

Alachua County Public Schools

W. W. Irby Elementary School



2021-22 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: 7/19/2021

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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	2020-21: No Grade 2018-19: No Grade 2017-18: No Grade 2016-17: 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	

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

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 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

School Board Approval

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SIP Authority

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<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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Floyd, Tanya	Principal	<p>*(1) Supervise the operation and management of all school activities and functions.</p> <p>*(2) Provide leadership in the development and delivery of all educational programs.</p> <p>*(3) Manage and administer the accreditation program for the assigned school.</p> <p>*(4) Develop a plan for short and long range instructional and facility needs.</p> <p>*(5) Utilize current research, performance data, and feedback from students, teachers, parents, and community to make decisions related to improvement of instruction and student performance.</p> <p>*(6) Supervise the selection of textbooks, materials and equipment needs.</p> <p>*(7) Manage and administer the testing program for the school.</p> <p>*(8) Coordinate program planning with district instructional staff.</p> <p>*(9) Interview and recommend personnel for employment.</p> <p>*(10) Establish job assignments for school administrators and support staff.</p> <p>*(11) Develop and administer duty rosters for certified and non-certified staff as required.</p> <p>*(12) Maintain property inventory records and security of school property.</p> <p>*(13) Work cooperatively with District personnel to coordinate plant safety, facility inspections and all maintenance functions at the assigned school.</p> <p>*(14) Direct the development of the master schedule and assign teachers according to identified needs.</p> <p>*(15) Manage the school's financial resources, including the preparation and disbursement of the school's budget and internal accounts.</p> <p>*(16) Establish and manage student accounting and attendance procedures.</p> <p>*(17) Work cooperatively with District personnel to coordinate the school food service program, including the free and reduced food service program requirements.</p> <p>*(18) Supervise the orderly movement and safety of transportation services on school grounds.</p> <p>*(19) Establish guidelines for proper student conduct and implement fair and consistent student discipline.</p> <p>*(20) Assume responsibility for student suspensions in accordance with board policies and statutes.</p> <p>*(21) Coordinate the supervision of all extracurricular programs.</p> <p>*(22) Approve, manage and supervise all school-sponsored activities and maintain a calendar of all school events.</p> <p>*(23) Attend school-related activities and events.</p> <p>*(24) Manage and administer personnel development through training, in-</p>

Name	Position Title	Job Duties and Responsibilities
		<p>service and other developmental activities.</p> <p>*(25) Provide leadership for the Induction Program for beginning teachers and monitor progress.</p> <p>*(26) Develop and maintain positive school/community relations.</p> <p>*(27) Recruit Business Partners for the benefit of the school and community.</p> <p>*(28) Provide leadership in the school improvement process and the implementation of the school improvement plan.</p> <p>*(29) Seek additional funding through grants, fundraising, donations and participation in various programs.</p> <p>*(30) Establish procedures to be used in the event of school crisis and/or civil disobedience and provide leadership in the event of such incidents.</p> <p>*(31) Develop and monitor an articulation program with appropriate middle schools.</p> <p>*(32) Administer and supervise the evaluation and re-evaluation of students and the IEP process, in compliance with State and Federal requirements.</p> <p>*(33) Demonstrate proactive leadership and effective managements skills to motivate and gain commitment of staff to facilitate task accomplishment.</p> <p>*(34) Utilize appropriate strategies to make decisions regarding planning, utilization of funds, delivering services and evaluation of services provided.</p> <p>*(35) Supervise assigned personnel, conduct annual performance appraisals, and make recommendations for appropriate employment action.</p> <p>*(36) Be knowledgeable of and adhere to Board policies.</p> <p>*(37) Assist in the interpretation of programs, philosophy and policies of the district to staff and the community.</p> <p>*(38) Interact with parents, outside agencies, business and community to enhance the understanding of district initiatives and priorities and to elicit support and assistance.</p> <p>*(39) Represent the district in a positive and professional manner and demonstrate support for the school district and its goals and priorities.</p> <p>*(40) Monitor district compliance with applicable codes, rules and statutes.</p> <p>*(41) Keep abreast of legal requirements and proposed changes in areas of responsibility and provide advice to the supervisor as to their impact on the District.</p> <p>*(42) Demonstrate initiative in identifying potential problems or opportunities for improvement and take appropriate action. Keep supervisor informed of potential problems or unusual</p>

Name	Position Title	Job Duties and Responsibilities
		<p>events.</p> <p>*(43) Attend meetings and conferences to promote professional growth and benefit the District.</p> <p>*(44) Maintain expertise in assigned area to fulfill project goals and objectives.</p> <p>*(45) Prepare or oversee the preparation of all required reports and maintain updated and accurate records.</p> <p>*(46) Communicate effectively with the public, staff members, administrators, and other contact persons using tact and good judgment.</p> <p>*(47) Respond to inquiries and concerns in a timely manner.</p> <p>*(48) Model and maintain high ethical standards.</p> <p>*(49) Maintain a high visibility within all areas of the facility.</p> <p>*(50) Adhere to applicable safety standards.</p> <p>*(51) Follow attendance, punctuality and proper dress rules.</p> <p>*(52) Maintain confidentiality regarding school/workplace matters.</p> <p>*(53) Serve on school/district committees as required or appropriate.</p> <p>*(54) Perform other duties as assigned.</p>
Cronin, Karen	Assistant Principal	<p>*(1) Assist the principal in the administration and supervision of elementary school operations.</p> <p>*(2) Develop master schedule for all students and teachers.</p> <p>*(3) Assume administrative responsibility for the school in the absence of the principal.</p> <p>*(4) Assist in the development of the school curriculum and implement county and state guidelines.</p> <p>*(5) Monitor ESE program for compliance with state and federal guidelines and statutes.</p> <p>*(6) Coordinate the school's accreditation program.</p> <p>*(7) Evaluate course offerings to determine if student needs are considered and met.</p> <p>*(8) Assist with the administration of all testing programs.</p> <p>*(9) Guide and assist new teachers through the District's Induction Program and in accordance with state guidelines.</p> <p>*(10) Monitor substitute teacher selection and assignment.</p> <p>*(11) Assist principal with interviews and selection of personnel.</p> <p>*(12) Assist Principal in developing personnel assignments and duty rosters.</p> <p>*(13) Organize safety drills and submit reports.</p> <p>*(14) Supervise facilities and grounds operation as assigned.</p> <p>*(15) Supervise FTE/database collection and entry.</p> <p>*(16) Assist in the development and implementation of the School Improvement Plan.</p> <p>*(17) Assist in the preparation and management of the school textbook and instructional resource budget.</p>

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> *(18) Coordinate the school technology plan. *(19) Supervise students on lunch break, bus loading and unloading and other activities. *(20) Supervise extracurricular activities. *(21) Administer student discipline consistently and fairly. *(22) Coordinate schedules for extracurricular activities. *(23) Monitor student attendance. *(24) Participate in SAC and PTA meetings. *(25) Implement an effective public relations program such as newsletters, parent/teacher conferences and meetings. *(26) Develop schedules for facility use by community. *(27) Assist the principal with development and maintenance of a sound athletic program. *(28) Supervise assigned personnel, conduct annual performance appraisals, and make recommendations for appropriate employment action. *(29) Be knowledgeable of and adhere to Board policies. *(30) Interact with parents, outside agencies, business and community to enhance the understanding of district initiatives and priorities and to elicit support and assistance. *(31) Represent the district in a positive and professional manner and demonstrate support for the school district and its goals and priorities. *(32) Demonstrate initiative in identifying potential problems or opportunities for improvement and take appropriate action. Keep supervisor informed of potential problems or unusual events. *(33) Attend meetings and conferences to promote professional growth and benefit the District. *(34) Maintain expertise in assigned area to fulfill project goals and objectives. *(35) Prepare or oversee the preparation of all required reports and maintain updated and accurate records. *(36) Communicate effectively with the public, staff members, administrators, and other contact persons using tact and good judgment. *(37) Respond to inquiries and concerns in a timely manner. *(38) Model and maintain high ethical standards. *(39) Maintain a high visibility and accessibility within all areas of the facility. *(40) Adhere to applicable safety standards. *(41) Follow attendance, punctuality and proper dress rules. *(42) Maintain confidentiality regarding school/workplace matters. *(43) Serve on school/district committees as required or appropriate. *(44) Perform other duties as assigned.

Name	Position Title	Job Duties and Responsibilities
Keen, Josie	Instructional Coach	<p>Responsibilities of the Title 1 Lead Teacher will include, but are not limited to, the following:</p> <ul style="list-style-type: none"> • Maintain AUDIT FOLDERS as directed by Title I office. • Maintain School Intervention Lists. • Organize and file memos/emails related to project guidelines including Federal, state, and district requirements. (District Title I memos/emails, budget records, materials lists, agendas, parent involvement, minutes, sign in sheets, and other relevant items). • Coordinate communication between school staff and district personnel: • Assist in the selection process of tutorial groups. • Maintain consistent contact with teacher tutors, paraprofessionals, classroom teachers providing updated information. • Coordinate with principal and teachers to implement Title I Parent Involvement Activities. • Coordinate with principal and school secretary on all Title I expenditures ensuring correct procedures are followed. • Maintain accurate equipment inventory and materials records: • Organize and maintain a system for Title I materials. • Process, stamp and distribute all materials paid for with Title I funds. • Update inventory lists, both materials and equipment. • Attend district Title I trainings. • Be prepared for monthly site visits by Title I staff.

Demographic Information

Principal start date

Monday 7/19/2021, 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.*

0

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.*

0

Total number of teacher positions allocated to the school

33

Total number of students enrolled at the school

380

Identify the number of instructional staff who left the school during the 2020-21 school year.

3

Identify the number of instructional staff who joined the school during the 2021-22 school year.

5

Demographic Data

Early Warning Systems

2021-22

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	130	118	109	0	0	0	0	0	0	0	0	0	0	357
Attendance below 90 percent	0	34	25	0	0	0	0	0	0	0	0	0	0	59
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	2	17	35	0	0	0	0	0	0	0	0	0	0	54
Course failure in Math	2	9	17	0	0	0	0	0	0	0	0	0	0	28
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	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	2	13	19	0	0	0	0	0	0	0	0	0	0	34

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	0	0	0	0	0	0	0	0	0	0	0	0	2
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

Monday 7/19/2021

2020-21 - 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	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	

2020-21 - 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	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	

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					59%	57%		58%	56%
ELA Learning Gains					57%	58%		53%	55%
ELA Lowest 25th Percentile					49%	53%		40%	48%
Math Achievement					60%	63%		64%	62%
Math Learning Gains					61%	62%		58%	59%
Math Lowest 25th Percentile					49%	51%		45%	47%
Science Achievement					57%	53%		55%	55%

Grade Level Data Review - State Assessments

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

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Irby Elementary 's student population is grades Pre-K through second grade.

In ELA, for the 2020-2021 school year, first grade monitored progress used DIBELS assessment and in second grade the district AIMS assessments is utilized to monitor student progress. In math, for grades

first and second grade the district math AIMS assessment was used to progress monitor student learning.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	43%	52%	57%
	Economically Disadvantaged	36%	43%	52%
	Students With Disabilities	33%	40%	33%
	English Language Learners	0%	75%	50%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	50%	70%	75%
	Economically Disadvantaged	51%	68%	67%
	Students With Disabilities	43%	69%	69%
	English Language Learners	58%	56%	78%
Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	69%	54%	61%
	Economically Disadvantaged	69%	46%	55%
	Students With Disabilities	47%	53%	47%
	English Language Learners	100%	50%	50%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	50%	70%	80%
	Economically Disadvantaged	48%	64%	76%
	Students With Disabilities	55%	73%	67%
	English Language Learners	100%	100%	100%

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
ELL											
HSP											
FRL											
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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	55
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	55
Total Points Earned for the Federal Index	55
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	55
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	55
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 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	60
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Irby student population is grades K-2. As a result, progress monitoring data was reviewed. In ELA for grade 2, all subgroups showed an increase towards proficiency except students with disabilities.

In math, Kindergarten students showed an increase in all subgroups and met the district goal of 70% proficiency or higher except students with disabilities. In first grade, all subgroups increased proficiency and two subgroups met district goal. In second grade, all subgroups proficiency scores decreased from fall to spring assessments.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

In ELA, students with disabilities in grade 2 show the greatest need for improvement.

In math, Kindergarten and second grade show the greatest need for improvement in the following subgroups -students with disabilities (grades KG & 2), and English Language learners and economically disadvantaged (grade 2) .

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

In ELA- second grade students need more small group instruction in specific components of reading to improve their reading skills.

In math- first and second grade need more practice in building their fact fluency in order to solve more complex math problems.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

In ELA for grade 2, all subgroups showed an increase towards proficiency except students with disabilities.

In math, Kindergarten students showed an increase in all subgroups and met the district goal of 70% proficiency or higher except students with disabilities. In first grade, all subgroups increased proficiency and two subgroups met district goal. In second grade, all subgroups proficiency scores decreased from fall to spring assessments.

What were the contributing factors to this improvement? What new actions did your school take in this area?

This was Irby's third year providing ESE support through support facilitation. In addition, Title 1 teacher intervention teachers and the principal, assistant principal and Instructional coach had small group targeted students for reading support. Targeted 2nd grade students also participated in the mentoring/reading program Teen Trendsetters.

What strategies will need to be implemented in order to accelerate learning?

This school year, in addition to Title 1 intervention groups, Irby will implement high dose tutoring (HDT) with targeted students to provide small group reading intervention on specific skills .In addition, second grade teachers will be implementing IRLA (Independent Reading Level Assessment) and monitoring student progress with DIBELS. In addition to EDI (Extended day intervention) continuing to be offered to targeted students, all students are eligible to participate in Beyond the Bell tutoring opportunities.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Second grade teachers participated in IRLA training July 2021.
The entire faculty will participate in Conscious Disciple book study.
K-2, ESE teachers and Title 1 teachers participated in DIBELS PD and UFLI.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

In addition, grades K-2 teachers will implement UFLI tier 1 instruction to provided consistent support in phonics instruction and phonics assessment. Irby Elementary will also be implementing the B.E.S.T. standards while utilizing the district adopted curriculum, Benchmark Advance, with fidelity (except the phonics portion).

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 demonstrating grade level proficiency and growth towards this focus. This area of focus was identified after a review of student performance data.
Description and Rationale:	
Measurable Outcome:	<p>By the end of the 2021-2022 school year, students in grades K-2 will demonstrate benchmark proficiency on DIBELS.</p> <ul style="list-style-type: none"> -Kindergarten: By May, 90% of kindergarten students will be able to perform at or above grade level expectations on letter names and sounds using DIBELS. -1st & 2nd Grade: 80% of students will make 1 year's growth or more as measured by DIBELS
Monitoring:	Area of focus will be monitored the following ways: weekly data chats with principal with selected classroom teachers on a rotating basis, quarterly data chats with teacher, principal, asst. principal and FCIM Instructional Coach, and weekly grade level meetings. Quarterly Grade level data chats will also be utilized. Students in the MTSS process will also be monitored via EPT meetings.
Person responsible for monitoring outcome:	Tanya Floyd (floydtm@gm.sbac.edu)
Evidence-based Strategy:	<ul style="list-style-type: none"> -frequent progress monitoring -Re-teaching and remediation informed by standards-based formative assessment data -frequent data chats -small-group and individual interventions -High Dosage Tutoring -Extended Day Intervention Beyond the Bell afterschool tutoring -Mentoring (2nd grade Teen Trendsetters) -Benchmark Advance Reading Program -Leveled libraries -Media Specialist correlates with standards using authentic literature -Professional Learning Communities - UFLI - Core Clicks Technology Program - Istation technology Program -Title 1 teacher allocation utilized to reduce student/teacher ratio in first grade and Kindergarten and 1st grade -Title 1 teachers (1.0 and .3) utilized to implement researched based interventions to targeted students (SIPPS/Sound Partners) -Mentor Texts -Professional Development by District in the utilization of UFLI Foundations -Minimum of monthly classroom 'snapshots' with instructional feedback provided to teachers, 2 formal observations
Rationale for Evidence-based Strategy:	Regular instructional feedback, paired with frequent progress monitoring of students, along 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.

Action Steps to Implement

Formal Classroom observations (2) and monthly 'snap shots' (Principal and AP), -Re-teaching and remediation informed by standards-based formative assessment data

Person Responsible Tanya Floyd (floydtm@gm.sbac.edu)

Professional Development by District in the utilization of UFLI Foundations

Person Responsible Tanya Floyd (floydtm@gm.sbac.edu)

-Title 1 teachers (1.0 and .3) utilized to implement researched based interventions to targeted students (SIPPS/Sound Partners)

-Extended Day Intervention

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

Implementation of Istation technology program

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

UFLI strategies implemented in ELA -UFLI, Foundations for phonics instruction implemented with fidelity, - Re-teaching and remediation informed by standards-based formative assessment data

Person Responsible Tanya Floyd (floydtm@gm.sbac.edu)

PLC planning provided for consistency within each grade level for teaching reading standards

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

Benchmark Advance Reading Program implemented with fidelity

Person Responsible Tanya Floyd (floydtm@gm.sbac.edu)

Individual and grade level data chats to frequently review student progress

Person Responsible Tanya Floyd (floydtm@gm.sbac.edu)

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

Area of Focus	Reduce achievement gap in ELA.
Description and Rationale:	Significant achievement gaps exist among subgroups of students . Barriers to achievement especially impact students of color, students with disabilities, and economically disadvantaged students.
Measurable Outcome:	<p>By the end of the 2021-2022 school year, students of color grades K-2 will demonstrate benchmark proficiency on DIBELS.</p> <p>-Kindergarten: By May, 90% of kindergarten students of color will be able to perform at or above grade level expectations on letter names and sounds using DIBELS.</p> <p>-1st & 2nd Grade: 80% of students of color will make 1 year's growth or more as measured by DIBELS.</p>
Monitoring:	Area of focus will be monitored the following ways: weekly data chats with principal with selected classroom teachers on a rotating basis, quarterly data chats with teacher, principal, asst. principal and FCIM Instructional Coach, and weekly grade level meetings. Quarterly Grade level data chats will also be utilized. Students in the MTSS process will also be monitored via EPT meetings.
Person responsible for monitoring outcome:	Josie Keen (keenja@gm.sbac.edu)
Evidence-based Strategy:	<ul style="list-style-type: none"> -frequent progress monitoring -Re-teaching and remediation informed by standards-based formative assessment data -frequent data chats -small-group and individual interventions targeting students of color -High Dosage Tutoring targeting students of color -Extended Day Intervention targeting students of color Beyond the Bell after school tutoring targeting students of color -Mentoring (2nd grade Teen Trendsetters) targeting students of color -Benchmark Advance Reading Program -Leveled libraries -Media Specialist correlates with standards using authentic literature -Professional Learning Communities - UFLI - Core Clicks Technology Program - Istation technology Program -Title 1 teacher allocation utilized to reduce student/teacher ratio in first grade and Kindergarten and 1st grade -Title 1 teachers (1.0 and .3) utilized to implement researched based interventions to targeted students (SIPPS/Sound Partners) -Mentor Texts -Professional Development by District in the utilization of UFLI Foundations -Minimum of monthly classroom 'snapshots' with instructional feedback provided to teachers, 2 formal observations
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 for students of color.

Action Steps to Implement

- Review technology based supplemental instructional program student performance by subgroup
- Review of teacher lesson plans, PLC planning summaries and subgroup actions
- Monthly review of student performance data matrix by subgroup

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

#3. Culture & Environment specifically relating to Discipline

Area of Focus Description and Rationale: Reduce in school suspensions (ISS) for students. After a review of OSS data from the previous year, Irby Elementary only had 3 OSS incidents for the entire year, resulting in a total of 7 days served for OSS. Irby met it's target OSS goal established by the district. ISS data from the previous school year showed a total of 8 ISS events. Rationale: Out of school suspension and ISS time impacts student access to instruction standards and contributes to the achievement gap. By reducing OSS/ISS by students, instructional time can be maximized resulting in an increase in student achievement. When students are prohibited from attending school, they miss instruction and are less likely to catch up when they return. This disenfranchisement plays a critical role in contributing to the gap in achievement between those suspended repeatedly and those not.

Measurable Outcome: In school suspensions (ISS) incidents will be less than 8, as compared to previously reported school data.

Monitoring: Various methods to monitor the outcome including: Monthly PBIS meetings, Review of school discipline reports monthly, and weekly leadership meetings to discuss students. Regular grade level and individual data chats will also be utilized to identify students at risk of ISS.

Person responsible for monitoring outcome: Tanya Floyd (floydtm@gm.sbac.edu)

Evidence-based Strategy:

- Implementation of restorative practices
- School-wide classroom social emotional lessons conducted by school counselor and Behavior Resource Teacher
- Teacher Professional development led by District Staff with- Conscious Discipline, By Becky Bailey
- School-wide PBIS implementation
- Implementation of school-wide Morning Meeting in operational schedule
- Implementation of Harmony curriculum
- Start with Hello program utilized by school counselor
- Teen Trendsetters Mentoring Program for targeted 2nd grade students

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 & Behavior Resource Teacher conducts class guidance lessons (Grades K-2)
- Morning Meetings conducted by classroom teachers
- Mental health counselor works with targeted students in small groups/individually
- School-wide PD for Conscious Discipline book study

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

- Leadership Meetings to discuss students at risk
- Individual and grade level data chats to discuss students at risk

Person Responsible Tanya Floyd (floydtm@gm.sbac.edu)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

W. W. IRBY ELEMENTARY SCHOOL-0571

18-19 19-20 20-21

ISS 63 26 8 (per district data)

OSS 8 (per district data) 4 (per district data). 3 (per district data)

The primary area of concern that the school will monitor will be ISS data, with a secondary being OSS data.

The school culture and environment will be monitored through frequent review of behavior/ discipline data, PBIS Committee meetings, climate and culture surveys, and weekly leadership team meetings.

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.

At the initial faculty meeting, the school principal shared daily goals and year long goals for Irby. The daily goals include the following Pillars to create a positive school environment:

- Culture and Climate
- Student Management
- Effective academic skills
- Parent Involvement
- Customer Service
- Community Partnerships

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.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Stakeholders at Irby in includes anyone who is invested in the welfare and success of a school and its students.

It includes: administrators, teachers, staff members, students, parents, families, community members, local business leaders and volunteers. In addition, Irby has a working relationship with colleges and the universities in the area.

The administrators at Irby play a key in initiating, framing and encouraging all other groups of stakeholders to play their part. The internal personnel at Irby play a key role in creating and maintaining a positive culture. This includes the teachers and staff members at Irby. Next, students play a key role in the school culture by learning and practicing Irby's SOAR expectations and learning character traits that promote positive social behavior and of course the families of students is key in their support of academic and social emotional expectations of Irby students. The broad stakeholders include volunteers, social services, business partners, and colleges and universities.

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				\$11,430.10
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	369-Technology-Related Rentals	0571 - W. W. Irby Elementary School	Title, I Part A		\$2,500.00
			<i>Notes: Core Clicks reading subscription</i>			
	5100	510-Supplies	0571 - W. W. Irby Elementary School	Title, I Part A		\$430.10
			<i>Notes: Learning without Tears</i>			
	6400	369-Technology-Related Rentals	0571 - W. W. Irby Elementary School	Title, I Part A		\$8,500.00
			<i>Notes: School Pace Connect Digital Literacy Platform License</i>			
2	III.A.	Areas of Focus: Culture & Environment: Equity & Diversity				\$197,799.42
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	0571 - W. W. Irby Elementary School	Title, I Part A		\$197,799.42
			<i>Notes: Salaries, Teacher Intervention Model, FCIMS Instructional Coach, Leader Teacher Supplement</i>			
3	III.A.	Areas of Focus: Culture & Environment: Discipline				\$1,412.65

	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400	369-Technology-Related Rentals	0571 - W. W. Irby Elementary School	Title, I Part A		\$779.00
			<i>Notes: Conscious Discipline Book E/Course site license</i>			
	5100	610-Library Books	0571 - W. W. Irby Elementary School	Other		\$633.65
			<i>Notes: Conscious Discipline books for staff</i>			
					Total:	\$210,642.17