

Alachua County Public Schools

W. W. Irby Elementary School



2018-19 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)	2017-18 Title I School	2017-18 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 10/16/2018.

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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	9
Effective Leadership	10
Public and Collaborative Teaching	13
Ambitious Instruction and Learning	15
8-Step Planning and Problem Solving Implementation	20
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	27
Appendix 1: Implementation Timeline	55
Appendix 2: Professional Development and Technical Assistance Outlines	48
Professional Development Opportunities	48
Technical Assistance Items	52
Appendix 3: Budget to Support Goals	52

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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2018-19 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 Festival, Math & Science Family Fun Night, Title 1 Parent Meetings, Title 1 Reading Picnic, 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. After school, 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.

Irby's campus doors are secure except the main doors of building 1 after 7:45 for school safety. This provides access only to the front office as there is a security door preventing access to the remainder of the building. Visitors must sign in and present their ID at the front office with the Raptor System.

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. Officer Friendly also oversees the Junior Officer Program at Irby where students are selected based on good behavior and hard work to develop leadership skills. Faculty and staff completed ALICE Training during pre-planning this school year and students completed ALICE training the first week of school.

Irby follows the district policy in regards to "stop bullying". Irby's Administration Team and officer work

closely together with students, teachers and parents to assure Irby fosters a respectful learning environment for all students.

PBIS and Character Program (Golden Eagle) encourage and reinforce positive interactions across campus. Morning announcements further teach and encourage safe and respectful behaviors. Morning meetings in various classrooms also assist with establishing a warm, safe and respectful environment.

Ms. Osborne and Ms. Hurtado, classroom teachers, are creating morning clubs to address social skills in small groups.

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 is in the second year of teachers implementing Harmony Lessons which focus on building a positive and safe classroom environment. Teachers new to Irby this school year are provided training from the district in the fall.

Irby is in the second year of implementing PBIS (Positive Behavior Intervention System) school-wide. The expectations are the following: S- safety, O- Own your learning, A- Act responsibly, R- Respect. In addition, clear rules for students are listed for different settings on campus. 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 leadership 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". Monthly PBIS Team Meetings where each grade level is represented, are held in order to improve PBIS implementation.

Irby positively rewards students in the classroom, cafeteria, the school bus, and across campus with Eagle Cash through the PBIS behavior plan. Students earn Eagle cash to purchase items from a monthly school store. In addition, quarterly rewards are earned by students and sponsored by the Kiwanis Club and Irby's PTA to support positive and safe behavior. For minor behavior infractions, students are given three warnings (strikes) prior to a formal referral.

PBIS Training was provided this school year for teachers new to Irby during pre-planning.

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, school recognition on the morning announcements, their name on the marquee and their picture in the newspaper.

Irby second grade students assist with morning announcements as a "co-anchor" as part of providing them with speaking opportunities and leadership skills. This rotates among classrooms throughout the school year.

In addition, Irby has the Jr. Officer program for second grade students. This promotes additional

leadership skills and builds self esteem for students. These selected students meet weekly with our school resource officer.

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. Morning Meetings are also utilized in order to develop a strong classroom community.

Irby's school counselor provides a variety of counseling services including classroom guidance lessons, small group counseling, and individual counseling for students. The counselor also supports by coordinating the Backpack and mentoring program at Irby.

Faculty and Staff mentor students who lack consistent support at home. The City of Alachua and the Kiwanis Club have partnered with Irby Elementary to help provide mentors. A community volunteer works weekly with identified students to provide academic and/or emotional support.

Mrs. Perry, the school counselor, works with selected students in small groups for counseling. In addition, Mrs. Osborne and Mrs. Hurtado are creating a morning club to meet with selected students for emotional 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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. In addition, 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	2	0	0	0	0	0	0	0	0	0	0	2
One or more suspensions	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	6	20	9	0	0	0	0	0	0	0	0	0	0	35
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	

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/FCIMS Instructional Coach provides academic tutoring for students identified in Kindergarten.

Title I funds have been placed in first grade to reduce the class size with Title 1 reduction unit. In second grade, Title 1 funds have been placed during the 90 minute reading block to reduce the class size for the entire ELA period. Identified students work with mentors from Irby's business partners, volunteers, and faculty and staff from within Irby to improve academic performance of students identified. These students can also participate in Irby's 21st Century after school program and some are invited to attend the EDI (Extended Day Intervention) program provided by Title I funds for further academic support.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP 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/626772>.

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 Chipotle, 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" certificates provide students demonstrating the character trait of the week, Golden Eagles, a free Kid's Meal. Kohl's Department staff members volunteer for school-wide events at Irby and provide monetary donations.

Irby has continued the long tradition of working with the Lion's Club the first three days of school. They assist with the additional parking that occurs the beginning of the school year to keep the flow of tracking in regards to parking, running smoothly.

In addition, Irby has developed a relationship with Kiwanis. They provide support by volunteering during lunch the first few weeks of school to assist Irby's Kindergarten students. In addition, Kiwanis supports Irby's school-wide PBIS celebrations.

Publix has partnered with Irby to provide donations for the Volunteer Appreciation Week and Junior Achievement. The donations allow Irby to offer refreshments for these community-school activities. For Irby's Math and Science Family Fun Night, we have partnered with Capital City Bank of Alachua and our PTA to assist with refreshments for families. Campus USA has also helped to provide a lunch for faculty and staff for one meeting a year. The Santa Fe High School Science Club partners with Irby to provide hands-on STEAM activities for students during Irby's Math & Science Family Night.

Walmart General Distribution Center has partnered with Irby by providing items in support of our teachers, the PBIS school store and our Holiday store. Students will get to utilize their Eagle Cash, earned for demonstrating positive behaviors, to "purchase" new items for their family members for the holidays.

Dollar General has partnered and donated \$10,000 towards literacy initiatives.

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

C. Effective Leadership

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	Instructional Coach

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, Title 1/FCIMS Instructional Coach, and school resource officer. The team meets weekly to discuss academic, behavioral and safety concerns that might impact learning. More specifically, the FCIM team composed of the FCIM Instructional Coach, 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 one week per month. These meetings include the classroom teacher, parent, as well as the MTSS Leadership Team (principal, school counselor, assistant principal, Behavior Resource Teacher, FCIM Instructional Coach, 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 students close the achievement gap in their learning compared to peers. In addition, the FCIM team composed of the Title 1/FCIM Instructional Coach, Principal, Assistant Principal, Behavior Resource Teacher, and School Counselor meet weekly to review student data and note any specific concerns. Each grade level team conducts data chats through their weekly team meetings.

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through 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. In addition, Spanish speaking personnel assist with translations to families.

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
Alex Martinez	Teacher
DeDe McClain	Education Support Employee
Maria Hurtado	Teacher
Allyson Zant	Teacher
Krista Maurice	Parent
James Albury	Parent
Elizabeth Newman	Parent
Carole Fernandez	Business/Community
Joanne Duffy	Business/Community
Kandra Albury	Parent
Amber Baucom	Business/Community

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The 2017-2018 School Improvement Plan was shared throughout the school year's scheduled SAC meetings. 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. Supplies for School Campus (school folders, bus stickers)- \$223.40
2. RBT Training Fees (Mr. Martinez/BRT)- \$999.00
3. Substitutes (PLC, Lesson Studies, Para Trainings, RBT Training)- \$ 1,752.04

Total- \$ 2,074.44

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
Keen, Josie	Other

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, school counselor, grade level team leaders, and Title 1/FCIMS Instructional Coach. The major initiatives for the Literacy Team this year are to provide additional support through our Title 1 program for Kindergarten. We will provide more intense remediation with small group intensive services in this grade. In first grade, Title 1 funds will support the reduction in class size with an additional teacher unit in this grade. In second grade, Title 1 funds will provide class size reduction during the 90 minute ELA reading block. The LLT will also communicate any areas of concerns and/or strengths incorporating Florida Standards through quarterly PLC's. 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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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 to 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, members of the administration team meets with a grade level for data chat meetings.

Resource teachers (Art, Music, PE and Media) also plan collaboratively with the grade levels in order to incorporate grade level standards across school for each grade level. This is done both in person as well as via emails.

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, attends mock interviews for Saint Leo's College and assigns peer teachers for any beginning teacher following the district guidelines for the beginning teacher program. Both the principal and assistant principal attend the Spring Job Fair as well as the recruitment interview in the fall.

The principal and assistant principal both seek training for staff members. In addition, the assistant principal provides research based materials. 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-grade level mentor teacher. In addition, An FCIM Instructional Coach is provided through Title I Funds. Each teacher is also encouraged to seek the support of their team leader as well as all office/leadership staff.

2018-2019:

Irby has three new beginning teachers assigned this school year. Ms. Gil, Ms. Velazquez, and Ms. Thurmond will work with Dagni Christian from the district.

In addition, teachers new to Irby for the 2018-2019 school year are paired with other staff for support-grade level mentors:

Ms. Gil (first grade teacher)- Ms. Hamilton (first grade teacher)

Ms. Thurmond (first grade teacher)- Ms. Osborne (first grade teacher).

Ms. Velazquez (second grade teacher)- Ms. Sanchez (second grade teacher)

Ms. Robertson (speech/language therapist)- Ms. Gayle Schramek (District Speech Supervisor), Ms. Young (ESE self contained teacher at Irby)

In addition:

Ms. Filippucci (ESE Resource Teacher- Ms. Young (ESE self-contained teacher) Ms. Young is mentoring Ms. Filippucci this school year. Ms. Filippucci has taught at Irby previously as a second grade teacher, first grade teacher, and Title 1 teacher tutor but this is her first year in the role as an ESE Resource Teacher.

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, Title 1/FCIMS Instructional Coach, 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 in Kindergarten through small group intervention. Title 1 funds provide class size reduction in first grade and class size reduction in ELA for second grade. 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, phonemic awareness and phonics skill levels.

In addition, through Irby's BPIE review, goals were prioritized and are included in 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/Pre-K ESE..

For the 2018-2019 school year, ESE students previously receiving direct instruction in math and reading are now receiving additional support for reading and or math skills and will receive direct instruction for all academics except writing with the regular education teacher.

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 increased learning in reading instruction.

Strategy Rationale

Kindergarten students performing in the lowest quartile in their reading skills and Hot List students are provided additional small group intervention during the school day in addition to the 90 minute reading block of instruction. In addition, a reduction in class size in first grade is utilized with Title 1 funds. In second grade, class size reduction occurs during the ELA 90 minute reading block.

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, Title 1/FCIMS Instructional Coach, 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 1/ FCIMS Instructional Coach, 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 50 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 1/FCIMS Instructional Coach, 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 instruction 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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 three 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, Title 1/FCIMS Instructional Coach, 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.
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.
4. Ready for Success Program with second grade taught by Mrs. Perry, school counselor.

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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 2018-2019 school year, 70% of students in grades K (105), First (137), Second (126) 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 2018-2019 school year, 100% of students in K-2, (K-105), (1-137), (2-126), 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 (137) & 2 (126), at least 60% of the students will demonstrate 70% or above on assessments.
- G3.** Parent Involvement- By the end of the 2018-2019 school year, Irby will increase their percentage of parents attending parent involvement opportunities by 5%.
- G4.** Reading Goal- By the end of the 2018-2019 school year, 78 % of Kdg students (105), 80% of first grade students (137) and 76% of second grade students (126), will demonstrate 60% or above in reading skills as measured by the quarterly ELA Standards-Based Assessments.
- G5.** Math Goal- By the end of the 2018-2019 school year, 80 % of Kdg students (105), 60% first grade students (137), 60% second grade students (126) will perform 70% or above in 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 2018-2019 school year, 70% of students in grades K (105), First (137), Second (126) 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

G100720

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 in partnership with PLC ELA team will develop grade level writing plans grade-level prompts, and rubrics aligned with standards .
- Mentor texts (Writer's workshop-developed through ELA PLC team in grade 2)

Plan to Monitor Progress Toward G1. 8

Student writing rubric scores for grades 1 & 2.

Person Responsible

Karen Cronin


Schedule

Quarterly, from 8/31/2018 to 5/31/2019

Evidence of Completion

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

G2. Science Goal- By the end of the 2018-2019 school year, 100% of students in K-2, (K-105), (1-137), (2-126), 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 (137) & 2 (126), at least 60% of the students will demonstrate 70% or above on assessments. **1a**

 G100721

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.
- Hands-on science lab activities.
- UF Chemistry Club providing hands-on scientific demonstrations.
- Exploration of STEAM activities (legos, robotics)
- Santa Fe High School Science Club providing hands-on scientific demonstrations.
- Cade Museum school visit presentations and field trip for second grade.

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

First and second grade science assessment scores

Person Responsible

Karen Cronin

Schedule

Quarterly, from 8/31/2018 to 5/31/2019

Evidence of Completion

Review of first and second grade science assessment scores.

G3. Parent Involvement- By the end of the 2018-2019 school year, Irby will increase their percentage of parents attending parent involvement opportunities by 5%. 1a

G100722

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

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

- Book study-7 Types of School Parent And How To Connect With Them
- Parent Involvement Meetings for grades K-2.
- Provide family liaison to assist families of non-English speaking with translation assistance when enrolling and parent conferences and parent involvement meetings at school.
- Provide ESOL Parent Meetings in the fall and spring of the school year.
- Conduct a school equity parent/community meeting
- Participate in the statewide "Dad's Bring Your Kid to School Day".
- Conduct parent meetings: "Donuts for Dads" and "Muffins for Moms".

Plan to Monitor Progress Toward G3. 8

Title of the Title 1 Book Study is "7 Types of School Parent And How To Connect With Them"

Person Responsible

Josie Keen

Schedule

Monthly, from 8/31/2018 to 5/31/2019

Evidence of Completion

Review and analysis of completed follow-up by all teachers

G4. Reading Goal- By the end of the 2018-2019 school year, 78 % of Kdg students (105), 80% of first grade students (137) and 76% of second grade students (126), will demonstrate 60% or above in reading skills as measured by the quarterly ELA Standards-Based Assessments. 1a

G100723

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	60.0

Targeted Barriers to Achieving the Goal 3

- Students identified with 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.
- Mentors to assist with additional time spent reading
- Smarty Ants Technology programs.
- Three leveled libraries.
- Media Specialist correlates with standards using authentic literature.
- UFLI Reading Program with the University of Florida, College of Education
- Three teachers attend State Reading Conference (one teacher from each grade level)
- 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 (through e-books as well as other training on differentiation provided by District)
- UFLI strategies implemented through small group instruction during 90 minute reading block.
- Core Clicks- Technology Program
- IStation- technology Program
- Teacher training on Fountas and Pinnell and literacy areas for K-2, ESE self contained and ESE resource teachers throughout the school year during WOW meetings (faculty meetings)
- Lightbox Technology Program
- Teacher unit in first grade using class size reduction Title 1 funds.
- Teacher unit in second grade during 90 minute ELA block to reduce class size using Title 1 funds.

Plan to Monitor Progress Toward G4. 8

Review AIMS assessment.

Person Responsible

Josie Keen

Schedule

Monthly, from 8/31/2018 to 5/31/2019

Evidence of Completion

Quarterly review of AIMS reading assessments.

G5. Math Goal- By the end of the 2018-2019 school year, 80 % of Kdg students (105), 60% first grade students (137), 60% second grade students (126) will perform 70% or above in math skills as measured by the quarterly Standards-Based Math Assessments. 1a

G100724

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.
- Prodigy computer program- grade 2
- Math stations in classrooms during math block
- I Station Math Technology Program
- Reflex Math Technology Program.

Plan to Monitor Progress Toward G5. 8

Effective implementation of Everyday Counts Math

Person Responsible

Karen Cronin

Schedule

Triannually, from 8/31/2018 to 5/31/2019

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 2018-2019 school year, 70% of students in grades K (105), First (137), Second (126) 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**

 G100720

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

 B271710

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

 S287663

Strategy Rationale

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

Action Step 1 **5**

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

Person Responsible

Karen Cronin

Schedule

Quarterly, from 8/31/2018 to 5/31/2019

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 8/31/2018 to 5/31/2019

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 8/31/2018 to 5/31/2019

Evidence of Completion

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

G2. Science Goal- By the end of the 2018-2019 school year, 100% of students in K-2, (K-105), (1-137), (2-126), 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 (137) & 2 (126), at least 60% of the students will demonstrate 70% or above on assessments. 1

G100721

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

B271711

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

S287665

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 District and State Science Standards. In grades 1 and 2, assessment student data will be used to monitor student learning.

Person Responsible

Karen Cronin

Schedule

Monthly, from 8/31/2018 to 5/31/2019

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 8/31/2018 to 5/31/2019

Evidence of Completion

Teacher observation, student science journals, classroom snapshots

Action Step 3 5

Implement Reflex Math in grades 1 and 2.

Person Responsible

Josie Keen

Schedule

Monthly, from 8/31/2018 to 5/31/2019

Evidence of Completion

Students in grades 1 and 2 will increase their fluency in basic math facts.

Action Step 4 5

Students K-2 will participate in the butterfly garden.

Person Responsible

Valde Fortner

Schedule

Quarterly, from 8/31/2018 to 5/31/2019

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 4/8/2019 to 5/31/2019

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

Quarterly, from 8/31/2018 to 5/31/2019

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

Quarterly, from 8/31/2018 to 5/31/2019

Evidence of Completion

Teacher lesson plans, test data.

G3. Parent Involvement- By the end of the 2018-2019 school year, Irby will increase their percentage of parents attending parent involvement opportunities by 5%. 1

G100722

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

B271712

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

S287666

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 "7 Types of School Parent And How To Connect With Them"

Person Responsible

Josie Keen

Schedule

Monthly, from 8/31/2018 to 5/31/2019

Evidence of Completion

Teacher will complete follow-up 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 8/31/2018 to 5/31/2019

Evidence of Completion

Completed follow-up 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 "7 Types of School Parent And How To Connect With Them"

Person Responsible

Josie Keen

Schedule

Annually, from 8/31/2018 to 5/31/2019

Evidence of Completion

Review and analysis of completed follow-up.

G4. Reading Goal- By the end of the 2018-2019 school year, 78 % of Kdg students (105), 80% of first grade students (137) and 76% of second grade students (126), will demonstrate 60% or above in reading skills as measured by the quarterly ELA Standards-Based Assessments. 1

G100723

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

B271715

G4.B1.S3 Implementation of the following researched-based technology programs: IStation, Smarty Ants, Core Clicks. 4

S287669

Strategy Rationale

These computer based programs provide practice in reading in order to prepare for Florida State Assessments. IStation provides practice in reading skills. Smarty Ants provides additional intervention for struggling readers. Core Clicks provides combines highly engaging nonfiction with powerful interactive instruction to build close-reading skills

Action Step 1 5

Implementation of Smarty Ants Computer Reading Programs

Person Responsible

Josie Keen

Schedule

Daily, from 8/31/2018 to 5/31/2019

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, Title 1/FCIMS Instructional Coach will discuss students progress at bi-weekly grade level data chats

Person Responsible

Karen Cronin

Schedule

Biweekly, from 8/31/2018 to 5/31/2019

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 8/31/2018 to 5/31/2019

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**

 S287671

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- Differentiation, UDL, Inclusive Practices

Person Responsible

Valde Fortner

Schedule

Triannually, from 8/31/2018 to 5/31/2019

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 8/31/2018 to 5/31/2019

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 8/31/2018 to 5/31/2019

Evidence of Completion

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

G4.B1.S6 Teachers participate in Fountas and Pinnell training throughout the school year. 4

 S287672

Strategy Rationale

Provide consistency in planning and instruction within each grade level. In addition to provide consistency school-wide.

Action Step 1 5

Teachers participate in Fountas and Pinnell training throughout the school year.

Person Responsible

Valde Fortner

Schedule

Monthly, from 8/31/2018 to 5/31/2019

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G4.B1.S6 6

Teachers will assess students in grades 1 and 2 three times per year for independent reading level.

Person Responsible

Valde Fortner

Schedule

Triannually, from 8/31/2018 to 5/31/2019

Evidence of Completion

Teachers will assess students reading level using Fountas and Pinnell.

Plan to Monitor Effectiveness of Implementation of G4.B1.S6 7

Teachers will use Fountas and Pinnell to assess students independent reading level.

Person Responsible

Valde Fortner

Schedule

Triannually, from 8/31/2018 to 5/31/2019

Evidence of Completion

Teachers will assess students reading level using Fountas and Pinnell.

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

B271717

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

S287674

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

Provide small group intervention for grades Kdg by Title 1 teacher tutor, Title 1 teacher in second grade for 90 minute ELA, teacher reduction in first grade.

Person Responsible

Valde Fortner

Schedule

Daily, from 8/31/2018 to 5/31/2019

Evidence of Completion

AIMS assessments K-2, bi-weekly assessments grades 1 and 2.

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

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

Person Responsible

Josie Keen

Schedule

Weekly, from 8/31/2018 to 5/31/2019

Evidence of Completion

AIMS assessments

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

Review and evaluation of small intervention groups at FCIMS meetings.

Person Responsible

Valde Fortner

Schedule

Quarterly, from 8/31/2018 to 5/31/2019

Evidence of Completion

Review and evaluation of AIMS assessment.

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

 S287675

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 8/31/2018 to 5/31/2019

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 8/31/2018 to 5/31/2019

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 8/31/2018 to 5/31/2019

Evidence of Completion

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

G5. Math Goal- By the end of the 2018-2019 school year, 80 % of Kdg students (105), 60% first grade students (137), 60% second grade students (126) will perform 70% or above in math skills as measured by the quarterly Standards-Based Math Assessments. 1

G100724

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

B271719

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

S287677

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 8/31/2018 to 5/31/2019

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 8/31/2018 to 5/31/2019

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

Triannually, from 8/31/2018 to 5/31/2019

Evidence of Completion

Pre and post test assessment

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

Effective implementation of Everyday Counts Math

Person Responsible

Karen Cronin

Schedule

Triannually, from 8/31/2018 to 5/31/2019

Evidence of Completion

Review and analysis of Calendar Math assessments administered three times per year.

G5.B1.S3 Provide STEAM hands-on activities for students. 4

 S287678

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 8/31/2018 to 5/31/2019

Evidence of Completion

Teacher lesson plans, classroom snapshots

Plan to Monitor Fidelity of Implementation of G5.B1.S3 6

Review and analysis of student scores in math and science.

Person Responsible

Valde Fortner

Schedule

Monthly, from 8/31/2018 to 5/31/2019

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.S3 7

Review and analysis of student scores in math and science.

Person Responsible

Karen Cronin

Schedule

Monthly, from 8/31/2018 to 5/31/2019

Evidence of Completion

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

G5.B1.S4 Provide PLC planning days to develop lesson plans and assessments aligned with Florida Standards. 4

 S287679

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 8/31/2018 to 5/31/2019

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.S4 6

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

Person Responsible

Valde Fortner

Schedule

Triannually, from 8/31/2018 to 5/31/2019

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.S4 7

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

Person Responsible

Valde Fortner

Schedule

Triannually, from 8/31/2018 to 5/31/2019

Evidence of Completion

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

G5.B2 Students not fluent in their basic math facts. 2

 B271720

G5.B2.S2 Implement the use of Reflex Math in grades 1 and 2. 4

 S287681

Strategy Rationale

Students need be fluent in basic math facts to perform higher order thinking problems.

Action Step 1 5

Implement Reflex Math Technology Program for grades 1 and 2.

Person Responsible

Josie Keen

Schedule

Monthly, from 8/31/2018 to 5/31/2019

Evidence of Completion

Student progress in basic math fluency will be monitored using this program.

Plan to Monitor Fidelity of Implementation of G5.B2.S2 6

Student progress will be monitored using student reports from program

Person Responsible

Josie Keen

Schedule

Monthly, from 8/31/2018 to 5/31/2019

Evidence of Completion

Students in grade 1 and 2 will increase their rate of basic fact fluency.

Plan to Monitor Effectiveness of Implementation of G5.B2.S2 7

Student reports will be reviewed and monitored for student progress.

Person Responsible

Josie Keen

Schedule

Monthly, from 8/31/2018 to 5/31/2019

Evidence of Completion

Students in grade 1 and 2 will increase their rate of basic fact fluency

V. Professional Development Opportunities

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

G2. Science Goal- By the end of the 2018-2019 school year, 100% of students in K-2, (K-105), (1-137), (2-126), 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 (137) & 2 (126), 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 District and State Science Standards. In grades 1 and 2, assessment student data will be used to monitor student learning.

Facilitator

Valdenora Fortner, Kari Cronin

Participants

K-2 teachers

Schedule

Monthly, from 8/31/2018 to 5/31/2019

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, Flo Bason

Participants

K-2 teachers

Schedule

Monthly, from 8/31/2018 to 5/31/2019

G3. Parent Involvement- By the end of the 2018-2019 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 be shared on the weekly bulletin and disseminate information to teachers at their grade level meetings.

PD Opportunity 1

Title of the Title 1 Book Study is "7 Types of School Parent And How To Connect With Them"

Facilitator

Josie Keen- Title 1/FCIMS Instructional Coach

Participants

All faculty

Schedule

Monthly, from 8/31/2018 to 5/31/2019

G4. Reading Goal- By the end of the 2018-2019 school year, 78 % of Kdg students (105), 80% of first grade students (137) and 76% of second grade students (126), will demonstrate 60% or above in reading skills as measured by the quarterly ELA Standards-Based Assessments.

G4.B1 Students identified with 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- Differentiation, UDL, Inclusive Practices

Facilitator

Valdenora Fortner

Participants

K-2 teachers, ESE and gifted

Schedule

Triannually, from 8/31/2018 to 5/31/2019

G4.B1.S6 Teachers participate in Fountas and Pinnell training throughout the school year.

PD Opportunity 1

Teachers participate in Fountas and Pinnell training throughout the school year.

Facilitator

Liana Glanville, Distirct Literacy Coach

Participants

K-2 teachers, ESE resource, and self-contained teachers.

Schedule

Monthly, from 8/31/2018 to 5/31/2019

G5. Math Goal- By the end of the 2018-2019 school year, 80 % of Kdg students (105), 60% first grade students (137), 60% second grade students (126) will perform 70% or above in 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.S3 Provide STEAM hands-on activities for students.

PD Opportunity 1

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

Facilitator

Flo Bason, Melissa Ibanez

Participants

K-2 teachers , ESE teachers and gifted teacher

Schedule

Annually, from 8/31/2018 to 5/31/2019

G5.B1.S4 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 8/31/2018 to 5/31/2019

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 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	2018-19
			0571 - W. W. Irby Elementary School	Title I, Part A		\$1,500.00
			Notes: Writing PLC for teachers			
2	G2.B1.S1.A1	Implement District scope and sequence skills in grades K-2 effectively aligned with District and State Science 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 activities such as legos, robotics)				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			0571 - W. W. Irby Elementary School	Other		\$2,000.00
			Notes: Hands-on materials for students to explore robotics, legos, and engineering			
4	G2.B1.S1.A3	Implement Reflex Math in grades 1 and 2.				\$2,800.75
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			0571 - W. W. Irby Elementary School	Other		\$2,800.75
			Notes: Reflex Math Technology Program			
5	G2.B1.S1.A4	Students K-2 will participate in the butterfly garden.				\$200.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			0571 - W. W. Irby Elementary School	Other		\$200.00
6	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	2018-19
			0571 - W. W. Irby Elementary School	Other		\$300.00
7	G3.B1.S1.A1	Title of the Title 1 Book Study is "7 Types of School Parent And How To Connect With Them"				\$0.00
8	G4.B1.S3.A1	Implementation of Smarty Ants Computer Reading Programs				\$0.00




















Alachua - 0571 - W. W. Irby Elementary School - 2018-19 SIP
W. W. Irby Elementary School

9	G4.B1.S5.A1	Teachers will be provided planning time to develop lesson plans and assessments aligned with Florida Standards- Differentiation, UDL, Inclusive Practices				\$0.00
10	G4.B1.S6.A1	Teachers participate in Fountas and Pinnell training throughout the school year.				\$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			0571 - W. W. Irby Elementary School	Title, I Part A		\$2,500.00
			Notes: Purchase additional kits for assessments			
11	G4.B3.S1.A1	Provide small group intervention for grades Kdg by Title 1 teacher tutor, Title 1 teacher in second grade for 90 minute ELA, teacher reduction in first grade.				\$177,450.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			0571 - W. W. Irby Elementary School	Title I, Part A		\$177,450.00
			Notes: Title 1 Teacher Tutors, FCIMS/Title 1 Instructional Coach, Title class reduction in first grade, class size reduction in second grade ELA.			
12	G4.B3.S2.A1	Provide support in ESOL students reading skills				\$8,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			District-Wide	Other		\$8,000.00
13	G5.B1.S2.A1	Implement Everyday Counts Math Program school-wide				\$0.00
14	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	2018-19
			0571 - W. W. Irby Elementary School	Title I, Part A		\$1,500.00
			Notes: Math PLC for teachers			
15	G5.B1.S3.A1	Provide on-going teacher training in STEAM activities for students.				\$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			0571 - W. W. Irby Elementary School	School Improvement Funds		\$2,500.00
			Notes: Purchase hands-on student exploration materials (robotics, legos)			
16	G5.B1.S4.A1	Teachers will develop lesson plans and assessments aligned with Florida Standards.				\$3,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			0571 - W. W. Irby Elementary School	Title I, Part A		\$3,400.00
			Notes: Reading PLC for teachers			






















Alachua - 0571 - W. W. Irby Elementary School - 2018-19 SIP
W. W. Irby Elementary School

17	G5.B2.S2.A1	Implement Reflex Math Technology Program for grades 1 and 2.	\$0.00
Total:			\$202,150.75







IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2019					
 G1.MA1 M426538	Student writing rubric scores for grades 1 & 2.	Cronin, Karen	8/31/2018	Review and analysis of student writing scores and student work samples.	5/31/2019 quarterly
 G2.MA1 M426541	First and second grade science assessment scores	Cronin, Karen	8/31/2018	Review of first and second grade science assessment scores.	5/31/2019 quarterly
 G3.MA1 M426544	Title of the Title 1 Book Study is "7 Types of School Parent And How To Connect With Them"	Keen, Josie	8/31/2018	Review and analysis of completed follow-up by all teachers	5/31/2019 monthly
 G4.MA1 M426561	Review AIMS assessment.	Keen, Josie	8/31/2018	Quarterly review of AIMS reading assessments.	5/31/2019 monthly
 G5.MA1 M426574	Effective implementation of Everyday Counts Math	Cronin, Karen	8/31/2018	Review and analysis of Calendar Math tests given three times per school year..	5/31/2019 triannually
 G1.B1.S1.MA1 M426536	Student writing rubric scores for grades 1 & 2.	Cronin, Karen	8/31/2018	Teacher lesson plans, student work samples, student writing rubric scores, snapshots, and formal observations..	5/31/2019 quarterly
 G1.B1.S1.MA1 M426537	Students writing rubric scores for grades 1 & 2.	Cronin, Karen	8/31/2018	Teacher lesson plans, student work samples, student writing rubric scores, snapshots and formal observations..	5/31/2019 quarterly
 G1.B1.S1.A1 A390183	Implement writing lessons aligned with K-2 ELA Florida writing standards and the district writing...	Cronin, Karen	8/31/2018	Classroom snapshots, teacher lesson plans, student work samples	5/31/2019 quarterly
 G2.B1.S1.MA1 M426539	Review of first and second grade students' science assessments	Cronin, Karen	8/31/2018	Teacher lesson plans, test data.	5/31/2019 quarterly
 G2.B1.S1.MA1 M426540	First and second grade assessments will be analyzed.	Cronin, Karen	8/31/2018	Assessments and student test scores.	5/31/2019 quarterly
 G2.B1.S1.A1 A390184	Implement District scope and sequence skills in grades K-2 effectively aligned with District and...	Cronin, Karen	8/31/2018	Classroom snapshots, teacher lesson plans, student assessment scores	5/31/2019 monthly
 G2.B1.S1.A2 A390185	Students K-2 participate in hands on activities in Irby's science lab (STEAM activities such as...	Fortner, Valde	8/31/2018	Teacher observation, student science journals, classroom snapshots	5/31/2019 monthly
 G2.B1.S1.A3 A390186	Implement Reflex Math in grades 1 and 2.	Keen, Josie	8/31/2018	Students in grades 1 and 2 will increase their fluency in basic math facts.	5/31/2019 monthly
 G2.B1.S1.A4 A390187	Students K-2 will participate in the butterfly garden.	Fortner, Valde	8/31/2018	Butterflies and caterpillars seen in garden. Teacher observation	5/31/2019 quarterly
 G2.B1.S1.A5 A390188	All students in grades K-2 will have caterpillars in their classroom and observe their life cycle,...	Cronin, Karen	4/8/2019	Observation, classroom snapshots, student science journals, teacher lesson plans, additional butterflies in butterfly garden.	5/31/2019 annually
 G3.B1.S1.MA1 M426542	Strategies/ information learned from the book study "7 Types of School Parent And How To Connect...	Keen, Josie	8/31/2018	Review and analysis of completed follow-up.	5/31/2019 annually
 G3.B1.S1.MA1 M426543	Strategies and information will be disseminated at Team Leader meetings to team Leaders to share...	Keen, Josie	8/31/2018	Completed follow-up by teachers at the end of the book study	5/31/2019 monthly
 G3.B1.S1.A1 A390189	Title of the Title 1 Book Study is "7 Types of School Parent And How To Connect With Them"	Keen, Josie	8/31/2018	Teacher will complete follow-up at the end of the bookstudy	5/31/2019 monthly
 G4.B3.S1.MA1 M426557	Review and evaluation of small intervention groups at FCIMS meetings.	Fortner, Valde	8/31/2018	Review and evaluation of AIMS assessment.	5/31/2019 quarterly

Alachua - 0571 - W. W. Irby Elementary School - 2018-19 SIP
W. W. Irby Elementary School

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  M426558	Student progress will be monitored and evaluated by daily monitoring and weekly student data...	Keen, Josie	8/31/2018	AIMS assessments	5/31/2019 weekly
G4.B3.S1.A1  A390195	Provide small group intervention for grades Kdg by Title 1 teacher tutor, Title 1 teacher in second...	Fortner, Valde	8/31/2018	AIMS assessments K-2, bi-weekly assessments grades 1 and 2.	5/31/2019 daily
G4.B3.S2.MA1  M426559	ESOL students reading growth	Fortner, Valde	8/31/2018	Analysis of ESOL reading scores (bi-weekly reading tests and quarterly reading assessments)	5/31/2019 monthly
G4.B3.S2.MA1  M426560	ESOL Paraprofessional Aide	Fortner, Valde	8/31/2018	Review of teachers lesson plans, monitor ESOL student reading scores (bi-weekly reading tests and quarterly assessments)	5/31/2019 monthly
G4.B3.S2.A1  A390196	Provide support in ESOL students reading skills	Fortner, Valde	8/31/2018	Monitor and review of ESOL students reading scores	5/31/2019 daily
G5.B1.S2.MA1  M426564	Effective implementation of Everyday Counts Math	Cronin, Karen	8/31/2018	Review and analysis of Calendar Math assessments administered three times per year.	5/31/2019 triannually
G5.B1.S2.MA1  M426565	Effective implementation of Everyday Counts Math	Cronin, Karen	8/31/2018	Pre and post test assessment	5/31/2019 triannually
G5.B1.S2.A1  A390197	Implement Everyday Counts Math Program school-wide	Cronin, Karen	8/31/2018	Classroom snapshots, teacher lesson plans, students Calendar math scores (fall, winter and spring)	5/31/2019 triannually
G5.B1.S2.A2  A390198	Implement math district scope and sequence guide for grades K-2.	Keen, Josie	8/31/2018	Math scores monitored of standards-based math assessments.	5/31/2019 quarterly
G5.B2.S2.MA1  M426572	Student reports will be reviewed and monitored for student progress.	Keen, Josie	8/31/2018	Students in grade 1 and 2 will increase their rate of basic fact fluency	5/31/2019 monthly
G5.B2.S2.MA1  M426573	Student progress will be monitored using student reports from program	Keen, Josie	8/31/2018	Students in grade 1 and 2 will increase their rate of basic fact fluency.	5/31/2019 monthly
G5.B2.S2.A1  A390202	Implement Reflex Math Technology Program for grades 1 and 2.	Keen, Josie	8/31/2018	Student progress in basic math fluency will be monitored using this program.	5/31/2019 monthly
G4.B1.S3.MA1  M426549	Bi-weekly grade level data chats of student performance of programs.	Cronin, Karen	8/31/2018	Review of grade level team notes, classroom snapshots, and review of teacher lesson plans	5/31/2019 biweekly
G4.B1.S3.MA1  M426550	Classroom teachers, assistant principal, principal, Title 1/FCIMS Instructional Coach will discuss...	Cronin, Karen	8/31/2018	Analysis of student reports.	5/31/2019 biweekly
G4.B1.S3.A1  A390191	Implementation of Smarty Ants Computer Reading Programs	Keen, Josie	8/31/2018	Review of reports of students' reading progress and progress reports.	5/31/2019 daily
G5.B1.S3.MA1  M426566	Review and analysis of student scores in math and science.	Cronin, Karen	8/31/2018	Student scores in math and science will be collected and analyzed by grade level data chats and FCIMS team	5/31/2019 monthly
G5.B1.S3.MA1  M426567	Review and analysis of student scores in math and science.	Fortner, Valde	8/31/2018	Student scores in math and science will be collected and analyzed by grade level data chats and FCIMS team.	5/31/2019 monthly
G5.B1.S3.A1  A390199	Provide on-going teacher training in STEAM activities for students.	Fortner, Valde	8/31/2018	Teacher lesson plans, classroom snapshots	5/31/2019 annually
G5.B1.S4.MA1  M426568	Teachers will be provided planning time to develop lesson plans and assessments aligned with...	Fortner, Valde	8/31/2018	Classroom snapshots, lesson plans, student bi-weekly assessment scores and quarterly assessment scores.	5/31/2019 triannually
G5.B1.S4.MA1  M426569	Teachers will be provided planning time to develop lesson plans and assessments aligned with...	Fortner, Valde	8/31/2018	Classroom snapshots, lesson plans, student bi-weekly assessment scores and quarterly assessment scores.	5/31/2019 triannually
G5.B1.S4.A1  A390200	Teachers will develop lesson plans and assessments aligned with Florida Standards.	Fortner, Valde	8/31/2018	Classroom snapshots, lesson plans, student bi-weekly assessment scores and quarterly assessment scores.	5/31/2019 triannually

Alachua - 0571 - W. W. Irby Elementary School - 2018-19 SIP
W. W. Irby Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S5.MA1  M426553	Teachers will develop lesson plans and assessments aligned with Florida Standards.	Fortner, Valde	8/31/2018	Classroom snapshots, lesson plans, student bi-weekly assessment scores and quarterly assessment scores.	5/31/2019 quarterly
G4.B1.S5.MA1  M426554	Teachers will develop lesson plans and assessments aligned with Florida Standards.	Fortner, Valde	8/31/2018	Classroom snapshots, lesson plans, student bi-weekly assessment scores and quarterly assessment scores.	5/31/2019 quarterly
G4.B1.S5.A1  A390193	Teachers will be provided planning time to develop lesson plans and assessments aligned with...	Fortner, Valde	8/31/2018	Classroom snapshots, lesson plans, reading assessment scores	5/31/2019 triannually
G4.B1.S6.MA1  M426555	Teachers will use Fountas and Pinnell to assess students independent reading level.	Fortner, Valde	8/31/2018	Teachers will assess students reading level using Fountas and Pinnell.	5/31/2019 triannually
G4.B1.S6.MA1  M426556	Teachers will assess students in grades 1 and 2 three times per year for independent reading level.	Fortner, Valde	8/31/2018	Teachers will assess students reading level using Fountas and Pinnell.	5/31/2019 triannually
G4.B1.S6.A1  A390194	Teachers participate in Fountas and Pinnell training throughout the school year.	Fortner, Valde	8/31/2018		5/31/2019 monthly