



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

W. W. Irby Elementary School

13505 NW 140TH ST

Alachua, FL 32615

386-462-5002

<http://www.sbac.edu/pages/acps>

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate <i>[Data Not Available]</i>
Alternative/ESE Center No	Charter School No	Minority Rate <i>[Data Not Available]</i>

School Grades History

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

W. W. Irby Elementary School

Principal

Valdenora Fortner

School Advisory Council chair

Kathryn Lehtola

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Karen Cronin	Principal Intern and Curriculum Resource Teacher
Aimee Pricher	Behavioral Resource Teacher
Michelle Thurmond	School Counselor
Valdenora Fortner	Principal

District-Level Information

District

Alachua

Superintendent

Dr. W. Daniel Boyd, Jr.

Date of school board approval of SIP

Pending

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The members of W.W. Irby's 2013-2014 SAC members include: Principal; Valdenora Fortner, Teachers; Kathryn Lehtola, Amber Hipp, Sara Hamilton, Parents; Tammy Lindsey, Kelly Freeman, Sarah Beck, Career Service; Joan Imler, Other Citizens; Shirley Brown, Marie Taylor, Adam Boukari, Jeff Boyd

Involvement of the SAC in the development of the SIP

The SAC committee is composed of the principal and an appropriately balanced number of teachers, education support staff, parents, and other business and community members. The SAC committee meets 4-5 times a year. The School Improvement Plan, Title I Parent Involvement Plan and School Compact and its' progress is updated at these meetings and input from the SAC Committee is received. Approval for expenditures of Lottery Funds are also sought from SAC. On-going school activities are shared with SAC and suggestions taken into consideration.

Activities of the SAC for the upcoming school year

The activities for the upcoming 2013-2014 school year include sharing the role of SAC members and Sunshine Law , the review of the School Improvement Plan, Title I Parent Involvement Plan and School Compact and its' progress and input received from members. Approval for expenditures of Lottery Funds are also sought from SAC. On-going school activities will be shared with SAC and suggestions will be taken into consideration. A SAC Survey will be completed at the end of the school year.

Projected use of school improvement funds, including the amount allocated to each project

1. Stickers for EDEP, van, car \$145.00
2. Physical Education Hotel Conference \$157.62
- 3."Caught Being Good" Stickers \$150.00

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

1

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Valdenora Fortner

Principal	Years as Administrator: 4	Years at Current School: 1
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Credentials	Elementary Education and Leadership K-12
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Performance Record	<p>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. This past school year, Alachua Elementary School grade was a "C".</p> <p>Since we do not have FCAT assessment, Irby will not have Annual Measurable Objective (AMO) Data or targets for academic subject areas.</p>
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Instructional Coaches

of instructional coaches

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Dagni Christain

Part-time / District-based Years as Coach: 2 Years at Current School: 2

Areas Reading/Literacy, Mathematics, Science, Data, Other

Credentials Elementary Education, Gifted Endorsement, and Reading Endorsement.

Performance Record

Josie Keen

Full-time / School-based Years as Coach: 2 Years at Current School: 19

Areas Reading/Literacy, Mathematics, Science, Data, RtI/MTSS

Credentials Early Childhood Education, Elementary Education.

Performance Record

Classroom Teachers

of classroom teachers

40

receiving effective rating or higher

40, 100%

Highly Qualified Teachers

100%

certified in-field

40, 100%

ESOL endorsed

17, 43%

reading endorsed

11, 28%

with advanced degrees

23, 57%

National Board Certified

0, 0%

first-year teachers

1, 3%

with 1-5 years of experience

11, 28%

with 6-14 years of experience

8, 20%

with 15 or more years of experience

20, 50%

Education Paraprofessionals**# of paraprofessionals**

7

Highly Qualified

7, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

4

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

At W.W. Irby, Mrs. Fortner, school principal, assigns peer teachers for any beginning teacher following the district guidelines for the beginning teacher program. In addition, our Curriculum Resource Teacher, Behavior Resource Teacher, and/or principal provide research based materials and in-service training for staff members. Also, as part of the professional learning community, teachers are given opportunities to observe model lessons by other teachers to provide support and collaboration. The coaching method is utilized as observations are done with a leadership member and guiding questions for the teacher with a specific focus based on their individual instructional needs and the observation debriefed.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Teachers new to W.W. Irby are assigned and paired with another teacher to provide support in discipline issues, and guidance on district curriculum and planning. In addition, an informal grade level mentor teacher is assigned to a beginning year teacher.

2013-2014:

1. Josie Keen & Nancy Morrison (Mentor Names) Kimberly Young (Mentee Assigned)
2. Sheryl Silcox (Mentor Name) Jan Sleeper (Mentee Assigned)

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

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

Educational Planning Teams (EPT's) are held twice per month. These meetings include the classroom teacher, parent, as well as the MTSS Leadership Team (principal, school counselor, BRT, CRT, FCIMS Facilitator, and school psychologist). Students of concern (based on teacher concern/ observation as well as data) are discussed. Strategies are developed 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 in his/her learning compared to peers. In addition, the FCIM team composed of the CIM Facilitator, Principal, CRT and School Counselor meet weekly to review student data and note any specific concerns. Also on a weekly basis, each grade level team conducts data chats.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The school-based leadership team members discuss both academic and behavioral concerns that might impact learning. More specifically, the FCIM team composed of the CIM Facilitator, Principal, CRT and School Counselor meet weekly to review student data and note any specific concerns.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The School Improvement Goals and strategies are selected by the MTSS Leadership Team. Evaluation of the goal completion is the responsibility of the Rti team.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

The FCIMS Facilitator is responsible along with the Curriculum Resource Teacher (CRT) for organizing collected data and creating a data tracking system in the area of academics. The FCIMS Facilitator and the CRT work in conjunction with the principal, BRT, and school counselor to develop appropriate strategies. The school counselor and our data base are responsible for maintaining and tracking attendance data and for working closely with our attendance officer. This information is communicated with the school principal. The BRT tracks, shares, and assists in developing point sheets and Behavior Improvement Plans as needed. This information is also shared with the Leadership team on a weekly basis or more frequently with the principal if needed.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Parents are invited to EPT's and parent conferences to discuss their child's performance. Every effort is made to communicate between the MTSS Team and the parent. If a parent is unable to attend in person, phone conferences are held and even home visits have been conducted. For parents whose child is identified as ESOL, a translator is provided for the parent. For staff, our school counselor briefly shares this information during Pre-Planning and about a month into the school year, meets individually with grade level teams to review the process. As individual data chats occur at the first interim reporting period and student concerns are noted, the teacher is guided more specifically as needed.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year:

Title 1 pull-out intervention during the school day. This provides increase learning in reading instruction.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Data collected by Title 1 Teachers and analyzed by Title 1 Teachers, FCIMS Facilitator, principal, and CRT.

Who is responsible for monitoring implementation of this strategy?

Title 1 Teachers, FCIMS Facilitator, principal, and CRT.

Strategy: Summer Program

Minutes added to school year: 360

Pre-K through second grade ESE students who require continued education during the summer to maintain academic progress.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

ESE teachers collect data and monitor student progress

Who is responsible for monitoring implementation of this strategy?

ESE Teachers

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Valdenora Fortner	Principal
Kari Cronin	Curriculum Resource Teacher
Josie Keen	Title 1 Lead Teacher/ FCIMS Facilitator
Lisi Osborne	Reading Chairperson for SIP/ First Grade Team Leader
Diane Miller	Kindergarten Team Leader
Sheryl Silcox	Second Grade Team Leader

How the school-based LLT functions

The Literacy Leadership Team meets to evaluate student data from bi-weekly reading tests in first and second grade. In grades K-2, unit tests are also analyzed from the Pearson Reading Street reading program. Once weaknesses are identified, the Literacy Leadership Team help to determine which students need remediation. They also share any areas of concern and/or strength with the curriculum and new text adoption utilized.

Major initiatives of the LLT

The major initiatives for the Literacy Team this year are to provide additional support through our Title 1 program for grades K-2. We will provide more intense remediation strategies utilizing the new Pearson Reading Intervention, "Sidewalks" and differentiate the grouping of students being served in Title 1. The LLT will also communicate any areas of concerns and/or strengths in the newly adopted reading series incorporating Common Core State Standards. In first grade, students identified in need of extra support in reading will participate in the UFLI tutoring program with the University of Florida.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Not applicable. W.W. Irby Elementary School serves Pre-K through second grade.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

W.W. Irby Elementary provides two Pre-K Handicapped classrooms and three Headstart classrooms. These students are provided opportunities in the spring to mainstream for short periods of time into a Kindergarten classroom.

Testing and data from these programs are analyzed as well as data from the administration of the Kindergarten Testing and FAIR assessment. The CRT, FCIMS Facilitator, School Counselor, BRT, and principal conference with the Kindergarten teachers to discuss each student at the beginning of the school year. Parents are encouraged to send an input letter regarding their child before Kindergarten begins in the fall.

In order to have a smooth transition into the kindergarten setting, a staggered start has been implemented. Girls come to school one day, then boys the next day and all students on the third day of school. This reduces the number of students in the classroom the first two days of school, which allows the teacher to assist students with the transition in the following ways: reduces first day anxiety, provides opportunity to review school routines in a smaller setting, and provides the teacher an opportunity to make initial assessments of students.

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.

In addition to the district providing communication about Kindergarten Round-Up, W.W. Irby works closely with community businesses, Hitchcock's Market, and local preschools to display information about this event. Also, the W.W. Irby teacher committee will visit low SES housing to pre-register their incoming kindergarten children.

Local community businesses assist in displaying information for parents about the Voluntary Pre-K Program (VPK).

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		95%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		65%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		30%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	6		7
Participation in STEM-related experiences provided for students	434	100%	100%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	34	7%	6%
Students retained, pursuant to s. 1008.25, F.S.	24	5%	4%
Students who are not proficient in reading by third grade			
Students who receive two or more behavior referrals	16	3%	3%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	5	1%	1%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

1. Parent Involvement workshops focusing on reading, math and writing skills will be held for Kindergarten and first grade.
2. Parent Involvement workshop with partnership of Alachua Elementary teachers for second grade.
- 3..Parent/teacher conferences are highly encouraged.
4. Parent input requested for development of Title 1 Parent Involvement Compact.
- 5.Report cards will be sent home every nine weeks and an Interim Progress Report will be sent home in the middle of the nine weeks.
- 6.Additional work, activities and/or books will be sent home for parents to assist their child in achieving high academic standards.
7. Parents will be notified by the report card, and a teacher requested conference if a child shows a deficiency in math, reading, writing, or science. A Progress Monitoring Plan (PMP) will be developed. The school and the parent will work together to strengthen children with these deficiencies.
- 8.Family Literacy opportunities will be communicated to parents.
9. Parents will be informed of the legislation concerning promotion/retention.
10. Parents are encouraged to volunteer at Irby. Parent volunteers are encouraged to assist with school events and volunteer work.
11. 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.
12. Parents will be encouraged to attend "Meet the Teacher", "Open House", "Fall Festival", "Family Fun Night" (academic focus), and "Grade Level Performances".
13. Teacher Committee will meet in low SES neighborhoods for learning activities and pre-registration of Kindergarten students.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Area 10: Additional Targets

Additional targets for the school

NA

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** Writing Goal- To increase writing proficiency so students acquire the foundational writing skills required with Common Core Writing Standards.
- G2.** Science Goal- To increase proficiency in science so students will successfully compete at the highest levels nationally and internationally.
- G3.** Parent Involvement- Provide opportunities for parents to participate in Title 1 activities to support their child's learning.
- G4.** Reading Goal- 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.
- G5.** Math Goal- To increase student proficiency levels in mathematical concepts in order to compete at the highest levels nationally and internationally

Goals Detail

G1. Writing Goal- To increase writing proficiency so students acquire the foundational writing skills required with Common Core Writing Standards.

Targets Supported

- Writing

Resources Available to Support the Goal

- Pearson Reading Street Program

Targeted Barriers to Achieving the Goal

- Students lack writing skills required in Common Core Standards

Plan to Monitor Progress Toward the Goal

Student writing scores on Benchmark Unit Tests of first and second grade.

Person or Persons Responsible

Classroom teacher, principal, CRT, FCIMS Facilitator

Target Dates or Schedule:

Six times per year

Evidence of Completion:

Review and analysis of student writing scores

G2. Science Goal- To increase proficiency in science so students will successfully compete at the highest levels nationally and internationally.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- Teachers will implement the Next Generation Science Sunshine State Standards using the district science program -National Geographic (NG Connect).

Targeted Barriers to Achieving the Goal

- Lack of students having prior background knowledge of scientific concepts.

Plan to Monitor Progress Toward the Goal

First and second grade benchmark assessment scores

Person or Persons Responsible

Classroom teacher, principal, CRT and FCIMS Facilitator

Target Dates or Schedule:

Three times per school year.

Evidence of Completion:

Review of first and second grade benchmark assessment scores.

G3. Parent Involvement- Provide opportunities for parents to participate in Title 1 activities to support their child's learning.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- "The Leader in Me" book by: Stephen Covey
- Parent Involvement Meetings for grades K-2.

Targeted Barriers to Achieving the Goal

- Parents, school and community need to learn effective methods to prepare students to develop leadership abilities in themselves

Plan to Monitor Progress Toward the Goal

Strategies/ information learned from book study- The Leader in Me

Person or Persons Responsible

Title 1 Lead Teacher, principal, CRT, teachers

Target Dates or Schedule:

May 2013

Evidence of Completion:

Review and analysis of completed surveys by all teachers

G4. Reading Goal- 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.

Targets Supported

- Reading ()

Resources Available to Support the Goal

- 1. Pearson Reading Street reading program. 2. Pearson Reading Street- My Sidewalks Intervention Program

Targeted Barriers to Achieving the Goal

- Students identified with 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.
- Students not familiar with the complex text and higher order thinking required in Common Core Standards.
- Students not yet identified as having a learning disability or did not meet state eligibility requirements but have been identified in the subgroup scoring in the lowest quartile.

Plan to Monitor Progress Toward the Goal

Pearson Reading Assessment and FAIR assessment

Person or Persons Responsible

ESE Teacher, classroom teacher, Principal, CRT, school guidance counselor and Title 1 Lead Teacher/ FCIMS Facilitator

Target Dates or Schedule:

Pearson Reading Assessment on a bi-weekly basis for weekly tests, every six weeks for unit tests in grades first and second. In Kindergarten, every six weeks for unit tests. FAIR assessment three times per school year.

Evidence of Completion:

Monthly data reports of Pearson Reading Street Assessment and student FAIR reports.

G5. Math Goal- To increase student proficiency levels in mathematical concepts in order to compete at the highest levels nationally and internationally

Targets Supported

- Math ()

Resources Available to Support the Goal

- 1. My Math Program (McGraw/Hill)
- 2. Everyday Counts Math

Targeted Barriers to Achieving the Goal

- Students unable to transfer newly taught skills into real-life math problems.
- Students not fluent in their basic math facts.

Plan to Monitor Progress Toward the Goal

Effective implementation of Everyday Counts Math

Person or Persons Responsible

Classroom teachers, principal, CRT, and Title 1 Lead Teacher/FCIMS Facilitator

Target Dates or Schedule:

Data chat meetings.

Evidence of Completion:

Review of Calendar Math assessments pre-test and post-test for student growth.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Writing Goal- To increase writing proficiency so students acquire the foundational writing skills required with Common Core Writing Standards.

G1.B1 Students lack writing skills required in Common Core Standards

G1.B1.S1 Grade level Data Chat meetings to discuss student writing skills and student work samples

Action Step 1

Implement writing lessons in Pearson Reading Street aligned with Common Core during Language Arts period

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Language Arts instructional period

Evidence of Completion

Classroom snapshots, teacher lesson plans

Plan to Monitor Fidelity of Implementation of G1.B1.S1

Students writing scores on Benchmark Unit Tests for first and second grade

Person or Persons Responsible

Classroom teachers, principal, CRT, FCIMS Facilitator

Target Dates or Schedule

Six times per year with administration of Benchmark Unit Tests

Evidence of Completion

Classroom snapshots, teacher observations and teacher lesson plans

Plan to Monitor Effectiveness of G1.B1.S1

Student writing scores on Benchmark Unit Tests of first and second grade

Person or Persons Responsible

Classroom teacher, principal, CRT, FCIMS Facilitator

Target Dates or Schedule

Six times per school year formally, and informal teacher observation of student work samples

Evidence of Completion

Classroom snapshots, teacher observations and teacher lesson plans

G2. Science Goal- To increase proficiency in science so students will successfully compete at the highest levels nationally and internationally.

G2.B1 Lack of students having prior background knowledge of scientific concepts.

G2.B1.S1 Implement NG Connect in grades K-2 effectively.

Action Step 1

Implement grade level Next Generation Sunshine State Standards using the NG Connect science program.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

On-going throughout the school year

Evidence of Completion

Classroom snapshots, teacher lesson plans

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B1.S1

Review of first and second grade students' science benchmark assessments

Person or Persons Responsible

Classroom teacher, principal, CRT and FCIMS Facilitator

Target Dates or Schedule

Students' benchmark assessments will be reviewed three times per school year.

Evidence of Completion

Classroom snapshots, teacher lesson plans.

G3. Parent Involvement- Provide opportunities for parents to participate in Title 1 activities to support their child's learning.

G3.B1 Parents, school and community need to learn effective methods to prepare students to develop leadership abilities in themselves

G3.B1.S1 Strategies from this book will be shared at Team Leader meetings and Team Leaders will disseminate information to teachers at their grade level meetings.

Action Step 1

Teachers will participate in book study "The Leader in Me" by Stephen Covey

Person or Persons Responsible

All faculty

Target Dates or Schedule

Grade level meetings

Evidence of Completion

Teacher will complete survey at the end of the bookstudy

Facilitator:

Josie Keen- Title 1 Lead Teacher/FCIMS Facilitator

Participants:

All faculty

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Strategies and information will be disseminated at Team Leader meetings to team Leaders to share at their grade level meetings

Person or Persons Responsible

Title 1 Lead Teacher, principal and CRT

Target Dates or Schedule

Monthly Team Leader meetings and grade level meetings

Evidence of Completion

Completed survey by teachers at the end of the book study

Plan to Monitor Effectiveness of G3.B1.S1

Strategies/ information learned from the book study- The Leader in Me

Person or Persons Responsible

Title 1 Lead Teacher, principal, CRT ,and teachers

Target Dates or Schedule

Monthly Team Leader Meetings and grade level meetings

Evidence of Completion

Review and analysis of completed surveys

G4. Reading Goal- 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.

G4.B1 Students identified with 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.

G4.B1.S3 Implementation of the following researched-based technology programs: Tumble Books, Earobics, and Accelerated Reader.

Action Step 1

Implementation of Accelerated Reading Program

Person or Persons Responsible

Classroom teacher

Target Dates or Schedule

August,26, 2013- June 5, 2013

Evidence of Completion

Monitor students comprehension results from AR test.

Plan to Monitor Fidelity of Implementation of G4.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G4.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G4.B2 Students not familiar with the complex text and higher order thinking required in Common Core Standards.

G4.B2.S1 1. Teachers will participate in district training in newly adopted reading program Pearson Reading Street

Action Step 1

Teachers attend district training on newly adopted reading program- Pearson Reading Street

Person or Persons Responsible

K-2 teachers, ESE teachers, Title 1 teachers, CRT

Target Dates or Schedule

June 2013- August 2013

Evidence of Completion

Classroom snapshots, teacher lesson plans

Facilitator:

Trainer from Pearson Reading Street reading program

Participants:

K-2 teachers, ESE teachers, Title 1 teachers, CRT

Plan to Monitor Fidelity of Implementation of G4.B2.S1

Pearson Reading Street reading assessments

Person or Persons Responsible

Classroom teachers, ESE teachers, Title 1 teachers

Target Dates or Schedule

On-going weekly throughout the school year

Evidence of Completion

Review student data of on-going Pearson Reading Street assessments. Unit tests K-2 and biweekly tests for first and second grade.

Plan to Monitor Effectiveness of G4.B2.S1

Pearson Street Reading Program

Person or Persons Responsible

Classroom teachers, ESE teachers, Title 1 teachers, principal, CRT, and Title 1 Lead Teacher/FCIMS Facilitator

Target Dates or Schedule

Classroom teachers, ESE teachers and Title 1 teachers will monitor effectiveness on a weekly basis. In addition, the principal, CRT, school guidance counselor and Title 1 Lead Teacher/FCIMS Facilitator will conduct weekly data chat meetings to review and monitor student growth.

Evidence of Completion

Classroom snapshots, teacher lesson plans, and review of student data assessments.

G4.B2.S2 2. Teachers will participate in school-based faculty trainings with an emphasis on Common Core

Action Step 1

During faculty trainings, information will be shared on the implementation of Common Core Standards.

Person or Persons Responsible

Common Core Leadership Team which consists of the principal, CRT, four classroom teachers, Gifted teacher and Title 1 Lead Teacher/FCIMS Facilitator.

Target Dates or Schedule

At scheduled Faculty trainings during the school year.

Evidence of Completion

Classroom snapshots and teacher lesson plans.

Facilitator:

Common Core Leader Team- This team includes the principal, CRT, Title 1 Lead Teacher/FCIMS Facilitator, Gifted Teacher, one kindergarten teacher, one first grade teacher and two second grade teachers.

Participants:

K-2 Teachers, ESE teachers and Title 1 Teachers

Plan to Monitor Fidelity of Implementation of G4.B2.S2

Implementation of Common Core Standards

Person or Persons Responsible

Classroom teachers, principal, CRT

Target Dates or Schedule

On-going throughout the school year.

Evidence of Completion

Classroom snapshots, teacher observations, and teacher lesson plans

Plan to Monitor Effectiveness of G4.B2.S2

Effective implementation of Common Core Standards

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

On-going throughout the school year

Evidence of Completion

Classroom snapshots, teacher observations, and teacher lesson plans

G4.B3 Students not yet identified as having a learning disability or did not meet state eligibility requirements but have been identified in the subgroup scoring in the lowest quartile.

G4.B3.S1 Provide support for students identified in the lowest quartile in their reading skills through Title 1 services.

Action Step 1

Researched-based teaching materials to support My Sidewalks reading program.

Person or Persons Responsible

Title 1 Lead Teacher/ FCIMS Facilitator

Target Dates or Schedule

On-going throughout the school year

Evidence of Completion

classroom snapshots, teacher observations, teacher lesson plans

Action Step 2

Implementation of My Sidewalks Intervention Program in Pearson Reading Street.

Person or Persons Responsible

Title 1 Teachers

Target Dates or Schedule

Four days a week for forty minutes.

Evidence of Completion

Pearson Reading Street Assessments

Plan to Monitor Fidelity of Implementation of G4.B3.S1

My Sidewalks Reading Intervention Program

Person or Persons Responsible

Title 1 Teachers

Target Dates or Schedule

Unit Assessments will be evaluated six times per year.

Evidence of Completion

Student progress will be monitored and evaluated through out the school year by weekly Data Chats.

Plan to Monitor Effectiveness of G4.B3.S1

My Sidewalks Reading Intervention Program

Person or Persons Responsible

Title 1 Teachers

Target Dates or Schedule

Unit Assessments six times per school year.

Evidence of Completion

Review and evaluation of Unit Assessments in the My Sidewalks Intervention and the Unit Assessments in The Pearson Reading Street Program.

G4.B3.S2 Provide paraprofessional support for ESOL students

Action Step 1

Provide support in ESOL students reading skills

Person or Persons Responsible

ESOL Paraprofessional aide

Target Dates or Schedule

Three hours each school day, five days per week

Evidence of Completion

Monitor and review of ESOL students reading scores

Plan to Monitor Fidelity of Implementation of G4.B3.S2

ESOL Paraprofessional Aide

Person or Persons Responsible

Classroom teacher, principal and CRT

Target Dates or Schedule

Three hours per day, five days per week

Evidence of Completion

Review of teachers lesson plans

Plan to Monitor Effectiveness of G4.B3.S2

ESOL students reading growth

Person or Persons Responsible

Classroom teacher, Principal, CRT, FCIMS Facilitator

Target Dates or Schedule

Weekly Data Meetings

Evidence of Completion

Analysis of ESOL reading scores

G5. Math Goal- To increase student proficiency levels in mathematical concepts in order to compete at the highest levels nationally and internationally

G5.B1 Students unable to transfer newly taught skills into real-life math problems.

G5.B1.S2 Implementation of Everyday Counts Math program

Action Step 1

Implement Everyday Counts Math Program school-wide

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Each school day for 15 minutes

Evidence of Completion

Classroom snapshots, teacher lesson plans

Plan to Monitor Fidelity of Implementation of G5.B1.S2

Effective implementation of Everyday Counts Math

Person or Persons Responsible

Classroom teacher, principal, CRT

Target Dates or Schedule

On-going throughout the school year

Evidence of Completion

Classroom snapshots, teacher lesson plans

Plan to Monitor Effectiveness of G5.B1.S2

Effective implementation of Everyday Counts Math

Person or Persons Responsible

Classroom teacher, principal, CRT, Title 1 Lead Teacher/FCIMS Facilitator

Target Dates or Schedule

On-going throughout the school year.

Evidence of Completion

Review and analysis of Calendar Math assessments administered three times per year.

G5.B1.S3 Implement effective math work stations aligned with Common Core and My Math Program.

Action Step 1

Teachers participate in Math Workstations training in order to implement effective math stations

Person or Persons Responsible

K-2 teachers, ESE teachers, Gifted teacher, Title 1 teachers and CRT

Target Dates or Schedule

September 25, 2013

Evidence of Completion

Classroom snapshots, teacher lesson plans, and student work samples.

Facilitator:

Elementary District Math Supervisor- Allison Fissenden

Participants:

K-2 teachers, ESE teachers, Gifted teacher, Title 1 teachers and CRT

Plan to Monitor Fidelity of Implementation of G5.B1.S3

Math literacy work stations will be monitored

Person or Persons Responsible

Classroom teachers, principal, CRT

Target Dates or Schedule

On-going throughout the school year.

Evidence of Completion

Classroom snapshots, teacher observations, and teacher lesson plans.

Plan to Monitor Effectiveness of G5.B1.S3

Implementation of math work stations

Person or Persons Responsible

Classroom teachers, principal, CRT

Target Dates or Schedule

On-going throughout the school year.

Evidence of Completion

Classroom snapshots, teacher lesson plans, and My Math student assessment data.

G5.B1.S4 Teachers will participate in district training on newly adopted math program My Math.

Action Step 1

Effective implementation of new math program- My Math

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

On-going throughout the school year

Evidence of Completion

Classroom snapshots, teacher observations and teacher lesson plans

Facilitator:

District trainer of My Math program

Participants:

K-2 Teachers, CRT, ESE Teachers, Gifted Teacher, and Title 1 Teachers

Plan to Monitor Fidelity of Implementation of G5.B1.S4

My Math program

Person or Persons Responsible

Classroom Teachers, principal, CRT

Target Dates or Schedule

On-going throughout the school year

Evidence of Completion

Classroom snapshots, teacher observations and teacher lesson plans

Plan to Monitor Effectiveness of G5.B1.S4

My Math student benchmark assessments and chapter tests

Person or Persons Responsible

Classroom teachers, principal, CRT and FCIMS Facilitator

Target Dates or Schedule

On-going throughout the school year

Evidence of Completion

Review and analysis of My Math benchmark assessments administered four times per school year

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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 coordinates 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 technology 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.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G3. Parent Involvement- Provide opportunities for parents to participate in Title 1 activities to support their child's learning.

G3.B1 Parents, school and community need to learn effective methods to prepare students to develop leadership abilities in themselves

G3.B1.S1 Strategies from this book will be shared at Team Leader meetings and Team Leaders will disseminate information to teachers at their grade level meetings.

PD Opportunity 1

Teachers will participate in book study "The Leader in Me" by Stephen Covey

Facilitator

Josie Keen- Title 1 Lead Teacher/FCIMS Facilitator

Participants

All faculty

Target Dates or Schedule

Grade level meetings

Evidence of Completion

Teacher will complete survey at the end of the bookstudy

G4. Reading Goal- 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.

G4.B2 Students not familiar with the complex text and higher order thinking required in Common Core Standards.

G4.B2.S1 1. Teachers will participate in district training in newly adopted reading program Pearson Reading Street

PD Opportunity 1

Teachers attend district training on newly adopted reading program- Pearson Reading Street

Facilitator

Trainer from Pearson Reading Street reading program

Participants

K-2 teachers, ESE teachers, Title 1 teachers, CRT

Target Dates or Schedule

June 2013- August 2013

Evidence of Completion

Classroom snapshots, teacher lesson plans

G4.B2.S2 2. Teachers will participate in school-based faculty trainings with an emphasis on Common Core

PD Opportunity 1

During faculty trainings, information will be shared on the implementation of Common Core Standards.

Facilitator

Common Core Leader Team- This team includes the principal, CRT, Title 1 Lead Teacher/FCIMS Facilitator, Gifted Teacher, one kindergarten teacher, one first grade teacher and two second grade teachers.

Participants

K-2 Teachers, ESE teachers and Title 1 Teachers

Target Dates or Schedule

At scheduled Faculty trainings during the school year.

Evidence of Completion

Classroom snapshots and teacher lesson plans.

G5. Math Goal- To increase student proficiency levels in mathematical concepts in order to compete at the highest levels nationally and internationally

G5.B1 Students unable to transfer newly taught skills into real-life math problems.

G5.B1.S3 Implement effective math work stations aligned with Common Core and My Math Program.

PD Opportunity 1

Teachers participate in Math Workstations training in order to implement effective math stations

Facilitator

Elementary District Math Supervisor- Allison Fissenden

Participants

K-2 teachers, ESE teachers, Gifted teacher, Title 1 teachers and CRT

Target Dates or Schedule

September 25, 2013

Evidence of Completion

Classroom snapshots, teacher lesson plans, and student work samples.

G5.B1.S4 Teachers will participate in district training on newly adopted math program My Math.

PD Opportunity 1

Effective implementation of new math program- My Math

Facilitator

District trainer of My Math program

Participants

K-2 Teachers, CRT, ESE Teachers, Gifted Teacher, and Title 1 Teachers

Target Dates or Schedule

On-going throughout the school year

Evidence of Completion

Classroom snapshots, teacher observations and teacher lesson plans

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Writing Goal- To increase writing proficiency so students acquire the foundational writing skills required with Common Core Writing Standards.	\$1,000
G2.	Science Goal- To increase proficiency in science so students will successfully compete at the highest levels nationally and internationally.	\$500
G4.	Reading Goal- 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.	\$91,786
G5.	Math Goal- To increase student proficiency levels in mathematical concepts in order to compete at the highest levels nationally and internationally	\$1,420
Total		\$94,706

Budget Summary by Funding Source and Resource Type

Funding Source	Technology	Evidence-Based Materials	Professional Development	Other	Evidence-Based Program	Personnel	Total
Title 1	\$1,500	\$0	\$420	\$0	\$2,210	\$82,385	\$86,515
Lottery, PTA, Internal	\$0	\$1,500	\$0	\$0	\$0	\$0	\$1,500
Lottery	\$0	\$0	\$0	\$1,000	\$0	\$0	\$1,000
ESOL	\$0	\$0	\$0	\$0	\$0	\$5,691	\$5,691
Total	\$1,500	\$1,500	\$420	\$1,000	\$2,210	\$88,076	\$94,706

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Writing Goal- To increase writing proficiency so students acquire the foundational writing skills required with Common Core Writing Standards.

G1.B1 Students lack writing skills required in Common Core Standards

G1.B1.S1 Grade level Data Chat meetings to discuss student writing skills and student work samples

Action Step 1

Implement writing lessons in Pearson Reading Street aligned with Common Core during Language Arts period

Resource Type

Other

Resource

Student writing journals

Funding Source

Lottery

Amount Needed

\$1,000

G2. Science Goal- To increase proficiency in science so students will successfully compete at the highest levels nationally and internationally.

G2.B1 Lack of students having prior background knowledge of scientific concepts.

G2.B1.S1 Implement NG Connect in grades K-2 effectively.

Action Step 1

Implement grade level Next Generation Sunshine State Standards using the NG Connect science program.

Resource Type

Evidence-Based Materials

Resource

Science manipulates

Funding Source

Lottery, PTA, Internal

Amount Needed

\$500

G4. Reading Goal- 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.

G4.B1 Students identified with 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.

G4.B1.S3 Implementation of the following researched-based technology programs: Tumble Books, Earobics, and Accelerated Reader.

Action Step 1

Implementation of Accelerated Reading Program

Resource Type

Technology

Resource

Accelerated Reading Progra. (AR)

Funding Source

Title 1

Amount Needed

\$1,500

G4.B3 Students not yet identified as having a learning disability or did not meet state eligibility requirements but have been identified in the subgroup scoring in the lowest quartile.

G4.B3.S1 Provide support for students identified in the lowest quartile in their reading skills through Title 1 services.

Action Step 1

Researched-based teaching materials to support My Sidewalks reading program.

Resource Type

Evidence-Based Program

Resource

Researched-based reading materials and leveled readers to support My Sidewalks reading program.

Funding Source

Title 1

Amount Needed

\$2,210

Action Step 2

Implementation of My Sidewalks Intervention Program in Pearson Reading Street.

Resource Type

Personnel

Resource

1.0 Title 1 Teacher, .5 Title 1 Teacher, .5 Title 1 Lead Teacher, .2 Title 1 Teacher

Funding Source

Title 1

Amount Needed

\$82,385

G4.B3.S2 Provide paraprofessional support for ESOL students

Action Step 1

Provide support in ESOL students reading skills

Resource Type

Personnel

Resource

Paraprofessional aide

Funding Source

ESOL

Amount Needed

\$5,691

G5. Math Goal- To increase student proficiency levels in mathematical concepts in order to compete at the highest levels nationally and internationally

G5.B1 Students unable to transfer newly taught skills into real-life math problems.

G5.B1.S2 Implementation of Everyday Counts Math program

Action Step 1

Implement Everyday Counts Math Program school-wide

Resource Type

Evidence-Based Materials

Resource

Math manipulatives

Funding Source

Lottery, PTA, Internal

Amount Needed

\$1,000

G5.B1.S3 Implement effective math work stations aligned with Common Core and My Math Program.

Action Step 1

Teachers participate in Math Workstations training in order to implement effective math stations

Resource Type

Professional Development

Resource

Math Workstation Books By: Debbie Diller

Funding Source

Title 1

Amount Needed

\$420