

Alachua County Public Schools

W. W. Irby Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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W. W. Irby Elementary School

13505 NW 140TH ST, Alachua, FL 32615

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

School Board Approval

This plan was approved by the Alachua County School Board on 10/17/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation 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. * Support teachers and administrators in using data to improve instruction on all levels. * Develop coaching plans for teachers to ensure student improvement. * Model teaching strategies for teachers to ensure student improvement.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The preparation and planning of the School Improvement Plan provide various opportunities for stakeholders to provide valuable input and feedback. Their input is utilized in the planning, implementation, monitoring, and evaluation of the SIP. Through this process, valuable input is gathered from various stakeholders.

Teachers are assigned to content area committees and these committees meet on a scheduled basis throughout the school year to review, monitor and provide updates specific to the SIP. Final committee meetings at the end of the year are used to evaluate and develop focus areas for the next school year, as well as instructional materials and strategies to support each identified need.

In addition, Irby's School Advisory Council (SAC) meets four times a year. At the SAC meetings, input

from members is used to assist in the preparation and evaluation of the SIP. SAC meetings are open to the public and advertised.

PTA meetings are also utilized as a way to solicit feedback and input for planning the SIP.

The SIP is also shared, once finalized with SAC and PTA.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Irby's SIP is regularly monitored and evaluated by teacher subcommittees aligned with the SIP. The leadership team monitors student achievement via formal data reviews to inform instructional practices on campus and make adjustments, as data demonstrates. Additionally, we will use assessment data, student work samples, data chats, and review of student Successbiners quarterly during data chats. During the school year, the SIP is reviewed and revised as needed for effective implementation. Alachua County's SIP Principal will visit regularly to review and support Irby's SIP

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	54%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK)* Hispanic Students (HSP)* Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	22	31	23	0	0	0	0	0	0	76	
One or more suspensions	2	2	4	0	0	0	0	0	0	8	
Course failure in English Language Arts (ELA)	11	29	37	0	0	0	0	0	0	77	
Course failure in Math	3	4	17	0	0	0	0	0	0	24	
Level 1 on statewide ELA assessment	19	29	24	0	0	0	0	0	0	72	
Level 1 on statewide Math assessment	0	0	2	0	0	0	0	0	0	2	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	12	24	32	0	0	0	0	0	0	68

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	7	38	29	0	0	0	0	0	0	74	
One or more suspensions	0	3	2	0	0	0	0	0	0	5	
Course failure in ELA	2	41	39	0	0	0	0	0	0	82	
Course failure in Math	2	8	21	0	0	0	0	0	0	31	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0		
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0		
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	2	15	27	0	0	0	0	0	0	44	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	2	31	38	0	0	0	0	0	0	71

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	7	38	29	0	0	0	0	0	0	74	
One or more suspensions	0	3	2	0	0	0	0	0	0	5	
Course failure in ELA	2	41	39	0	0	0	0	0	0	82	
Course failure in Math	2	8	21	0	0	0	0	0	0	31	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0		
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0		
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	2	15	27	0	0	0	0	0	0	44	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	2	31	38	0	0	0	0	0	0	71

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	38			36	53	56			
ELA Learning Gains				44	56	61			
ELA Lowest 25th Percentile				43	43	52			
Math Achievement*	35			41	55	60			
Math Learning Gains				38	58	64			
Math Lowest 25th Percentile				33	46	55			
Science Achievement*	39			32	48	51			
Social Studies Achievement*					0	50			
Middle School Acceleration									
Graduation Rate									
College and Career Acceleration									
ELP Progress	50			50			55		

** In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	41
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	206
Total Components for the Federal Index	5

2021-22 ESSA Federal Index	
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	317
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	21	Yes	2	2
ELL	35	Yes	2	
AMI				
ASN				
BLK	28	Yes	2	2
HSP	41			
MUL	33	Yes	1	
PAC				
WHT	50			
FRL	36	Yes	2	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	24	Yes	1	1
ELL	40	Yes	1	
AMI				
ASN				
BLK	31	Yes	1	1
HSP	40	Yes	1	
MUL	49			
PAC				
WHT	46			
FRL	35	Yes	1	

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	38			35			39					50
SWD	20			23			19				4	
ELL	29			27							3	50
AMI												
ASN												
BLK	26			21			25				4	
HSP	40			33			38				5	53
MUL	33			32							2	
PAC												
WHT	50			49			53				4	
FRL	31			29			31				5	50

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	36	44	43	41	38	33	32					50
SWD	12	32	39	16	28	35	6					
ELL	20	40		47	45							50
AMI												
ASN												
BLK	20	43	41	20	39	42	14					
HSP	31	41		51	36		29					50
MUL	45	67		50	60		25					
PAC												
WHT	50	42		54	33		53					
FRL	24	43	44	30	35	35	19					50

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students												55
SWD												
ELL												55
AMI												
ASN												
BLK												
HSP												55
MUL												
PAC												
WHT												
FRL												60

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

For the school year 2022-2023, the STAR Early Literacy ELA Kindergarten PM#3 performed lower than first and second graders on grade level comparable assessment. STAR Early Literacy ELA Kindergarten PM#3 overall proficiency rate of 58% as compared to first grade (66%) and second grade (62%). While Irby's kindergarten students scored above the district's kindergarten average it remains an area of focus.

Kindergarten attendance is a factor due to the compulsory laws do not apply to students with later birthdays. Also, Irby has students entering kindergarten with varying pre-academic skills and experiences.

SWD : For STAR Reading, 33% of SWD students met or exceeded the established proficiency rate. For STAR Early Literacy Reading, 32%% of SWD students met or exceeded the established proficiency rate

ELL: For STAR Reading, 67.6%% of ELL students met or exceeded the established proficiency rate. For STAR Early Literacy Reading, 57.3%% of ELL students met or exceeded the established proficiency rate

BLK/AA: For STAR Reading, 50% of BLK/AA students met or exceeded the established proficiency rate. For STAR Early Literacy Reading, 53.8%% of BLK/AA students met or exceeded the established proficiency rate

Hispanic: For STAR Reading, 50% of Hispanic students met or exceeded the established proficiency rate. For STAR Early Literacy Reading, 50%% of Hispanic students met or exceeded the established proficiency rate

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

This is the first year that STAR Early Literacy and STAR Reading is being implemented across the district and state, therefore, no data component is available to analyze declines from the prior year.

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

This is the first year that STAR Early Literacy and STAR Reading is being implemented across the district and state, therefore, no data component is available to analyze declines from the prior year. For the school year 2022-2023 reviewing Irby's DIBELS data, Irby's PM#1 had the greatest gap when compared to the district average as Kindergarten DIBELS students' performed 50% and the district average was 59%. One factor that contributed to this gap was the readiness skills of Irby's incoming student population varies. However, by PM#3, Irby's kindergarten DIBELS data showed significant gains as Irby's average was 70% and the district averages was 61%. Some factors that contributed to this improvement includes the utilization of a class- size reduction teacher in Kindergarten. Another contributing factor was that Irby's Kindergarten teachers implemented UFLI with consistency.

SWD : For STAR Reading, 33% of SWD students met or exceeded the established proficiency rate. For STAR Early Literacy Reading, 32%% of SWD students met or exceeded the established proficiency rate

ELL: For STAR Reading, 67.6%% of ELL students met or exceeded the established proficiency rate. For STAR Early Literacy Reading, 57.3%% of ELL students met or exceeded the established proficiency rate

BLK/AA: For STAR Reading, 50% of BLK/AA students met or exceeded the established proficiency rate. For STAR Early Literacy Reading, 53.8%% of BLK/AA students met or exceeded the established proficiency rate

Hispanic: For STAR Reading, 50% of Hispanic students met or exceeded the established proficiency rate. For STAR Early Literacy Reading, 50%% of Hispanic students met or exceeded the established proficiency rate

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

For the school year 2022-2023, Irby's second grade STAR Reading data showed the greatest improvement from PM#1- 42% to PM#3- 62%. One new action was the utilization of both HDT tutors and the Title 1 intervention teacher working in small groups with identified students in Tier 2 and 3 intervention.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

One area of concern is the proficiency rate of Irby's student performance on ELA F.A.S.T. for subgroups: Black/African American, SWD, ELL and Hispanic students.

Also, attendance averages:

By subgroup:

AA: 93.6%

Hispanic: 94%

SWD: 93.8%

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

Highest priorities for Irby:

ELA F.A.S.T. performance of the following subgroups- Black/African American, SWD, ELL and Hispanic students.

This will be monitored through the K-2 need Benchmark-aligned Tier 1 instruction. The area of focus specifically relates to the performance of students demonstrating grade level proficiency and growth toward this focus. In addition, students in grades K-2 not performing at or above 41% need Tier 2 or Tier 3 differentiated instruction to increase proficiency in ELA. This differentiated instruction needs to occur strategically during small group literacy instruction.

Also attendance rates:

By subgroup:

AA: 93.6%

Hispanic: 94%

SWD: 93.8%

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Student attendance will be an area of focus, specifically for students who demonstrated chronic absenteeism. This is identified as an area of need based on attendance data from the 2022-2023 school year. Irby's K-2 average overall attendance was close to the district's goal of 95% as Irby demonstrated 94.3% in grades K-2. A continuing concern is Irby's chronically absent students in K-2 which was 27% in kindergarten, 24% in first grade, and 20% in second grade.

By subgroup:

AA: 93.6%

Hispanic: 94%

SWD: 93.8%

Measurable Outcome:

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

80%(or greater) of students in K-2, including targeted subgroup students (ELL, AA, SWD, HISPANIC, EC. Disadvantaged), will have regular attendance as defined by less than 10% absences.

Monitoring:

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

School Leadership will identify students K-2 who are at risk due to a history of chronic attendance patterns. Teachers/staff will be assigned daily check-ins with identified specific students. Attendance EPTs will occur for those students exhibiting a pattern of chronic attendance concerns. In addition, weekly attendance reports will be generated and reviewed by a team, including the school counselor, family liaison, database, and truancy officer. Those students in the targeted subgroups students (ELL, AA, SWD, HISPANIC, EC. Disadvantaged) will be specifically monitored via these action items.

Person responsible for monitoring outcome:

Tanya Floyd (floydtm@gm.sbac.edu)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Attendance Works parent resources shared throughout the year and during attendance EPTs.

-Family Liaison will participate in Chronic Attendance webinar and share strategies with leadership team and work with families

-0.5 (UNISig) Behavior para to support character education and appropriate school behaviors

-Recognize improved and good attendance

-Provide personalized outreach to families

-Provide detailed and timely information about their child's attendance

- Instructional Paraprofessional- Behavior support (Unisig)

- Family Liaison-support home visits and attendance (0.5 Unisig)

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Attendance data showed that 27% of kindergarten students, 24% of first grade students, and 20% of second grade students were chronically absent in 2022-2023 school year. As a result, increase of student attendance will result in an increase of instruction for students and exposure of state standards.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 3 - Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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.

(Focus on specifically targeted subgroup students (ELL, AA, SWD, HISPANIC, EC. Disadvantaged)

Timeline-8/2023-6/2023

Additional Family Liasion

Weekly attendance meetings by school personnel- monitored by the principal

Attendance EPTs for targeted students- school counselor & family liaison

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

Recognize good and improved attendance- principal & assistant principal

Daily attendance message board displays that shows daily attendance, tardies and early check-outs for the previous school day.

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

By When: Attendance meetings by school personnel- weekly Attendance EPTs- as needed based on attendance data, follow-up four to six weeks.

#2. Instructional Practice specifically relating to Benchmark-aligned Instruction**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

All students K-2 need Benchmark-aligned Tier 1 instruction. 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, especially ELA F.A.S.T. 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 2023-2024 school year, students served in grades K-2 will demonstrate 41% or higher proficiency on ELA F.A.S.T. for PM#3.

By the end of the 2023-2024 school year, students served in grades K-2 in subgroups (Students with Disabilities, English Language Learners, Black/African American, Hispanic and Economically Disadvantaged Students) will demonstrate 41% or higher proficiency on ELA F.A.S.T. for PM#3.

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, IEP meetings. Students in the MTSS process will also be monitored via EPT meetings. Also, Principal and Assistants Principal walk-through visits and formal observations will be used to monitor implementation Tier 1 instruction aligned with benchmark standards.

Person responsible for monitoring outcome:

Tanya Floyd (floydtm@gm.sbac.edu)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Frequent progress monitoring using F.A.S.T.

- Frequent classroom walkthroughs by principal and assistant principal
- Formal observations twice per school year
- Review teacher lesson plans
- 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
- 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
- Title 1 teachers (1.0 and .4, .125) 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
- Post and teach students the "12 Power Words" (evaluate- judge...)
- Instructional Intervention Coach (Unisig) coaching support and professional development with K-2 teachers , collaborative planning, progress monitoring

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

All students K-2 need Benchmark-aligned Tier 1 instruction taught with fidelity. Students need to be exposed to grade level curriculum in order to close the achievement gaps present in subgroups.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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 including principal, assistant principal and instructional coaches
- Walkthroughs and formal observations shared with teachers
- Quarterly review of students with course failures will be reviewed and leadership team will determine interventions to support student improvement

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

By When: -Walkthroughs by principal and assistant principal- monthly -Grade level data chats- weekly - School-wide data chats- monthly -FA.S.T. data review- three times per year

#3. Instructional Practice specifically relating to Small Group Instruction**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Students in grades K-2 not performing at or above 41% need Tier 2 or Tier 3 differentiated instruction to increase proficiency in ELA. This differentiated instruction needs to occur strategically during small group literacy instruction.

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 2023-2024 school year, students K-2 receiving Tier 2 or Tier 3 instruction will demonstrate 41 % or higher on ELA F.A.S.T. PM #3.

By the end of the 2023-2024 school year, students K-2 in subgroups ((Students with Disabilities, English Language Learners, Black/African American, Hispanic and Economically Disadvantaged Students) receiving Tier 2 or Tier 3 instruction will demonstrate 41 % or higher on ELA F.A.S.T. PM #3.

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, IEP meetings. Students in the MTSS process will also be monitored via EPT meetings. Also, Principal and Assistants Principal walk-through visits and formal observations will be used to monitor implementation of differentiated small group literacy instruction..

Person responsible for monitoring outcome:

Tanya Floyd (floydtm@gm.sbac.edu)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

- Frequent progress monitoring using F.A. S.T.
- Frequent classroom walkthroughs by principal and assistant principal
- Formal observations twice per school year
- Review teacher lesson plans
- 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
- Title 1 teachers (1.0 and .4) 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
- Post and teach students the "12 Power Words" (evaluate- judge...)
- Additional intervention teacher (Unisig) for small group instruction and coaching support
- EDI Bus Driver (Unisig)
- 1 Full-time intervention teacher and .4 intervention teacher for small group instruction support
- Instructional Coach for teaching 90 minute kindergarten ELA

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Students identified in Tier 2 and Tier 3 need instructional strategies and resources to supplement district adopted curriculum to reinforce and re-teach skills necessary for reducing the achievement gap in ELA for subgroups.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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- specifically small group differentiated instruction during ELA period
- Grade level team planning summaries and subgroup actions
- Monthly review of student performance data matrix by subgroup
- Walkthroughs and formal observations shared with teachers
- Formal observation of teachers who teach ELA will select ELA period for observation

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

By When: - Formal observations of teachers who teach ELA - 2x per year -Walkthroughs by principal and assistant principal- monthly -Grade level data chats- weekly -School-wide data chats- monthly -FA.S.T. data review- three times per year

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The principal and SI Principal will review the data to ensure the identified areas of focus and action steps align to school needs as the data indicates. Subgroup data will be identified in addition to overall goals. Ongoing progress will be monitored on regular intervals to ensure alignment of action steps and student needs,

including identified subgroups. Subgroups will be monitored in addition to school-wide, overall group data. The Title I department will facilitate the budget alignment processes to ensure student needs are met.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

Irby's School Improvement Plan is disseminated by a variety of methods. First, Irby's SIP is shared on the school website- <https://www.sbac.edu/irby>. Irby's SIP is also disseminated at Irby's School Advisory Committee meetings where the SIP plan is shared at the initial meeting for the school year. Then progress towards SIP goals is shared midyear and end of year based on school data as well.

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

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Irby builds positive relationships with parents, families and other community stakeholders in a variety of methods.

During the summer of 2023, the principal and assistant principal personally visited many of Irby's community stakeholders to share our school mission verbally and with an information pamphlet about Irby which includes the school's mission and ways to support the needs of Irby's students..

Irby's Open House is September 7th, 2023. At this event, teachers share grade level academic standards and expectations for the school year.

Irby has an annual Fall Carnival in October where families and community members engage in school sponsored activities with Irby staff and teachers.

In addition, Irby holds a parent conference night along with parent conference/teacher workdays to inform parents of their child's progress. Teachers also inform parents of their child's progress through quarterly progress reports and report cards.

In the second semester, Irby will hold a family STEAM Night in partnership with the University of Florida Education Math Department. In addition Irby will host a Literacy Festival for parents and students to attend.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)(ii))

Irby will continue to have two High Dose Tutoring paraprofessionals this school year to provide strategic support in the area of ELA. Irby will utilize one full-time and one half time Title 1 teacher intervention teacher for additional ELA support in small group instruction. In addition, Irby's instructional coach will teach a 90 minute ELA instruction in Kindergarten to reduce the class size during ELA.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Irby has two Pre-K E.S.E classes and one Pre-K Blended class. Under these programs, students receive early intervention in academic and behavior support to strengthen their readiness skills for Kindergarten.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Every staff member is trained in Youth Mental Health First Aid. Character Education instruction occurs at each grade level, provided by the school counselor. Irby is also allocated a social worker to support student needs.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

n/a due to the age of the student population

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Instructional staff participated in a professional learning opportunity on August 2, 2023, focused on the district's behavior student support system, MTSS, ICEL, The CORE, Tiered strategies, Mental Health, Restorative Practices, and school behavior goals. Students who demonstrate a need for tiered behavior supports are referred to the educational planning team.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Instructional staff participated in professional learning opportunities on August 1 & 2, 2023. Professional Learning opportunities are also scheduled monthly via faculty meetings, based on teacher insight survey data and student data needs. District-wide professional learning opportunities are also available throughout the year for staff to attend.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Irby currently offers two ESE pre-K classes and one blended prek-ESE class. Transition meetings for those ESE students moving into KG occur in the spring. Kindergarten Round-up is also held annually as a way for incoming KG families to familiarize themselves with the transition process.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				\$47,490.61
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	150	0571 - W. W. Irby Elementary School	UniSIG	0.5	\$12,261.12
			Notes: Salary - 1, 50% (4hrs daily) Instructional Paraprofessional to support student behavior interventions. The activity was pre-approval by BSI via email on August 22, 2023.			
	5100	210	0571 - W. W. Irby Elementary School	UniSIG		\$1,663.83
			Notes: Retirement benefits @ 13.57% for 1, 50% (4hrs daily) Instructional Paraprofessional to support student behavior interventions			
	5100	220	0571 - W. W. Irby Elementary School	UniSIG		\$937.98
			Notes: SSI benefits @ 7.65% for 1, 50% (4hrs daily) Instructional Paraprofessional to support student behavior interventions			
	5100	230	0571 - W. W. Irby Elementary School	UniSIG		\$8,473.00
			Notes: Insurance benefits for 1, 50% (4hrs daily) Instructional Paraprofessional to support student behavior interventions			
	5100	290	0571 - W. W. Irby Elementary School	UniSIG		\$62.53
			Notes: Early Retirement benefits @ 0.51% for 1, 50% (4hrs daily) Instructional Paraprofessional to support student behavior interventions			
	6110	160	0571 - W. W. Irby Elementary School	UniSIG	0.38	\$12,379.00
			Notes: Salary - 1, 37.5% (3 hours daily) Supplemental Family Liaison to work in coordination and collaboration with the district funded Family Liaison to support student attendance, home visits, and community outreach. The activity was pre-approval by BSI via email on August 22, 2023.			
	6110	210	0571 - W. W. Irby Elementary School	UniSIG		\$1,679.95
			Notes: Retirement benefits @ 13.57% for Supplemental Family Liaison			
	6110	220	0571 - W. W. Irby Elementary School	UniSIG		\$947.06
			Notes: SSI benefits @ 7.65% for Supplemental Family Liaison			

	6110	230	0571 - W. W. Irby Elementary School	UniSIG		\$8,473.00
			<i>Notes: Insurance benefits for Supplemental Family Liaison</i>			
	6110	290	0571 - W. W. Irby Elementary School	UniSIG		\$63.14
			<i>Notes: Early Retirement benefits @ 0.51% for Supplemental Family Liaison</i>			
	6100	330	0571 - W. W. Irby Elementary School	UniSIG		\$550.00
			<i>Notes: Monthly travel for Family Liaison \$50/month for 11 months to visit homes as needed throughout the year to support attendance, behavior, and academic progress</i>			
2	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction				\$325,478.16
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6300	110	0571 - W. W. Irby Elementary School	UniSIG	0.1	\$10,747.03
			<i>Notes: Salary for School Improvement Principal Specialist to work in partnership with the school administration to review the data to ensure the identified areas of focus and action steps align to school needs as the data indicates. Subgroup data will be identified in addition to overall goals. Ongoing progress will be monitored on regular intervals to ensure alignment of action steps and student needs, including identified subgroups. Subgroups will be monitored in addition to school-wide, overall group data as outlined in Section IV.</i>			
	6300	210	0571 - W. W. Irby Elementary School	UniSIG		\$1,458.37
			<i>Notes: Retirement benefits @ 13.57% for School Improvement Principal Specialist</i>			
	6300	220	0571 - W. W. Irby Elementary School	UniSIG		\$822.15
			<i>Notes: SSI benefits @ 7.65% for School Improvement Principal Specialist</i>			
	6300	230	0571 - W. W. Irby Elementary School	UniSIG		\$806.36
			<i>Notes: Insurance benefits for School Improvement Principal Specialist</i>			
	6300	290	0571 - W. W. Irby Elementary School	UniSIG		\$54.81
			<i>Notes: Early Retirement benefits @ 0.51% for School Improvement Principal Specialist</i>			
	6400	130	0571 - W. W. Irby Elementary School	UniSIG		\$53,552.70
			<i>Notes: Salary - 1, Instructional Intervention Coach Salary To focus of data analysis, progress monitoring of student achievement, collaborative planning with teachers, instructional coaching and professional development with teachers in grades K-2. The activity was pre-approval by BSI via email on August 22, 2023.</i>			
	6400	210	0571 - W. W. Irby Elementary School	UniSIG		\$7,267.10
			<i>Notes: Retirement benefits @ 13.57% for Instructional Intervention Coach</i>			
	6400	220	0571 - W. W. Irby Elementary School	UniSIG		\$4,096.78
			<i>Notes: SSI benefits @ 7.65% for Instructional Intervention Coach</i>			
	6400	230	0571 - W. W. Irby Elementary School	UniSIG		\$8,473.00

			<i>Notes: Insurance benefits for Instructional Intervention Coach</i>			
	6400	290	0571 - W. W. Irby Elementary School	UniSIG		\$273.12
			<i>Notes: Early Retirement benefits @ 0.51% for Instructional Intervention Coach</i>			
	5100	150	0571 - W. W. Irby Elementary School	UniSIG	0.15	\$3,636.95
			<i>Notes: Salary - 0.15 FTE unit for an Instructional Paraprofessional to provide instructional support to students. The activity was pre-approval by BSI via email on August 22, 2023.</i>			
	5100	210	0571 - W. W. Irby Elementary School	UniSIG		\$493.53
			<i>Notes: Retirement benefits @ 13.57% for Instructional Paraprofessional</i>			
	5100	220	0571 - W. W. Irby Elementary School	UniSIG		\$278.23
			<i>Notes: SSI benefits @ 7.65% for Instructional Paraprofessional</i>			
	5100	230	0571 - W. W. Irby Elementary School	UniSIG		\$1,452.51
			<i>Notes: Insurance benefits for Instructional Paraprofessional</i>			
	5100	290	0571 - W. W. Irby Elementary School	UniSIG		\$18.55
			<i>Notes: Early Retirement benefits @ 0.51% for Instructional Paraprofessional</i>			
	6300	510	0571 - W. W. Irby Elementary School	UniSIG		\$500.00
			<i>Notes: General Office Supplies (printer ink) need to support the work of the Literacy Leadership Team during monthly data chats</i>			
	6300	120	0571 - W. W. Irby Elementary School	UniSIG		\$1,440.00
			<i>Notes: Teacher Stipends for Summer Planning PLC for 6 members of the Leadership Team to meet for 12 hours @ \$20/hour in July 2023 with the Principal and Assistant Principal to analyze data and plan for the 2032-2024 school year. 1 teacher per grade level selected based on performance and leadership criteria</i>			
	6300	220	0571 - W. W. Irby Elementary School	UniSIG		\$110.16
			<i>Notes: Teacher Stipends SSI @ 7.65% for Summer Planning PLC</i>			
	6400	120	0571 - W. W. Irby Elementary School	UniSIG		\$960.00
			<i>Notes: Teacher Stipends for a Team Leaders Training with the Leadership team for 8 teachers for 6 hours each @ \$20/hour to participate in a during July 2023. The team leaders are selected by their teammates per the Collective Bargaining Agreement</i>			
	6400	220	0571 - W. W. Irby Elementary School	UniSIG		\$73.44
			<i>Notes: SSI Benefits @ 7.65% for Teacher Stipends for a Team Leaders Training with the Leadership team for 8 teachers for 6 hours each @ \$20/hour to participate in a during July 2023.</i>			
	6300	120	0571 - W. W. Irby Elementary School	UniSIG		\$8,000.00
			<i>Notes: Teacher Stipends for professional learning community and curriculum planning for 20 teachers for 20 hours each @ \$20/hour to participate in a during July 2023</i>			

	6300	220	0571 - W. W. Irby Elementary School	UniSIG		\$612.00
			Notes: SSI Benefits @ 7.65% for Teacher Stipends for professional learning community and curriculum planning for 20 teachers for 20 hours each @ \$20/hour to participate in a during July 2023			
	5100	510	0571 - W. W. Irby Elementary School	UniSIG		\$1,396.00
			Notes: General Office Supplies (Binder dividers) 400 sets @ \$3.49/set for Student Success Binder for all K-2 students. The activity was pre-approval by BSI via email on August 22, 2023.			
	5100	510	0571 - W. W. Irby Elementary School	UniSIG		\$402.40
			Notes: General Office Supplies (copy paper) for printing data for success binders 100 sheets per student X 400. Boise® X-9® Multi-Use Printer & Copier Paper, Letter Size (8 1/2" x 11"), 5000 Total Sheets, 92 (U.S.) Brightness, 20 Lb, White, 500 Sheets Per Ream, Case Of 10 Reams each ream 46.99			
	7730	330	0571 - W. W. Irby Elementary School	UniSIG		\$3,087.62
			Notes: BSI Conference for Administrators: Hotel (3 nights x 2 admin)@ \$389.00 per night BSI Conference for Administrators: Per Diem Meals (4 days at \$36/day) BSI Conference for Administrators: Mileage (2 cars at \$120.68) BSI Conference for Administrators: Tolls (2 cars at \$30)and Parking (2 cars at \$28.per day Total - \$3,087.62			
	6400	330	0571 - W. W. Irby Elementary School	UniSIG		\$1,573.83
			Notes: BSI Conference for Coaches: Hotel (3 nights x 1 coach) @\$389.00 per night BSI Conference for Coaches: Per Diem Meals (4 days at \$36) BSI Conference for Coaches: Mileage (1 car at \$120.70) BSI Conference for Coaches:Tolls (1 car at \$30) and Parking (1 car at \$28.per day) Total - \$1,573.83			
	6400	130	0571 - W. W. Irby Elementary School	UniSIG		\$360.00
			Notes: BSI Conference for Coaches: Stipends (1 coach x 18 hours @ 20/hour) Total - \$360.00			
	6400	220	0571 - W. W. Irby Elementary School	UniSIG		\$27.54
			Notes: BSI Conference for Coaches: SSI benefits (1,080 x 7.65) Total - \$27.54			
	5100	120	0571 - W. W. Irby Elementary School	Title, I Part A	1.7	\$85,868.91
			Notes: Salary - Intervention Teachers			
	5100	210	0571 - W. W. Irby Elementary School	Title, I Part A		\$11,652.41
			Notes: Retirement Benefits - Intervention Teachers			
	5100	220	0571 - W. W. Irby Elementary School	Title, I Part A		\$6,568.97
			Notes: SSI Benefits - Intervention Teachers			
	5100	230	0571 - W. W. Irby Elementary School	Title, I Part A		\$16,946.00
			Notes: Insurance Benefits - Intervention Teachers			
	5100	290	0571 - W. W. Irby Elementary School	Title, I Part A		\$437.93

			<i>Notes: Early Retirement Benefits - Intervention Teachers</i>			
	6400	130	0571 - W. W. Irby Elementary School	Title, I Part A	1.0	\$61,799.40
			<i>Notes: Salary - Title I Instructional Intervention Coach (.74) & Class-size Reduction Teacher (.26)</i>			
	6400	210	0571 - W. W. Irby Elementary School	Title, I Part A		\$8,386.18
			<i>Notes: Retirement Benefits - Title I Instructional Intervention Coach (.74) & Class-size Reduction Teacher (.26)</i>			
	6400	220	0571 - W. W. Irby Elementary School	Title, I Part A		\$4,727.65
			<i>Notes: SSI Benefits - Title I Instructional Intervention Coach (.74) & Class-size Reduction Teacher (.26)</i>			
	6400	230	0571 - W. W. Irby Elementary School	Title, I Part A		\$8,473.00
			<i>Notes: Insurance Benefits - Title I Instructional Intervention Coach (.74) & Class-size Reduction Teacher (.26)</i>			
	6400	290	0571 - W. W. Irby Elementary School	Title, I Part A		\$315.18
			<i>Notes: Early Retirement Benefits - Title I Instructional Intervention Coach (.74) & Class-size Reduction Teacher (.26)</i>			
	5100	390	0571 - W. W. Irby Elementary School	Title, I Part A		\$1,345.63
			<i>Notes: Substitutes - 10 day for the Class-size Reduction Teacher (.26)</i>			
	6400	390	0571 - W. W. Irby Elementary School	Title, I Part A		\$807.37
			<i>Notes: Substitutes - MTSS Data Chat meetings bi-monthly, 6 subs</i>			
	6300	390	0571 - W. W. Irby Elementary School	Title, I Part A		\$4,575.13
			<i>Notes: Substitutes - K-2 Teachers DIBELS Data Chat, Planning, Reflection P.D. (3X a year, 1/2 day per teacher, 23 teachers=total 34 sub days)</i>			
	6300	510	0571 - W. W. Irby Elementary School	Title, I Part A		\$70.00
			<i>Notes: K-2 DIBELS Data Chat, Planning, & Reflection P.D. Materials: Paper (ACPS Warehouse)</i>			
	5100	510	0571 - W. W. Irby Elementary School	Title, I Part A		\$862.50
			<i>Notes: UFLI White Board Markers to support UFLI instruction</i>			
	6300	510	0571 - W. W. Irby Elementary School	Title, I Part A		\$667.72
			<i>Notes: Learning Walks & K-2 Individual Grade-levels Common Planning P.D. Materials</i>			
3	III.B.	Area of Focus: Instructional Practice: Small Group Instruction				\$25,484.33
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	7800	160	0571 - W. W. Irby Elementary School	UniSIG		\$2,283.26

			<i>Notes: Stipend - 1 Bus Driver @ \$27.18/hour for 4 hours weekly for 21 weeks to provide transportation to students participating in Extended Day Intervention (after-school tutoring) that would not be about to participate without provided transportation</i>			
	7800	220	0571 - W. W. Irby Elementary School	UniSIG		\$174.67
			<i>Notes: SSI Benefits @ 7.65% for Bus Driver stipend for EDI route</i>			
	7800	330	0571 - W. W. Irby Elementary School	UniSIG		\$2,520.00
			<i>Notes: Travel mileage - 60 miles per week for 21 weeks @ \$2.00/miles to provide transportation to students participating in Extended Day Intervention (after-school tutoring) that would not be about to participate without provided transportation</i>			
	5100	150	0571 - W. W. Irby Elementary School	Title, I Part A	0.13	\$3,161.07
			<i>Notes: Salary - Instructional Paraprofessional</i>			
	5100	210	0571 - W. W. Irby Elementary School	Title, I Part A		\$428.96
			<i>Notes: Retirement Benefits - Instructional Paraprofessional</i>			
	5100	220	0571 - W. W. Irby Elementary School	Title, I Part A		\$241.82
			<i>Notes: SSI Benefits - Instructional Paraprofessional</i>			
	5100	230	0571 - W. W. Irby Elementary School	Title, I Part A		\$2,118.25
			<i>Notes: Insurance Benefits - Instructional Paraprofessional</i>			
	5100	290	0571 - W. W. Irby Elementary School	Title, I Part A		\$16.12
			<i>Notes: Early Retirement Benefits - Instructional Paraprofessional</i>			
	5100	120	0571 - W. W. Irby Elementary School	Title, I Part A	0.2	\$10,000.00
			<i>Notes: Salary - Intervention Teacher</i>			
	5100	210	0571 - W. W. Irby Elementary School	Title, I Part A		\$1,357.00
			<i>Notes: Retirement Benefits - Intervention Teacher</i>			
	5100	220	0571 - W. W. Irby Elementary School	Title, I Part A		\$765.00
			<i>Notes: SSI Benefits - Intervention Teacher</i>			
	5100	230	0571 - W. W. Irby Elementary School	Title, I Part A		\$517.53
			<i>Notes: Insurance Benefits - Intervention Teacher</i>			
	5100	290	0571 - W. W. Irby Elementary School	Title, I Part A		\$51.00
			<i>Notes: Early Retirement Benefits - Intervention Teacher</i>			
	5100	120	0571 - W. W. Irby Elementary School	Title, I Part A		\$1,718.20
			<i>Notes: Title I Lead Teacher Supplemental - Monitoring and implementation of the schoolwide Title I program.</i>			

	5100	220	0571 - W. W. Irby Elementary School	Title, I Part A		\$131.45
			<i>Notes: SSI benefits for the Title I Lead Teacher Supplemental</i>			
Total:						\$398,453.10

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No