

Alachua County Public Schools

W. W. Irby Elementary School



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	15
Planning for Improvement	18
Positive Culture & Environment	0
Budget to Support Goals	0

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: 8/17/2019

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: No Grade 2020-21: No Grade 2018-19: No Grade 2017-18: 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	CSI

* 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 12/6/2022.

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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	15
Planning for Improvement	18
Title I Requirements	0
Budget to Support Goals	0

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)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-2	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	54%

School Grades History

Year

Grade

School Board Approval

This plan was approved by the Alachua County School Board on 12/6/2022.

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.

In addition- Irby developed a literacy mission statement the previous school year:

Our Literacy Mission Statement at W.W. Irby Elementary School is to foster joyful and independent readers and writers. Working in collaboration with ALL our stakeholders, we will increase student achievement on the Florida B.E.S.T. Standards through the implementation of the Science of Reading.

Provide the school's vision statement.

Our Vision is to provide a climate of strong supportive relationships and academic excellence in order to promote self-confident, capable lifelong learners.

We Believe:

- Respect for each individual is fundamental to teaching and learning.
- All children can learn given appropriate time, instruction and access to resources.
- Students benefit academically in a safe, supportive and stimulating environment.
- Students' learning, attendance, and behavior improve when they are actively engaged in meaningful work.
- Education is a shared responsibility. It is a partnership between home, school and community.
- High standards and expectations must be maintained through a system of accountability for all students, staff and schools.
- Quality faculty and staff are essential to school excellence.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

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

Saturday 8/17/2019, Tanya Floyd

Number of teachers with a 2022 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.*

NA

Number of teachers with a 2022 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.*

NA

Total number of teacher positions allocated to the school

38

Total number of students enrolled at the school

381

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

4

Identify the number of instructional staff who joined the school during the 2022-23 school year.

8

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	105	133	118	0	0	0	0	0	0	0	0	0	0	356
Attendance below 90 percent	7	38	29	0	0	0	0	0	0	0	0	0	0	74
One or more suspensions	0	3	2	0	0	0	0	0	0	0	0	0	0	5
Course failure in ELA	2	41	39	0	0	0	0	0	0	0	0	0	0	82
Course failure in Math	2	8	21	0	0	0	0	0	0	0	0	0	0	31
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 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	2	15	27	0	0	0	0	0	0	0	0	0	0	44

Using the table above, complete the table below with the number of students by current grade level who have 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	31	38	0	0	0	0	0	0	0	0	0	0	71

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Wednesday 8/17/2022

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	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	

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	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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		53%	56%					59%	57%
ELA Learning Gains								57%	58%
ELA Lowest 25th Percentile								49%	53%
Math Achievement		40%	50%					60%	63%
Math Learning Gains								61%	62%
Math Lowest 25th Percentile								49%	51%
Science Achievement		54%	59%					57%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				

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

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	12	32	39	16	28	35	6				
ELL	20	40		47	45						
BLK	20	43	41	20	39	42	14				
HSP	31	41		51	36		29				
MUL	45	67		50	60		25				
WHT	50	42		54	33		53				
FRL	24	43	44	30	35	35	19				
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											

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% All Students	YES

ESSA Federal Index	
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	50
Total Points Earned for the Federal Index	317
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	24
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	40
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	31
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1
Hispanic Students	
Federal Index - Hispanic Students	40
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	49
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	46
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	35
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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's student population is composed of students in grades Pre-K-2nd. Irby used DIBELS data, IStation ISIP, and AIMS to monitor proficiency in ELA & Math due to having only grades Kindergarten through grade 2 at Irby.

A review of the EOY DIBELS data for the 2021-2022 school year yielded the following results:

79% of kindergarten students that are identified as Black/African American/Hispanic yielded a composite score on the DIBELS 8 within core support or core support +.

70% of 1st grade students that are identified as Black/African American/Hispanic yielded a composite score on the DIBELS 8 end of year composite score within core support or core support +.

45% of 2nd grade students that are identified as Black/African American/Hispanic yielded a composite score on the DIBELS 8 end of year composite score within core support or core support +.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

In ELA, Kindergarten student of color show the greatest need for improvement on Letter Naming Fluency as measured by DIBELS.

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

A significant number of incoming kindergarten students did not participate in a VPK/Preschool experiences (due to COVID). As a result, many students entered Kindergarten with the lack of readiness skills.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

74% of Kindergarten students of color performed at or above grade-level expectations on the Phoneme Segmentation Fluency as measured by DIBELS.

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

A new action that contributed to this improvement was Irby's implementation of the district-wide UFLI Program. UFLI focuses on the "phonological" awareness of the sounds that make up spoken language, understanding the alphabet system for linking sounds to letters, and decoding skills for converting print to speech.

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. All new teachers were trained during pre-planning in the UFLI Program. In addition to EDI (Extended day intervention) will continue to be offered to targeted students. All students are eligible to participate in Beyond the Bell tutoring opportunities through the district. Irby will also be utilizing 400 allocated hours for additional after school tutoring.

Additional Strategies include:

- Family School Liaison- provided by ESSER Funds
- Literacy Implementation Specialist- provided by district
- Training for data interpretation- provided by district
- Student technology resources- IXL, Reflex Math and IStation
- Sound Partners, SIPPS, Great Leaps for targeted students

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.

The entire faculty will participate in year two implementation of Conscious Discipline book study.

K-2, ESE teachers and Title 1 teachers participated in DIBELS PD and UFLI.

The entire faculty received training on the implementation of Ipads for each student for Irby's one on one device initiative through Irby's STEAM Academy.

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 provide 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). Irby teachers and students will each have an Ipad issued to them to support student improvement.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

The area of focus specifically relates to the performance of students demonstrating grade level proficiency and growth toward this focus. This area of focus was identified after a review of student performance data.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By the end of the 2022-2023 school year, students I serve in grades K-2 that are identified as Black/African American/Hispanic will demonstrate benchmark growth as measured by their DIBELS 8 end of year composite score.

Kindergarten: By the end of the 22-23 school year, 60% of kindergarten students that are identified as Black/African American/Hispanic will yield a composite score on the DIBELS 8 within core support or core support +. (PM1 average for subgroups combined=23%)
1st Grade: By the end of the 22-23 school year, 80% of 1st grade students that are identified as Black/African American/Hispanic will yield a composite score on the DIBELS 8 end of year composite score within core support or core support +. (PM1 average for subgroups combined=70%)
2nd Grade: By the end of the 22-23 school year, 75% of 1st grade students that are identified as Black/African American/Hispanic will yield a composite score on the DIBELS 8 end of year composite score within core support or core support +. (PM1 average for subgroups combined=65%)

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

This area of focus will be monitored the following ways: monthly school-wide data chats with principal with MTSS team and weekly grade level meetings. 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:
Describe the evidence-based strategy being implemented for this Area of Focus.

- Frequent progress monitoring using F.A.S.T.
- Re-teaching and remediation informed by standards-based formative assessment data
- Monthly school-wide data chats
- Each student will have Ipad as one on one device
- Small-group and individual interventions
- High Dosage Tutoring (2 paras)
- Extended Day Intervention
- Beyond the Bell afterschool tutoring
- Benchmark Advance Reading Program
- Leveled libraries
- Media Specialist correlates with standards using authentic literature
- Professional Learning Communities
- UFLI
- Istation Technology Program
- Title 1 teacher allocation utilized to reduce student/teacher ratio in first grade and Kindergarten.
- Title 1 teachers (1.0) utilized to implement researched based interventions to targeted students (SIPPS/Sound Partners)
- Mentor Texts

- Professional Development by District in the utilization of UFLI Foundations for new teachers.
- Minimum of monthly classroom 'snapshots' with instructional feedback provided to teachers, 2 formal observations
- STEAM Teacher

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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)

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Reduce the achievement gap in ELA.
 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:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By the end of the 2022-2023 school year, students I serve in grades K-2 with disabilities will demonstrate benchmark growth as measured by their DIBELS 8 end of year composite score.

Kindergarten: By the end of the 22-23 school year, 60% of kindergarten students with disabilities will yield a composite score on the DIBELS 8 within core support or core support +. (PM1 data=0%)

1st Grade: By the end of the 22-23 school year, 70% of 1st grade students with disabilities will yield a composite score on the DIBELS 8 end of year composite score within core support or core support +. (PM1 data=60%)

2nd Grade: By the end of the 22-23 school year, 70% of 1st grade students with disabilities will yield a composite score on the DIBELS 8 end of year composite score within core support or core support +. (PM1 data=50%).

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

This area of focus will be monitored the following ways: quarterly data chats with teacher, principal, asst. principal and FCIM Instructional Coach, and weekly grade level meetings. IEP meetings, 9 week IEP goal progress reporting.

Person responsible for monitoring outcome:

Josie Keen (keenja@gm.sbac.edu)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

- Frequent progress monitoring using F.A. S.T.
- Re-teaching and remediation informed by standards-based formative assessment data
- Monthly school-wide data chats
- Each student will have lpad as one on one device
- small-group and individual interventions
- High Dosage Tutoring (2 paras)
- 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
- Istation Technology Program
- Title 1 teacher allocation utilized to reduce student/teacher ratio in first grade and Kindergarten.
- Title 1 teachers (1.0) utilized to implement researched based interventions to targeted students (SIPPS/Sound Partners)
- Mentor Texts
- Professional Development by District in the utilization of UFLI

Foundations for new teachers.

- Minimum of monthly classroom 'snapshots' with instructional feedback provided to teachers, 2 formal observations
- ESE teachers are assigned as a team for team meetings and ESE teachers can plan with gen ed teachers- BPIE goal
- Progress of implementing inclusion is shared with SAC members and district personnel annually- BPIE goal
- STEAM Teacher

Rationale for Evidence-based

Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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

Person Responsible

Josie Keen (keenja@gm.sbac.edu)

#3. Positive Culture and Environment specifically relating to Attendance**Area of Focus****Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

In reviewing historical attendance data, chronic absenteeism is disproportionately represented by African American students, as compared to their percentage of enrollment. (Data 2020-2021 full year enrollment: 40.2% AA enrollment/50.8% chronic absenteeism). Lack of regular attendance impacts exposure and mastery of tier 1 instruction and ability to receive tiered interventions.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The percentage of full year student enrollment compared to chronic absenteeism for African American students will differ no more than 5%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Weekly attendance reports will be generated and reviewed by a team, including the school counselor, family liaison, database and truancy officer. Attendance EPT's will occur for those students exhibiting a pattern of concerning attendance.

Person responsible for monitoring outcome:

Tanya Floyd (floydtm@gm.sbac.edu)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

-Attendance Works

Providing detailed and timely information to parents about their child's absences

Engage students and parents

Recognize good and improved attendance

Provide personalized early outreach

Monitor attendance data and practice weekly

Home-School liaison works with families

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Every day a student is absent is a lost opportunity for learning. Too many absences not only can affect achievement for the absent student but also can disrupt learning for the entire class. Attendance Works suggests five basic steps to address and reduce chronic absence in schools.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Weekly attendance meetings by school personnel-monitored by principal

Attendance EPT's for applicable students-school counselor

Detailed and timely information to parents about their child's chronic absences-principal

Recognize good and improved attendance-principal

Person Responsible

Tanya Floyd (floydtm@gm.sbac.edu)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

NA- Due to Irby serving Pre-K through second grade population. Refer to Planning for Improvement for specific areas of focus.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

NA- Due to Irby serving Pre-K through second grade population.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

NA- Due to Irby serving Pre-K through second grade population. Refer to Planning for Improvement for specific areas of focus.

Grades 3-5: Measureable Outcome(s)

NA- Due to Irby serving Pre-K through second grade population.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

NA- Due to Irby serving Pre-K through second grade population. Refer to Planning for Improvement for specific areas of focus.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

NA- Due to Irby serving Pre-K through second grade population. Refer to Planning for Improvement for specific areas of focus.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

NA- Due to Irby serving Pre-K through second grade population. Refer to Planning for Improvement for specific areas of focus.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step**Person Responsible for Monitoring**

NA- Due to Irby serving Pre-K through second grade population. Refer to Planning for Improvement for specific areas of focus.

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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. In addition, Irby is in the second year of implementation of Conscious Discipline which focuses on the two Pillars- Culture and Climate and Student Management.

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

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

They include: 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 role 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.