conference $ 83.25
3. Irby school folders $ 500.00
4. Fold Student Folders $15.00
5. Substitutes(assessments, writing training, science committee, writing committee,Foreman/field trip) $1,675.95

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

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Fortner, Valde	Principal
Cronin, Karen	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team consists of the principal, assistant principal, school counselor, grade level team leaders, FCIMS Facilitator/ Title Lead Teacher. The major initiatives for the Literacy Team this year are to provide additional support through our Title 1 program for grades K-2. We will provide more intense remediation with the Fast ForWord computer program along with small group intensive services. The LLT will also communicate any areas of concerns and/or strengths in the newly adopted reading series incorporating Florida Standards. In first grade, students identified in need of extra support in reading will participate in the UFLI tutoring program with the University of Florida. In addition, targeted students will be provided small group and Fast ForWord technological intervention through Irby's 21st Century after school program.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

Grade levels meet weekly to collaborate planning, instruction, and data chats.
Vertical meetings between grade levels occur periodically throughout the school year in order for collaborate with cross grade levels for instructional input, feedback, and planning.
Second grade team meets with third grade team from Alachua Elementary twice a year to assist with the second graders transition to third grade and to collaborate with third grade teachers for curriculum instruction.
At monthly Faculty meetings/trainings (WOW Meetings), teachers share with colleagues effective strategies working in their classroom.
Throughout the school year, at Faculty meetings/trainings, school improvement chairpersons share goals and update staff on progress of goals.
In addition, at team leader meetings,team leaders in grades Pre-K through 2nd, share progress of quarterly goals set for their grade level.

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

At W.W. Irby, Mrs. Fortner, school principal, assigns peer teachers for any beginning teacher following the district guidelines for the beginning teacher program. In addition, assistant principal provides research based materials and seeks training for staff members. Also, as part of the professional learning community, teachers are given opportunities to observe model lessons by other teachers to provide support and collaboration. The coaching method is utilized as observations are done with a leadership member and guiding questions for the teacher with a specific focus based on their individual instructional needs and the observation debriefed.

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

Teachers new to W.W. Irby are assigned and paired with another teacher to provide support in discipline issues, and guidance on district curriculum and planning. In addition, an informal grade level mentor teacher is assigned to a beginning year teacher.
2015-2016:
Irby does not have any new teachers assigned this school year.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Teachers use the District Instructional Scope and Sequence Guide for all academic areas. The District Scope and Sequence Guide is aligned with Florida Standards. Teachers' lesson plans are reviewed by the principal and the assistant principal to ensure teachers are implementing the instructional pacing guide and programs. In addition, the principal and the assistant principal conduct classroom snapshots and formal observations of teachers throughout the school year.

Instructional Strategies

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

The principal, assistant principal, FCIMS Title 1 Lead Teacher, and school counselor meet weekly for data chats. The team analyzes students' scores. Students identified in the lowest quartile and Hot List students are provided additional reading support through Irby's Title 1 program using the Fast ForWord Computer Program and small group intervention. In addition, classroom teachers use student data scores (Pearson bi-weekly tests, quarterly district tests) to structure groups and differentiate instruction. Through analysis of the data, teachers differentiate for reading comprehension, fluency, vocabulary, and phonics skill levels.

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

Strategy: Extended School Day
Minutes added to school year:

Title 1 pull-out intervention during the school day. This provides increase learning in reading instruction.

Strategy Rationale

Students performing in the lowest quartile in their reading skills and Hot List students are provided additional small group and Fast ForWord technological intervention during the school day in addition to the 90 minute reading block of instruction.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Fortner, Valde, fortnev@gm.sbac.edu

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

Data collected by Title 1 Teachers and analyzed by Title 1Teachers, FCIMS Facilitator, principal, and assistant principal.

Strategy: Summer Program

Minutes added to school year:

Additional academic enrichment and intervention in the summer to provide learning gains for 30 identified students through Irby's 21st Century Grant.

Strategy Rationale

Identified students require additional intervention beyond the school day to increase their academic skills and provide enrichment opportunities.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Fortner, Valde, fortnev@gm.sbac.edu

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

Data collected by site coordinator and analyzed by Title FCIMS Facilitator, principal, assistant principal, site coordinator, and 21st Century Teachers.

Strategy: After School Program

Minutes added to school year: 28,800

Additional academic enrichment and intervention beyond the school day to provide learning gains for 60 identified students through Irby's 21st Century Grant after school program.

Strategy Rationale

Identified students require additional intervention beyond the school day to increase their academic skills and provide enrichment opportunities.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Fortner, Valde, fortnev@gm.sbac.edu

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

Data collected by site coordinator and analyzed by Title FCIMS Facilitator, principal, assistant principal, site coordinator, and 21st Century Teachers.

Strategy: Summer Program

Minutes added to school year: 360

Pre-K through second grade ESE students who require continued education during the summer to maintain academic progress.

Strategy Rationale

Students identified need additional instructional during the summer to maintain their learning.

Strategy Purpose(s)
""

Person(s) responsible for monitoring implementation of the strategy
Fortner, Valde, fortnev@gm.sbac.edu

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

ESE teachers collect data and monitor student progress

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

W.W. Irby Elementary provides two Pre-K Handicapped classrooms and two Headstart classrooms. These students are provided opportunities in the spring to mainstream for short periods of time into a Kindergarten classroom.
Testing and data from these programs are analyzed as well as data from the administration of the Kindergarten Testing. The assistant principal, FCIMS Facilitator, School Counselor, and principal conference with the Kindergarten teachers to discuss each student at the beginning of the school year. Parents are encouraged to send an input letter regarding their child before Kindergarten begins in the fall.
In order to have a smooth transition into the kindergarten setting, a staggered start has been implemented. Girls come to school one day, then boys the next day and all students on the third day of school. This reduces the number of students in the classroom the first two days of school, which allows the teacher to assist students with the transition in the following ways: reduces first day anxiety, provides opportunity to review school routines in a smaller setting, and provides the teacher an opportunity to make initial assessments of students.
Each spring, W.W. Irby Elementary participates in the county-wide Kindergarten Round-Up. Families have the opportunity to visit the school and pre-register their incoming kindergarten children. At this event, parents learn about the kindergarten curriculum and general school procedures.
In addition to the district providing communication about Kindergarten Round-Up, W.W. Irby works closely with community businesses, Hitchcock's Market, and local preschools to display information about this event. Also, the W.W. Irby teacher committee will visit low SES housing to pre-register their incoming kindergarten children.
Local community businesses assist in displaying information for parents about the Voluntary Pre-K Program (VPK).

College and Career Readiness

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

Irby Elementary has a Career Awareness month in March. The following events occur during this month:
1. Community business people share their profession on the morning announcements.
2. Students study types of careers in the classroom. Irby has a Career Parade Day where students dress-up like their favorite career person.
3. In addition, Irby has a Career Vehicle Day in which partners from businesses, industry and the community provide students a hands-on learning opportunity to visit a variety of different career vehicles on Irby's school campus.

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

NA

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

Second grade student will participate in a keyboarding program called Edutype Jr. to develop effective keyboarding skills. This will assists student in the future for online academic assessments.

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

NA

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

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

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

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

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1. Writing Goal- By the end of 2015-2016 school year, 80% of students in grades K (118), First (144), Second (136) will show 70% or above in the foundational writing skills required with Florida ELA Writing Standards using District/Irby's scope and sequence plan.

G2. Science Goal- By the end of the school year, 100% of students in K-2, (K-118), (1-144), (2-136), will reach end of the year District scope and sequence standards aligned with the state standards. By the end of the school year in grades 1 (144) & 2 (136), at least 80% of the students will demonstrate 70% or above on assessments.

G3. Parent Involvement- By the end of the 2015-2016 school year, Irby will increase their percentage of parents attending parent involvement opportunities by 10%.

G4. Reading Goal- By the end of the 2015-2016 school year, 80 % of students in grades K-2 (K-118),(1-144), (2-136), will demonstrate 70% or above in reading skills as measured by the quarterly District ELA Assessments.

G5. Math Goal- By the end of the 2015-2016 school year, 80 % of students in grades K-2, (K-118), (1-144), (2-136), will increase math skills as measured by the quarterly District Math Assessments.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Writing Goal- By the end of 2015-2016 school year, 80% of students in grades K (118), First (144), Second (136) will show 70% or above in the foundational writing skills required with Florida ELA Writing Standards using District/Irby's scope and sequence plan. `1a`

Targets Supported `1b`

`G073516`

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	70.0

Resources Available to Support the Goal `2`

- District scope and sequence writing guide.

- Writing Training by Kathy Robinson.

- Kathy Robinson curriculum materials.

- Irby Elementary K-2 writing expectation plan guide.

Targeted Barriers to Achieving the Goal `3`

- Students lack writing skills required in Florida Writing Standards

Plan to Monitor Progress Toward G1. `8`

Student writing rubric scores for grades 1 & 2.

Person Responsible

Josie Keen

Schedule

Quarterly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Review and analysis of student writing rubric scores and student work samples.

G2. Science Goal- By the end of the school year, 100% of students in K-2, (K-118), (1-144), (2-136), will reach end of the year District scope and sequence standards aligned with the state standards. By the end of the school year in grades 1 (144) & 2 (136), at least 80% of the students will demonstrate 70% or above on assessments. 1a

G073517

Targets Supported 1b

Indicator	Annual Target
	70.0

Resources Available to Support the Goal 2

- Teachers will implement the District scope and sequence guide aligned with Next Generation Science Sunshine State Standards.

- Bi-weekly hands-on science lab activities.

- UF Chemistry Club providing hands-on scientific demonstrations.

- Organic gardening experiences.

- Butterfly garden.

- Exploration of STEAM actvities (legos, robotics)

Targeted Barriers to Achieving the Goal 3

- Lack of students having prior background knowledge of scientific concepts.

Plan to Monitor Progress Toward G2. 8

First and second grade science assessment scores

Person Responsible
Karen Cronin

Schedule
Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion
Review of first and second grade science assessment scores.

G3. Parent Involvement- By the end of the 2015-2016 school year, Irby will increase their percentage of parents attending parent involvement opportunities by 10%. `1a`

Targets Supported `1b`

🔑 G073518

Indicator	Annual Target

Resources Available to Support the Goal `2`

- Title of the Title 1 Book Study is "Everyday Engagement: Making Students and Parents Your Partners in Learning" By Kathy Ridnover.

- Parent Involvement Meetings for grades K-2.

Targeted Barriers to Achieving the Goal `3`

- Parents, school and community need to learn effective methods to prepare students to develop leadership abilities in themselves

Plan to Monitor Progress Toward G3. `8`

Title of the Title 1 Book Study is "Everyday Engagement: Making Students and Parents Partners in Learning" By Kathy Ridnover.

Person Responsible
Josie Keen

Schedule
Monthly, from 9/2/2015 to 6/9/2016

Evidence of Completion
Review and analysis of completed surveys by all teachers

G4. Reading Goal- By the end of the 2015-2016 school year, 80 % of students in grades K-2 (K-118),(1-144), (2-136), will demonstrate 70% or above in reading skills as measured by the quarterly District ELA Assessments. 1a

🔍 G073519

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	70.0

Resources Available to Support the Goal 2

- Pearson Reading Street reading program.

- Realize training of Pearson Reading Street by teacher leaders.

- Fast ForWord brain based learning program for lowest quartile students identified.

- Mentors to assist with additional time spent reading

- Earobics and Waterford Technology programs.

- Two leveled libraries

- Media Specialist correlates with standards using authentic literature.

- UFLI Reading Program with the University of Florida, College of Education

- Two teachers attend State Reading Conference

Targeted Barriers to Achieving the Goal 3

- Students identified with reading disorders or learning disorders that involve significant impairment of reading accuracy, speed, or comprehension to the extent that the impairment interferes with academic achievement.

- Students not familiar with the complex text and higher order thinking required in Florida Standards.

- Students not yet identified as having a learning disability or did not meet state eligiblity requirements but have been identified in the subgroup scoring in the lowest quartile.

Plan to Monitor Progress Toward G4. 8

Quarterly Reading Assessment and bi-weekly reading tests

Person Responsible
Josie Keen

Schedule
Quarterly, from 8/24/2015 to 6/9/2016

Evidence of Completion
Monthly data reports of Pearson Reading Street Bi-Weekly Assessment and quarterly reading assessments.

G5. Math Goal- By the end of the 2015-2016 school year, 80 % of students in grades K-2, (K-118), (1-144), (2-136), will increase math skills as measured by the quarterly District Math Assessments. 1a

G073520

Targets Supported 1b

Indicator	Annual Target
Math Gains	70.0

Resources Available to Support the Goal 2

- My Math Program (McGraw/Hill)

- Everyday Counts Math

- Math Reads

- UF Math Nights-hands-on activities.

- Hands-on exploration of STEAM actvities

- Reflex Math computer Program for grades 1 and 2.

- Waterford Math Program for Kindergarten.

Targeted Barriers to Achieving the Goal 3

- Students unable to transfer newly taught skills into real-life math problems.

- Students not fluent in their basic math facts.

Plan to Monitor Progress Toward G5. 8

Effective implementation of Everyday Counts Math

Person Responsible

Karen Cronin

Schedule

Quarterly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Review and analysis of Calendar Math tests given three times per school year..

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   S123456 = Quick Key

G1. Writing Goal- By the end of 2015-2016 school year, 80% of students in grades K (118), First (144), Second (136) will show 70% or above in the foundational writing skills required with Florida ELA Writing Standards using District/Irby's scope and sequence plan. 1

G073516

G1.B1 Students lack writing skills required in Florida Writing Standards 2

B192017

G1.B1.S1 Grade level Data Chat meetings to discuss student writing skills and student work samples 4

S203463

Strategy Rationale

Teachers will have consistency of student writing performances within a grade level.

Action Step 1 5

Implement writing lessons in aligned with K-2 ELA Florida writing standards and the district writing scope and sequence guide.

Person Responsible

Karen Cronin

Schedule

Quarterly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Classroom snapshots, teacher lesson plans, student work samples

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

Students writing rubric scores for grades 1 & 2.

Person Responsible

Josie Keen

Schedule

Quarterly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Teacher lesson plans, student work samples, and student writing rubric scores.

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

Student writing rubric scores for grades 1 & 2.

Person Responsible

Josie Keen

Schedule

Quarterly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Teacher lesson plans, student work samples, and student writing rubric scores.

G2. Science Goal- By the end of the school year, 100% of students in K-2, (K-118), (1-144), (2-136), will reach end of the year District scope and sequence standards aligned with the state standards. By the end of the school year in grades 1 (144) & 2 (136), at least 80% of the students will demonstrate 70% or above on assessments. [1]

G073517

G2.B1 Lack of students having prior background knowledge of scientific concepts. [2]

B192018

G2.B1.S1 Implement District scope and sequence skills in grades K-2 effectively. [4]

S203464

Strategy Rationale

Students will participate at least monthly in the science lab for hands-on learning of science concepts.

Action Step 1 [5]

Implement District scope and sequence skills in grades K-2 effectively aligned with Next Generation Sunshine State Standards. In grades 1 and 2, assessment student data will be used to monitor student learning.

Person Responsible

Karen Cronin

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Classroom snapshots, teacher lesson plans, student assessment scores

Action Step 2 [5]

Students K-2 participate in hands on activities in Irby's science lab (STEAM actvities such as legos, robotics)

Person Responsible

Valde Fortner

Schedule

Monthly, from 9/8/2015 to 6/9/2016

Evidence of Completion

Teacher observation, student science journals, classroom snapshots

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

First and second grade assessments will be analyzed.

Person Responsible

Karen Cronin

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Assessments and student test scores.

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

Review of first and second grade students' science assessments

Person Responsible

Karen Cronin

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Teacher lesson plans, test data.

G3. Parent Involvement- By the end of the 2015-2016 school year, Irby will increase their percentage of parents attending parent involvement opportunities by 10%. 1

G073518

G3.B1 Parents, school and community need to learn effective methods to prepare students to develop leadership abilities in themselves 2

B192019

G3.B1.S1 Strategies from this book will be shared at Team Leader meetings and Team Leaders will disseminate information to teachers at their grade level meetings. 4

S203465

Strategy Rationale

Teachers will learn strategies to increase family engagement with their students.

Action Step 1 5

Title of the Title 1 Book Study is "Everyday Engagement: students and Parents Your Partners in Learning" By Kathy Ridnover

Person Responsible

Josie Keen

Schedule

Monthly, from 9/2/2015 to 6/9/2016

Evidence of Completion

Teacher will complete survey at the end of the bookstudy

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

Strategies and information will be disseminated at Team Leader meetings to team Leaders to share at their grade level meetings

Person Responsible

Josie Keen

Schedule

Monthly, from 9/2/2015 to 6/9/2016

Evidence of Completion

Completed survey by teachers at the end of the book study

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

Strategies/ information learned from the book study "Everyday Engagement: Making Students and Parents Your Partners in Learning" By Kathy Ridnover.

Person Responsible

Josie Keen

Schedule

Annually, from 9/2/2015 to 6/9/2016

Evidence of Completion

Review and analysis of completed surveys

G4. Reading Goal- By the end of the 2015-2016 school year, 80 % of students in grades K-2 (K-118),(1-144), (2-136), will demonstrate 70% or above in reading skills as measured by the quarterly District ELA Assessments. 1

🔍 G073519

G4.B1 Students identified with reading disorders or learning disorders that involve significant impairment of reading accuracy, speed, or comprehension to the extent that the impairment interferes with academic achievement. 2

🔍 B192021

G4.B1.S3 Implementation of the following researched-based technology programs: Fast ForWord, Waterford, Earobics, and Accelerated Reader. 4

🔍 S203468

Strategy Rationale

These computer based programs provide practice in reading in order to prepare for Florida State Assessments. Fast ForWord program provides brain development. Earobics and Waterford provide additional intervention for struggling readers. Accelerated Reader (AR) provides incentive to read and tied to rewards and recognition.

Action Step 1 5

Implementation of Accelerated Reading Program

Person Responsible

Karen Cronin

Schedule

Daily, from 8/24/2015 to 6/9/2016

Evidence of Completion

Monitor students comprehension results from AR test, point system award acknowledgement.

Action Step 2 5

Implementation of Waterford Computer Reading Program

Person Responsible

Karen Cronin

Schedule

Daily, from 9/8/2015 to 6/9/2016

Evidence of Completion

Review of reports of students' reading progress.

Plan to Monitor Fidelity of Implementation of G4.B1.S3 `6`

Classroom teachers, assistant principal, principal, FCIMS Title 1 lead teacher will discuss students progress at bi-weekly grade level data chats

Person Responsible

Karen Cronin

Schedule

Biweekly, from 9/8/2015 to 6/9/2016

Evidence of Completion

Analysis of student reports.

Plan to Monitor Effectiveness of Implementation of G4.B1.S3 `7`

Bi-weekly grade level data chats of student performance of programs.

Person Responsible

Karen Cronin

Schedule

Biweekly, from 9/8/2015 to 6/9/2016

Evidence of Completion

Review of grade level team notes, classroom snapshots, and review of teacher lesson plans

G4.B2 Students not familiar with the complex text and higher order thinking required in Florida Standards. 2

🔧 B192022

G4.B2.S1 1. Teachers will participate in district training refresher of reading program Pearson Reading Street 4

🔧 S203470

Strategy Rationale

Teachers have worked with Pearson reading Program for one school year and seek additional training to implement reading program effectively in the 90 minute reading block.

Action Step 1 5

Teachers attend training for Realize Platform of Pearson Reading Street Program- Pearson Reading Street

Person Responsible

Karen Cronin

Schedule

On 9/16/2015

Evidence of Completion

Classroom snapshots, teacher lesson plans

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

Pearson Reading Street bi-weekly tests and quarterly reading assessments

Person Responsible

Karen Cronin

Schedule

Quarterly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Review student data of on-going quarterly reading assessments and biweekly tests for first and second grade.

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 `7`

Florida State Standards K-2 using Pearson Street Reading Program and additional resources.

Person Responsible

Karen Cronin

Schedule

Quarterly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Classroom snapshots, teacher lesson plans, and review of student data assessments.

G4.B3 Students not yet identified as having a learning disability or did not meet state eligiblity requirements but have been identified in the subgroup scoring in the lowest quartile. `2`

🔍 B192023

G4.B3.S1 Provide support for students identified in the lowest quartile in their reading skills through Title 1 services. `4`

🔍 S203472

Strategy Rationale

Students need additional time during the instructional day to improve their reading skills with the use of an intervention program aligned with Pearson Reading Street series.

Action Step 1 `5`

Implementation of Fast ForWord technological intervention

Person Responsible

Valde Fortner

Schedule

Daily, from 8/24/2015 to 6/9/2016

Evidence of Completion

Student progress monitoring through Fast ForWord reports

Plan to Monitor Fidelity of Implementation of G4.B3.S1 6

Fast ForWord technological program

Person Responsible

Valde Fortner

Schedule

Daily, from 8/24/2015 to 6/9/2016

Evidence of Completion

Student progress will be monitored and evaluated by daily monitoring and weekly student data progress reports.

Plan to Monitor Effectiveness of Implementation of G4.B3.S1 7

Fast ForWord technological program

Person Responsible

Valde Fortner

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Review and evaluation of Fast ForWord Program, FCIMS meetings.

G4.B3.S2 Provide paraprofessional support for ESOL students 4

S203473

Strategy Rationale

ESOL students need support in learning the English language by providing small group and one-on-one tutoring. In addition, the paraprofessional can translate in Spanish.

Action Step 1 5

Provide support in ESOL students reading skills

Person Responsible

Valde Fortner

Schedule

Daily, from 8/24/2015 to 6/9/2016

Evidence of Completion

Monitor and review of ESOL students reading scores

Plan to Monitor Fidelity of Implementation of G4.B3.S2 6

ESOL Paraprofessional Aide

Person Responsible

Valde Fortner

Schedule

Quarterly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Review of teachers lesson plans, monitor ESOL student reading scores (bi-weekly reading tests and quarterly assessments)

Plan to Monitor Effectiveness of Implementation of G4.B3.S2 `7`

ESOL students reading growth

Person Responsible

Valde Fortner

Schedule

Quarterly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Analysis of ESOL reading scores (bi-weekly reading tests and quarterly reading assessments)

G5. Math Goal- By the end of the 2015-2016 school year, 80 % of students in grades K-2, (K-118), (1-144), (2-136), will increase math skills as measured by the quarterly District Math Assessments. `1`

🔑 G073520

G5.B1 Students unable to transfer newly taught skills into real-life math problems. `2`

🔑 B192024

G5.B1.S2 Implementation of Everyday Counts Math program `4`

🔑 S203475

Strategy Rationale

Students need daily practice of math concepts and relate concepts to the real world.

Action Step 1 `5`

Implement Everyday Counts Math Program school-wide

Person Responsible

Karen Cronin

Schedule

Quarterly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Classroom snapshots, teacher lesson plans, students Calendar math scores (fall, winter and spring)

Action Step 2 `5`

Implement math district scope and sequence guide for grades K-2.

> **Person Responsible**
>
> Josie Keen
>
> **Schedule**
>
> Monthly, from 8/24/2015 to 6/9/2016
>
> ***Evidence of Completion***
>
> Concept math tests scores.

Plan to Monitor Fidelity of Implementation of G5.B1.S2 `6`

Effective implementation of Everyday Counts Math

> **Person Responsible**
>
> Karen Cronin
>
> **Schedule**
>
> Daily, from 8/24/2015 to 6/9/2016
>
> ***Evidence of Completion***
>
> Classroom snapshots, teacher lesson plans

Plan to Monitor Effectiveness of Implementation of G5.B1.S2 `7`

Effective implementation of Everyday Counts Math

> **Person Responsible**
>
> Karen Cronin
>
> **Schedule**
>
> Quarterly, from 8/24/2015 to 6/9/2016
>
> ***Evidence of Completion***
>
> Review and analysis of Calendar Math assessments administered three times per year.

G5.B1.S4 Provide STEAM hands-on activities for students. 4

S203477

Strategy Rationale

Students need opportunities to explore with materials that promote science , math, art, and technological skill development.

Action Step 1 5

Provide on-going teacher training in STEAM activities for students.

Person Responsible

Valde Fortner

Schedule

On 1/20/2016

Evidence of Completion

Teacher lesson plans, classroom snapshots

Plan to Monitor Fidelity of Implementation of G5.B1.S4 6

Review and analysis of student scores in math and science.

Person Responsible

Valde Fortner

Schedule

Monthly, from 1/20/2016 to 6/9/2016

Evidence of Completion

Student scores in math and science will be collected and analyzed by grade level data chats and FCIMS team.

Plan to Monitor Effectiveness of Implementation of G5.B1.S4 `7`

Review and analysis of student scores in math and science.

Person Responsible

Karen Cronin

Schedule

Monthly, from 1/20/2016 to 6/9/2016

Evidence of Completion

Student scores in math and science will be collected and analyzed by grade level data chats and FCIMS team

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Implement writing lessons in aligned with K-2 ELA Florida writing standards and the district writing scope and sequence guide.	Cronin, Karen	8/24/2015	Classroom snapshots, teacher lesson plans, student work samples	6/9/2016 quarterly
G2.B1.S1.A1	Implement District scope and sequence skills in grades K-2 effectively aligned with Next Generation Sunshine State Standards. In grades 1 and 2, assessment student data will be used to monitor student learning.	Cronin, Karen	8/24/2015	Classroom snapshots, teacher lesson plans, student assessment scores	6/9/2016 monthly
G3.B1.S1.A1	Title of the Title 1 Book Study is "Everyday Engagement: students and Parents Your Partners in Learning" By Kathy Ridnover	Keen, Josie	9/2/2015	Teacher will complete survey at the end of the bookstudy	6/9/2016 monthly
G4.B1.S3.A1	Implementation of Accelerated Reading Program	Cronin, Karen	8/24/2015	Monitor students comprehension results from AR test, point system award acknowledgement.	6/9/2016 daily
G4.B2.S1.A1	Teachers attend training for Realize Platform of Pearson Reading Street Program- Pearson Reading Street	Cronin, Karen	9/16/2015	Classroom snapshots, teacher lesson plans	9/16/2015 one-time
G4.B3.S1.A1	Implementation of Fast ForWord technological intervention	Fortner, Valde	8/24/2015	Student progress monitoring through Fast ForWord reports	6/9/2016 daily
G4.B3.S2.A1	Provide support in ESOL students reading skills	Fortner, Valde	8/24/2015	Monitor and review of ESOL students reading scores	6/9/2016 daily
G5.B1.S2.A1	Implement Everyday Counts Math Program school-wide	Cronin, Karen	8/24/2015	Classroom snapshots, teacher lesson plans, students Calendar math scores (fall, winter and spring)	6/9/2016 quarterly
G5.B1.S4.A1	Provide on-going teacher training in STEAM activities for students.	Fortner, Valde	1/20/2016	Teacher lesson plans, classroom snapshots	1/20/2016 one-time
G2.B1.S1.A2	Students K-2 participate in hands on activities in Irby's science lab (STEAM actvities such as legos, robotics)	Fortner, Valde	9/8/2015	Teacher observation, student science journals, classroom snapshots	6/9/2016 monthly
G4.B1.S3.A2	Implementation of Waterford Computer Reading Program	Cronin, Karen	9/8/2015	Review of reports of students' reading progress.	6/9/2016 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G5.B1.S2.A2	Implement math district scope and sequence guide for grades K-2.	Keen, Josie	8/24/2015	Concept math tests scores.	6/9/2016 monthly
G1.MA1	Student writing rubric scores for grades 1 & 2.	Keen, Josie	8/24/2015	Review and analysis of student writing rubric scores and student work samples.	6/9/2016 quarterly
G1.B1.S1.MA1	Student writing rubric scores for grades 1 & 2.	Keen, Josie	8/24/2015	Teacher lesson plans, student work samples, and student writing rubric scores.	6/9/2016 quarterly
G1.B1.S1.MA1	Students writing rubric scores for grades 1 & 2.	Keen, Josie	8/24/2015	Teacher lesson plans, student work samples, and student writing rubric scores.	6/9/2016 quarterly
G2.MA1	First and second grade science assessment scores	Cronin, Karen	8/24/2015	Review of first and second grade science assessment scores.	6/9/2016 monthly
G2.B1.S1.MA1	Review of first and second grade students' science assessments	Cronin, Karen	8/24/2015	Teacher lesson plans, test data.	6/9/2016 monthly
G2.B1.S1.MA1	First and second grade assessments will be analyzed.	Cronin, Karen	8/24/2015	Assessments and student test scores.	6/9/2016 monthly
G3.MA1	Title of the Title 1 Book Study is "Everyday Engagement: Making Students and Parents Partners in Learning" By Kathy Ridnover.	Keen, Josie	9/2/2015	Review and analysis of completed surveys by all teachers	6/9/2016 monthly
G3.B1.S1.MA1	Strategies/ information learned from the book study "Everyday Engagement: Making Students and Parents Your Partners in Learning" By Kathy Ridnover.	Keen, Josie	9/2/2015	Review and analysis of completed surveys	6/9/2016 annually
G3.B1.S1.MA1	Strategies and information will be disseminated at Team Leader meetings to team Leaders to share at their grade level meetings	Keen, Josie	9/2/2015	Completed survey by teachers at the end of the book study	6/9/2016 monthly
G4.MA1	Quarterly Reading Assessment and bi-weekly reading tests	Keen, Josie	8/24/2015	Monthly data reports of Pearson Reading Street Bi-Weekly Assessment and quarterly reading assessments.	6/9/2016 quarterly
G4.B2.S1.MA1	Florida State Standards K-2 using Pearson Street Reading Program and additional resources.	Cronin, Karen	8/24/2015	Classroom snapshots, teacher lesson plans, and review of student data assessments.	6/9/2016 quarterly
G4.B2.S1.MA1	Pearson Reading Street bi-weekly tests and quarterly reading assessments	Cronin, Karen	8/24/2015	Review student data of on-going quarterly reading assessments and biweekly tests for first and second grade.	6/9/2016 quarterly
G4.B3.S1.MA1	Fast ForWord technological program	Fortner, Valde	8/24/2015	Review and evaluation of Fast ForWord Program, FCIMS meetings.	6/9/2016 weekly
G4.B3.S1.MA1	Fast ForWord technological program	Fortner, Valde	8/24/2015	Student progress will be monitored and evaluated by daily monitoring and weekly student data progress reports.	6/9/2016 daily
G4.B3.S2.MA1	ESOL students reading growth	Fortner, Valde	8/24/2015	Analysis of ESOL reading scores (bi-weekly reading tests and quarterly reading assessments)	6/9/2016 quarterly
G4.B3.S2.MA1	ESOL Paraprofessional Aide	Fortner, Valde	8/24/2015	Review of teachers lesson plans, monitor ESOL student reading scores (bi-weekly reading tests and quarterly assessments)	6/9/2016 quarterly
G4.B1.S3.MA1	Bi-weekly grade level data chats of student performance of programs.	Cronin, Karen	9/8/2015	Review of grade level team notes, classroom snapshots, and review of teacher lesson plans	6/9/2016 biweekly
G4.B1.S3.MA1	Classroom teachers, assistant principal, principal, FCIMS Title 1 lead teacher will discuss students progress at bi-weekly grade level data chats	Cronin, Karen	9/8/2015	Analysis of student reports.	6/9/2016 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G5.MA1	Effective implementation of Everyday Counts Math	Cronin, Karen	8/24/2015	Review and analysis of Calendar Math tests given three times per school year..	6/9/2016 quarterly
G5.B1.S2.MA1	Effective implementation of Everyday Counts Math	Cronin, Karen	8/24/2015	Review and analysis of Calendar Math assessments administered three times per year.	6/9/2016 quarterly
G5.B1.S2.MA1	Effective implementation of Everyday Counts Math	Cronin, Karen	8/24/2015	Classroom snapshots, teacher lesson plans	6/9/2016 daily
G5.B1.S4.MA1	Review and analysis of student scores in math and science.	Cronin, Karen	1/20/2016	Student scores in math and science will be collected and analyzed by grade level data chats and FCIMS team	6/9/2016 monthly
G5.B1.S4.MA1	Review and analysis of student scores in math and science.	Fortner, Valde	1/20/2016	Student scores in math and science will be collected and analyzed by grade level data chats and FCIMS team.	6/9/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Writing Goal- By the end of 2015-2016 school year, 80% of students in grades K (118), First (144), Second (136) will show 70% or above in the foundational writing skills required with Florida ELA Writing Standards using District/Irby's scope and sequence plan.

G1.B1 Students lack writing skills required in Florida Writing Standards

G1.B1.S1 Grade level Data Chat meetings to discuss student writing skills and student work samples

PD Opportunity 1

Implement writing lessons in aligned with K-2 ELA Florida writing standards and the district writing scope and sequence guide.

Facilitator

Kathy Robinson

Participants

Teachers K-2, ESE teachers, and Title 1 Teacher Tutors

Schedule

Quarterly, from 8/24/2015 to 6/9/2016

G2. Science Goal- By the end of the school year, 100% of students in K-2, (K-118), (1-144), (2-136), will reach end of the year District scope and sequence standards aligned with the state standards. By the end of the school year in grades 1 (144) & 2 (136), at least 80% of the students will demonstrate 70% or above on assessments.

G2.B1 Lack of students having prior background knowledge of scientific concepts.

G2.B1.S1 Implement District scope and sequence skills in grades K-2 effectively.

PD Opportunity 1

Implement District scope and sequence skills in grades K-2 effectively aligned with Next Generation Sunshine State Standards. In grades 1 and 2, assessment student data will be used to monitor student learning.

Facilitator

Valdenora Fortner, Kari Cronin, Sheryl Silcox, Flo Bason, and FDLRS resource

Participants

K-2 teachers and gifted

Schedule

Monthly, from 8/24/2015 to 6/9/2016

PD Opportunity 2

Students K-2 participate in hands on activities in Irby's science lab (STEAM actvities such as legos, robotics)

Facilitator

Valdenora Fortner, Kari Cronin, Sheryl Silcox, Flo Bason, and FDLRS resource

Participants

K-2 teachers and gifted teacher

Schedule

Monthly, from 9/8/2015 to 6/9/2016

G3. Parent Involvement- By the end of the 2015-2016 school year, Irby will increase their percentage of parents attending parent involvement opportunities by 10%.

G3.B1 Parents, school and community need to learn effective methods to prepare students to develop leadership abilities in themselves

G3.B1.S1 Strategies from this book will be shared at Team Leader meetings and Team Leaders will disseminate information to teachers at their grade level meetings.

PD Opportunity 1

Title of the Title 1 Book Study is "Everyday Engagement: students and Parents Your Partners in Learning" By Kathy Ridnover

Facilitator

Josie Keen- Title 1 Lead Teacher/FCIMS FAcilitator

Participants

All faculty

Schedule

Monthly, from 9/2/2015 to 6/9/2016

G4. Reading Goal- By the end of the 2015-2016 school year, 80 % of students in grades K-2 (K-118),(1-144), (2-136), will demonstrate 70% or above in reading skills as measured by the quarterly District ELA Assessments.

G4.B2 Students not familiar with the complex text and higher order thinking required in Florida Standards.

G4.B2.S1 1. Teachers will participate in district training refresher of reading program Pearson Reading Street

PD Opportunity 1

Teachers attend training for Realize Platform of Pearson Reading Street Program- Pearson Reading Street

Facilitator

Teacher leaders will train teachers on Realize Platform for Pearson Reading Street reading program.

Participants

K-2 teachers, ESE teachers

Schedule

On 9/16/2015

G5. Math Goal- By the end of the 2015-2016 school year, 80 % of students in grades K-2, (K-118), (1-144), (2-136), will increase math skills as measured by the quarterly District Math Assessments.

G5.B1 Students unable to transfer newly taught skills into real-life math problems.

G5.B1.S4 Provide STEAM hands-on activities for students.

PD Opportunity 1

Provide on-going teacher training in STEAM activities for students.

Facilitator

Flo Bason, Sheryl Silcox and FDLRS

Participants

K-2 teachers , ESE teachers and gifted teacher

Schedule

On 1/20/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Implement writing lessons in aligned with K-2 ELA Florida writing standards and the district writing scope and sequence guide.				$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	General Fund		$2,500.00
			Notes: Funding for presenter and substitues for teachers.			
2	G2.B1.S1.A1	Implement District scope and sequence skills in grades K-2 effectively aligned with Next Generation Sunshine State Standards. In grades 1 and 2, assessment student data will be used to monitor student learning.				$0.00
3	G2.B1.S1.A2	Students K-2 participate in hands on activities in Irby's science lab (STEAM actvities such as legos, robotics)				$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0571 - W. W. Irby Elementary School	Other		$2,000.00
			Notes: Hands-on materials for students to explore robotics, legos, and engineering			
4	G3.B1.S1.A1	Title of the Title 1 Book Study is "Everyday Engagement: students and Parents Your Partners in Learning" By Kathy Ridnover				$0.00
5	G4.B1.S3.A1	Implementation of Accelerated Reading Program				$1,863.77
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0571 - W. W. Irby Elementary School	General Fund		$1,863.77
			Notes: Purchase of school yearly license			
6	G4.B1.S3.A2	Implementation of Waterford Computer Reading Program				$0.00
7	G4.B2.S1.A1	Teachers attend training for Realize Platform of Pearson Reading Street Program- Pearson Reading Street				$0.00
8	G4.B3.S1.A1	Implementation of Fast ForWord technological intervention				$149,049.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0571 - W. W. Irby Elementary School	Title I Part A		$149,049.00
			Notes: Title 1 Teacher Tutors			
9	G4.B3.S2.A1	Provide support in ESOL students reading skills				$8,000.00

Budget Data

	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Other		$8,000.00
10	**G5.B1.S2.A1**	**Implement Everyday Counts Math Program school-wide**				**$0.00**
11	**G5.B1.S2.A2**	**Implement math district scope and sequence guide for grades K-2.**				**$950.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0571 - W. W. Irby Elementary School	Other		$950.00
			Notes: Math materials and manipulatives			
12	**G5.B1.S4.A1**	**Provide on-going teacher training in STEAM activities for students.**				**$2,500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0571 - W. W. Irby Elementary School	School Improvement Funds		$2,500.00
			Notes: Purchase hands-on student exploration materials (robotics, legos)			
					Total:	$166,862.77