

Alachua County Public Schools

W. W. Irby Elementary School



2020-21 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: 7/25/2019

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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
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 was approved by the Alachua County School Board on 10/6/2020.

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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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)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-2	Yes	%
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

School Board Approval

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SIP Authority

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Floyd, Tanya	Principal	<ul style="list-style-type: none"> -Provide leadership and administration for students to meet district, 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 regarding student progress towards academic and behavioral goals, analyze 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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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.

Demographic Information

Principal start date

Thursday 7/25/2019, Tanya Floyd

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school

29

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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
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 .	

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	100	138	106	0	0	0	0	0	0	0	0	0	0	344
Attendance below 90 percent	0	39	21	0	0	0	0	0	0	0	0	0	0	60
One or more suspensions	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	5	21	0	0	0	0	0	0	0	0	0	0	26
Course failure in Math	0	5	8	0	0	0	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math 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	4	11	0	0	0	0	0	0	0	0	0	0	15

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	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Thursday 6/25/2020

Prior Year - As Reported**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	
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	

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	
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	

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%

School Grade Component	2019			2018		
	School	District	State	School	District	State
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	
	(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.

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%	0

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%	0

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%	0

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%	0

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%	0
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%	0
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%	0
Pacific Islander Students	
Federal Index - 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%	0
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%	0
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%	0

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:

Due to school closure for COVID 19, DEOC scores were not available or the May ISIP scores, therefore district assessment AIMS assessment for quarters 1-3 were examined. First grade ELA had the lowest performance average for AIMS ELA third quarter. For the 2019-2020 school year, 68% of first grade students performed 60% or above on AIMS ELA quarter 3, whereas the district average was 70%.

One factor that may have contributed is that support facilitation services were reduced this year due to the number of eligible students and corresponding allocations.

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:

Due to school closure for COVID 19, DEOC scores were not available or the May ISIP scores, therefore district assessment AIMS for quarters 1-3 were examined.

For the 2019-2020 school year, 68% of first grade students performed 60% or above on the AIMS ELA quarter 3, whereas the prior school year, 70% of first grade students performed 60% or above.

One factor that may have contributed is that support facilitation services were reduced this year due to the number of eligible students and corresponding allocations.

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:

Due to school closure for COVID 19, DEOC scores are not available or the May ISP scores, therefore district assessment AIMS for quarters 1-3 were examined.

First grade ELA quarter 3 AIMS had the greatest gap when compared to the district average. For the 2019-2020 school year, 68% of first grade students performed at 60% or above on the AIMS ELA quarter 3, whereas, almost 71% of first grade students performed 60% or above district-wide.

First grade Math quarter 3 AIMS had the greatest gap when compared to the district average. For the 2019-2020 school year, 68% of first grade students performed at 60% or above on the AIMS ELA quarter 3, whereas, almost 73% of first grade students performed 60% or above district-wide.

One factor that may have contributed is that support facilitation services were reduced this year due to the number of eligible students and corresponding allocations.

In addition, another contributing factor for the decline in math AIMS scores could be that the math curriculum was new district-wide and teachers observed a gap in skills and concepts from end of Kindergarten to first grade.

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:

2018-2019:

Kindergarten- 64% of Kindergarten students performed at a 60% or above in ELA AIMS.

2019-2020:

Kindergarten- 70% of Kindergarten students performed at a 60% or above in ELA AIMS quarter 3.

2018-2019:

Second Grade- 65%% of second grade students performed at a 60% or above in ELA AIMS.

2019-2020:

Second Grade- 67% of second grade students performed at a 60% or above in ELA AIMS quarter 3.

In Kindergarten, one action taken was Irby implemented Heggerty Phonemic Awareness Program with all Kindergarten students. Also, two Title paraprofessionals were hired and supported student learning in ELA and math.

In second grade, with the addition of a part-time E.S.E. teacher Irby implemented the support facilitation model in ELA and provided only pull-out services for writing. All ESE students received ELA instruction in their regular education classroom for the 90 minute reading block with a support facilitation model present.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Potential areas for concern include:

- 1.) Number of students in grades 1 & 2 with attendance below 90%
- 2.) Course failure rate in ELA and math in second 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 OSS for African American Students.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus	The area of focus specifically relates to performance of students in the lowest quartile making an annual gain the ELA and math. This area of focus was identified after a review of student performance data.
Description and Rationale:	
Measurable Outcome:	75% of students in the lowest quartile will demonstrate an annual learning gain in ELA and math by three percentage points annually, or one percentage point over the highest of the last three years (whichever is greater) as measured by Istation data or AIMS.
Person responsible for monitoring outcome:	Tanya Floyd (floydtm@gm.sbac.edu)
Evidence-based Strategy:	<ul style="list-style-type: none"> -frequent progress monitoring -reteaching and remediation informed by standards-based formative assessment data -frequent data chats -small-group and individual interventions -tutoring -mentoring -Pearson Reading Street reading program - Implementation of IRLA reading intervention for second grade -Three leveled libraries -Media Specialist correlates with standards using authentic literature -PLC planning provided for consistency within each grade level for teaching reading standards - UFLI strategies implemented through small group instruction during the 90 minute reading block - Core Clicks Technology Program - Istation technology Program -Title 1 teacher allocation utilized to reduce student/teacher ratio in first grade -Title 1 teacher tutors (.9 and .1) utilized to reduce researched based interventions -Title 1- allocation of EDI afterschool intervention small groups -Ready Florida LAFS resource materials -Mentor Texts -SIPPS - implementation of intervention program utilized by Title 1 teacher and some classroom teachers -Professional Development by District in the utilization of Canvas- online learning management system
Rationale for Evidence-based Strategy:	Frequent progress monitoring of students, paired with grade level and individual teacher data chats, provides direction for needed resources to support student learning and achievement. Tiered intervention support also focuses on individual student need to demonstrate learning gains in ELA and/or math.

Action Steps to Implement

No action steps were entered for this area of focus

#2. Culture & Environment specifically relating to Equity & Diversity

Area of Focus Description and Rationale:	Reduce achievement gap in ELA and math Significant achievement gaps exist among subgroups of students . Barriers to achievement especially impact students of color, students with disabilities, and economically disadvantage students.
Measurable Outcome:	75% of African American students will increase their achievement in ELA and math by at least three percentage points, as measured by their performance on the ISIP or AIMS assessment.
Person responsible for monitoring outcome:	Josie Keen (keenja@gm.sbac.edu)
Evidence-based Strategy:	<ul style="list-style-type: none"> -Big Ideas math series - Pearson Reading Street reading program - Implementation of IRLA reading intervention for second grade - PLC planning provided for consistency within each grade level for teaching reading and math standards - Reflex Math technology program - Three leveled libraries - Media Specialist correlates with standards using authentic literature - UFLI strategies implemented through small group instruction during the 90 minute reading block - Core Clicks technology program - Istation technology program - Title 1 teacher allocation utilized to reduce student/teacher ratio in first grade - Title 1 teacher tutor utilized for researched based interventions - Differentiated ELA and math stations - Prodigy math technology program -second grade - Utilization of Math Reads - Utilization of Brain Pop Jr., TumbleBooks and Discovery Education supplemental technology programs - UF math and science night - Mentor texts -Professional Development by District in the utilization of Canvas- online learning management system -Explicit communication of high expectations for all students -Engage all students in rigorous, standards-based curricula -Strategies to build faculty collective efficacy -Increase faculty's cultural competency -Support students via mentors, tutoring, peer support networks, and role models -Engage/reach out to students' families -Extend learning to before- and after-school programs as well as summer programs -Use varied, effective strategies to instruct diverse learners
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 Steps to Implement

- Review technology based supplemental instructional program student performance
- Review of teacher lesson plans, PLC planning summaries

- Classroom snapshots and formal observations
- Monthly review of student performance data matrix by subgroups

Person Responsible Josie Keen (keenja@gm.sbac.edu)

#3. Culture & Environment specifically relating to Discipline

Area of Focus Description and Rationale: Reduce out of school suspensions for African American students. 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 students, instructional time can be maximized resulting in an increase in student achievement.

Measurable Outcome: OSS suspensions of African American student will be >4 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 paraprofessional to assist with re-teaching of behavioral expectations and assist with in-school suspensions.
- Implementation of school-wide Morning Meeting in operational schedule
- Implementation of Harmony curriculum
- Start with Hello program utilized by school counselor

Rationale for Evidence-based Strategy: Due to the age of the schools' 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 Steps to Implement

- 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 (Grades K-2)
- Morning Meetings conducted by classroom teachers
- Mental health counselor works with targeted students in small groups/individually

Person Responsible Karen Cronin (croninkl@gm.sbac.edu)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Area of focus: Based on results of Irby's BPIE Team and School-Level Self-Assessment the following indicators were identified as a priority.

-School Administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.(#17)
The school leadership team ensures that all teacher receive protective planning time during the instructional day.

-All special education teachers are full, collaborative members of a general education curriculum team. (#27)
The school leadership team ensures that E.S.E teachers are members of the PLC planning time for ELA/math areas.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

At the initial faculty meeting, the school principal shared daily goals and year long goals for Irby. The daily goals include:

- Kids first
- Teamwork
- Work hard and have fun
- Open communication
- Coaching, not judging
- Positive, growth mindset

Another way that stakeholders participate in the positive school culture is through Irby's Parent Teacher Association (PTA). Irby has an active PTA organization that meets monthly and invites all stakeholders to attend. In addition, Irby has a School Advisory Committee(SAC) which meets at least four times throughout the school year. The yearly School Improvement Meeting is shared and committee members provide input to the school plan.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$0.00
2	III.A.	Areas of Focus: Culture & Environment: Equity & Diversity				\$220,167.10
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	120-Classroom Teachers	0571 - W. W. Irby Elementary School	Title, I Part A		\$214,826.78
			<i>Notes: Salaries, Teacher Intervention Model, FCIMS Instructional Coach, Lead Teacher Supplement</i>			
	5100	369-Technology-Related Rentals	0571 - W. W. Irby Elementary School	Other		\$2,250.00
			<i>Notes: Core Clicks reading subscription</i>			
	5100	120-Classroom Teachers	0571 - W. W. Irby Elementary School	Title, I Part A		\$1,960.32
			<i>Notes: Title I Lead Teacher Supplement</i>			
	5100	390-Other Purchased Services	0571 - W. W. Irby Elementary School	Title, I Part A		\$1,130.00
			<i>Notes: Substitutes for class-size reduction</i>			
3	III.A.	Areas of Focus: Culture & Environment: Discipline				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	510-Supplies	0571 - W. W. Irby Elementary School	Title, I Part A		\$2,000.00
			<i>Notes: School-wide PD and Bookstudy- Conscious Discipline</i>			
Total:						\$222,167.10