

W. W. Irby Elementary School



2016-17 Schoolwide Improvement Plan

W. W. Irby Elementary School

13505 NW 140TH ST, Alachua, FL 32615

<https://www.sbac.edu/irby>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-2	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	51%

School Grades History

Year
Grade

School Board Approval

This plan was approved by the Alachua County School Board on 10/18/2016.

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for W. W. Irby Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. 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.

2. School Environment

a. 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.

b. 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.

c. 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.

d. 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 program in the community.

3. Early Warning Systems

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

a. 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/assistant principal meet 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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	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	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

c. 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/assistant principal meet 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 Irby's business partner, volunteers, and 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.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/305302>.

2. Description

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

2. 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 "Kids With Character" and Ruby Tuesday's provide 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. The UF Chemistry Club and Santa Fe High School Science Club partnered with Irby this year and provided hands-on STEAM activities for students at Irby's Family Fun Night.

Irby works with mentors from Irbys' business partners and other community volunteers to improve academic performance of students identified.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

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

b. Duties

1. 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, Behavior Resource Teacher, School Counselor, FCIMS Facilitator/ Title 1 Lead Teacher, and school resource officer. 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.

2. 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, Behavior Resource Teacher, 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 Behavior Resource Teacher 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.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Valdenora Fortner	Principal
Katherine Lehtola	Teacher
Carolyn Woods	Teacher
Jeff Bell	Parent
Debbie Avonda	Parent
Glenn Bryan	Business/Community
Adam Boukari	Business/Community
Amber Baucom	Business/Community
James Lee Davis	Education Support Employee
Gregory Pelham	Parent
Jan Sleeper	Teacher

b. Duties

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

a. Evaluation of last year's school improvement plan

The 20152016 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.

b. 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.

c. 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.

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

1. Travel for P.E. Conference - \$83.25

2. Supplies/privacy folders for Brain Lab - \$98.31

3. Substitutes (Jimenez- workshop, BPIE Meeting, Sanchez-2 day workshop, additional support of paraprofessionals in Pre-K, 8 subs) - \$918.22

Total- \$ 1,110.33

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Fortner, Valde	Principal
Cronin, Karen	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The Literacy Leadership Team consists of the principal, assistant principal, Behavior Resource Teacher, 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 receive tutoring in the 21st Century after school program.

D. Public and Collaborative Teaching

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

1. 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.

Twice a month, member of administration team meets with a grade level for data chat meetings.

2. 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.

3. 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.

2016-2017:

Irby does not have any new beginning teachers assigned this school year.

However, Irby does have a Physical Education Teacher, a Behavior Resource Teacher, and 50% Title 1 Teacher Tutor new to Irby for the 2016-2017 school year. These teachers new to Irby are paired with other staff for support:

Ms. Johnson (PE Teacher)- Ms. Belgrade (Art Teacher)

Ms. Regan (50% Title 1)- Ms. Keen (Lead Title 1 Teacher)

Mr. Martinez (Behavior Resource Teacher)- Ms. Fortner (principal), Ms. Cronin (assistant principal)

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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.

b. Instructional Strategies

1. 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 (bi-weekly tests/grades 1 & 2, quarterly assessments/ grades K-2) to structure groups and differentiate instruction. Through analysis of the data, teachers differentiate for reading comprehension, fluency, vocabulary, and phonics skill levels.

In addition, through Irby's BPIE review, goals were prioritized and are included Irby's School Improvement Plan:

1. Short and long term improvement efforts are included in the SIP- Irby will continue to explore ways

to increase SWD's in the general educational setting.

2. School data reflect that all SWD's are educated in general education contexts 80% or more of the day.

3. There is a school-wide approach for planning and implementing Universal Design for Learning.

4. All paraprofessionals receive professional development on ways to support SWD's in general education.

5. Reports of progress toward implementing inclusion are disseminated to families, district personnel, and community members annually.

6. Speech/Language therapist will provide push-in services for targeted students in first grade.

7. E.S.E. second grade students will receive science instruction in the regular education setting.

2. 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 1 Teachers, 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

Cronin, Karen, croninkl@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

Cronin, Karen, croninkl@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

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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, parents schedule an appointment to have their child screened for Kindergarten Readiness skills. This information is used to balance classes and to inform teachers about students' abilities at the beginning of the school year.

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).

b. College and Career Readiness

1. 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.

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

NA

3. 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 assist student in the future for online academic assessments.

4. 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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Writing Goal- By the end of 2016-2017 school year, 70% of students in grades K (115), First (128), Second (113) 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-115), (1-128), (2-113), 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 (128) & 2 (113), at least 60% of the students will demonstrate 70% or above on assessments.
- G3.** Parent Involvement- By the end of the 2016-2017 school year, Irby will increase their percentage of parents attending parent involvement opportunities by 5%.
- G4.** Reading Goal- By the end of the 2016-2017 school year, 60 % of students in grades K-2 (K-115),(1-128), (2-113), will demonstrate 70% or above in reading skills as measured by the quarterly ELA Standards-Based Assessments.
- G5.** Math Goal- By the end of the 2016-2017 school year, 70 % of students in grades K-2, (K-115), (1-128), (2-113), will increase math skills as measured by the quarterly Standards-Based Math Assessments.

Strategic Goals Detail

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

G1. Writing Goal- By the end of 2016-2017 school year, 70% of students in grades K (115), First (128), Second (113) 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

G085194

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	70.0

Targeted Barriers to Achieving the Goal 3

- Students lack writing skills required in Florida Writing Standards

Resources Available to Help Reduce or Eliminate the Barriers 2

- District scope and sequence writing guide and rubrics.
- Kathy Robinson curriculum materials.
- PLC writing team will develop grade level writing plans aligned with standards
- Handwriting without Tears Program

Plan to Monitor Progress Toward G1. 8

Student writing rubric scores for grades 1 & 2.

Person Responsible

Karen Cronin

Schedule

Triannually, from 8/15/2016 to 6/2/2017

Evidence of Completion

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

G2. Science Goal- By the end of the school year, 100% of students in K-2, (K-115), (1-128), (2-113), 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 (128) & 2 (113), at least 60% of the students will demonstrate 70% or above on assessments. **1a**

 G085195

Targets Supported **1b**

Indicator	Annual Target
	70.0

Targeted Barriers to Achieving the Goal **3**

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

Resources Available to Help Reduce or Eliminate the Barriers **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 activities (legos, robotics)

Plan to Monitor Progress Toward G2. **8**

First and second grade science assessment scores

Person Responsible

Karen Cronin

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Review of first and second grade science assessment scores.

G3. Parent Involvement- By the end of the 2016-2017 school year, Irby will increase their percentage of parents attending parent involvement opportunities by 5%. 1a

G085196

Targets Supported 1b

Indicator	Annual Target
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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

Resources Available to Help Reduce or Eliminate the Barriers 2

- Title of the Title 1 Book Study is "Improving Parental Involvement" by: Garry Hornby
- Parent Involvement Meetings for grades K-2.

Plan to Monitor Progress Toward G3. 8

Title of the Title 1 Book Study is "improving Parental Involvement" By Garry Hornby

Person Responsible

Josie Keen

Schedule

Monthly, from 8/31/2016 to 6/2/2017

Evidence of Completion

Review and analysis of completed surveys by all teachers

G4. Reading Goal- By the end of the 2016-2017 school year, 60 % of students in grades K-2 (K-115),(1-128), (2-113), will demonstrate 70% or above in reading skills as measured by the quarterly ELA Standards-Based Assessments. 1a

G085197

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	70.0

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 eligibility requirements but have been identified in the subgroup scoring in the lowest quartile.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Pearson Reading Street reading program.
- On-Going 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 Smarty Ants 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
- PLC planning days for consistency within each grade level for teaching reading standards
- Teacher created instructional notebook for reading lessons, activities, resources and DOK questions for teaching reading standards.
- Bookstudy "Visible Learning for Teachers" by John Hattie during monthly WOW meetings.
- UFLI strategies implemented through small group instruction during 90 minute reading block.

Plan to Monitor Progress Toward G4. 8

Quarterly Reading Assessment and bi-weekly reading tests

Person Responsible

Josie Keen

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Monthly data reports of Bi-Weekly Assessment and quarterly reading assessments.

G5. Math Goal- By the end of the 2016-2017 school year, 70 % of students in grades K-2, (K-115), (1-128), (2-113), will increase math skills as measured by the quarterly Standards-Based Math Assessments. **1a**

 G085198

Targets Supported **1b**

Indicator	Annual Target
Math Gains	70.0

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.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- My Math Program (McGraw/Hill)
- Everyday Counts Math
- Math Reads
- UF Math Nights-hands-on activities.
- Hands-on exploration of STEAM activities
- Reflex Math computer Program for grades 1 and 2.
- Teacher created instructional notebook for math lessons, activities, resources and DOK questions for teaching math standards.
- PLC planning days for consistency within each grade level for teaching math standards.
- Students establish individual math facts fluency goals.

Plan to Monitor Progress Toward G5. **8**

Effective implementation of Everyday Counts Math

Person Responsible

Karen Cronin

Schedule

Triannually, from 8/15/2016 to 6/2/2017

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 2016-2017 school year, 70% of students in grades K (115), First (128), Second (113) 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**

 **G085194**

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

 **B226556**

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

 **S239029**

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

Triannually, from 8/15/2016 to 6/2/2017

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

Karen Cronin

Schedule

Quarterly, from 8/15/2016 to 6/2/2017

Evidence of Completion

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

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

Student writing rubric scores for grades 1 & 2.

Person Responsible

Karen Cronin

Schedule

Quarterly, from 8/15/2016 to 6/2/2017

Evidence of Completion

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

G1.B1.S3 Teachers will utilize the writing program Handwriting without Tears to grade levels. 4

 S239031

Strategy Rationale

Action Step 1 5

Teachers will gain strategies to help students with their writing using the Handwriting without Tears Program

Person Responsible

Karen Cronin

Schedule

Triannually, from 9/26/2016 to 6/2/2017

Evidence of Completion

Student writing work samples three times per year.

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Teachers will implement strategies learned from the Handwriting without Tears Program.

Person Responsible

Karen Cronin

Schedule

Triannually, from 9/26/2016 to 6/2/2017

Evidence of Completion

Review and analysis of student writing samples

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Teachers will implement strategies learned from the Handwriting without Tears Program,

Person Responsible

Karen Cronin

Schedule

Triannually, from 9/26/2016 to 6/2/2017

Evidence of Completion

Review and analysis of student writing samples.

G2. Science Goal- By the end of the school year, 100% of students in K-2, (K-115), (1-128), (2-113), 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 (128) & 2 (113), at least 60% of the students will demonstrate 70% or above on assessments. 1

G085195

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

B226557

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

S239032

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 8/15/2016 to 6/2/2017

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 activities such as legos, robotics)

Person Responsible

Valde Fortner

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Teacher observation, student science journals, classroom snapshots

Action Step 3 5

Students K-2 will participate in the vegetable garden

Person Responsible

Valde Fortner

Schedule

Quarterly, from 8/31/2016 to 6/2/2017

Evidence of Completion

Vegetable grown in garden will be used in cafeteria. Teacher observation

Action Step 4 5

Students K-2 will participate in the butterfly garden.

Person Responsible

Valde Fortner

Schedule

Quarterly, from 8/31/2016 to 6/2/2017

Evidence of Completion

Butterflies and caterpillars seen in garden. Teacher observation

Action Step 5 5

All students in grades K-2 will have caterpillars in their classroom and observe their life cycle, eventually releasing the butterflies into the butterfly garden.

Person Responsible

Karen Cronin

Schedule

Annually, from 4/5/2017 to 6/2/2017

Evidence of Completion

Observation, classroom snapshots, student science journals, teacher lesson plans, additional butterflies in butterfly garden.

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 8/15/2016 to 6/2/2017

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 8/15/2016 to 6/2/2017

Evidence of Completion

Teacher lesson plans, test data.

G3. Parent Involvement- By the end of the 2016-2017 school year, Irby will increase their percentage of parents attending parent involvement opportunities by 5%. 1

G085196

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

B226558

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

S239033

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 " Improving Parental Involvement" By Garry Hornby

Person Responsible

Josie Keen

Schedule

Monthly, from 8/31/2016 to 6/2/2017

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 8/31/2016 to 6/2/2017

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 "Improving Parental Involvement" by Garry Hornby

Person Responsible

Josie Keen

Schedule

Annually, from 8/31/2016 to 6/2/2017

Evidence of Completion

Review and analysis of completed surveys

G4. Reading Goal- By the end of the 2016-2017 school year, 60 % of students in grades K-2 (K-115),(1-128), (2-113), will demonstrate 70% or above in reading skills as measured by the quarterly ELA Standards-Based Assessments. 1

G085197

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

B226560

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

S239036

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 Smarty Ants 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 8/15/2016 to 6/2/2017

Evidence of Completion

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

Action Step 2 5

Implementation of Smarty Ants Computer Reading Programs

Person Responsible

Josie Keen

Schedule

Daily, from 8/31/2016 to 6/2/2017

Evidence of Completion

Review of reports of students' reading progress and progress reports.

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 8/15/2016 to 6/2/2017

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 8/15/2016 to 6/2/2017

Evidence of Completion

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

G4.B1.S5 Teachers participate in PLC planning days throughout the school year **4**

 S239038

Strategy Rationale

Provide consistency in planning and instruction within each grade level

Action Step 1 **5**

Teachers will be provided planning time to develop lesson plans and assessments aligned with Florida Standards

Person Responsible

Valde Fortner

Schedule

Triannually, from 8/31/2016 to 6/2/2017

Evidence of Completion

Classroom snapshots, lesson plans, reading assessment scores

Plan to Monitor Fidelity of Implementation of G4.B1.S5 **6**

Teachers will develop lesson plans and assessments aligned with Florida Standards.

Person Responsible

Valde Fortner

Schedule

Quarterly, from 8/31/2016 to 6/2/2017

Evidence of Completion

Classroom snapshots, lesson plans, student bi-weekly assessment scores and quarterly assessment scores.

Plan to Monitor Effectiveness of Implementation of G4.B1.S5 7

Teachers will develop lesson plans and assessments aligned with Florida Standards.

Person Responsible

Valde Fortner

Schedule

Quarterly, from 8/31/2016 to 6/2/2017

Evidence of Completion

Classroom snapshots, lesson plans, student bi-weekly assessment scores and quarterly assessment scores.

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

 B226562

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

 S239040

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 8/15/2016 to 6/2/2017

Evidence of Completion

Student progress monitoring through Fast ForWord reports

Action Step 2 5

Implementation of Small Group instruction intervention

Person Responsible

Valde Fortner

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

Student progress monitoring through bi-weekly/quarterly reading assessments/My Sidewalk Benchmark assessments.

Action Step 3 5

Bookstudy- "Visible Learning for Teachers" by John Hattie

Person Responsible

Valde Fortner

Schedule

Monthly, from 8/31/2016 to 6/2/2017

Evidence of Completion

Teachers will complete reading discussions at monthly WOW meetings.

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

Fast ForWord technological program

Person Responsible

Valde Fortner

Schedule

Daily, from 8/15/2016 to 6/2/2017

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 8/15/2016 to 6/2/2017

Evidence of Completion

Review and evaluation of Fast ForWord Program, FCIMS meetings.

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

 S239041

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 8/15/2016 to 6/2/2017

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

Monthly, from 8/15/2016 to 6/2/2017

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

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

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

G5. Math Goal- By the end of the 2016-2017 school year, 70 % of students in grades K-2, (K-115), (1-128), (2-113), will increase math skills as measured by the quarterly Standards-Based Math Assessments. 1

G085198

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

B226563

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

S239043

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

Triannually, from 8/15/2016 to 6/2/2017

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

Quarterly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Math scores monitored of standards-based math assessments.

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

Effective implementation of Everyday Counts Math

Person Responsible

Karen Cronin

Schedule

Daily, from 8/15/2016 to 6/2/2017

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 8/15/2016 to 6/2/2017

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

 S239045

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

Annually, from 8/15/2016 to 6/2/2017

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 8/15/2016 to 6/2/2017

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 8/15/2016 to 6/2/2017

Evidence of Completion

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

G5.B1.S5 Provide PLC planning days to develop lesson plans and assessments aligned with Florida Standards. 4

 S239046

Strategy Rationale

Teachers need planning days to collaborate and provided consistency in teaching math within grade levels.

Action Step 1 5

Teachers will develop lesson plans and assessments aligned with Florida Standards.

Person Responsible

Valde Fortner

Schedule

Triannually, from 8/15/2016 to 6/2/2017

Evidence of Completion

Classroom snapshots, lesson plans, student bi-weekly assessment scores and quarterly assessment scores.

Plan to Monitor Fidelity of Implementation of G5.B1.S5 6

Teachers will be provided planning time to develop lesson plans and assessments aligned with Florida Standards.

Person Responsible

Valde Fortner

Schedule

Triannually, from 8/15/2016 to 6/2/2017

Evidence of Completion

Classroom snapshots, lesson plans, student bi-weekly assessment scores and quarterly assessment scores.

Plan to Monitor Effectiveness of Implementation of G5.B1.S5 7

Teachers will be provided planning time to develop lesson plans and assessments aligned with Florida Standards.

Person Responsible

Valde Fortner




















Schedule

Triannually, from 8/15/2016 to 6/2/2017





















Evidence of Completion

Classroom snapshots, lesson plans, student bi-weekly assessment scores and quarterly assessment scores.








IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
 G1.MA1 M316640	Student writing rubric scores for grades 1 & 2.	Cronin, Karen	8/15/2016	Review and analysis of student writing scores and student work samples.	6/2/2017 triannually
 G2.MA1 M316643	First and second grade science assessment scores	Cronin, Karen	8/15/2016	Review of first and second grade science assessment scores.	6/2/2017 monthly
 G3.MA1 M316646	Title of the Title 1 Book Study is "improving Parental Involvement" By Garry Hornby	Keen, Josie	8/31/2016	Review and analysis of completed surveys by all teachers	6/2/2017 monthly
 G4.MA1 M316661	Quarterly Reading Assessment and bi-weekly reading tests	Keen, Josie	8/15/2016	Monthly data reports of Bi-Weekly Assessment and quarterly reading assessments.	6/2/2017 monthly
 G5.MA1 M316674	Effective implementation of Everyday Counts Math	Cronin, Karen	8/15/2016	Review and analysis of Calendar Math tests given three times per school year..	6/2/2017 triannually
 G1.B1.S1.MA1 M316636	Student writing rubric scores for grades 1 & 2.	Cronin, Karen	8/15/2016	Teacher lesson plans, student work samples, student writing rubric scores, snapshots, and formal observations..	6/2/2017 quarterly
 G1.B1.S1.MA1 M316637	Students writing rubric scores for grades 1 & 2.	Cronin, Karen	8/15/2016	Teacher lesson plans, student work samples, student writing rubric scores, snapshots and formal observations..	6/2/2017 quarterly
 G1.B1.S1.A1 A309557	Implement writing lessons in aligned with K-2 ELA Florida writing standards and the district...	Cronin, Karen	8/15/2016	Classroom snapshots, teacher lesson plans, student work samples	6/2/2017 triannually
 G2.B1.S1.MA1 M316641	Review of first and second grade students' science assessments	Cronin, Karen	8/15/2016	Teacher lesson plans, test data.	6/2/2017 monthly
 G2.B1.S1.MA1 M316642	First and second grade assessments will be analyzed.	Cronin, Karen	8/15/2016	Assessments and student test scores.	6/2/2017 monthly
 G2.B1.S1.A1 A309559	Implement District scope and sequence skills in grades K-2 effectively aligned with Next...	Cronin, Karen	8/15/2016	Classroom snapshots, teacher lesson plans, student assessment scores	6/2/2017 monthly
 G2.B1.S1.A2 A309560	Students K-2 participate in hands on activities in Irby's science lab (STEAM activities such as...	Fortner, Valde	8/15/2016	Teacher observation, student science journals, classroom snapshots	6/2/2017 monthly
 G2.B1.S1.A3 A309561	Students K-2 will participate in the vegetable garden	Fortner, Valde	8/31/2016	Vegetable grown in garden will be used in cafeteria. Teacher observation	6/2/2017 quarterly
 G2.B1.S1.A4 A309562	Students K-2 will participate in the butterfly garden.	Fortner, Valde	8/31/2016	Butterflies and caterpillars seen in garden. Teacher observation	6/2/2017 quarterly
 G2.B1.S1.A5 A309563	All students in grades K-2 will have caterpillars in their classroom and observe their life cycle,...	Cronin, Karen	4/5/2017	Observation, classroom snapshots, student science journals, teacher lesson plans, additional butterflies in butterfly garden.	6/2/2017 annually
 G3.B1.S1.MA1 M316644	Strategies/ information learned from the book study "Improving Parental Involvement" by Garry Hornby	Keen, Josie	8/31/2016	Review and analysis of completed surveys	6/2/2017 annually
 G3.B1.S1.MA1 M316645	Strategies and information will be disseminated at Team Leader meetings to team Leaders to share...	Keen, Josie	8/31/2016	Completed survey by teachers at the end of the book study	6/2/2017 monthly
 G3.B1.S1.A1 A309564	Title of the Title 1 Book Study is "Improving Parental Involvement" By Garry Hornby	Keen, Josie	8/31/2016	Teacher will complete survey at the end of the bookstudy	6/2/2017 monthly
 G4.B3.S1.MA1 M316657	Fast ForWord technological program	Fortner, Valde	8/15/2016	Review and evaluation of Fast ForWord Program, FCIMS meetings.	6/2/2017 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B3.S1.MA1  M316658	Fast ForWord technological program	Fortner, Valde	8/15/2016	Student progress will be monitored and evaluated by daily monitoring and weekly student data progress reports.	6/2/2017 daily
G4.B3.S1.A1  A309570	Implementation of Fast ForWord technological intervention	Fortner, Valde	8/15/2016	Student progress monitoring through Fast ForWord reports	6/2/2017 daily
G4.B3.S1.A2  A309571	Implementation of Small Group instruction intervention	Fortner, Valde	8/15/2016	Student progress monitoring through bi-weekly/quarterly reading assessments/ My Sidewalk Benchmark assessments.	6/2/2017 daily
G4.B3.S1.A3  A309572	Bookstudy- "Visible Learning for Teachers" by John Hattie	Fortner, Valde	8/31/2016	Teachers will complete reading discussions at monthly WOW meetings.	6/2/2017 monthly
G4.B3.S2.MA1  M316659	ESOL students reading growth	Fortner, Valde	8/15/2016	Analysis of ESOL reading scores (bi-weekly reading tests and quarterly reading assessments)	6/2/2017 monthly
G4.B3.S2.MA1  M316660	ESOL Paraprofessional Aide	Fortner, Valde	8/15/2016	Review of teachers lesson plans, monitor ESOL student reading scores (bi-weekly reading tests and quarterly assessments)	6/2/2017 monthly
G4.B3.S2.A1  A309573	Provide support in ESOL students reading skills	Fortner, Valde	8/15/2016	Monitor and review of ESOL students reading scores	6/2/2017 daily
G5.B1.S2.MA1  M316664	Effective implementation of Everyday Counts Math	Cronin, Karen	8/15/2016	Review and analysis of Calendar Math assessments administered three times per year.	6/2/2017 quarterly
G5.B1.S2.MA1  M316665	Effective implementation of Everyday Counts Math	Cronin, Karen	8/15/2016	Classroom snapshots, teacher lesson plans	6/2/2017 daily
G5.B1.S2.A1  A309574	Implement Everyday Counts Math Program school-wide	Cronin, Karen	8/15/2016	Classroom snapshots, teacher lesson plans, students Calendar math scores (fall, winter and spring)	6/2/2017 triannually
G5.B1.S2.A2  A309575	Implement math district scope and sequence guide for grades K-2.	Keen, Josie	8/15/2016	Math scores monitored of standards-based math assessments.	6/2/2017 quarterly
G1.B1.S3.MA1  M316638	Teachers will implement strategies learned from the Handwriting without Tears Program,	Cronin, Karen	9/26/2016	Review and analysis of student writing samples.	6/2/2017 triannually
G1.B1.S3.MA1  M316639	Teachers will implement strategies learned from the Handwriting without Tears Program.	Cronin, Karen	9/26/2016	Review and analysis of student writing samples	6/2/2017 triannually
G1.B1.S3.A1  A309558	Teachers will gain strategies to help students with their writing using the Handwriting without...	Cronin, Karen	9/26/2016	Student writing work samples three times per year.	6/2/2017 triannually
G4.B1.S3.MA1  M316651	Bi-weekly grade level data chats of student performance of programs.	Cronin, Karen	8/15/2016	Review of grade level team notes, classroom snapshots, and review of teacher lesson plans	6/2/2017 biweekly
G4.B1.S3.MA1  M316652	Classroom teachers, assistant principal, principal, FCIMS Title 1 lead teacher will discuss...	Cronin, Karen	8/15/2016	Analysis of student reports.	6/2/2017 biweekly
G4.B1.S3.A1  A309566	Implementation of Accelerated Reading Program	Cronin, Karen	8/15/2016	Monitor students comprehension results from AR test, point system award acknowledgement.	6/2/2017 daily
G4.B1.S3.A2  A309567	Implementation of Smarty Ants Computer Reading Programs	Keen, Josie	8/31/2016	Review of reports of students' reading progress and progress reports.	6/2/2017 daily
G5.B1.S4.MA1  M316668	Review and analysis of student scores in math and science.	Cronin, Karen	8/15/2016	Student scores in math and science will be collected and analyzed by grade level data chats and FCIMS team	6/2/2017 monthly
G5.B1.S4.MA1  M316669	Review and analysis of student scores in math and science.	Fortner, Valde	8/15/2016	Student scores in math and science will be collected and analyzed by grade level data chats and FCIMS team.	6/2/2017 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G5.B1.S4.A1  A309577	Provide on-going teacher training in STEAM activities for students.	Fortner, Valde	8/15/2016	Teacher lesson plans, classroom snapshots	6/2/2017 annually
G4.B1.S5.MA1  M316655	Teachers will develop lesson plans and assessments aligned with Florida Standards.	Fortner, Valde	8/31/2016	Classroom snapshots, lesson plans, student bi-weekly assessment scores and quarterly assessment scores.	6/2/2017 quarterly
G4.B1.S5.MA1  M316656	Teachers will develop lesson plans and assessments aligned with Florida Standards.	Fortner, Valde	8/31/2016	Classroom snapshots, lesson plans, student bi-weekly assessment scores and quarterly assessment scores.	6/2/2017 quarterly
G4.B1.S5.A1  A309569	Teachers will be provided planning time to develop lesson plans and assessments aligned with...	Fortner, Valde	8/31/2016	Classroom snapshots, lesson plans, reading assessment scores	6/2/2017 triannually
G5.B1.S5.MA1  M316670	Teachers will be provided planning time to develop lesson plans and assessments aligned with...	Fortner, Valde	8/15/2016	Classroom snapshots, lesson plans, student bi-weekly assessment scores and quarterly assessment scores.	6/2/2017 triannually
G5.B1.S5.MA1  M316671	Teachers will be provided planning time to develop lesson plans and assessments aligned with...	Fortner, Valde	8/15/2016	Classroom snapshots, lesson plans, student bi-weekly assessment scores and quarterly assessment scores.	6/2/2017 triannually
G5.B1.S5.A1  A309578	Teachers will develop lesson plans and assessments aligned with Florida Standards.	Fortner, Valde	8/15/2016	Classroom snapshots, lesson plans, student bi-weekly assessment scores and quarterly assessment scores.	6/2/2017 triannually

V. 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 2016-2017 school year, 70% of students in grades K (115), First (128), Second (113) 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.S3 Teachers will utilize the writing program Handwriting without Tears to grade levels.

PD Opportunity 1

Teachers will gain strategies to help students with their writing using the Handwriting without Tears Program

Facilitator

District Personnel

Participants

K-2 teachers, ESE self-contained teacher, ESE resource teacher

Schedule

Triannually, from 9/26/2016 to 6/2/2017

G2. Science Goal- By the end of the school year, 100% of students in K-2, (K-115), (1-128), (2-113), 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 (128) & 2 (113), at least 60% 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, Flo Bason

Participants

K-2 teachers

Schedule

Monthly, from 8/15/2016 to 6/2/2017

PD Opportunity 2

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

Facilitator

Valdenora Fortner, Kari Cronin, Sheryl Silcox, Flo Bason

Participants

K-2 teachers and gifted teacher

Schedule

Monthly, from 8/15/2016 to 6/2/2017

G3. Parent Involvement- By the end of the 2016-2017 school year, Irby will increase their percentage of parents attending parent involvement opportunities by 5%.

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 " Improving Parental Involvement" By Garry Hornby

Facilitator

Josie Keen- Title 1 Lead Teacher/FCIMS Facilitator

Participants

All faculty

Schedule

Monthly, from 8/31/2016 to 6/2/2017

G4. Reading Goal- By the end of the 2016-2017 school year, 60 % of students in grades K-2 (K-115),(1-128), (2-113), will demonstrate 70% or above in reading skills as measured by the quarterly ELA Standards-Based Assessments.

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.

G4.B1.S5 Teachers participate in PLC planning days throughout the school year

PD Opportunity 1

Teachers will be provided planning time to develop lesson plans and assessments aligned with Florida Standards

Facilitator

Valdenora Fortner

Participants

K-2 teachers, ESE and gifted

Schedule

Triannually, from 8/31/2016 to 6/2/2017

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

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

PD Opportunity 1

Bookstudy- "Visible Learning for Teachers" by John Hattie

Facilitator

Valdenora Fortner and Karen Cronin

Participants

All Faculty

Schedule

Monthly, from 8/31/2016 to 6/2/2017

G5. Math Goal- By the end of the 2016-2017 school year, 70 % of students in grades K-2, (K-115), (1-128), (2-113), will increase math skills as measured by the quarterly Standards-Based 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

Participants

K-2 teachers , ESE teachers and gifted teacher

Schedule

Annually, from 8/15/2016 to 6/2/2017

G5.B1.S5 Provide PLC planning days to develop lesson plans and assessments aligned with Florida Standards.

PD Opportunity 1

Teachers will develop lesson plans and assessments aligned with Florida Standards.

Facilitator

Valdenora Fortner

Participants

K-2 teachers, ESE and gifted

Schedule

Triannually, from 8/15/2016 to 6/2/2017

VI. Technical Assistance Items

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

VII. Budget

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.				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0571 - W. W. Irby Elementary School	Title I, Part A		\$1,500.00
			Notes: Writing PLC for teachers			
2	G1.B1.S3.A1	Teachers will gain strategies to help students with their writing using the Handwriting without Tears Program				\$1,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0571 - W. W. Irby Elementary School	Title I, Part A		\$1,200.00
3	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
4	G2.B1.S1.A2	Students K-2 participate in hands on activities in Irby's science lab (STEAM activities such as legos, robotics)				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0571 - W. W. Irby Elementary School	Other		\$2,000.00
			Notes: Hands-on materials for students to explore robotics, legos, and engineering			
5	G2.B1.S1.A3	Students K-2 will participate in the vegetable garden				\$200.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0571 - W. W. Irby Elementary School			\$200.00
6	G2.B1.S1.A4	Students K-2 will participate in the butterfly garden.				\$200.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0571 - W. W. Irby Elementary School			\$200.00
7	G2.B1.S1.A5	All students in grades K-2 will have caterpillars in their classroom and observe their life cycle, eventually releasing the butterflies into the butterfly garden.				\$300.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17

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			0571 - W. W. Irby Elementary School			\$300.00
8	G3.B1.S1.A1	Title of the Title 1 Book Study is " Improving Parental Involvement" By Garry Hornby				\$0.00
9	G4.B1.S3.A1	Implementation of Accelerated Reading Program				\$1,918.76
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0571 - W. W. Irby Elementary School	General Fund		\$1,918.76
			<i>Notes: Purchase of school yearly license</i>			
10	G4.B1.S3.A2	Implementation of Smarty Ants Computer Reading Programs				\$0.00
11	G4.B1.S5.A1	Teachers will be provided planning time to develop lesson plans and assessments aligned with Florida Standards				\$0.00
12	G4.B3.S1.A1	Implementation of Fast ForWord technological intervention				\$149,049.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0571 - W. W. Irby Elementary School	Title I, Part A		\$149,049.00
			<i>Notes: Title 1 Teacher Tutors</i>			
13	G4.B3.S1.A2	Implementation of Small Group instruction intervention				\$0.00
14	G4.B3.S1.A3	Bookstudy- "Visible Learning for Teachers" by John Hattie				\$0.00
15	G4.B3.S2.A1	Provide support in ESOL students reading skills				\$8,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	Other		\$8,000.00
16	G5.B1.S2.A1	Implement Everyday Counts Math Program school-wide				\$0.00
17	G5.B1.S2.A2	Implement math district scope and sequence guide for grades K-2.				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0571 - W. W. Irby Elementary School	Title I, Part A		\$1,500.00
			<i>Notes: Math PLC for teachers</i>			
18	G5.B1.S4.A1	Provide on-going teacher training in STEAM activities for students.				\$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0571 - W. W. Irby Elementary School	School Improvement Funds		\$2,500.00
			<i>Notes: Purchase hands-on student exploration materials (robotics, legos)</i>			

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19	G5.B1.S5.A1	Teachers will develop lesson plans and assessments aligned with Florida Standards.				\$3,383.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0571 - W. W. Irby Elementary School	Title I, Part A		\$3,383.00
			<i>Notes: Reading PLC for teachers</i>			
Total:						\$171,750.76