

2008 - 2009 SCHOOL IMPROVEMENT PLAN

School Name: W. W. IRBY ELEMENTARY SCHOOL

District Name: Alachua

Principal: Lina Bedoya Burklew

SAC Chair: Amber Hipp

Superintendent: W. Daniel Boyd

Date of School Board Approval:



Dr. Eric J. Smith, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Frances Haithcock, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

VISION/MISSION/BELIEF STATEMENTS

Note: Required for Title I

VISION STATEMENT:

At Irby Elementary, today's learners will become tomorrow's leaders through a stimulating, child-centered environment.

PHILOSOPHY:

At W.W. Irby Elementary School, education provides early childhood experiences and opportunities which allow children to grow and develop to their full potential. Each child is unique and is encouraged to develop intellectually, personally, socially, and physically in a safe and nurturing environment.

BELIEF STATEMENTS:

- Provide positive learning experiences which develop competency in academics, social skills, and creative expression to produce life long learners.
- Believe all children can and will learn, and provide a flexible program which acknowledges individual differences and meets the needs of all children.
- Encourage children to develop a sense of responsibility for their own education:
1) to use time wisely, 2) to follow directions, 3) to work independently and cooperatively.
- Instill in each child a desire for good citizenship, mutual respect for each other and loyalty to democratic ideals.
- Provide children with the understanding of occupational opportunities available to them and encourage the acquisition of skills necessary for their future occupation.
- Develop a positive self concept and a sense of worth which is necessary for the development of one's own potential.
- Develop an awareness and respect for differences in others.
- Provide age appropriate experiences which will lead to an awareness and acceptance of today's changing technology.
- Follow State mandates and District objectives in all areas of learning.
- Encourage and support staff development.
- Work cooperatively with parents to encourage their participation in their child's education.
- Work to maintain community involvement to enhance the children's learning experiences.

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SCHOOL PROFILE DEMOGRAPHICS

School Profile/Demographics

- W.W. Irby Elementary opened its doors for the first time on August 24, 1992. It is unique in that it is the only Pre-K through 2nd grade facility in the Alachua County Public School system.
- Irby Elementary is located in the community of Alachua. It is a direct feeder system for the community's other three schools. After second grade, the students attend Alachua Elementary for grades 3-5, Mebane Middle School for grades 6-8 and Santa Fe High School for grades 9 – 12.
- See Executive Summary for explanation of Irby Elementary Pre-k – 2nd grade and the Florida A+ Plan and No Child Left Behind.
- The schools in the community of Alachua enjoy tremendous support from the local businesses. Some of Irby's business partners include: Hitchcock's Foodway, Wal-Mart Distribution Center, Target Stores, Conestoga, McDonalds, and Alachua Today.
- Irby Elementary teachers regularly write grants. They have been awarded grants through the Alachua County School Board Foundation, Florida Farm Bureau, Target Stores, Wal-Mart, Junior League and a federal technology grant (QZAB).
- TEACHER STUDENT RATIO: The District ratio for primary grades in teacher allocations is 18.5: 1. This ratio is used for homeroom assignments. Every effort is made to further reduce class size through a delivery model that includes support teachers assigned to teach reading and math (Gifted, ESE). In addition extra tutorial/remedial time is given to struggling students through-out the day.

SCHOOL MATCH

Note: Required for all Assistance Plus Schools

QUALITY STAFF

Highly Qualified Administrators

Note: Required for Title I

QUALITY STAFF

Highly Qualified, Certified Administrators

The principal of the school, Lina Bedoya Burklew, is a highly qualified administrator. She began her tenure at W.W. Irby Elementary School in December, 2006. Her degrees/certifications include Elementary Education, Special Education (K-12), and Educational Leadership (K-12). Mrs. Burklew began her administrative career as a behavior resource teacher, and then as assistant principal intern and later Assistant Principal at Hidden Oak Elementary School. She had the unique opportunity to serve as the assistant principal for the first pre-K through eighth grade school in the Alachua County School District, High Springs Community School. Mrs. Burklew has both teaching and administrative experience at the elementary and middle grades level. In addition, she is a district level trainer for Non-Violent Crisis Intervention and Second Step, a violence prevention curriculum.

High Quality, Highly Qualified Teachers

W.W. Irby Elementary utilizes a variety of Teacher Mentoring Programs. We have teachers certified as Peer Teachers for any beginning teacher who is employed to work at Irby Elementary. Our Reading Coach, Curriculum Resource Teacher and/or Principal provide demonstration lessons, research based materials, and in-service workshop for staff members. We are very fortunate to have very experienced staff members who will also act as mentors for other staff members on their grade level teams.

Recruitment/Retention of Highly Qualified Teachers

Note: Required for Title I

The TSA for Reading and the Director of Project Development explain the role of the coaches to administrators. Time logs are monitored. Any concerns about the use of a coach's time are discussed with the administrator of the school.

The principal will explain to her teachers that the reading coach is a half time professional development resource in reading. The coach's job is to help teachers provide more effective reading instruction to students. The reading coach is not an administrator. Any observations, conferences, and reflective feedback between a teacher and the coach are for collaboration only and are not evaluative in nature. The reading coach is not to be used as an additional reading teacher, a substitute teacher, or an additional administrator. The coach will be available to observe, model lessons, provide training for teachers on effective reading instructions, and perform any other aspects of the coach's role. The TSA for Reading will monitor time logs and visit schools to verify that coaches are being used according to the Just Read, Florida! coaching model. The reading coach is involved in all aspects of planning and implementing reading instruction within the school.

The principal will explain the role of the reading coach to her teachers. She will encourage teachers to invite the reading coach into classrooms for observations and model lessons. The principal will encourage teachers to participate in training provided by the coach. The principal will facilitate training by the reading coach during teacher planning periods and regular faculty meetings as well as training provided after school hours. The principal will promote the coach's role as a collaborator and not an evaluator.

The second or third day of pre-planning is set aside for school-based meetings. The principal will provide an inservice on the K-12 Comprehensive Reading Plan at that time. District staff will prepare a PowerPoint presentation for the principal to use during this training. The Principal will receive training from district staff prior to the beginning of school.

Our coach has a reading endorsement. Our coach is experienced in the use of scientifically based reading materials. District staff will help identify scientifically based reading materials for use by the our school. Our Principal will facilitate opportunities for coaches to mentor teachers and conduct model lessons.

Our coach has received training on effective reading instruction. Our coach has the reading endorsement. The district Reading Teacher on Special Assignment conducts school visits and collects time logs to monitor coaches' activities within the schools. Our Principal, BRT, CRT, and teachers receive information about the coach's role at monthly curriculum meetings.

Our school includes the reading coach as a member of the Reading Leadership Team and/or School Literacy Council.

All teachers and our principal are required to include measurable goals addressing literacy and student achievement in their professional development plans. All teachers and our principal will review progress monitoring data and make appropriate adjustments to classroom instruction.

Evaluations are directly linked to the measurable goals established on the professional development plan. If goals are not met, the goals and the action steps are revised.

[Show Attached Staff List](#)

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: Required for Title I

W.W. Irby Elementary has several programs that coordinate with other state and federal programs funded by state and federal dollars. These resources help us meet state and NCLB requirements. As a pre-k through second grade school, our students receive additional support through Title I funding in the way of additional support in the classrooms, parent involvement workshops, and staff development for teachers. The administration, faculty and staff including guidance counselor work with students and families to help them locate services that students or families may need. Our PTA and SAC are very supportive of helping meet the needs of our students. Our leadership team meets weekly to discuss student progress and implementation of the Response to Intervention (RTI). This coming year will be our first year implementing the Florida Continuous Improvement Model for Schools (FCIM). A team of faculty members have met over the summer to develop and establish a plan for the 2008-2009 school year.

School Wide Improvement Model

Note: Required for Title I

At Irby Elementary, we believe that in order to increase academic proficiency, a firm foundation must be established in kindergarten and carried forward into first and second grades. The Florida Sunshine State Standards and the District-wide basal reading (Harcourt Brace Trophies) and math (Harcourt Brace) programs form the core of reading and math instruction. A variety of materials and activities are used to teach skills in order to meet the individual leaning styles of children.

Irby Elementary reading, math and writing strategies are supported by research from the "Handbook of Research on Improving Student Achievement" by Education Research Services (ERS). We subscribe to the following instructional strategies.

Extensive reading material of many kinds, both inside and outside school, result in substantial growth in vocabulary, comprehension and the information base of students. Interactive learning where students are actively engaged provide for more growth than instruction in which they are passive. Reading comprehension is enhanced when readers extend their experiences and background knowledge. Organizing instruction into broad thematically based clusters of work promotes understanding of the connections among activities and ideas. The teaching of critical skills in reading such as word attack and grammar helps to develop competency. Early intervention for children who experience difficulty in learning to read and will produce significant long-term improvement.

Focusing learning on the meaningful development of important mathematical ideas increases student learning. Teaching mathematics with a focus on number sense encourages students to become problem solvers in a wide variety of situations. Long-term use of concrete materials is positively related to the increase in student mathematics achievement and improved attitude toward mathematics.

Emphasis on the writing process (planning, drafting, revising, sharing and publishing contributes to improved competence in writing). Programs that balance attention to both imaginative and informative reading, writing and speaking promote competence in handling discourse of many kinds.

To ensure conditions which provide optimal learning for every student, Irby Elementary has restructured the instructional delivery model in reading for first and second grades. An Inclusion Model includes the Varying Exceptionalities (VE) teacher, the two reading resource teachers, the gifted teacher, and the regular classroom teachers, teaching reading with ALL second grade students for a 90-minute block. Then all of the support staff including Title I (teacher/paraprofessional) moves to first grade and joins the first grade teachers for a 90-minute block of reading. The instructional paraprofessionals also assist with the small group rotations for students who are struggling in reading. This staffing formula allows for students in the lower quartile to receive more one on one/small group assistance. Alternative methods of teaching reading are also incorporated to better meet the needs of diverse learners. Reading Mastery and Precision Teaching are combined with the Harcourt Brace reading program.

The following indicates the median reading comprehension scores from the Stanford 9: Grade 1: 02/03 - 83%ile, 03/04 - 83%ile; Grade 2: 02/03 - 63%ile, 03/04 - 69%ile. Our Behavior Resource Teacher and Counselor kept records of students who needed to be removed during the reading block of time due to behavior issues. The results indicated that there were 29 removals during reading and that 20 of the 29 incidences were made up of six (8) students, all of whom receive more regular intervention with the counselor/BRT. Seven (7) additional students had a one-time incident at some time during the year. We feel that, with this delivery model, we are serving students in a manner that better meets their instructional needs, and they are not working at a frustration level, nor asked to work in groups that are too large.

Irby Elementary teachers and the administrator will continue receiving inservice training through book studies and discussions, consultants, faculty brainstorming and District meetings. We will continue looking at Continuous Improvement Model with follow-up and interpretation of data.

All students are assessed at the beginning of the year in reading and then grouped according to their reading levels. This allows for smaller class sizes, more individual attention and more instructional needs being met for students in the lowest quartile in reading.

NCLB Public School Choice

Note: Required for Title I

Communication with Parents

Communication is sent to parents by way of:

1. Monthly Calendars and teacher newsletters
2. Phone-home messages
3. Student planners for second graders
4. Home-school journals
5. Marquee messages at the front of the building
6. Individual student messages
7. Notices sent home announcing special events
8. Open House meeting the second week of school
9. Meet the Teacher meeting during pre-planning week
10. Kindergarten Round-up in April – presentation to parents of incoming kindergarten students and visits to the classrooms
11. Two meetings with parents with a presentation on working with their child
12. PTA meetings with student performances.

[Show Attached Public School Choice Notice to Parents file](#)

[Show Attached Notification of SINI Status file](#)

Pre-School Transition

Note: Required for Title I

Preschool Transition

W.W. Irby Elementary provides two Pre-K Handicapped classrooms and two 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 two programs are analyzed as well as data from the administration of Kindergarten testing, DIBELS etc. The Reading Coach, CRT, Guidance Counselor, BRT and Principal conference with the kindergarten teachers to discuss each child at the beginning of the year. Parents are encouraged to send a 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.

MENTORING AND EXTENDED LEARNING OPPORTUNITIES

Teacher Mentoring

Note: Required for Title I

Irby Elementary utilizes a variety of Teacher Mentoring Programs. We have teachers certified to be Peer Teachers for any beginning teacher who is employed to work at Irby Elementary. Our Reading Coach, Curriculum Resource Teacher and or Principal provide demonstration lessons, research based materials, and inservice workshop for staff members. We are very fortunate to have very experience staff members who will also act as mentors for other staff members on their grade level teams.

No Attached Teacher Mentoring List

Extended Learning Opportunities

Note: Required for Title I

A tutorial program is incorporated with the Extended Day Enrichment Program. During the summer we provide materials and resources that may be requested by the Recreation Department in Alachua. The Extended School Year program serves ESE students who need the extra time in order to maintain their current level of instruction. Materials used in the tutorial program are an extension of the research based texts being utilized in reading and math. Irby is also working with the United Way "Success By Six" program to add additional tutoring opportunities for students.

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.

"Schools provide after-school tutoring programs for at-risk 3rd, 4th, and 5th grade students. The Extended Day Education 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 evening and on Saturdays to help parents learn ways to assist students in reading at home. Mentors are provided through the Bright Futures mentors, University of Florida volunteers, Take Stock in Children program, foster grandparent program, Rockin' Readers volunteers, and other school volunteers."

SCHOOLS GRADED C OR BELOW

Professional Development

Disaggregated Data

Informal and Formal Assessments

Alternative Instructional Delivery Methods

SCHOOLS OFFERING PRIMARILY GRADES 6 THROUGH 12

Different Innovative Approaches to Instruction

Responsibility of Teaching Reading for Every Teacher

Quality Professional Development for Teachers and Leaders

Small Learning Communities (SLC)

Intensive Intervention in Reading and Mathematics

Parental Access and Support

Applied and Integrated Courses

Course Choice Based on Student Goals / Interests / Talent

Master Schedules Based on Student Needs

Academic and Career Planning

GOALS

Goal: Reading

*Note: Required for Title I

* Needs Assessment:	Needs Assessment: Through an analysis of Stanford 10 reading achievement data in Grades 1 and 2, DIBELS testing data, and individual student progress, oral reading fluency and comprehension testing established regularly through out the year. Students scoring in the lowest 25% and any students, who indicate that they would not make AYP in third grade, will receive additional tutoring. • Stanford 10 06/07 1st gr. 67%ile (Irby), 60%ile (District); 2nd gr. 59%ile (Irby), 63%ile District; Stanford 10 07/08 1st gr. 67%ile (Irby), 61%ile (District) ;2nd gr. 59%ile (Irby), 63%ile District. • Over 80% of the students in grades K-2 showed significant gains in oral reading fluency as indicated by DIBELS testing. * 92% of our first grade students tested on the end of the year Harcourt Trophies test received a passing score of 72 or above. * 85% of our second grade students tested on the end of the year Harcourt Trophies test received a passing score of 72 or above. • Stanford 10 test results for reading comprehension were reviewed for first and second grade students. The allocation of Title1 resources will be based on the needs of students. Individual test results will be added to the classroom profile for next year's teacher. This information has been shared with the Alachua Elementary staff for those second grade students who will attend Alachua for third grade. • DIBELS testing will indicate that 80% of the K-2 students will show an increase in oral reading fluency. • During preplanning each First and Second grade teacher was given a Class Profile sheet indicating the test scores of each child in reading and math. This included, DIBELS, end-of year math scores, chapter scores in reading and math and Stanford 10 scores.
* Objective:	To increase reading proficiency in all areas of reading, and for all subgroups represented in the Irby population. To increase the performance of all students in each sub-group scoring in the bottom quartile.
* Strategies:	Strategies: Irby Elementary reading strategies are supported by research from the Handbook of Research on Improving Student Achievement by Educational Research Services. 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. 2. Learning in which children and young people are interactive produces far more effective growth than instruction in which they are passive. 3. Reading comprehension is enhanced when readers extend their experience and background knowledge. 4. Organizing instruction into broad thematically based clusters of work promotes understanding of the connections among activities and ideas. 5. Teaching of critical skills in reading, such as word attack and grammar, helps to develop competency. 6. Early intervention for children who experience difficulty in learning to read and produce significant long-term improvement. Who: Principal, CRT, Reading Coach and all instructional staff Timeline: August 2008- June 2009. • We will utilize the McMillan McGraw Hill reading program and incorporate guided reading groups, literacy centers, Early Intervention Readers and introduce Kagan cooperative learning structures to increase learner engagement to meet more individual instructional needs. Reading Mastery will also be used with students needing remedial instruction. DIBELS 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. Who: Principal, CRT, Reading Coach, Title I teachers, and all other instructional staff Timeline: August 2008 – June 2009 • We will establish a Literacy Team that will monitor the reading delivery model, student progress and establish in-service programs for teachers. Every teacher and the principal will produce a Professional Development Plan in the area of reading. Who: Principal, and all instructional staff Timeline: August 2008 – June 2009 • An Inclusion Model will include the collaboration of Varying Exceptionality (VE) teacher, reading resource, gifted and the regular education teachers working together with all K-2 students during a 90 minute block of reading time. This inclusive model will allow for more individualized attention and direct instruction. Who: All instructional staff Timeline: August 2008 – June 2009 • A concerted effort will be made to provide students scoring in the lowest 25% and students who might not make AYP in third grade, additional services through Title I. • Students will use the computer lab weekly to reinforce reading skills. During that time the classroom teacher will work with bottom quartile students while the lab proctor helps supervise the other students. Who: Irby Staff Timeline: August 2008 – June 2009 • In-service workshops on FCAT will be provided for the instructional staff. Who: Principal, CRT, Reading Coach, District Staff and instructional staff Timeline: November 2008 – April 2009 * Reading Pacing Reading Coach/CIMS Facilitator will consult with the principal, CRT, and classroom teachers to develop and provide appropriate academic skills for those children not passing each 9 week standard assessment. Scores from DIBELS, Star Literacy, CIMS, and McMillan McGraw Hill will be continuously monitored for individual student progress and placement. Grade level teams meet weekly to discuss curriculum and student achievement. Every 6-8 weeks, these teams meet with the CRT and reading coach to review the major assessment data collected to that point. The principal will also participate in these meetings. Test results are collected by the CRT and plotted by class on a matrix. These matrices are shared with the principal, the reading coach, and the teacher. The reading coach may be asked to assist the teacher in planning supplemental and intervention activities or to help identify appropriate materials for students not mastering reading skills. Principals meet weekly with their administrative teams that include the CRT, BRT, the guidance counselor, and occasionally the reading coach. The administrative team uses student achievement data to make placement decisions for each student. Principals also have regular faculty meetings during which they share school-wide student achievement data with the entire faculty. End-of-year grade level meetings are held during which teachers discuss concerns about programs and curriculum alignment. All elementary schools provide at least a 90-minute uninterrupted block of time for reading instruction. Charter schools indicated that they are also following this model for reading instruction. School schedules will be reviewed to assure compliance. McMillan McGraw-Hill Treasures is the CCRP for Alachua County Public Schools. Students are instructed in the five components of reading using the CCRP for a portion of the 90-minute reading block. McMillan McGraw-Hill Treasures provides readers above and below grade level in addition to the grade level materials. Students groups are flexible. Students are frequently re-grouped for instruction based on assessment data and progress monitoring. Student groups engage in a variety of reading activities during the differentiated instruction. In addition to direct instruction in small groups, students may also engage in shared reading, skills

reinforcement, and computer-assisted instruction during this time. Students receive immediate intensive intervention in addition to the 90-minute reading block. Specific needs are determined through assessments. Immediate intensive intervention for struggling students is delivered in a small group. McMillan McGraw-Hill Treasures provides intervention readers. Schools also use a variety of supplemental reading programs to address specific needs of students. Students receive intensive intervention in addition to the 90-minute block of reading instruction. They may be "double-dosed" with a complete supplemental program or work with programs that target specific deficiencies. Instructional grouping is smaller for the intervention. Students receive intensive intervention in smaller groups or with individual tutoring. Teachers use word walls to reinforce phonics and vocabulary. Reading charts are frequently used. Content area vocabulary is displayed. Word walls are used to sort words for patterns. Students sort by spelling patterns, vowel sound, endings, prefixes, suffixes, rhymes, blends, homophones, compound words, and content area categories. Classrooms have many options for reading stations: computer-assisted instruction, Language Master, stories on tape, Big Books, student dictionaries, and student-created materials. Students interact with reading stations daily. Teachers display word lists and phonemic units to reinforce skills. Sound/Spelling cards are integrated with the curriculum being taught. Accelerated Reader books are leveled and available in the school media center for student use. Home reading programs encourage students to self-select reading materials. Teachers use appropriate fiction and non-fiction works to support instruction in social studies and science. McMillan McGraw-Hill has leveled books for student reading. Teachers use book clubs and assign book reports to give students authentic reading experiences. Students have access to the media center in each school. Each elementary school uses either Accelerated Reader or Reading Counts. Schools encourage students to chart their accomplishments in AR or RC. Many schools recognize students who make great progress. Book clubs and novel groups encourage students to read independently. Book Buddies groups are used in many schools. Novels are used in supplemental reading instruction as appropriate. Most classrooms have classroom libraries. Students are encouraged to bring in books for a book swap during the year. The content area teachers also use novels in their instruction. Books in Accelerated Reader are grouped by reading level. However, students have access to books at any level. The McMillan McGraw-Hill series has leveled readers for on, above and below grade level. Teachers determine the appropriate level of a text based on DIBELS, the Scholastic Reading Inventory, STAR Reading, and the McMillan McGraw-Hill assessments. The levels are listed on novel sets. Some media centers group the accelerated reader books by reading level. However, students have access to any book in the media center or classroom library. Classroom libraries are used to provide materials for independent reading and guided reading groups. Students may check out books for reading at home. Book Buddies may use the classroom library as a source of reading materials. Students are often encouraged to bring books for the classroom library or for a book exchange. Many schools use an inclusion model with co-teaching or support facilitation to incorporate ESE students into the regular classroom. All curriculum area teachers teach or assist in the instruction of a reading group, so all elementary teachers are familiar with strategies for teaching reading. Teachers have been and continue to be trained in CRISS strategies. CRISS training provides teachers with strategies to use for literacy in all content areas. Content area teachers emphasize vocabulary from the content area as well. Listening centers and flexible grouping also provide for the flexibility to adjust instruction as needed. Teachers use leveled text sets to supplement science and social studies instruction. Trade books (both fiction and non-fiction) are used to supplement instruction on specific topics. Audio-tape versions of the core text are used if appropriate with certain students. Buddy reading and discussion groups are effective techniques for addressing student needs. An additional period is assigned for writing in addition to the 90-minute reading block. Literacy Centers will be developed and incorporated at each grade level during the 90 minute reading block.

* Evaluation:

DIBELS, Star Literacy, and McMillan McGraw-Hill assessments will be used to show student growth at regular intervals throughout the school year.

* Evidence-based Program(s):

Research-Based Program: All of the reading programs are from the Florida State Adopted list and are therefore research based. Reading Mastery has proven to be successful in teaching basic phonics in the primary grades and is highly successful with students in the lower quartile. McMillan McGraw Hill is a research-based text that is being utilized in all of the Alachua County Public Schools and is widely used across Florida. DIBELS is a researched based assessment that is also used widely across Florida. The choice of supplemental programs varies by school. Individual school profiles will be found in the charts of instructional materials for each school. Supplemental programs used in Alachua County Public Schools include the following: Waterford Early Learning, Road to the Code, Reading Mastery Plus, Accelerated Reader, Saxon Phonics, Wilson Reading, Open Court, and SRA kits. Supplemental materials are used for student remediation in a specific area (s). Appropriate supplemental materials are selected based on assessment and progress monitoring. Supplemental programs are used within and in addition to the 90-minute reading instruction to help students master skills in which they are deficient. All elementary schools have the McMillan McGraw-Hill intervention readers as part of the core reading program. Other intervention programs in use throughout the district include Earobics, Corrective Reading, Great Leaps, Kaleidoscope, QAR, STAR Early Literacy, Language for Learning, Read Naturally, REWARDS, and Stars and Cars Comprehension program. Intervention is provided for students who are not making progress in mastering reading skills. Interventions focus on the same skill (s) taught in the core reading program and provide explicit and systematic instruction in phonemic awareness, phonics, fluency, vocabulary, comprehension, and alphabetic principle. Intervention also includes additional time for reading instruction, smaller group size, and/or individual tutoring. Educational software programs used in Alachua County Public Schools include Compass Learning, Accelerated Reader, Scholastic Reading Inventory, FCAT Explorer, STAR Reading, Riverdeep, Classworks, Waterford Early Learning, Orchard, and READ 180. Software programs are used to supplement and provide additional practice of specific skills. These programs are used in addition to the core reading program and may be part of the supplemental reading program or the intervention program. Schools use literature study groups, accelerated reader programs, classroom libraries, Reading Counts, above-level reading materials from the McMillan McGraw-Hill and McMillan McGraw-Hill Challenge materials. A wide variety of quality literature is available for students at their interest and independent reading level. Programs such as Book It and Million Minutes of Reading help to encourage students to read independently, selecting books of their choice.

* Professional Development:

Teachers and the principal will participate in District and school level in-service training during the summer and through out the school year. Training will encompass increasing knowledge of research based materials and effective teaching strategies. Every teacher and the principal will develop a Professional Development Plan in the area of reading with the effectiveness of the plan measured by student achievement.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
McMillan McGraw Hill Materials	Lottery	\$3,000.00
Perma Bound Readers- AR Copy paper to support new reading series (i.e. booklets) Guided Reading Books	Lottery/PTA/Grants	\$500.00
		Total: \$3,500.00
Technology		
Description of Resources	Funding Source	Available Amount
STAR license AR Computer Quizzes	PTA/Lottery	\$550.00
		Total: \$550.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Kagan Training	Title 1	\$0.00
Creating Literacy Stations Inservice	Title 1, Lottery, Equalization	\$4,200.00
Substitutes	CREATE	\$700.00
\$25.00 per teacher to make Learning Centers (LRC)	Title 1, PTA	\$900.00
		Total: \$5,800.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$9,850.00

*Non-Highly Qualified Instructors: All teachers at W.W. Irby Elementary School are Highly Qualified.

End of Reading Goal

Goal: Mathematics

*Note: Required for Title I

*Needs Assessment: Needs Assessment:

Through analysis of the data obtained on Stanford 10 and the end-of-the year math tests, it was determined that we will continue to develop math teaching strategies and meaningful tasks and activities so that our students will continue to learn and perform at higher levels.

- Stanford 10 06/07 1st gr. 69%ile (Irby), 64%ile (District); 2nd gr. 51%ile (Irby), 60%ile (District)
- 07/08 1st gr. 69%ile (Irby), 59%ile (District); 2nd gr. 51%ile (Irby), 59%ile (District).

*Objective: To increase math proficiency in all areas for all subgroups represented in the Irby population.

*Strategies: Irby Elementary math strategies are supported by research for the Irby Elementary math strategies are supported by research for the Handbook of Research on Improving Student Achievement by Educational Research Service. 1. Focusing instruction on the meaningful development of important mathematical ideas increases student learning. 2. Teaching mathematics with a focus on number sense encourages students to become problem solvers in a wide variety of situations. 3. Long-term use of concrete materials is positively related to the increase in student mathematics achievement and improved attitude toward mathematics. • The research-based Harcourt Math program will be used. • Students will use math manipulatives at all grade levels to introduce concepts and to emphasize application of skills. • "Every Day Counts" math kits will be used daily. • Mental Math concepts will be reinforced using daily drill in computation and math fact sheets. • Parental Involvement math materials will be sent home on a regular basis. • Sunshine Math * Math Pacing Calendar

*Evaluation: Student growth will be measured through the comparison of a beginning of the year Harcourt assessment and an end of the year Harcourt assessment.

*Evidence-based Program(s): The Harcourt Brace math series is research-based, is on the Florida State Adopted list and has been adopted by many counties across the state.

*Professional Development: Teachers and the principal will participate in District and school level training. Teachers will be trained using "Every Day Counts" math kits. All training will focus on achieving academic success for all subgroups of students represented at Irby. Teachers and staff will receive training in the technology element of the math program.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Harcourt Math Materials	District	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Kagan Training	Lottery, Title I	\$3,000.00
		Total: \$3,000.00
Other		
Description of Resources	Funding Source	Available Amount
Warehouse supplies EDC Partner Games (4) Follow Up	School, Lottery	\$560.00
		Total: \$560.00
		Final Total: \$3,560.00

*Non-Highly Qualified Instructors: All teachers teaching math are certified and meet the federal standards for "Highly Qualified."

End of Mathematics Goal

Goal: Writing

*Note: Required for Title I

*Needs Assessment: Needs Assessment
Fall and Spring writing samples from each second grade student was scored on a six point rubric by a team of trained teachers. The results are as follows:

Expository Writing

Fall/Pre Spring/Post
Rubric Point #Students Rubric Point #Students
0 10 0 8
.5 0 .5 0
1.0 0 1.0 33
1.5 62 1.5 26
2.0 31 2.0 23
2.5 27 2.5 20
3.0 8 3.0 18
3.5 7 3.5 7
4.0 1 4.0 18
4.5 1 4.5 0
5.0 0 5.0 10
5.5 0 5.5 0
6.0 0 6.0 4

Narrative Writing

Fall/Pre Spring/Post
Rubric Point #Students Rubric Point #Students
0 17 0 4
1 36 1 10
1.5 6 1.5 9
2 38 2 25
2.5 14 2.5 18
3 17 3 40
3.5 2 3.5 0
4 8 4 23
4.5 0 4.5 0
5.0 7 5 12
5.5 0 5.5 0
6.0 0 6.0 1

*Objective: To continue to develop writing strategies so that all of our students will continue to learn and perform at higher levels. Teachers will be trained to use a 6 point rubric.

*Strategies: Irby Elementary will focus on the following elements of a good paper using this six point rubric:
6 - Focus -completely on topic. Organization- organizational pattern & transitional words - intro paragraph, two proof paragraphs, and a closing paragraph Support - specific vocabulary, sentences developed - can clearly picture what is described Conventions - correct conventions generally used to enhance meaning (spelling, grammar, etc) 5 - Focus - on topic, has a minor lapse Organization - organizational pattern and transition words Support - sentences

developed - can clearly picture what is described Conventions - conventions appropriate for grade level 4 - Focus - on topic, has lapses Organization -some organizational pattern, some transitions Support - at least one illustration Conventions - conventions appropriate for grade level 3 - Focus - adequate job addressing the topic Organization - some organizational pattern, some transitions Support - all ideas/proofs not developed equally, some extensions Conventions - developing conventions 2 - Focus - minimally addressed Organization - little organization, few or no transitions Support - Ideas/proofs not developed, fewer details, lists Conventions - conventions minimal 1 - Focus - minimally addressed, confusing Organization - no pattern, few or no transitions Support - little, if any, development of supporting ideas/proofs - lists Conventions - little evidence of conventions

- * Evaluation: Using a six point writing 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 school year.
- * Evidence-based Program(s): Research-Based Program: Irby Elementary writing strategies are supported by research from the Handbook of Research on Improving Student Achievement by Educational Research Service. 1. Emphasis on the writing process (planning, drafting, revising, sharing, and publishing) contributes to improved competence in writing. 2. Programs that provide balanced attention to both imaginative and informative reading, writing, and speaking promote competence in handling discourse of many kinds. 3. Carefully designed early intervention for children who experience difficulty in learning to write can produce significant long-term improvement.
- * Professional Development: Teacher in-service is planned to review research based effective teaching strategies with emphasis on elaboration. The effectiveness of the results will be observed within the classroom delivery and the Spring writing as scored on the rubric in the area of elaboration.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Melissa Forney Books Colored paper- prompts	PTA, Grant, School	\$750.00
Thesaurus Journals	Grants, PTA, Lottery	\$1,250.00
		Total: \$2,000.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$2,000.00

End of Writing Goal

Goal: Science

*Note: Required for Title I

- * Needs Assessment: Needs Assessment:
Utilize the Science Validity Sheets to assure that the Science Sunshine State Standards have been taught at Kindergarten, First, and Second grades.

- * Objective: To ensure that students have been taught the Science Sunshine State Standards.
- * Strategies: Use thematic units to teach the Science concepts and standards.
- * Evaluation: Validity Sheets will reflect that Science Sunshine State Standards have been met.
- * Evidence-based Program(s): The Scott Foresman text is research based and is used through-out Alachua County.
- * Professional Development: Teachers will receive additional in-service training on the Science materials.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Scott Foresman	District	\$0.00

Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Other		
Description of Resources	Funding Source	Available Amount
Butterfly and Lady Bug Kits (Life Cycles)	PTA, Grants	\$750.00
Total: \$750.00		
Final Total: \$750.00		

*Non-Highly Qualified Instructors: All teachers teaching science are certified and meet the federal standards for "Highly Qualified".

End of Science Goal

Goal: Parental Involvement

*Note: Required for Title I

*Needs Assessment:	Needs Assessment: Utilize the results of the Climate Survey sent to each family via the oldest child in the family.
*Objective:	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.
*Strategies:	<ul style="list-style-type: none"> • Parent involvement workshops will be held twice per year. • Parent/Teacher conferences are highly encouraged. • 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 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, the annual Town Meeting in February, PTA meetings, and parent/teacher, parent/principal meetings.
*Evaluation:	Parent Involvement workshops held and documentation of attendance will show successful completion.
*Evidence-based Program(s):	Research indicates that students perform better in school when there is active participation from the home.
*Professional Development:	We provide biannual parent meetings yearly. Our Reading Coach and Title I teachers inform our parents about assessment measures utilized in our school and disseminate strategies to improve student performance in all areas in the classroom. District Title I meets with parent involvement and Title I Lead Teachers throughout the school year.

Budget:

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

Description of Resources	Funding Source	Available Amount
Parent Meeting/ Workshop Materials and Supplies	Title I	\$2,184.00
		Total: \$2,184.00
		Final Total: \$2,184.00

End of Parental Involvement Goal

Goal: Return on Investment

Needs Assessment:	Needs Assessment: Given that W.W. Irby Elementary is a Pre-K through 2nd Grade School, our school's percentile ranking cannot be based upon the FCAT. Through an analysis of Stanford 10 reading achievement data in Grades 1 and 2, DIBELS testing data, and individual student progress, oral reading fluency and comprehension testing established regularly through out the year. Students scoring in the lowest 25% and any students, who indicate that they would not make AYP in third grade, will receive additional tutoring. • Stanford 10 06/07 1st gr. 67%ile (Irby), 60%ile (District); 2nd gr. 59%ile (Irby), 63%ile District; Stanford 10 07/08 1st gr. 67%ile (Irby), 61%ile (District) ;2nd gr. 59%ile (Irby), 63%ile District. • Over 80% of the students in grades K-2 showed significant gains in oral reading fluency as indicated by DIBELS testing. * 92% of our first grade students tested on the end of the year Harcourt Trophies test received a passing score of 72 or above. * 85% of our second grade students tested on the end of the year Harcourt Trophies test received a passing score of 72 or above. • Stanford 10 test results for reading comprehension were reviewed for first and second grade students. The allocation of Title1 resources will be based on the needs of students. Individual test results will be added to the classroom profile for next year's teacher. This information has been shared with the Alachua Elementary staff for those second grade students who will attend Alachua for third grade. • DIBELS testing will indicate that 80% of the K-2 students will show an increase in oral reading fluency. • During preplanning each First and Second grade teacher was given a Class Profile sheet indicating the test scores of each child in reading and math. This included, DIBELS, end-of year math scores, chapter scores in reading and math and Stanford 10 scores.
Objective:	As a feeder school, our goal is to make a strong contribution to the percentile ranking of Alachua Elementary; who receives the majority of our students.
Strategies:	Strategies to improve annual learning gains: *analyze student data to identify and implement the most effective educational strategies to meet the needs of all students. *identify students who fall in to the lowest quartile and allocate resources to provide additional support. *disseminate information to parents that will assist them in improving student achievement. *research and secure high quality professional development for all faculty and instructional staff. *monitor implementation of professional development. Strategies to lower the cost per weighted full time equivalent (FTE) student: *re-evaluate school resources to maximize teaching, learning, and class-size mandates per state requirements. *Continue to utilize district adopted materials which are in line with sunshine state standards and grade level expectations. *encourage faculty to attend district in-service training
Evaluation:	As a feeder school for Alachua Elementary, our ROI index will be based upon the percentage of students with learning gains divided by the program cost per weighted FTE students at Alachua Elementary
Evidence-based Program(s):	
Professional Development:	

End of Return on Investment Goal

ADDITIONAL GOALS

Additional Goal: Air Quality

Needs Assessment:	Needs Assessment Health concerns that are believed to be building-related will be reported to the principal. The principal will follow-up as per District policy (if there is a Board-adopted policy).
Objective:	IEQ concerns will be minimized by focusing on prevention. When problems arise, the site-based instructional and custodial staff will attempt to identify and resolve common problems. The principal will bring in District-level facility/environmental management support as necessary. Among the greatest challenges is managing relative humidity keeping warmer temperatures in classrooms during the cooling season to keep the building dry and above outdoor dew point temperature. Preventing dust accumulations will reduce allergens for which people will be exposed. Chemicals will be used and stored with safety and ventilation in mind.
Strategies:	Teachers' role: <ul style="list-style-type: none"> • Report moldy smells to principal • Keep doors and windows closed • Maintain stored instructional materials to promote easy housekeeping • Ensure that exposure to pet allergens is minimized • Promptly report any spills • Check for any leaks Custodial staff: <ul style="list-style-type: none"> • Ensure that all exhaust fans are dust free • Inspect all spaces for moisture • Ensure that areas around heating, ventilation and air-conditioning intake vent is kept clean, dry and pest free. • Ensure that sinks are ran following extended breaks from school • Ensure that mopping, carpet hot water extraction, thorough vacuuming and dusting is performed according to schedule.
Evaluation:	A record of inspections will be maintained in the principal's office. The annual safety and sanitation report will include necessary corrective actions.
Evidence-based Program(s):	
Professional Development:	
Budget:	

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

End of Air Quality Goal

Additional Goal: Health

Needs Assessment:	Students will be assessed through the physical education program
Objective:	All students in grades Pre-K to 2 will improve overall fitness and health by participating in a health and physical fitness program as defined in the District's plan. Student health and fitness information will be communicated to parents as required.
Strategies:	
Evaluation:	District plan and assessment.
Evidence-based Program(s):	
Professional Development:	
Budget:	

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00

		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$0.00

End of Health Goal

FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	McMillan McGraw Hill Materials	Lottery	\$3,000.00
Reading	Perma Bound Readers- AR Copy paper to support new reading series (i.e. booklets) Guided Reading Books	Lottery/PTA/Grants	\$500.00
Mathematics	Harcourt Math Materials	District	\$0.00
Writing	Melissa Forney Books Colored paper- prompts	PTA, Grant, School	\$750.00
Writing	Thesaurus Journals	Grants, PTA, Lottery	\$1,250.00
Science	Scott Foresman	District	\$0.00
			Total: \$5,500.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	STAR license AR Computer Quizzes	PTA/Lottery	\$550.00
			Total: \$550.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Kagan Training	Title 1	\$0.00
Reading	Creating Literacy Stations Inservice	Title 1, Lottery, Equalization	\$4,200.00
Reading	Substitutes	CREATE	\$700.00
Reading	\$25.00 per teacher to make Learning Centers (LRC)	Title 1, PTA	\$900.00
Mathematics	Kagan Training	Lottery, Title I	\$3,000.00
			Total: \$8,800.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Mathematics	Warehouse supplies EDC Partner Games (4) Follow Up	School, Lottery	\$560.00
Science	Butterfly and Lady Bug Kits (Life Cycles)	PTA, Grants	\$750.00
Parental Involvement	Parent Meeting/ Workshop Materials and Supplies	Title I	\$2,184.00
			Total: \$3,494.00
			Final Total: \$18,344.00

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, junior high 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.

✓ Yes. Agree with the above statement.

SAC Involvement

For school year 2008-2009, the Irby School Advisory Council will address the following:

- School grades vs. NCLB Annual Yearly Progress
- DIBELS test data
- Budget issues
- Parent involvement
- Outreach activities -- arrange to collaborate with the middle school and the high school administration, staff and SACs to take programs of how to increase student achievement to local churches, recreation centers etc.
- Provide input and feedback on SIP and Title I Plan.
- Inservice for SAC members on the new programs at the school

The Irby School Advisory Council consists of three teachers, three parents, three community members, one career service, and the principal. The community members are informed of the activities and many will participate. Two of the three community

members are also regular volunteers at the school.

IMPLEMENTATION EVALUATION

DIBELS, Star Reading, Star Literacy, and MacMillan McGraw-Hill assessments will be used to show student growth at regular intervals throughout the school year.

Student growth will be measured through the comparison of a beginning of the year Harcourt assessment and an end of the year Harcourt assessment.

Irby Elementary will focus on the following elements of a good paper using this six point rubric:

6 - Focus -completely on topic.

Organization- organizational pattern & transitional words

- intro paragraph, two proof paragraphs, and a closing paragraph

Support - specific vocabulary, sentences developed

- can clearly picture what is described

Conventions - correct conventions generally used to enhance meaning (spelling, grammar, etc)

5 - Focus - on topic, has a minor lapse

Organization - organizational pattern and transition words

Support - sentences developed

- can clearly picture what is described

Conventions - conventions appropriate for grade level

4 - Focus - on topic, has lapses

Organization -some organizational pattern, some transitions

Support - at least one illustration

Conventions - conventions appropriate for grade level

3 - Focus - adequate job addressing the topic

Organization - some organizational pattern, some transitions

Support - all ideas/proofs not developed equally, some extensions

Conventions - developing conventions

2 - Focus - minimally addressed

Organization - little organization, few or no transitions

Support - ideas/proofs not developed, fewer details, lists

Conventions - conventions minimal

1 - Focus - minimally addressed, confusing

Organization - no pattern, few or no transitions

Support - little, if any, development of supporting ideas/proofs

- lists

Conventions - little evidence of conventions

Evaluation:

Using a six point writing 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 school year.

Validity Sheets will reflect that Science Sunshine State Standards have been met.

REPORTING

[No Attached Baseline Data Report](#)

[No Attached Mid-Year Report](#)

[No Attached School In Restructuring End Of Year Report](#)

Members

Signature

1) Lina Bedoya Burklew, Principal

2) Amber Hipp, Teacher

3) Sheryl Silcox, Teacher

4) Carol Woods, Teacher

5) Judith Burnett, Parent

6) Dana Shiskin, Parent

7) Margaret DeCoursey, Parent

8) Vada Horner, Community Member

9) Larry Blalock, Community Member

10) Lea Carter, Community Member

11) Rhonda Dickhaut, School Support Personnel
