FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: W. W. IRBY ELEMENTARY SCHOOL

District Name: Alachua

Principal: Valdenora Fortner

SAC Chair: Kimberly Cook

Superintendent: Dr. Dan Boyd

Date of School Board Approval:

Last Modified on: 10/11/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

School Grades Trend Data
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Valdenora Fortner	Elem. Ed, Leadership K-12,	.5	3	Due to W.W. Irby housing only pre-k through second grade students, FCAT is not applicable. However, W.W. Irby School grade is determined by Alachua Elementary's performance on the FCAT. As the principal at Joseph Willams Elementary School, this school received a grade of "C."

INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current	# of Years as an Instructional	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and

			School	Coach	AMO progress along with the associated school year)
District Mentor Coach	Dagni Christain	Elementary Education, Gifted Endorsement, and Reading Endorsement		1	HQ
CIMS	Josie Keen	Early Childhood Education, Elementary Education	18	1	HQ

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Assign Peer Teachers for any beginning teachers	Valdenora Fortner (principal)	June 6, 2013	
2	Our Curriculum Resource Teacher, Behavior Resource Teacher, and/or principal provide demonstration lessons, research based materials, and in-service workshop for staff members.	Valdernora Fortner (principal)	June 6, 2013	
3	Provide professional development opportunities	Valdenora Fortner (principal)	June 6, 2013	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
NA	NA

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
37	10.8%(4)	21.6%(8)	16.2%(6)	51.4%(19)	62.2%(23)	100.0%(37)	2.7%(1)	0.0%(0)	32.4%(12)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Kimberly Hill	Maria Ortega	Assigned by the principal	Teacher new to W.W. Irby; support in discipline issues, and guidance on district curriculum and planning.
Florence Bason	Ashley Helfrich	Assigned by the district	Discussion of first year obstacles, discipline issues, and guidance on curriculum and planning. In addition, an informal

			grade level mentor teacher is assigned to the beginning teacher.
Julie Bryan	Jennifer Colson	Assigned by the district	Discussion of first year obstacles, discipline issues, and guidance on curriculum and planning. In addition, an informal grade level mentor teacher is assigned to the beginning teacher.
Sarah Hamilton	Kimberly Obenour	Assigned by the district	Discussion of first year obstacles, discipline issues, and guidance on curriculum and planning. In addition, an informal grade level mentor teacher is assigned to the beginning teacher.
Kimberly Cook	Michelle Isgut	Assigned by the district	Discussion of first year obstacles, discipline issues, and guidance on curriculum and planning. In addition, an informal grade level mentor teacher is assigned to the beginning teacher.
Lisi Osborne	Yara Braulio-Ortiz	Assigned by district	Discussion of first year obstacles, discipline issues, and guidance on curriculum and planning. In addition, an informal grade level mentor teacher is assigned to the beginning teacher.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. We will also provide a pull-out tutorial program and professional development opportunities.

Title I, Part C- Migrant

Migrant Liaison provides services and support to students and parents. The liaison coordinated with Title I and other programs to ensure student needs are met. Our goal is to identify sources such as Title I funds in order to assist with providing tutoring for our migrant student population.

Title I, Part D

The district receives funds to support the Educational Alternatives Outreach program. Services are coordinated with district drop-out prevention programs.

Title II

District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement educational programs. New teachnology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students. In addition, W.W. Irby Elementary will have a reading literacy coach and mentor coach assigned to our school by the district. Digital educators will model technology lessons and assist teachers will infusing technology across the curriculum.

Title III

Services are provided through the district for education materials and ELL district support service to improve education of immigrant and English Language Learners (i.e. dictionaries, tutors, and translations).

Title X- Homeless

As do all schools under the McKinney-Vento Act, W.W. Irby offers automatic enrollment to students who qualify as homeless. Proof of residence is not required. Names of students determined homeless are forwarded to the district coordinator who then determines each student's eligibility for a variety of services. The District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless.

Supplemental Academic Instruction (SAI)

Extended Learning Opportunities:

During the summer, we provide materials and resources that may be requested by the Recreation Department in Alachua.

Every attempt is made to make provisions so that students who are not at the expected level and/or are experiencing difficulty are taught in a smaller teacher pupil ratio. When possible, students also receive additional remedial help through small group differentiated instruction.

In addition, Alachua Elementary School provides after-school tutoring program for at-risk 3rd-5th grade students. The Extended Day Enrichment Program (EDEP) has time set aside for homework each day. Americorps, America Reads, and Title I tutors are provided for students before, during, and/or after the school day. Compass reading instruction and FCAT Explorer are available in the school computer labs before school. Schools schedule parent workshops in the evenings to help parents learn ways to assist students in reading at home. Mentors are provided through the Bright Futures mentors, UF volunteers, Take Stock In Children program, Foster Grandparent Program, Rockin' Readers' volunteers, and other school volunteers.

The schools in the community of Alachua enjoy tremendous support from local businesses. Some of W.W. Irby business partners include: Wal-Mart Distribution Center, Dollar General, Target, McDonalds, Moe's, and Alachua Today.

W.WW Irby Elementary teachers regularly write grants. They have been awarded grants the Alachua County Public Schools Foundation, Gainesville Regional Utilities, Target, Wal-mart, Farm Bureau,Regeneration Technology Institute, and a federal technology grant (QZAB).

Violence Prevention Programs

School Safety and Discipline

Objective: To provide a safe and nurturing environment that will enhance the learning environment for students.

Strategies: The BRT, CRT, and Guidance Counselor conduct a welcome to school orientation discussing learning and behavioral goals and expectations as well as teaching the schoolwide "I Care Rules", "Win-Win Discipline", "Too Good for Drugs", and "1-2-3 Magic" There are designated staff members trained in the Nonviolent Crisis Intervention Program.
Provide a specific pattern for car drop-off and pick-up.
Install the last section of perimeter fencing.
Stagger supervised play.
Maintain consistent staff at car and bus duty in the afternoon.
Require photo ids for student check-out.
Correct any noted deficiency on the safety report.
Send Climate Survey to parents in January.
Continue the implementation of a new check-off system at dismissal to enhance bus safety.

Evaluation:
Climate survey results indicate that parents and students feel that W.W. Irby Elementary is a safe and orderly campus. Any deficiencies noted have been addressed.

Associated Professional Development:
Staff in-service training will be held on the District Safety and Emergency Procedures. Staff will be kept informed of the results of safety inspections.

Nutrition Programs

W.W. Irby Elementary offers an affordable breakfast to all students from 7:15-7:45 a.m. each morning. Breakfast is free to those who qualify. Healthy lunch options include whole grains, fruit, and vegetable options, and milk choices. These are offered daily. Lunch is free for those who qualify as well.

Housing Programs

None.

Head Start

W.W. Irby Elementary houses a HeadStart program. This coming year, we will once again have three units of HeadStart. One class will be a coteach class. There are both typically developing and ESE children in this classroom. The class is taught by an ESE teacher, a HeadStart Instructor, and paraprofessionals.

Adult Education

Parental involvement workshops focusing on math, reading, and writing skills will be held three times per year. Parents are also provided with literature on effecitve strategies to support positive behavior.

Career and Technical Education

Proposals are submitted annually to enhance selected Vocational Programs for regular educations, disadvantaged, and special education students.

Job Training

N/A

Other

N/A

Multi-Tiered System of Supports (MTSS)/Response to Instruction/Intervention (RtI)

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal, Guidance Counselor, BRT, CRT, CIMS Facilitator, School Psychologist

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

EPTs are held at least twice per month. These meetings include the classroom teacher as well as the above defined RtI leadership team. Students of concern (based on teacher concern/observation as well as data) are discussed with parents. Strategies are brainstormed and selected. Interventions are implemented to support the struggling student. Future EPT meetings are scheduled based on how well the implemented strategy is working to help the identified student close the achievement gap.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

School Improvement Goals and strategies are selected by this team. Evaluation of goal completion is the responsibility of the RtI team.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

The CIMS Facilitator is responsible for organizing collected data and creating a data tracking system. She works in conjunction with the principal, CRT, BRT, and counselor to develop appropriate strategies for intervention.

Describe the plan to train staff on MTSS.

RtI review will be conducted by school guidance counselor, principal, and CRT at a faculty meeting during the 2012-2013 school year. In addition, new teachers will be trained in the RtI process.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

> The school based Literacy Team consists of the principal, curriculum resource teacher, Title I Lead Teacher/CIMS Facilitator, reading chairperson for SIP, and team leaders from each grade level and area.

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

> The Literacy Leadership Team meets to evaluate student data from weekly test scores from the MacMillan McGraw Hill reading series. Once weaknesses are identified, the Literacy Leadership Team decides which students need remediation.

What will be the major initiatives of the LLT this year?

> The major initiatives for the Literacy Team this year are to provide additional support through our Title 1 program and Title 1 kindergarten paraprofessional support. We will provide more intense remediation strategies.Our goal will be to identify our kindergarten students within the first nine weeks of the school year.In First grade, students identfied in need of extra support in reading will particpate in the UFLI tutoring program with the University of Florida.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

> W.W. Irby Elementary provides one Pre-K Handicapped classroom and three Headstart classrooms, one of which is a co-teach inclusion class. These students are provided opportunities in the spring to mainstream for short periods of time into a Kindergarten classroom.
>
> Testing and data from these two programs are analyzed as well as data from the administration of kindergarten testing, FAIR etc. The Curriculum Resource Teacher, Continuous Improvement Model for Schools Facilitator, Guidance Counselor, Behavior Resource Teacher and Principal conference with the kindergarten teachers to discuss each child at the beginning of the year. Parents are encouraged to send an input letter regarding their child before kindergarten begins.
>
> In order to have a smooth transition into the kindergarten setting, a staggered start has been implemented. Girls come to school one day, boys the next day and all students on the third day of school. Reducing the number of students in the classroom these first two days allows the teacher to assist students with the transition to a school setting in the following ways: reduces first day of school anxiety, provides opportunity to review school routines in a smaller setting, and provides the teacher an opportunity to make initial assessments of students quickly.
>
> Each spring, W.W. Irby Elementary participates in the county-wide Kindergarten Round-Up. Families have the opportunity to visit the school and pre-register their incoming kindergarten children. At this event, parents learn about the kindergarten curriculum and general school procedures.
>
> A community business, Hitchcock's Markets, displays information for parents about the Voluntary Pre-K Program (VPK).
>
> In addition, W.W. Irby teacher committee will visit low SES housing to pre-register their incoming kindergarten children.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

> NA

*High Schools Only

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

NA

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

NA

Postsecondary Transition

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report

NA

PART II: EXPECTED IMPROVEMENTS

Reading Goals

When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	To increase reading proficiency in all areas of reading so all subgroups represented in the W.W. Irby population will successfully compete at the highest levels nationally and internationally.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable, Pre-K through second grade school.	Not Applicable, Pre-K through second grade school.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 Reading disorders or learning disorders that involve significant impairment of reading accuracy, speed, or comprehension to the extent that the impairment interferes with academic achievement. 2.1 Students not familiar with advanced in depth questioning.	Strategies: Irby Elementary reading strategies are supported by research from the Handbook of Research on Improving Student Achievement by Educational Research Services. 1.1 Extensive reading materials of many kinds both inside and outside school results in substantial growth in vocabulary comprehension and the information base of students. 1.2 Reading comprehension is enhanced when readers extend their experience and background knowledge. 1.3 Organizing instruction into broad thematically based clusters of work promotes understanding of the connections among activities and ideas. 1.4 Teaching of critical skills in reading, such as word attack and grammar, helps to develop competency. 1.5 Implementation of the following researched-	1.1 Who: Principal, CRT, CIMS Facilitator, BRT, and all instructional staff. 2.1 Principal	1.1 We have a Literacy Team that monitors the reading delivery model, student progress and establishes in-service programs for teachers through weekly meetings. Each member of the team has a data notebook containing weekly test results, unit tests, mid and end of year tests, FAIR scores and STAR literacy scores. Every teacher will produce a Professional Development Plan in the area of reading. FAIR testing will be administered three times a year to all kindergarten, first and second grade students. The results will be analyzed and appropriate instructionalchanges made. 2.1 Teacher Lesson Plans, Classroom Snapshots.	1.1 FAIR, STAR reading, STAR Literacy, and MacMillan McGraw-Hill assessments will be used to show student growth at regular intervals throughout the school year. 1.2 Reports from Tumble Books, Earobics, and Accelerated Reading will be used to evaluate and monitor student progress. 2.1 Data review.

		based technology programs: Tumble Books, Earobics, Accelerated Reader, and Ticket to Read. 1.6 Intervention researched-based (Fountas & Pinnell)leveled literacy intervention implemented through the Title 1 services. 2.1 Webb's Depth of Knowlegde Training with more focus for the primary grades.			

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	Not applicable, Pre-K through second grade school
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not applicable, Pre-K through second grade school	Not applicable, Pre-K through second grade school

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not applicable, Pre-K through second grade school	Not applicable, Pre-K through second grade school	Not applicable, Pre-K through second grade school	Not applicable, Pre-K through second grade school	Not applicable, Pre-K through second grade school

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	To use enrichment stagies and materials to continue to increase student achievement levels.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable, Pre-K through second grade school.	Not Applicable, Pre-K through second grade school.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	2.1 Dual exceptionalities. 2.2 Students not familiar with advanced in depth	2.1 Literacy stations will be aligned with the MacMillian McGraw-Hill reading program to challenge our above average students.	2.1 Who: Principal, CRT, CIMS Facilitator, BRT, and all instructional staff.	2.1 We have a Literacy Team that monitors the reading delivery model, student progress and establishes in-service programs for teachers	2.1 FAIR, STAR Reading, STAR Literacy, and MacMillan McGraw-Hill assessments will be used to

1	questioning. 2.1 Implementation of Tumble Books, Ticket to Read and Accelerated Reader. 2.2 Webb's Depth of Knowledge Training with more focus for primary grades.	2.2 Principal	through weekly meetings. Each member of the team has a data notebook containing weekly test results, unit tests, mid and end of year tests, FAIR scores and STAR literacy scores. Every teacher and the principal will produce a Professional Development Plan in the area of reading. FAIR testing will be administered three times a year to all kindergarten, first and second grade students. The results will be analyzed and appropriate instructional changes made. 2.2 Teacher Lesson Plans, Classroom Snapshots	show student growth at regular intervals throughout the school year. 2.1 Reports from Tumble Books, Earobics, and Accelerated Reading will be used to evaluate and monitor student progress. 2.2 Review data.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	Not applicable, Pre-K through second grade school
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not applicable, Pre-K through second grade school	Not applicable, Pre-K through second grade school

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not applicable, Pre-K through second grade school	Not applicable, Pre-K through second grade school	Not applicable, Pre-K through second grade school	Not applicable, Pre-K through second grade school	Not applicable, Pre-K through second grade school

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	To increase proficiency so students will show advancement in daily reading skills.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable, Pre-K through second grade school.	Not Applicable, Pre-K through second grade school.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3.1 Reading disorders or learning disorders that involve significant impairment of reading accuracy, speed, or comprehension to the extent that the impairment interferes with academic achievement. 3.2 Students not familiar with indepth questioning.	3.1 Implement effective research based strategies in whole group, small group, and literacy through differentiated instruction. 3.2 Webb's Depth of Knowledge Training with more focus for primary grades.	3.1 Who: Principal, CRT, CIMS Facilitator, BRT. 3.2 Principal	3.1 FAIR testing results will be analyzed and appropriate instructional changes will be made accordingly. 3.2 Teacher Lesson Plans, Classroom Snapshots.	3.1 On-going MacMillan McGraw-Hill reading assessments, FAIR testing results and student work samples. 3.2 Review data.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	Not applicable, Pre-K through second grade.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not applicable, Pre-K through second grade.	Not applicable, Pre-K through second grade.

Problem-Solving Process to Increase Student Achievement				

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not applicable, Pre-K through second grade	Not applicable, Pre-K through second grade	Not applicable, Pre-K through second grade	Not applicable, Pre-K through second grade	Not applicable, Pre-K through second grade

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	To provide intensive strategies to increase the performance of all students in each subgroup scoring in the lowest quartile.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable, Pre-K through second grade school.	Not Applicable, Pre-K through second grade school.

Problem-Solving Process to Increase Student Achievement				

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	4.1 Students not yet identified as having a learning disability or did not state eligibility	4.1.1.6 Implementation of the Early Intervention Reading (EIR) program for children who experience	4.1 Who: Principal, CRT, CIMS Facilitator, BRT, and all instructional	4.1 We have a Literacy Team that monitors the reading delivery model, student progress and	4.1 FAIR, STAR Reading, STAR Literacy, and MacMillan McGraw-

requirements.	difficulty in learning to read with the goal being to produce significant long-term improvement. 4.2 Implementation of Triumphs Intervention from the MacMillan McGraw-Hill reading program. 4.3 Implementation of Earobics. 4.4 Implementation of researched based (Fountas & Pinnell) leveled literacy intervention implemented through Title 1 services. 4.5 Implementation of new research based strategies for lowest performing readers.	staff.	establishes in-service programs for teachers through weekly meetings. Each member of the team has a data notebook containing weekly test results, unit tests, mid and end of year tests, FAIR scores and STAR literacy scores. Every teacher and the principal will produce a Professional Development Plan in the area of reading. FAIR testing will be administered three times a year to all kindergarten, first and second grade students. The results will be analyzed and appropriate instructionalchanges made.	Hill assessments will be used to show student growth at regular intervals throughout the school year. 4.2 Earobics reports will be used to evaluate and monitor student progress.

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # Not applicable, Pre-K through second grade 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	NA	NA	NA	NA	NA	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	Not applicable, Pre-K through second grade school
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not applicable, Pre-K through second grade school	Not applicable, Pre-K through second grade school

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not applicable, Pre-K through second grade school	Not applicable, Pre-K through second grade school	Not applicable, Pre-K through second grade school	Not applicable, Pre-K through second grade school	Not applicable, Pre-K through second grade school

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making

satisfactory progress in reading. Reading Goal #5C:		Not applicable, Pre-K through second grade school		

2012 Current Level of Performance:	2013 Expected Level of Performance:
Not applicable, Pre-K through second grade school	Not applicable, Pre-K through second grade school

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not applicable, Pre-K through second grade school	Not applicable, Pre-K through second grade school	Not applicable, Pre-K through second grade school	Not applicable, Pre-K through second grade school	Not applicable, Pre-K through second grade school

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	Not applicable, Pre-K through second grade school

2012 Current Level of Performance:	2013 Expected Level of Performance:
Not applicable, Pre-K through second grade school	Not applicable, Pre-K through second grade school

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not applicable, Pre-K through second grade school	Not applicable, Pre-K through second grade school	Not applicable, Pre-K through second grade school	Not applicable, Pre-K through second grade school	Not applicable, Pre-K through second grade school

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Not applicable, Pre-K through second grade school

2012 Current Level of Performance:	2013 Expected Level of Performance:
Not applicable, Pre-K through second grade school	Not applicable, Pre-K through second grade school

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1	Not applicable, Pre-K through second grade school	Not applicable, Pre-K through second grade school	Not applicable, Pre-K through second grade school	Not applicable, Pre-K through second grade school	Not applicable, Pre-K through second grade school

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Book Study: Differentiating Reading Instruction for Success with RTI. By Margo Southall	K-2 /Reading	Josie Keen Kari Cronin	K-2 Teachers, Gifted, and ESE	September 2012-January 2013	Faculty will participate in the book study and attend follow-up discussion groups.	Josie Keen, Kari Cronin
Webb's Depth of Knowledge Training-emphasizing primary grades K-2.	K-2/Reading	Valdenora Fortner	K-2 Teachers, Gifted, and ESE	November 2012	Classroom Snapshots, Each grade level collaborates and develops higher level questions appropriate for their grade level	Valdenora Fortner, Kari Cronin
Reading/Literacy K-2	K-2/Reading	Valdenora Fortner	K-2 teachers, Gifted, and ESE	June 6, 2013	Teachers observing other teachers who implement highly effective literacy stations and guided reading groups.	Valdenora Fortner, Kari Cronin
Common Core Training	K-2/Reading	District	K-2 teachers, Gifted, and ESE	June 6, 2013	Teacher lesson plans, Teacher observations, and classroom snapshots	Valdenora Fortner, Kari Cronin
Kagan Training	K-2	District/Melody Hofstetter	K-2 teachers	June 6, 2013	Coaching by Melody Hofstetter, Principal, & CRT	Valdenora Fortner

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Provide researched based technology program.	STAR License/ AR	Title 1	$2,600.00
			Subtotal: $2,600.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount

Title 1 Teacher Tutor	1.0 unit	Title 1		$47,801.88
Title 1 Teacher Tutor	0.3 unit	Title 1		$15,745.00
Title 1 Teacher Tutor	.5 unit (100% Title 1 Lead Teacher/CIMS Facilitator)	Title 1		$54,001.22
Title 1 Paraprofessional	3 hours	Title 1		$7,742.25
			Subtotal:	$125,290.35
			Grand Total:	$127,890.35

Comprehensive English Language Learning Assessment (CELLA) Goals

* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	To increase proficiency of listening/speaking in English of ELL students
2012 Current Percent of Students Proficient in listening/speaking:	
Kindergarten - 0% (8) First Grade - 50% (6) Second Grade - 57% (7)	

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.English not spoken in the home environment.	1. ELL students will be served in regular education classroom with a teacher certified in ESOL. 2. ELL students will work with ESOL paraprofessional in the regular classroom for additional academic support.	Classroom teacher, Principal, CRT, CIMS Facilitator	Literacy Team will monitor progress of ELL students through weekly meetings.	1. Monitor student scores in reading, math, and writing. 2. Administer Comprehensive Language Learning Assessment (CELLA) spring 2013.

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	To increase proficiency in reading in English of ELL students.
2012 Current Percent of Students Proficient in reading:	
Kindergarten - 0%(8) First Grade - 17%(6) Second Grade - 43% (7)	

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

| 1 | English not spoken in the home environment. | 1. ELL students will be served in regular education classroom with a teacher certified in ESOL.

2. ELL students will work with ESOL paraprofessional in the regular classroom for additional academic support. | Classroom teacher, Principal, CRT, CIMS Facilitator | Literacy Team will monitor progress of ELL students through weekly meetings. | 1. Monitor student scores in reading, math, and writing.

2. Administer Comprehensive Language Learning Assessment (CELLA) spring 2013. |

Students write in English at grade level in a manner similar to non-ELL students.

| 3. Students scoring proficient in writing.

CELLA Goal #3: | To increase proficiency in writing English of ELL students. |

2012 Current Percent of Students Proficient in writing:

Kindergarten - 0% (8)
First Grade - 17% (6)
Second Grade - 43% (7)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	English not spoken in the home environment.	1. ELL students will be served in regular education classroom with a teacher certified in ESOL. 2. ELL students will work with ESOL paraprofessional in the regular classroom for additional academic support.	Classroom teacher, Principal, CRT, CIMS Facilitator	Literacy Team will monitor progress of ELL students through weekly meetings.	1. Monitor student scores in reading, math, and writing. 2. Administer Comprehensive Language Learning Assessment (CELLA) spring 2013.

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
ESOL Paraprofessional (3 hours per day)	Paraprofessional will provide additional support for ELL students in the classroom under direct supervision of the classroom teacher	ESOL	$8,000.00
			Subtotal: $8,000.00
			Grand Total: $8,000.00

End of CELLA Goals

Elementary School Mathematics Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	To increase student proficiency levels in mathematic concepts in order to compete at the highest levels nationally and internationally.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not applicable, Pre-K through second grade school	Not applicable, Pre-K through second grade school

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Reading disorders or learning disorders that involve significant impairment of reading accuracy, speed, or comprehension to the extent that the impairment interferes with academic achievement.	W.W. Irby Elementary math strategies are supported by research for the Handbook of Research on Improving Student Achievement by Educational Research Service. 1.1 Focusing instruction on the meaningful development of important mathematical ideas increases students learning. 1.2 Teaching mathematics with a focus on number sense encourages students to become problem solvers in a wide variety of situations.	1.1. Who: Principal, CRT, CIMS Facilitator, BRT, and all instructional staff.	1.1. Data will be analyzed to determine percentage of population making one year's growth in math from the beginning to the end of the school year.	1.1. Student growth will be measured through the comparison of a beginning of the year Go Math! Florida Assessment and an end of the year Go Math! Florida Assessment. In addition, Go Math! Big Idea Assessments administered three times per year. 1.2 Student growth will be measured through the comparison of Calendar Math scores administered in the fall, winter and spring of the school year.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	Not applicable, Pre-K through second grade school
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not applicable, Pre-K through second grade school	Not applicable, Pre-K through second grade school

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not applicable, Pre-K through second grade school	Not applicable, Pre-K through second grade school	Not applicable, Pre-K through second grade school	Not applicable, Pre-K through second grade school	Not applicable, Pre-K through second grade school

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	To increase and maintain student performance.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not applicable, Pre-k through second grade school	Not applicable, Pre-k through second grade school

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Dual Exceptionalities	2.1. Implementation of the GEMS/AIMS programs and strategies to support additional skill practice.	2.1. Who: Principal, CRT, CIMS Facilitator, BRT, and all instructional staff.	2.1. Data will be analyzed to determine percentage of population making one year's growth in math from the beginning to the end of the school year.	2.1. Student growth will be measured through the comparison of a beginning of the year Go Math! Florida Assessment and an end of the year Go Math! Florida Assessment. In addition, Go Math! Big Idea Assessments will be administered three times a year. 1.2 Student growth will be measured by Calendar Math scores adminstered in the fall, winter and spring of the school year.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	Not applicable, Pre-K through second grade school
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not applicable, Pre-K through second grade school	Not applicable, Pre-K through second grade school

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not applicable, Pre-K through second grade school	Not applicable, Pre-K through second grade school	Not applicable, Pre-K through second grade school	Not applicable, Pre-K through second grade school	Not applicable, Pre-K through second grade school

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	To increase proficiency so students will show advancement in daily mathematical skills.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable, Pre-K through second grade school.	Not Applicable, Pre-K through second grade school.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3.1 Inability to transfer newly taught skills into real-life math problems.	3.1 Long-term use of concrete materials is positively related to the increase in student mathematics achievement and improved attitude towards mathematics.	3.1 Who: Principal, CRT, CIMS Facilitatior, BRT, and all instructional staff.	3.1 Data will be analyzed to determine percentage of population making one year's growth in math from the beginning to the end of the school year.	3.1 Student growth will be measured through the comparison of a beginning of the year Go Math! Florida Assessment and an end of the year Go Math! Florida Assessment. In addition, Go Math! Big Idea Assessments will be administered three times a year. 1.2 Student growth will be measured by Calendar Math scores administered in the fall, winter, and spring of the school year.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	Not applicable, Pre-K through second grade school

	2012 Current Level of Performance:	2013 Expected Level of Performance:			
	Not applicable, Pre-K through second grade school	Not applicable, Pre-K through second grade school			

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not applicable, Pre-K through second grade school	Not applicable, Pre-K through second grade school	Not applicable, Pre-K through second grade school	Not applicable, Pre-K through second grade school	Not applicable, Pre-K through second grade school

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	To increase learning gains among the lowest 25% quartile.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable, Pre-K through second grade school.	Not Applicable, Pre-K through second grade school.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4.1. Reading disorders or learning disorders that involve significant impairment of reading accuracy, speed, or comprehension to the extent that the impairment interferes with academic achievement.	4.1. "Every Day Counts" math program will be used daily to reinforce mental math concepts using daily drills and introduce concepts that apply to real word problems.	4.1. Who: Pricipal, CRT, CIMS Facilitator, BRT, and all instructional staff.	4.1. Data will be analyzed to determine percentage of population making one year's growth in math from the beginning to the end of the school year.	4.1. Student growth will be measured through the beginning of the year "Every Day Counts" math program assessments using the pre-test, winter test, and post-test. 4.2 Student growth will be measured through Go Math! Big Idea Assessments administered three times in the school year.
2		4.2 Additional math support provided by Title 1 program for lowest performing students.			

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap	Elementary School Mathematics Goal # Not applicable, Pre-K through second grade school

by 50%.

5A : [▼]

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
[ ]	NA	NA	NA	NA	NA	[ ]

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	Not applicable, Pre-K through second grade school
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not applicable, Pre-K through second grade school	Not applicable, Pre-K through second grade school

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not applicable, Pre-K through second grade school	Not applicable, Pre-K through second grade school	Not applicable, Pre-K through second grade school	Not applicable, Pre-K through second grade school	Not applicable, Pre-K through second grade school

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	Not applicable, Pre-K through second grade school
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not applicable, Pre-K through second grade school	Not applicable, Pre-K through second grade school

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not applicable, Pre-K through second grade school	Not applicable, Pre-K through second grade school	Not applicable, Pre-K through second grade school	Not applicable, Pre-K through second grade school	Not applicable, Pre-K through second grade school

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	Not applicable, Pre-K through second grade school

	2012 Current Level of Performance:	2013 Expected Level of Performance:
	Not applicable, Pre-K through second grade school	Not applicable, Pre-K through second grade school

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not applicable, Pre-K through second grade school	Not applicable, Pre-K through second grade school	Not applicable, Pre-K through second grade school	Not applicable, Pre-K through second grade school	Not applicable, Pre-K through second grade school

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	Not applicable, Pre-K through second grade school
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not applicable, Pre-K through second grade school	Not applicable, Pre-K through second grade school

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not applicable, Pre-K through second grade school	Not applicable, Pre-K through second grade school	Not applicable, Pre-K through second grade school	Not applicable, Pre-K through second grade school	Not applicable, Pre-K through second grade school

End of Elementary School Mathematics Goals

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Training	K-2	District	k-2 Teachers, Gifted, Title 1, ESE	June 2013	Teacher Lesson Plans, Classroom Snapshots	Valdenora Fortner
Kagan Training	K-2	District/Melody Hofstetter	District/Melody Hofstetter	June 6, 2013	Coaching by Melody Hofstetter, Principal, & CRT	Valdenora Fortner

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Implementation of math curriculum and work stations.	manipulatives	Lottery, PTA, & Internal	$1,000.00
			Subtotal: $1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Common Core Training	K-2 Teachers	District	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Title 1 Teacher Tutor	0.2	Title 1	$10,500.19
			Subtotal: $10,500.19
			Grand Total: $11,500.19

End of Mathematics Goals

Elementary and Middle School Science Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	To increase proficiency in science so students will successfully compete at the highest levels nationally and internationally.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not applicable, Pre-K through second grade school	Not applicable, Pre-K through second grade school

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 Lack of students having prior background knowledge of scientific concepts.	1.1 Teachers will implement the Next Generation Science Sunshine State Standards using the new District Program- National Geographic. 1.2 Use thematic units to teach science concepts and standards. Integrate science curricula into other instructional areas. 1.3 Each class will develop and particpate	1.1 Principal, CRT, CIMS Facilitator, BRT and all instructional staff.	1.1 Student growth will be based on performance during classroom informal assessment. 1.2 Grades first and second complete Benchmark Assessments three times per year.	1.1 Lesson plans and grade books will serve as evidence of content taught. In addition, principal and Principal Intern will conduct classroom snapshots. 1.2 Review of First and Second grade students' assessment scores of Nat

| | | | | in Educational Science Fair project. | | | Geo District Science Benchmarks given three times per year. |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	Not applicable, Pre-K through second grade school
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not applicable, Pre-K through second grade school	Not applicable, Pre-K through second grade school

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not applicable, Pre-K through second grade school	Not applicable, Pre-K through second grade school	Not applicable, Pre-K through second grade school	Not applicable, Pre-K through second grade school	Not applicable, Pre-K through second grade school

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Not applicable, Pre-K through second grade
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not applicable, Pre-K through second grade	Not applicable, Pre-K through second grade

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not applicable, Pre-K through second grade	Not applicable, Pre-K through second grade	Not applicable, Pre-K through second grade	Not applicable, Pre-K through second grade	Not applicable, Pre-K through second grade

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	Not applicable, Pre-K through second grade school
2012 Current Level of Performance:	2013 Expected Level of Performance:

	Not applicable, Pre-K through second grade school	Not applicable, Pre-K through second grade school

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not applicable, Pre-K through second grade school	Not applicable, Pre-K through second grade school	Not applicable, Pre-K through second grade school	Not applicable, Pre-K through second grade school	Not applicable, Pre-K through second grade school

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Teacher's observation of other teacher demonstrating effective implementation of Nat Geo.	K-2	Valdenora Fortner	K-2 Teachers, Gifted, Title 1, ESE	September 2012-June 2013	Teacher Lesson Plans, Teacher observation, and Classroom Snapshots	Principal
Kagan Training	K-2	Melody Hofstetter	K-2 teachers	June 6, 2013	Coaching by Melody Hofstetter. Principal, & CRT	Valdenora Fortner

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Continue to provide support in training National Geographic Program with Smartboards	Science Supervisor, Title 1 Supervisor	District	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

Writing Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	To increase writing proficiency so students are able to write an expository and narrative prompt while using graphic organizers and focusing on grammar and conventions of spelling.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not applicable, Pre-k through second grade school	Not applicable, Pre-k through second grade school

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Lack of prior background knowledge. 1.2 Students performing below grade level in reading/spelling skills. 1.3 Language acquisition.	1.1 Teachers will focus on writing elements using a six point rubric and teach students the components of writing and effective strategies. 1.2 Teachers will use graphic organizers with students. 1.3 Implement the use of Elmos at each grade level in order for teachers to conduct group analyzation of student writing samples.	Principal, CRT, CIMS Facilitator, Instructional Staff	1.1 Measure of growth in writing scores from Fall 2011 to Spring 2012 using uniform rubric and student writing samples.	1.1. Using a six point rubric, student growth will be measured through the comparison of a beginning of the year writing sample to the end of the year writing sample. This comparison will show the development of each student's writing skills throughout the course of the year.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	Not applicable, Pre-K through second grade
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not applicable, Pre-K through second grade	Not applicable, Pre-K through second grade

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1	Not applicable, Pre-K through second grade	Not applicable, Pre-K through second grade	Not applicable, Pre-K through second grade	Not applicable, Pre-K through second grade	Not applicable, Pre-K through second grade

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Implement new district writing pacing guide	K-2	Valdenora Fortner, Kari Cronin	K-2 Teachers, Title 1 Teachers, and ESE	Each nine weeks administer writing prompt either narrative or expository according to the district pacing guide.	Each nine weeks score and monitor student writing samples.	Classroom Teacher, Principal, CRT, Title 1 Lead Teacher/CIMS Facilitator
Teachers will work in pairs to analyze students writing samples and score them accordingly.	K-2	Valdenora Fortner, Kari Cronin	K-2 Teachers, Title 1 Teachers,and ESE Teachers	Review student writing prompts each nine weeks	Each nine weeks score and monitor student writing samples.	Classroom Teacher, Principal, CRT, Title 1 Lead Teacher/CIMS Facilitator

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide students with journals to practive effective writing strategies.	Student writing journals	PTA, Grant, School Lottery	$1,200.00
		Subtotal: $1,200.00	
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
		Subtotal: $0.00	
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
		Subtotal: $0.00	
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
		Subtotal: $0.00	
		Grand Total: $1,200.00	

End of Writing Goals

Attendance Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	To increase student attendance. To address the importance of parents getting their children to school on time.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
90.0% (451)	95% (430)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
15% (451)	12% (430)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
9% (451)	7% (430)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1.Illnesses, lack of transportation, effected by age compulsory requirements	1.1. Parent conferences, EPT meeting, communication through school newsletters on the importance of consistent school attendance.	1.1. Principal, BRT, Guidance Counselor, CRT, Data Base Manager, District Truancy Officer	1.1. Monitor daily attendance and tardies of student population.	1.1.Attendance/tardy reports in Infinite Campus

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Attendance Budget:

Evidence-based Program(s)/Material(s)

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Attendance Goal(s)

Suspension Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	To decrease the number of suspensions so all students are receiving the maximum amount of instructional time.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
20 in-school suspensions	15 in-school suspensions
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
13 students suspended in in-school suspension	10 students suspended in in-school suspension
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
14 out-of school suspensions	10 out-of-school suspensions
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
10 students suspended out of school	8 students suspended out of school
Problem-Solving Process to Increase Student Achievement	
			Person or	Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students having a lack of structure, routines, rules, and self-discipline.	1.1. Instruct students in the "I Care Rules" 1.2 Parent newsletters emphasizing parent strategies for dealing with behavioral issues.	BRT and Guidance Counselor	1.1. Monitor discipline reports, classroom walk-throughs	1.1. Individual student discipline reports and school discipline reports on Infinite Campus.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Parent Involvement

Parent Involvement Goal #1:

Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.

To provide opportunities for parents to volunteer at the school, become aware of testing, policies and procedures, and to provide training sessions to inform the parents of ways to work with their child at home.

2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
8,777 volunteer hours for the 2011-2012 school year. 475 total volunteers.	To increase volunteer hours by 10%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Working parents, Single Family homes, Lack of interest.	1.1. • Parent involvement workshops focusing on reading, math and writing skills will be held for Kindergarten and first grade. * Parent involvement workshop with partnership of Alachua Elementary teachers for second grade. The focus will be on FCAT and preparation for third grade. • Parent/Teacher conferences are highly encouraged. * Parent input requested for development of Title I Parent Involvement Compact. • Report cards will be sent home every nine (9) weeks and a Progress Report will be sent home in the middle of the nine weeks. • Additional work, activities, and/or books will be sent home for parents to assist their child in achieving high academic standards. • Parents will be notified by the report card, and a teacher requested conference if the child shows a deficiency in reading, math, writing and/or science. A Progress Monitoring Plan (PMP) will be developed. The school, the parent and the community will work together to strengthen children with these deficiencies. • Family literacy opportunities will be communicated to	1.1. Principal, Title One Lead Teacher	1.1. Response on Climate Survey, Attendance records from Parent Involvement Workshops	1.1.Results of Irby's School Climate, and attendance records from Parent Involvement

| | | | parents.
• Parents will be informed of the legislation concerning promotion/retention.
• Parents are encouraged to volunteer at Irby. Parent volunteers facilitate Sunshine Math each week. They also assist with other school events and volunteer work.
• Parents have opportunities to be involved in planning, review, and improvement of school programs and the education of their children through School Advisory Council meeting, PTA meetings, and parent/teacher, parent/principal meetings.

Parents will be encouraged to attend "Meet the Teacher", "Open House", "Fall Festival", "Educational Fair", and "Grade Level Performances".
*Teacher committee will meet in low SES neighborhoods for learning actvities and pre-registration of Kindergarten students. | | | | | |

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Title 1 Lead Teacher will share researched based strategies called 101 Ways to Create Real Family Engagement by Steven Constantino.	K-2	Valdenora Fortner, Josie Keen	All instructional staff	Monthly faculty/ team leader meetings	Teachers will implement at least one new strategy when working with parents and families.	Valdenora Fortner, Josie Keen

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)

Strategy	Description of Resources	Funding Source	Available Amount
Hands-on manipulatives for parents to work with their children at home on academic skills.	Math: clock, number lines, counting cubes, coin sets, flashcards with basic facts, 100's chart.	Title 1	$900.00
Hands-on manipulatives for parents to work with their children at home on academic skills.	Reading: leveled readers, whisper phones, see and read srtips, eye-lighters, fluency sight word flashcards.	Title 1	$1,450.00
			Subtotal: $2,350.00

Technology

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
Communication with parents about Title 1 Parent Workshops and newsletters.	Colored paper for notices/communication	Title 1	$150.00
			Subtotal: $150.00
			Grand Total: $2,500.00

End of Parent Involvement Goal(s)

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	Not applicable, Pre-K through second grade school

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not applicable, Pre-K through second grade school	Not applicable, Pre-K through second grade school	Not applicable, Pre-K through second grade school	Not applicable, Pre-K through second grade school	Not applicable, Pre-K through second grade school

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Implementation of math curriculum and work stations.	manipulatives	Lottery, PTA, & Internal	$1,000.00
Writing	Provide students with journals to practive effective writing strategies.	Student writing journals	PTA, Grant, School Lottery	$1,200.00
Parent Involvement	Hands-on manipulatives for parents to work with their children at home on academic skills.	Math: clock, number lines, counting cubes, coin sets, flashcards with basic facts, 100's chart.	Title 1	$900.00
Parent Involvement	Hands-on manipulatives for parents to work with their children at home on academic skills.	Reading: leveled readers, whisper phones, see and read srtips, eye-lighters, fluency sight word flashcards.	Title 1	$1,450.00
				Subtotal: $4,550.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide researched based technology program.	STAR License/ AR	Title 1	$2,600.00
Science	Continue to provide support in training National Geographic Program with Smartboards	Science Supervisor, Title 1 Supervisor	District	$0.00
				Subtotal: $2,600.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Common Core Training	K-2 Teachers	District	$0.00
				Subtotal: $0.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Title 1 Teacher Tutor	1.0 unit	Title 1	$47,801.88
Reading	Title 1 Teacher Tutor	0.3 unit	Title 1	$15,745.00
Reading	Title 1 Teacher Tutor	.5 unit (100% Title 1 Lead Teacher/CIMS Facilitator)	Title 1	$54,001.22
Reading	Title 1 Paraprofessional	3 hours	Title 1	$7,742.25
CELLA	ESOL Paraprofessional (3 hours per day)	Paraprofessional will provide additional support for ELL students in the classroom under direct supervision of the classroom teacher	ESOL	$8,000.00
Mathematics	Title 1 Teacher Tutor	0.2	Title 1	$10,500.19
Parent Involvement	Communication with parents about Title 1 Parent Workshops and newsletters.	Colored paper for notices/communication	Title 1	$150.00
				Subtotal: $143,940.54
				Grand Total: $151,090.54

Differentiated Accountability

School-level Differentiated Accountability Compliance

| jn Priority | jn Focus | jn Prevent | jn NA |

Are you a reward school: jn Yes jn No

A reward school is any school that improves their letter grade or any school graded A.

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School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

✔ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Stickers for EDEP, van, car	$144.00
Writing folders	$25.00
ETA/Cuisenaire (magnifier)	$91.18
Nasco (student thermometers)	$53.17
Planning time for writing training	$40.00
The Teacher's Store- books	$65.38
Corwin- book	$32.41

Describe the activities of the School Advisory Council for the upcoming year

W.W. Irby Elementary School Advisory Council will meet four to fives times this school year. Topics discussed will include Title 1, School Improvement Plan, school uniforms and other pertinent school related items.

AYP DATA

SCHOOL GRADE DATA

No Data Found
No Data Found
No Data Found