W. W. Irby Elementary School

2019-20 Schoolwide Improvement Plan

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W. W. Irby Elementary School

13505 NW 140TH ST, Alachua, FL 32615

https://www.sbac.edu/irby

Demographics

Principal: Tanya Floyd

Start Date for this Principal: 6/17/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-2
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students*
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	N/A

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

School Board Approval

This plan is pending approval by the Alachua County School Board.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-2	No	%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	%

School Grades History

Year

Grade

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SIP Authority

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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.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Floyd, Tanya	Principal	-Provide leadership and administration for students to meet national and state requirements. - Support teachers to have the training and resources needed to increase student achievement by using effective teaching strategies -Data collection and analysis on student progress towards academic and behavioral goals, analyzes data by standard -Review and monitor instructional fidelity to ensure the concepts are being taught (lesson plans, classroom snapshots) -Provides a common vision for the use of data-based decision making, ensuring that the school-based team is monitoring and implementing the RtI process as a member of Educational Planning Teams -Assists students having difficulty adjusting to school or class requirements; meets with students, teacher, and parents to develop plans to assist with student success -Implements PBIS with fidelity.
Cronin, Karen	Assistant Principal	- Support school principal with school safety and student learning of all students. Provide leadership and administration for students to meet national and state requirements. - Support teachers to have the training and resources needed to increase student achievement by using effective teaching strategies -Data collection and analysis on student progress towards academic and behavioral goals, analyzes data by standard -Review and monitor instructional fidelity to ensure the concepts are being taught (lesson plans, classroom snapshots) -Provides a common vision for the use of data-based decision making, ensuring that the school-based team is monitoring and implementing the RtI process as a member of Educational Planning Teams -Assists students having difficulty adjusting to school or class requirements; meets with students, teacher, and parents to develop plans to assist with student success -Implements PBIS with fidelity
Keen, Josie	Instructional Coach	- Provide support to teachers to facilitate effective teaching practices. -Monitor student assessments and data. - Oversee the EDI after school tutoring at Irby. - Manage and monitor Title 1 paperwork for district. - Plan and organize Title 1 Parent Involvement activities for each grade level.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Number of students enrolled	119	108	131	0	0	0	0	0	0	0	0	0	0	358
Attendance below 90 percent	3	15	19	0	0	0	0	0	0	0	0	0	0	37
One or more suspensions	1	3	4	0	0	0	0	0	0	0	0	0	0	8
Course failure in ELA or Math	1	5	29	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Students with two or more indicators	1	3	10	0	0	0	0	0	0	0	0	0	0	14

The number of students identified as retainees:

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

FTE units allocated to school (total number of teacher units)
20

Date this data was collected or last updated
Tuesday 9/10/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

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 with two or more early warning indicators:

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

Part II: Needs Assessment/Analysis

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	59%	57%	0%	59%	55%
ELA Learning Gains	0%	57%	58%	0%	61%	57%
ELA Lowest 25th Percentile	0%	49%	53%	0%	48%	52%
Math Achievement	0%	60%	63%	0%	63%	61%
Math Learning Gains	0%	61%	62%	0%	65%	61%
Math Lowest 25th Percentile	0%	49%	51%	0%	50%	51%
Science Achievement	0%	57%	53%	0%	55%	51%

EWS Indicators as Input Earlier in the Survey				
Indicator	Grade Level (prior year reported)			Total
	K	1	2	
Number of students enrolled	119 (0)	108 (0)	131 (0)	358 (0)
Attendance below 90 percent	3 ()	15 ()	19 ()	37 (0)
One or more suspensions	1 ()	3 (0)	4 (0)	8 (0)
Course failure in ELA or Math	1 ()	5 (0)	29 (0)	35 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	0 (0)

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
ELL											
HSP											
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	73
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	73
Total Points Earned for the Federal Index	73
Total Components for the Federal Index	1
Percent Tested	

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	73
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	73
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Irby is a Kindergarten through grade 2 school, therefore district assessments were examined as a data source:

Second Grade ELA DEOC showed the lowest performance.
For the 2018-2019 school year, 65.7% of second grade students performed at at 60% or above on the ELA DEOC.

One factor was during the last part of the DEOC Irby had a false ALICE lockdown. Prior to this, Irby's campus AIMS assessment average was above the district average for quarters 1, 2, and 3. Although Irby implemented support facilitation for students with disabilities, only one class received 45 minutes of this model while three other classes received only 20 minutes of support facilitation.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Irby is a Kindergarten through grade 2 school, therefore district assessments were examined as a data source:

African American Second Grade ELA DEOC showed the greatest decline from the prior year.
For the 2018-2019 school year, 55.4% of second grade students performed at at 60% or above on the ELA DEOC.
For the 2017-2018 school year, 62.1% of second grade students performed at a 60% or above on the ELA DEOC.

One factor was during the last part of the DEOC Irby had a false ALICE lockdown. Prior to this, Irby's

campus AIMS assessment average was above the district average for quarters 1, 2, and 3. Although Irby implemented support facilitation for students with disabilities, only one class received 45 minutes of this model while three other classes received only 20 minutes of support facilitation.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Irby is a Kindergarten through grade 2 school, therefore district assessments were examined as a data source

Kindergarten ELA DEOC campus average had the greatest gap when compared to the district average.
Irby ELA DEOC average- 73% of kindergarten students performed at a 60% or above on the ELA DEOC.
District ELA DEOC average- 77% of kindergarten students perfromed at a 60% or above on the ELA DEOC.

Majority of students had mastered letter recognition and sounds but show difficulty blending and segmenting words. One strategy the last month of school was the implementation of whole group instruction on phonemic awareness using the program Heggerty. In addition, the support facilitation model provided support in two of the five Kindergarten classes.

Which data component showed the most improvement? What new actions did your school take in this area?

Irby is a Kindergarten through grade 2 school, therefore district assessments were examined as a data source

DEOC ELA scores of Students with Disabilities in grades Kindergarten and First Grade increased from 2017-2018 school year.

2017-2018:
Kindergarten- 41% of Kindergarten students performed at a 60% or above.
First Grade- 40% of first grade students performed at a 60% or above.
Second Grade- 54% of second grade students performed at a 60% or above.

2018-2019:
Kindergarten- 64% of Kindergarten students performed at a 60% or above.
First Grade- 53% of first grade students performed at a 60% or above.
Second Grade- 23% of second grade students performed at a 60% or above.

One action taken was Irby hired a new full-time E.S.E. teacher and Irby received an additional .5 E.S.E teacher. Irby implemented the support facilitation model and provided pull-out services in writing. All E.S.E students received ELA instruction in their regular education classroom for the 90 minute reading block. Also, a class-size reduction in first grade was utilized with Title 1 support.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Potential areas of concern include:
1) Number of students in grades 1 & 2 with attendance below 90%
2) Course failure rate in ELA or Math in 2nd grade

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Increase reading gains/performance of lowest quartile students
2. Reduce achievement gap in ELA and Math
3. Reduce OOS for African American Students

Part III: Planning for Improvement

Areas of Focus:

#1

Title	Increase ELA gains/performance of lowest quartile students
Rationale	Students that compose our lowest quartile struggle with phonics foundational skills and application of knowledge. Without intervention and specific targeting, the achievement gap widens and overall performance is compounded as students enter intermediate grades.
State the measurable outcome the school plans to achieve	Students composing our lowest quartile in grades K-2 will demonstrate learning gains from the beginning and end of the year assessment as measured by the Istation ISIP. 90% of lowest quartile students scoring a level 1 on the September ISIP will increase their overall reading percentile score by 10 points by the May ISIP.
Person responsible for monitoring outcome	Tanya Floyd (floydtm@gm.sbac.edu)
Evidence-based Strategy	-Pearson Reading Street reading program. -Smarty Ants Technology program -Three leveled libraries -Media Specialist correlates with standards using authentic literature -PLC planning days for consistency within each grade level for teaching reading standards. -UFLI strategies implemented through small group instruction during 90 minute reading block. -Core Clicks- Technology Program -IStation- Technology Program -Title 1 teacher allocation utilized to reduce student/teacher ratio in 1st grade -Title 1 paraprofessional utilized for researched based interventions
Rationale for Evidence-based Strategy	Instructional strategies and resources supplement district adopted curriculum to reinforce and re-teach skills necessary for student reading proficiency and achievement gains.

Action Step

Description	-Review technology based supplemental instructional program usage -Review of teacher lesson plans, PLC day summaries -Classroom walkthrough and formal observations -Review Istation usage and student performance -Monthly review of student performance data matrix
Person Responsible	Tanya Floyd (floydtm@gm.sbac.edu)

#2	
Title	Reduce achievement gap in ELA and Math
Rationale	Significant achievement gaps exist among subgroups of students. Barriers to achievement especially impact students of color, students with disabilities, and economically disadvantaged students

State the measurable outcome the school plans to achieve	ELA goal: All students, in all subgroups, will increase performance in ELA by 2% points, as measured by end of the year ELA DEOC. Math Goal: 70% of students will achieve the specified grade level percentage (KG: 70%, 1st: 60%, 2nd: 70%) or higher as measured by quarterly standards-based assessments.
Person responsible for monitoring outcome	Josie Keen (keenja@gm.sbac.edu)
Evidence-based Strategy	-Pearson Reading Street reading program. -Smarty Ants technology program -Reflex Math technology program -Three leveled libraries -Media Specialist correlates with standards using authentic literature -PLC planning days for consistency within each grade level for teaching reading standards. -UFLI strategies implemented through small group instruction during 90 minute reading block. -Core Clicks- technology program -IStation- Technology Program -Title 1 teacher allocation utilized to reduce student/teacher ratio in 1st grade -Title 1 paraprofessional utilized for researched based interventions
Rationale for Evidence-based Strategy	Instructional strategies and resources supplement district adopted curriculum to reinforce and re-teach skills necessary for reducing the achievement gap in ELA and math.

Action Step	
Description	-Review technology based supplemental instructional program student performance -Review of teacher lesson plans, PLC day summaries -Classroom walkthrough and formal observations -Monthly review of student performance data matrix by subgroups
Person Responsible	Josie Keen (keenja@gm.sbac.edu)

#3	
Title	Reduce out of school suspensions for African American Students
Rationale	Out of school suspension time impacts student access to instruction standards and contributes to the achievement gap. By reducing OSS by students, specifically African American, Instructional time can be maximized resulting in an increase in student achievement.

State the measurable outcome the school plans to achieve	OSS suspensions by African American students will be reduced by 10% as compared to previously reported school data.
Person responsible for monitoring outcome	Tanya Floyd (floydtm@gm.sbac.edu)
Evidence-based Strategy	-Implementation of restorative practices -School-wide PBiS -Implementation of behavioral para-professional to assist with re-teaching of behavioral expectations and assist with in-school suspensions -Implementation of Harmony curriculum -Start with Hello week
Rationale for Evidence-based Strategy	Due to the age of the school's population, behavioral expectations need to be explicitly taught and re-taught. The implementation of a positive approach to behavior expectations encourages and recognizes students for their efforts towards appropriate behavior.

Action Step	
Description	-School-wide PBiS program, with quarterly activities to recognize student behavioral achievement -Citizen of the Month program (Grade 2) -Golden Eagle Program (Pre-K through Grade 2) -School counselor works with targeted students in small groups -School counselor conducts class guidance lessons -Morning meetings conducted by classroom teachers -Mental health counselor works with targeted students in small groups
Person Responsible	Karen Cronin (croninkl@gm.sbac.edu)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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 the Kiwanis Club. 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. The Santa Fe High School has partnered with Irby the week of "Just Say Hello" to encourage community and build relationships.

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.

PFEP Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

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 using Kagan Classroom Builder Activities and Sanford Harmony 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 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.

The school counselor, works with selected students in small groups for counseling. In addition, a school social worker is on campus one each week and works with students in small groups for emotional support.

In addition, Irby works with Meridian Health Services which provide counseling for identified students through their program in the community.

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.

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 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. Local VPK programs communicate this event.

Second grade students who transition to Alachua Elementary for third grade attend a field trip in the spring to tour the school. In addition the leadership team of both Irby and ALachua Elementary meet each year during post-planning to share data and student information to assist with a successful transition.

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 throughout each month and include the school psychologist and staffing specialist on Tuesdays. 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.

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 Ms. Morales, school counselor.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Increase ELA gains/performance of lowest quartile students				$118,645.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	120-Classroom Teachers	0571 - W. W. Irby Elementary School	Title, I Part A		$107,567.00
		Notes: Salaries, Teacher Intervention model, FCIMS Instructional Coach, Lead Teacher supplement				
	5900	120-Classroom Teachers	0571 - W. W. Irby Elementary School	Title, I Part A		$10,478.00
		Notes: Provide before and after school tutoring for math and reading to low performing students.				
	6300	750-Other Personal Services	0571 - W. W. Irby Elementary School	Title, I Part A		$600.00
		Notes: PLC & Lesson study substitute coverage				
2	III.A.	Areas of Focus: Reduce achievement gap in ELA and Math				$50,270.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	150-Aides	0571 - W. W. Irby Elementary School	Title, I Part A		$26,631.00
		Notes: Salaries Paraprofessionals				
	6300	120-Classroom Teachers	0571 - W. W. Irby Elementary School	Title, I Part A		$13,000.00
		Notes: Planned learning communities and lesson study (PLC)				

	5100	369-Technology-Related Rentals	0571 - W. W. Irby Elementary School	Title, I Part A		$2,801.00
		Notes: Reflex Math subscription				
	5100	510-Supplies	0571 - W. W. Irby Elementary School	Title, I Part A		$6,800.00
		Notes: Haggerty phonemic awareness program, dry erase boards/markers/erasers, decodable readers, leveled readers, mentor text, magnetic letters/boards				
	5100	750-Other Personal Services	0571 - W. W. Irby Elementary School	Title, I Part A		$338.00
		Notes: Compensation paid to substitute teachers not under written contract for classroom reduction/ELA TOR ONLY				
	6400	120-Classroom Teachers	0571 - W. W. Irby Elementary School	Title, I Part A		$700.00
		Notes: Professional development, inservice stipends for teachers beyond contractual workday				
3	III.A.	**Areas of Focus: Reduce out of school suspensions for African American Students**				**$0.00**
					Total:	**$168,915.00**