Callaway Elementary School

2015-16 School Improvement Plan

Callaway Elementary School

7115 E HIGHWAY 22, Panama City, FL 32404

[no web address on file]

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	80%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	38%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	D	D	C

*Preliminary Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan is pending approval by the Bay County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, 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. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or 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 Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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 organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Focus	1	Melissa Ramsey

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Callaway Elementary School is dedicated to developing a nurturing community that fosters academic excellence, skills, and character.

Provide the school's vision statement

Callaway Elementary School will be a district and state leader in education and every student will be successful.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Callaway Elementary learns about students' cultures and builds relationships between teachers and students in various ways. Teachers contact parents to find out things the child is interested in, any successes and struggles, cultural awareness, and any other pertinent information. Teachers do this through phone calls, questionnaires, and also parent contact through orientation and open house. Our teachers also include get to know you activities for the students at the beginning of the year and continue with group engagement through Kagan Class Building and Team building activities.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Once students arrive on campus they are met by a CES employee along with the safety patrol students. Safety patrol, 5th grade helpers, assist in getting the students to the cafe or walking track and also help monitor behaviors throughout campus. Students arriving before 7:25 may go to the cafeteria to eat breakfast or go out to our walking track. Students are not allowed to wonder the campus for safety and security reasons. Both the cafe and the track are monitored by multiple adults and safety patrol students. During school hours our gates are closed so that visitors must check in through our front office. Visitors must have a Bay District Schools badge or be checked in through our Raptor security system with their valid driver's license. Volunteers must plan ahead and turn in a volunteer form which is checked through a National Security System.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Callaway Elementary School is proud to be in it's fifth year of implementing a Positive Behavior System (PBS). Throughout the school we have three PBS expectations, "Callaway Cougars show Responsibility, Tolerance, and Respect!" Students receive ClassDojo points for following school and classroom rules and can use their points to participate in various classroom and PBS activities. In addition school and classroom reward programs may include participation in Fun Friday activities, nomination of student of the Month, opportunities for Art, STEM, and Student Council Clubs, and/or serve on ITV or Safety Patrol. When a student is a frequent disturbance to instruction a PBS tracking form is started where the teacher tracks attempts to correct the behavior. The fourth step of the tracking form is an office referral. Consequences for misbehavior include loss of privileges, parent

notification, In-School Detention, In/Out of school Suspension, or other consequences determined by administration. During Dismissal teachers ensure that students are not picked up by adults who are not designated in our FOCUS system. Students who are riding the bus have bus passes with the number, color, their address and phone number to ensure they are going home on the right bus and getting off on the correct stop.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Callaway Elementary School ensures the social-emotional needs of students are being met by providing counseling when needed by our school guidance counselor. This year the district has also provided us with a school social worker to assist with family and student needs. A Military Family Life Counselor is also on campus several days a week to counsel students whose parents are serving in the military. We have begun a faculty mentor program for students who need frequent monitoring. In addition, CES partners with Tyndall Air Force Base for a mentoring program for any student in need. These mentors come weekly to meet with their assigned student.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

At Callaway we track attendance through FOCUS and follow the district guidelines for habitual absences that includes a Child Study Team meeting with the teacher, parent, guidance, and administration. We also encourage students to be at school, on time, and to not check out early through our PBS attendance awards.

Suspensions, both ISS and OSS, are tracked through FOCUS and RtiB. We also have a detention room that can be used to help for minor problems before the escalate to an office discipline referral. For course failure in english language arts or mathematics we follow the MTSS tiered process for help. In addition this year we have two additional reading programs. Students who are two or more years behind are going to our SRA reading intervention para during their art time. We also have hired a reading enrichment teacher who has filled in on the special area wheel instead of music this year. Those students who scored a level 1 on the statewide, standardized assessments in English language arts or mathematics are retained when applicable based on the third grade state policy and the fifth grade district policy. Summer school is offered for third graders who have scored a level 1 and are eligible to attend Summer Reading Camp. Third graders also work on portfolios during the year if there is a possibility of retention based on classroom performance and continue their work during Summer Reading camp. Those students who are not eligible for summer school but are retained are added to the MTSS/RtI roster.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	31	11	17	18	20	11	108
One or more suspensions	5	8	7	11	2	8	41
Course failure in ELA or Math	1	6	0	0	2	2	11
Level 1 on statewide assessment	0	0	0	4	19	12	35

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	3	2	3	3	8	5	24

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Callaway has decided to continue with the two additional reading programs which started last school year for those students identified by the early warning system. Students who are two or more years behind are going to our SRA reading intervention para during their art time. We also have hired a reading enrichment teacher who has filled in on the special area wheel instead of music this year.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?
Yes

PIP Link
The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/182635.

Description
A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

All parents of students at Callaway Elementary and business representatives are encouraged to become a member of our School Advisory Council (SAC). Partnerships with all stakeholders are highly valued and proved to improve student achievement. SAC assist with the formulation and implementation of the school improvement plan, acts as adviser to the principal, assist in the development of the education program, provides input on the school's annual budget, and acts as a liaison between the school and community.
In addition the Callaway Parent Teacher Organization (PTO) assist in meeting the many needs of the school. PTO often coordinates school events such as staffing health screening, assisting with the book fair, volunteering to help with PBS events, providing fund raising activities, and providing support for school improvement goals.
Callaway also has a Parent Liaison who coordinates parents and community volunteers to activities on our campus.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Keiffer, Tim	Principal
Lilja, Carla	Administrative Support
Rogers, Jo	Guidance Counselor
Moore, Lisa	Instructional Coach
Horton, Molly	Instructional Coach
Robinson, Michelle	Instructional Coach

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The MTSS Intervention teacher will provide interventions for Tier 3 students. The grade chairs attended training for differentiated accountability schools concerning the SIP along with the principal, assistant administrator, and guidance counselor. In addition, the MTSS team will provide data on: Tier 2, and 3 targets; academic and social/emotional areas that need to be addressed; help set clear expectations for instruction (Rigor, Relevance, and Relationship). The MTSS Team will contribute to the professional development areas of the plan by outlining how MTSS professional development will be delivered to faculty and staff. The MTSS team also compiles and analyzes school data to tracks progress toward AMO goals.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The MTSS team will meet monthly. The MTSS team may meet more often at beginning of the school year. The MTSS team functions to conduct on-going FSA/FCAT data, SAT10, MAP, and other Universal Screening data to match interventions to student needs and stakeholder accountability. The MTSS team ensures MTSS professional development is provided to staff. The MTSS team is responsible for school-wide implementation. The MTSS team provides training and coaching to school staff. School administrators will use individual student performance data to determine activities and the MTSS structures needed to best meet the needs of their students. The MTSS process will be integrated in the District Reading Plan, District Student Progression Plan, and School Improvement Plan. The team also coordinates with SLP's to provide additional strategies that more closely match the students instructional needs.
Title I, Part A
Services are provided to ensure students requiring additional remediation are assisted at each school site.
Title I, Part C- Migrant
A student qualifies as a Migrant Student if the student or their family has moved at any time in the last three years to seek work in agriculture, packing, fishing, dairy, livestock, or forestry and is between the age of three and twenty-two years old. Bay District Schools is part of a consortium through PAEC that provides assistance for migrant students and their families. Migrant programs provide funds to assist migrant children and their families. Funds are used for the following purposes:
-Advocacy and outreach activities for migratory children and their families, including informing such children and families of, or helping such children and families gain access to , other education, health,nutrition, and social services.

-Support for schools serving migrant students
-Family literacy programs, including such programs that use models developed under Even Start
-The integration of information technology into educational and related programs and
-Programs to facilitate the transition of secondary school students to post secondary education or employment
Title I, Part D
District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district dropout prevention programs.
Title II
District receives supplemental funds for staff development and technology. Services are provided to schools through professional development opportunities and various forms of technology designed to enhance the instructional platform within the district.
Title III
The District receives funds to support needs of ESOL students. Callaway currently has 17 students who qualify for this assistance.
Title X- Homeless
District Homeless Social Worker provides resources (clothing, school supplies, and social service referrals) for students identified as homeless within the district.
Supplemental Academic Instruction (SAI)
N/A
Violence Prevention Programs
N/A
Nutrition Programs
N/A
Housing Programs
N/A
Head Start
N/A
Adult Education
N/A
Career and Technical Education
N/A
Job Training
The Callaway Media Specialist services a small group of fifth graders who plan, operate, and coordinate activities for the school's ITV program. These students produce a morning show covering school-wide activities, announcements and promotional events designed to enhance the learning environment for all stakeholders. Ms. C. Williams manages the student council which exposes students to the political election process and community service activities. In addition, Ms Tolbert has a team of fourth and fifth grade students who serve on the safety patrol. These students help out in the mornings with monitoring students and transitions from bus to lunchroom or classroom.
Other
N/A

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Tim Keiffer	Principal
Jo Rogers	Teacher
George Pappas	Parent
Jennifer Warren	Teacher
Amy Bezenyei	Teacher
Teresa Delaney	Teacher

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The administrative team along with grade chair representatives and guidance attended the district provided DA training in the summer of 2015. During the training the team took time to look at the current data (SAT10, FCAT science, and end of the year DEA) to determine progress on the 2014-2015 SIP. It was decided to continue with the focus on rigor/relevance and student engagement through SRA but under the umbrella of differentiation. During the training they began to create a draft for school targets, goals, and strategies.

Development of this school improvement plan

After reviewing the most current data (SAT10, FCAT science, and end of the year DEA) to determine progress of the previous SIP. The he administrative team along with grade chair representatives and guidance It was decided to continue with the focus on rigor/relevance and student engagement through SRA but under the umbrella of differentiation. During the training they began to create a draft for school targets, goals, and strategies.
At the 2015-2016 back to school in-service, administration presented the school data from the previous year 2015. Teachers were asked to create a list of barriers and strategies along with their comments so the team could work to complete the plan based off of the strategies suggested by their peers.
The draft that was created was then reviewed by the SAC team at a scheduled meeting in which they answered questions and accepted suggestions brought forth by the SAC/PTO team. Then the SAC/PTO team voted on the school 2016 SIP at a scheduled meeting in which they answered questions and accepted suggestions brought forth by the SAC/PTO team. Then the SAC/PTO team voted on the school 2015-2016 SIP.

Preparation of the school's annual budget and plan

At the end of the 2014-2015 the 2015-2016 budget was forecast-ed for stakeholders to input any recommendations. At the beginning of the 2015-2016 school year the budget is reviewed again for additional suggestions. If suggestions are viable, doable, and supported by the needs of the school changes are made through internal departments.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

The school did not receive SAC funds during the 2014-2015 school year. During the May 13, 2014 meeting the team found out that they were recently allocated $2,487 for SAC. This money will roll over into the 2014-2015 school year. This money was used to purchase math manipulative and reading materials that were requested by teachers.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Keiffer, Tim	Principal
Lilja, Carla	Assistant Principal
Rogers, Jo	Guidance Counselor
Moore, Lisa	Instructional Coach
Phillips, Monica	Teacher, K-12
Hodges, Kitty	Instructional Media
Celestini, Diane	Teacher, K-12
Robinson, Michelle	Instructional Coach
Cajote, Karen	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT will progress monitor all struggling readers to ensure concepts and standards are mastered as prescribed by school accountability. The MTSS Coach will hold regular data chats with grade levels to discuss specific progress of individual students and make instructional recommendations for remediation as needed.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Callaway's master calender was built with teachers on the same grade level having the same planning period. Each grade level has meets collaboratively weekly to build their weekly plans based off the complexity level of the Florida standards. Each Monday all teachers meet to work in their PLC's to work through the common assessment process. The district also set aside 4 days throughout the year for PLC planning. Teachers have developed norms to use as their expectations of each other during their meetings. PLC's are also completing agenda's and notes to show their progress.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

1. Regular meetings for new teachers with Administration. (Administration)
2. Partnering new teachers with Team Leaders. (Principal)
3. Correspondence with District Human Resources Department (Principal)
4. Provide professional development throughout the school year for instructional staff. (Administration/ Coaches)

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Bay District Schools provides a mentoring program for new teachers. In addition teachers at Callaway Elementary will be partnering teachers with a staff mentor who can help them when daily needs occur.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Teachers at Callaway complete and turn in their lesson plans electronically including the Florida Standards and complexity level each week. Teachers on each grade level are working together to develop these and also common assessments to ensure all core programs are aligned to Florida standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Callaway teachers provide differentiation through the SRA reading and math curriculum. Our teachers use the Walk to Read program along with Reading Mastery Signature Edition. This ensures that each student is working on their instructional level for the basics of their reading program. In addition, we have grade level Math Labs through SRA to be used in the math block. Students are also instructed on their grade level to ensure that grade level standards are being met and assessed. If students are not meeting the standards within a particular unit of instruction teachers will differentiate to be sure that student is not left behind. This could include but is not limited to individual or small group instruction, FCRR activities, computerized programs.
CES is implementing a co-teaching model with all ESE students for the 2015-2016. All ESE students, including those who are designated full time, are included within the regular classroom with one homeroom ESE certified teacher and also a co-teacher who is certified ESE.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 15

15 minutes were added to all Bay District Elementary School's day to aid in instruction.

Strategy Rationale

15 minutes were added to all elementary school to be used to add instructional minutes.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Keiffer, Tim, keifftl@bay.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

The master schedule is followed to include the extra 15 instructional minutes. CES also tracks the effectiveness through weekly lesson plans.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

At Callaway Elementary School, kindergarten parents and students attend an hour orientation on the first day of school. This gives parents and teachers time to discuss concerns and meet students on a more personal level. Students will be screened for academic and social development to determine a baseline for future growth. This data will be used to develop lessons and activities throughout the school year. In addition in September we have an open house where parents are invited to come see the progress their child has made.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Implement differentiation strategies in core subject areas to better meet the individual needs of students and enhance overall proficiency

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Implement differentiation strategies in core subject areas to better meet the individual needs of students and enhance overall proficiency 1a

G071555

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	71.0
Math Gains	30.0
AMO Reading - All Students	76.0
FSA English Language Arts - Achievement	40.0
FCAT 2.0 Science Proficiency	50.0

Resources Available to Support the Goal 2

- Paraprofessionals
- Part Time Coaches for Reading and Math
- Classroom Computers and Programs (SM8; First and Math; Discovery Education Streaming; ThinkCentral)
- Manipulatives for Math
- Schoolastic Materials
- SRA Reading and Math
- Kagan Strategies

Targeted Barriers to Achieving the Goal 3

- Time
- Professional Development
- Rigor/Relevence
- Ratio for MTSS (number of students per teacher)

Plan to Monitor Progress Toward G1. 8

Review Common Assessment data and MAP data

Person Responsible
Tim Keiffer

Schedule
Quarterly, from 8/18/2015 to 6/3/2016

Evidence of Completion
Common Assessments; MAP assessment

Plan to Monitor Progress Toward G1. `8`

Review Common Assessment data and MAP data

Person Responsible
Carla Lilja

Schedule
Quarterly, from 8/18/2015 to 6/3/2016

Evidence of Completion
Common Assessments; MAP assessment

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. Implement differentiation strategies in core subject areas to better meet the individual needs of students and enhance overall proficiency 1

🔑 G071555

G1.B1 Time 2

🔑 B186498

G1.B1.S1 Include 30 minute remediation/enrichment time daily into master schedule 4

🔑 S197898

Strategy Rationale

Data analysis was done as a part of the PLC process, but no time allowed to reteach or enrich; adds concrete flexibility

Action Step 1 5

Guidance counselor will ensure that each grade level has a 30 minute remediation/enrichment block built into their schedule.

Person Responsible

Jo Rogers

Schedule

On 6/6/2016

Evidence of Completion

Copy of the master schedule

Action Step 2 5

Professional Learning Continuities (PLC) will analyze Common Assessment data and form student groups for enrichment or remediation.

Person Responsible

Monica Phillips

Schedule

Monthly, from 8/18/2015 to 6/6/2016

Evidence of Completion

PLC data sheet

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Administration will conduct classroom learning walks and review lesson plans to ensure proper usage of time.

Person Responsible

Tim Keiffer

Schedule

Monthly, from 8/18/2015 to 6/6/2016

Evidence of Completion

copies of lesson plans and master schedule; electronic feedback

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

During PLC meetings grade groups will discuss student progress in each area and address any needs

Person Responsible

Monica Phillips

Schedule

Weekly, from 8/18/2015 to 6/3/2016

Evidence of Completion

PLC Data documentation

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

During PLC meetings grade groups will discuss student progress in each area and address any needs

Person Responsible

Kitty Hodges

Schedule

Weekly, from 8/18/2015 to 6/6/2016

Evidence of Completion

PLC Data documentation

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

During PLC meetings grade groups will discuss student progress in each area and address any needs

Person Responsible

Karen Cajote

Schedule

Weekly, from 8/18/2015 to 6/6/2016

Evidence of Completion

PLC Data documentation

G1.B2 Professional Development 2

🔑 B186499

G1.B2.S1 Teachers participate in professional development regarding differentation across the curriculum 4

🔑 S197900

Strategy Rationale

PLUS2 team recognized a need for differentation strategies across the curriculum

Action Step 1 5

Math Frameworks Trainings for those not recently trained

Person Responsible

Tim Keiffer

Schedule

Weekly, from 8/24/2015 to 9/30/2015

Evidence of Completion

sign in sheet and handouts

Action Step 2 5

Select teachers will attend co-teacher training for the purpose of encorporating differentation within their instructional day while instructing larger number of students.

Person Responsible

Schedule

Evidence of Completion

AIMS PD report/sign in roster

Plan to Monitor Fidelity of Implementation of G1.B2.S1 `6`

PLC's will encorporate differentation strategies into their lesson plans

Person Responsible

Monica Phillips

Schedule

Weekly, from 8/18/2015 to 6/3/2016

Evidence of Completion

copies of lesson plans

Plan to Monitor Fidelity of Implementation of G1.B2.S1 `6`

PLC's will encorporate differentation strategies into their lesson plans

Person Responsible

Karen Cajote

Schedule

Weekly, from 8/18/2015 to 6/3/2016

Evidence of Completion

copies of lesson plans

Plan to Monitor Fidelity of Implementation of G1.B2.S1 `6`

PLC's will encorporate differentation strategies into their lesson plans

Person Responsible

Kitty Hodges

Schedule

Weekly, from 8/18/2015 to 6/3/2016

Evidence of Completion

copies of lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

Administration will conduct classroom Learning Walks and Lesson Plan Reviews

Person Responsible

Tim Keiffer

Schedule

Monthly, from 8/18/2015 to 6/3/2016

Evidence of Completion

copies of lesson plans; electronic feedback

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

Administration will conduce classroom Learning Walks and Lesson Plan Reviews

Person Responsible

Carla Lilja

Schedule

Monthly, from 8/18/2015 to 6/3/2016

Evidence of Completion

copies of lesson plans; electronic feedback

G1.B2.S2 Literacy and Math coach will model strategies for differentiation (eg. SRA math lab, Guided math, Go Math - Soar to Success, SM8) 4

🔑 S197901

Strategy Rationale

PLUS2 team recognized a need for differentiation in math.

Action Step 1 5

Math Coach will set schedule rotation for strategy modeling.

Person Responsible

Molly Horton

Schedule

Biweekly, from 8/18/2015 to 6/3/2016

Evidence of Completion

Copy of schedule; teacher survey

Action Step 2 5

Reading Coach will set schedule rotation for strategy modeling

Person Responsible

Lisa Moore

Schedule

Biweekly, from 8/18/2015 to 6/3/2016

Evidence of Completion

Copy of schedule; teacher survey

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Coach will followup by observing and critiquing the use of strategies previously modeled.

Person Responsible

Molly Horton

Schedule

Biweekly, from 8/18/2015 to 6/3/2016

Evidence of Completion

Copy of coach's biweekly schedule

Plan to Monitor Fidelity of Implementation of G1.B2.S2 `6`

Coach will follow up by observing and critiquing the use of strategies previously modeled.

Person Responsible

Lisa Moore

Schedule

Biweekly, from 8/18/2015 to 6/3/2016

Evidence of Completion

Copy of coach's biweekly schedule

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 `7`

Administration will do a learning walks and lesson plan reviews

Person Responsible

Tim Keiffer

Schedule

Quarterly, from 8/18/2015 to 6/3/2016

Evidence of Completion

copies of lesson plans; electronic feedback

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 `7`

Administration will do learning walks and lesson plan reviews

Person Responsible

Carla Lilja

Schedule

Quarterly, from 8/18/2015 to 6/3/2016

Evidence of Completion

copies of lesson plans; electronic feedback

G1.B6 Rigor/Relevence 2

 B186503

G1.B6.S1 Incorporate rigor and relevance within reading and math instruction 4

 S197902

Strategy Rationale

Climate survey results showed a lack of resources

Action Step 1 5

Teachers will incorporate Scholastic Magazine (Storyworks 3-5; Scholastic News K-2) into on level reading instruction

Person Responsible

Monica Phillips

Schedule

Weekly, from 8/18/2015 to 6/6/2016

Evidence of Completion

lesson plans

Action Step 2 5

Teachers will incorporate Scholastic Magazine (Storyworks 3-5; Scholastic News K-2) into on level reading instruction

Person Responsible

Karen Cajote

Schedule

Weekly, from 8/18/2015 to 6/6/2016

Evidence of Completion

lesson plans

Action Step 3 5

Teachers will incorporate Scholastic Magazine (Storyworks 3-5; Scholastic News K-2) into on level reading instruction

Person Responsible

Kitty Hodges

Schedule

Weekly, from 8/18/2015 to 6/6/2016

Evidence of Completion

lesson plans

Action Step 4 5

Reading Enrichment will included on the special area track with a focus on nonfiction

Person Responsible

Patricia Howard

Schedule

Weekly, from 8/18/2015 to 6/6/2016

Evidence of Completion

schedule

Action Step 5 5

Teachers will incorporate math frameworks including guided math and First in Math within instructional minutes

Person Responsible

Monica Phillips

Schedule

Daily, from 8/18/2015 to 6/6/2016

Evidence of Completion

lesson plans

Action Step 6 `5`

Teachers will incorporate math frameworks including guided math and First in Math within instructional minutes

Person Responsible

Karen Cajote

Schedule

Daily, from 8/18/2015 to 6/6/2016

Evidence of Completion

lesson plans

Action Step 7 `5`

Teachers will incorporate math frameworks including guided math and First in Math within instructional minutes

Person Responsible

Kitty Hodges

Schedule

Daily, from 8/18/2015 to 6/6/2016

Evidence of Completion

lesson plans

Action Step 8 `5`

Students will keep data notebooks to record their progress on targets, goals, and scales.

Person Responsible

Monica Phillips

Schedule

Biweekly, from 8/18/2015 to 6/6/2016

Evidence of Completion

copies of notebooks

Action Step 9 5

Students will keep data notebooks to record their progress on targets, goals, and scales.

Person Responsible

Karen Cajote

Schedule

Biweekly, from 8/18/2015 to 6/6/2016

Evidence of Completion

copies of notebooks

Action Step 10 5

Students will keep data notebooks to record their progress on targets, goals, and scales.

Person Responsible

Kitty Hodges

Schedule

Biweekly, from 8/18/2015 to 6/6/2016

Evidence of Completion

copies of notebooks

Plan to Monitor Fidelity of Implementation of G1.B6.S1 6

Classroom learning walks and lesson plan reviews

Person Responsible

Tim Keiffer

Schedule

Monthly, from 8/18/2015 to 6/6/2016

Evidence of Completion

copies of lesson plans; electronic feedback

Plan to Monitor Fidelity of Implementation of G1.B6.S1 `6`

Student Data notebook checks

Person Responsible

Molly Horton

Schedule

Biweekly, from 8/18/2015 to 6/6/2016

Evidence of Completion

copy of data notebooks

Plan to Monitor Fidelity of Implementation of G1.B6.S1 `6`

Classroom learning walks and lesson plan reviews

Person Responsible

Carla Lilja

Schedule

Monthly, from 8/18/2015 to 6/3/2016

Evidence of Completion

copies of lesson plans; electronic feedback

Plan to Monitor Fidelity of Implementation of G1.B6.S1 `6`

Student Data notebook checks

Person Responsible

Lisa Moore

Schedule

Biweekly, from 8/18/2015 to 6/3/2016

Evidence of Completion

copy of data notebooks

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 `7`

PLC data analysis

Person Responsible

Monica Phillips

Schedule

Weekly, from 8/18/2015 to 6/3/2016

Evidence of Completion

Reports for first in math, SRA data folders, common assessment results

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 `7`

PLC data analysis

Person Responsible

Karen Cajote

Schedule

Weekly, from 8/18/2015 to 6/3/2016

Evidence of Completion

Reports for first in math, SRA data folders, common assessment results

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 `7`

PLC data analysis

Person Responsible

Kitty Hodges

Schedule

Weekly, from 8/18/2015 to 6/3/2016

Evidence of Completion

Reports for first in math, SRA data folders, common assessment results

G1.B7 Ratio for MTSS (number of students per teacher) `2`

G1.B7.S1 Teachers will use SRA to differentiate and remediate instruction in reading and math. `4`

Strategy Rationale

SRA is used to close learning gaps and enable students to be successful with on grade level work.

Action Step 1 `5`

Assess students using SRA diagnostics to determine reading levels for the purpose of walk to read.

Person Responsible

Lisa Moore

Schedule

On 9/30/2015

Evidence of Completion

establish reading groups, teacher assignments, current reading progress

Action Step 2 `5`

Assess students using SRA diagnostics to determine math lab placement levels of 1-5 grade lowest quartile students

Person Responsible

Monica Phillips

Schedule

On 9/30/2015

Evidence of Completion

MTSS plans, assessment results

Action Step 3 `5`

Assess students using SRA diagnostics to determine math lab placement levels of 1-5 grade lowest quartile students

Person Responsible

Karen Cajote

Schedule

On 9/30/2015

Evidence of Completion

MTSS plans, assessment results

Action Step 4 `5`

Assess students using SRA diagnostics to determine math lab placement levels of 1-5 grade lowest quartile students

Person Responsible

Kitty Hodges

Schedule

On 9/30/2015

Evidence of Completion

MTSS plans, assessment results

Plan to Monitor Fidelity of Implementation of G1.B7.S1 `6`

Teachers will keep data notebooks on students within SRA reading

Person Responsible

Lisa Moore

Schedule

Monthly, from 8/18/2015 to 6/6/2016

Evidence of Completion

SRA data check

Plan to Monitor Fidelity of Implementation of G1.B7.S1 6

Teacher will track MTSS progress through Enrich

Person Responsible

Michelle Robinson

Schedule

Monthly, from 8/18/2015 to 6/6/2016

Evidence of Completion

Enrich reports, MTSS plan

Plan to Monitor Effectiveness of Implementation of G1.B7.S1 7

Classroom Learning Walks and Data Notebook Check

Person Responsible

Tim Keiffer

Schedule

Monthly, from 8/18/2015 to 6/3/2016

Evidence of Completion

electronic copies

Plan to Monitor Effectiveness of Implementation of G1.B7.S1 7

MTSS data chats

Person Responsible

Michelle Robinson

Schedule

Monthly, from 8/18/2015 to 6/6/2016

Evidence of Completion

MTSS Universal Spreadsheet

Plan to Monitor Effectiveness of Implementation of G1.B7.S1 `7`

Classroom Learning Walks and Data Notebook Check

Person Responsible

Carla Lilja

Schedule

Monthly, from 8/18/2015 to 6/3/2016

Evidence of Completion

electronic copies

G1.B7.S2 Teachers will incorporate the use of RtIB strategies to keep students engaged and parents informed `4`

🔍 S197904

Strategy Rationale

Behaviors are getting in the way of academics; those who frequent ISD are missing valuable academic instruction

Action Step 1 `5`

Class dojo will be implemented school wide in an effort to keep students engaged and parents informed of classroom behaviors daily.

Person Responsible

Karen Cajote

Schedule

Daily, from 8/18/2015 to 6/3/2016

Evidence of Completion

Dojo reports

Action Step 2 5

Class dojo will be implemented school wide in an effort to keep students engaged and parents informed of classroom behaviors daily. [copy]

Person Responsible

Kitty Hodges

Schedule

Daily, from 8/18/2015 to 6/3/2016

Evidence of Completion

Dojo reports

Action Step 3 5

Class dojo will be implemented school wide in an effort to keep students engaged and parents informed of classroom behaviors daily. [copy]

Person Responsible

Monica Phillips

Schedule

Daily, from 8/18/2015 to 6/3/2016

Evidence of Completion

Dojo reports

Action Step 4 5

Faculty mentors will be used for students as a check in/check out system

Person Responsible

Jo Rogers

Schedule

Daily, from 8/18/2015 to 6/6/2016

Evidence of Completion

Google Doc Mentor form

Plan to Monitor Fidelity of Implementation of G1.B7.S2 6

PBS team will review Dojo reports and mentoring google doc

Person Responsible

Carla Lilja

Schedule

Monthly, from 8/18/2015 to 6/6/2016

Evidence of Completion

copies of reports, agenda from PBS meeting

Plan to Monitor Effectiveness of Implementation of G1.B7.S2 7

Review of school behavior data

Person Responsible

Carla Lilja

Schedule

Monthly, from 8/18/2015 to 6/6/2016

Evidence of Completion

Focus behavior report

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Guidance counselor will ensure that each grade level has a 30 minute remediation/enrichment block built into their schedule.	Rogers, Jo	8/18/2015	Copy of the master schedule	6/6/2016 one-time
G1.B2.S1.A1	Math Frameworks Trainings for those not recently trained	Keiffer, Tim	8/24/2015	sign in sheet and handouts	9/30/2015 weekly
G1.B2.S2.A1	Math Coach will set schedule rotation for strategy modeling.	Horton, Molly	8/18/2015	Copy of schedule; teacher survey	6/3/2016 biweekly
G1.B6.S1.A1	Teachers will incorporate Scholastic Magazine (Storyworks 3-5; Scholastic News K-2) into on level reading instruction	Phillips, Monica	8/18/2015	lesson plans	6/6/2016 weekly
G1.B7.S1.A1	Assess students using SRA diagnostics to determine reading levels for the purpose of walk to read.	Moore, Lisa	8/18/2015	establish reading groups, teacher assignments, current reading progress	9/30/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B7.S2.A1	Class dojo will be implemented school wide in an effort to keep students engaged and parents informed of classroom behaviors daily.	Cajote, Karen	8/18/2015	Dojo reports	6/3/2016 daily
G1.B1.S1.A2	Professional Learning Continuities (PLC) will analyze Common Assessment data and form student groups for enrichment or remediation.	Phillips, Monica	8/18/2015	PLC data sheet	6/6/2016 monthly
G1.B2.S1.A2	Select teachers will attend co-teacher training for the purpose of encorporating differentation within their instructional day while instructing larger number of students.		AIMS PD report/sign in roster	one-time	
G1.B2.S2.A2	Reading Coach will set schedule rotation for strategy modeling	Moore, Lisa	8/18/2015	Copy of schedule; teacher survey	6/3/2016 biweekly
G1.B6.S1.A2	Teachers will incorporate Scholastic Magazine (Storyworks 3-5; Scholastic News K-2) into on level reading instruction	Cajote, Karen	8/18/2015	lesson plans	6/6/2016 weekly
G1.B7.S1.A2	Assess students using SRA diagnostics to determine math lab placement levels of 1-5 grade lowest quartile students	Phillips, Monica	8/18/2015	MTSS plans, assessment results	9/30/2015 one-time
G1.B7.S2.A2	Class dojo will be implemented school wide in an effort to keep students engaged and parents informed of classroom behaviors daily. [copy]	Hodges, Kitty	8/18/2015	Dojo reports	6/3/2016 daily
G1.B6.S1.A3	Teachers will incorporate Scholastic Magazine (Storyworks 3-5; Scholastic News K-2) into on level reading instruction	Hodges, Kitty	8/18/2015	lesson plans	6/6/2016 weekly
G1.B7.S1.A3	Assess students using SRA diagnostics to determine math lab placement levels of 1-5 grade lowest quartile students	Cajote, Karen	8/18/2015	MTSS plans, assessment results	9/30/2015 one-time
G1.B7.S2.A3	Class dojo will be implemented school wide in an effort to keep students engaged and parents informed of classroom behaviors daily. [copy]	Phillips, Monica	8/18/2015	Dojo reports	6/3/2016 daily
G1.B6.S1.A4	Reading Enrichment will included on the special area track with a focus on nonfiction	Howard, Patricia	8/18/2015	schedule	6/6/2016 weekly
G1.B7.S1.A4	Assess students using SRA diagnostics to determine math lab placement levels of 1-5 grade lowest quartile students	Hodges, Kitty	8/18/2015	MTSS plans, assessment results	9/30/2015 one-time
G1.B7.S2.A4	Faculty mentors will be used for students as a check in/check out system	Rogers, Jo	8/18/2015	Google Doc Mentor form	6/6/2016 daily
G1.B6.S1.A5	Teachers will incorporate math frameworks including guided math and First in Math within instructional minutes	Phillips, Monica	8/18/2015	lesson plans	6/6/2016 daily
G1.B6.S1.A6	Teachers will incorporate math frameworks including guided math and First in Math within instructional minutes	Cajote, Karen	8/18/2015	lesson plans	6/6/2016 daily
G1.B6.S1.A7	Teachers will incorporate math frameworks including guided math and First in Math within instructional minutes	Hodges, Kitty	8/18/2015	lesson plans	6/6/2016 daily
G1.B6.S1.A8	Students will keep data notebooks to record their progress on targets, goals, and scales.	Phillips, Monica	8/18/2015	copies of notebooks	6/6/2016 biweekly
G1.B6.S1.A9	Students will keep data notebooks to record their progress on targets, goals, and scales.	Cajote, Karen	8/18/2015	copies of notebooks	6/6/2016 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B6.S1.A10	Students will keep data notebooks to record their progress on targets, goals, and scales.	Hodges, Kitty	8/18/2015	copies of notebooks	6/6/2016 biweekly
G1.MA1	Review Common Assessment data and MAP data	Keiffer, Tim	8/18/2015	Common Assessments; MAP assessment	6/3/2016 quarterly
G1.MA2	Review Common Assessment data and MAP data	Lilja, Carla	8/18/2015	Common Assessments; MAP assessment	6/3/2016 quarterly
G1.B1.S1.MA1	During PLC meetings grade groups will discuss student progress in each area and address any needs	Phillips, Monica	8/18/2015	PLC Data documentation	6/3/2016 weekly
G1.B1.S1.MA3	During PLC meetings grade groups will discuss student progress in each area and address any needs	Hodges, Kitty	8/18/2015	PLC Data documentation	6/6/2016 weekly
G1.B1.S1.MA4	During PLC meetings grade groups will discuss student progress in each area and address any needs	Cajote, Karen	8/18/2015	PLC Data documentation	6/6/2016 weekly
G1.B1.S1.MA1	Administration will conduct classroom learning walks and review lesson plans to ensure proper usage of time.	Keiffer, Tim	8/18/2015	copies of lesson plans and master schedule; electronic feedback	6/6/2016 monthly
G1.B2.S1.MA1	Administration will conduct classroom Learning Walks and Lesson Plan Reviews	Keiffer, Tim	8/18/2015	copies of lesson plans; electronic feedback	6/3/2016 monthly
G1.B2.S1.MA5	Administration will conduce classroom Learning Walks and Lesson Plan Reviews	Lilja, Carla	8/18/2015	copies of lesson plans; electronic feedback	6/3/2016 monthly
G1.B2.S1.MA1	PLC's will encorporate differentation strategies into their lesson plans	Phillips, Monica	8/18/2015	copies of lesson plans	6/3/2016 weekly
G1.B2.S1.MA3	PLC's will encorporate differentation strategies into their lesson plans	Cajote, Karen	8/18/2015	copies of lesson plans	6/3/2016 weekly
G1.B2.S1.MA4	PLC's will encorporate differentation strategies into their lesson plans	Hodges, Kitty	8/18/2015	copies of lesson plans	6/3/2016 weekly
G1.B6.S1.MA1	PLC data analysis	Phillips, Monica	8/18/2015	Reports for first in math, SRA data folders, common assessment results	6/3/2016 weekly
G1.B6.S1.MA6	PLC data analysis	Cajote, Karen	8/18/2015	Reports for first in math, SRA data folders, common assessment results	6/3/2016 weekly
G1.B6.S1.MA7	PLC data analysis	Hodges, Kitty	8/18/2015	Reports for first in math, SRA data folders, common assessment results	6/3/2016 weekly
G1.B6.S1.MA1	Classroom learning walks and lesson plan reviews	Keiffer, Tim	8/18/2015	copies of lesson plans; electronic feedback	6/6/2016 monthly
G1.B6.S1.MA3	Student Data notebook checks	Horton, Molly	8/18/2015	copy of data notebooks	6/6/2016 biweekly
G1.B6.S1.MA4	Classroom learning walks and lesson plan reviews	Lilja, Carla	8/18/2015	copies of lesson plans; electronic feedback	6/3/2016 monthly
G1.B6.S1.MA5	Student Data notebook checks	Moore, Lisa	8/18/2015	copy of data notebooks	6/3/2016 biweekly
G1.B7.S1.MA1	Classroom Learning Walks and Data Notebook Check	Keiffer, Tim	8/18/2015	electronic copies	6/3/2016 monthly
G1.B7.S1.MA4	MTSS data chats	Robinson, Michelle	8/18/2015	MTSS Universal Spreadsheet	6/6/2016 monthly
G1.B7.S1.MA5	Classroom Learning Walks and Data Notebook Check	Lilja, Carla	8/18/2015	electronic copies	6/3/2016 monthly
G1.B7.S1.MA1	Teachers will keep data notebooks on students within SRA reading	Moore, Lisa	8/18/2015	SRA data check	6/6/2016 monthly
G1.B7.S1.MA2	Teacher will track MTSS progress through Enrich	Robinson, Michelle	8/18/2015	Enrich reports, MTSS plan	6/6/2016 monthly
G1.B2.S2.MA1	Administration will do a learning walks and lesson plan reviews	Keiffer, Tim	8/18/2015	copies of lesson plans; electronic feedback	6/3/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S2.MA4	Administration will do learning walks and lesson plan reviews	Lilja, Carla	8/18/2015	copies of lesson plans; electronic feedback	6/3/2016 quarterly
G1.B2.S2.MA1	Coach will followup by observing and critiquing the use of strategies previously modeled.	Horton, Molly	8/18/2015	Copy of coach's biweekly schedule	6/3/2016 biweekly
G1.B2.S2.MA3	Coach will follow up by observing and critiquing the use of strategies previously modeled.	Moore, Lisa	8/18/2015	Copy of coach's biweekly schedule	6/3/2016 biweekly
G1.B7.S2.MA1	Review of school behavior data	Lilja, Carla	8/18/2015	Focus behavior report	6/6/2016 monthly
G1.B7.S2.MA1	PBS team will review Dojo reports and mentoring google doc	Lilja, Carla	8/18/2015	copies of reports, agenda from PBS meeting	6/6/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Implement differentiation strategies in core subject areas to better meet the individual needs of students and enhance overall proficiency

G1.B1 Time

G1.B1.S1 Include 30 minute remediation/enrichment time daily into master schedule

PD Opportunity 1

Professional Learning Continuities (PLC) will analyze Common Assessment data and form student groups for enrichment or remediation.

Facilitator

CES PLC team (Monica Phillips, Sara Patterson, Karen Cajote, Christina Snyder, Tim Keiffer, Carla Lilja)

Participants

CES Core teachers

Schedule

Monthly, from 8/18/2015 to 6/6/2016

G1.B2 Professional Development

G1.B2.S1 Teachers participate in professional development regarding differentation across the curriculum

PD Opportunity 1

Math Frameworks Trainings for those not recently trained

Facilitator

BDS Math Team

Participants

All CES core Teachers

Schedule

Weekly, from 8/24/2015 to 9/30/2015

PD Opportunity 2

Select teachers will attend co-teacher training for the purpose of encorporating differation within their instructional day while instructing larger number of students.

Facilitator

District

Participants

Universal Design Lessons (UDL)

Schedule

G1.B2.S2 Literacy and Math coach will model strategies for differentiation (eg. SRA math lab, Guided math, Go Math - Soar to Success, SM8)

PD Opportunity 1

Math Coach will set schedule rotation for strategy modeling.

Facilitator

Molly Horton

Participants

Classroom Teachers as needed

Schedule

Biweekly, from 8/18/2015 to 6/3/2016

PD Opportunity 2

Reading Coach will set schedule rotation for strategy modeling

Facilitator

Lisa Moore

Participants

Classroom Teachers as needed

Schedule

Biweekly, from 8/18/2015 to 6/3/2016

G1.B6 Rigor/Relevence

G1.B6.S1 Incorporate rigor and relevance within reading and math instruction

PD Opportunity 1

Teachers will incorporate Scholastic Magazine (Storyworks 3-5; Scholastic News K-2) into on level reading instruction

Facilitator

LIsa Moore

Participants

Core Reading Instructors

Schedule

Weekly, from 8/18/2015 to 6/6/2016

PD Opportunity 2

Teachers will incorporate Scholastic Magazine (Storyworks 3-5; Scholastic News K-2) into on level reading instruction

Facilitator

LIsa Moore

Participants

Core Reading Instructors

Schedule

Weekly, from 8/18/2015 to 6/6/2016

PD Opportunity 3

Teachers will incorporate Scholastic Magazine (Storyworks 3-5; Scholastic News K-2) into on level reading instruction

Facilitator

LIsa Moore

Participants

Core Reading Instructors

Schedule

Weekly, from 8/18/2015 to 6/6/2016

PD Opportunity 4

Teachers will incorporate math frameworks including guided math and First in Math within instructional minutes

Facilitator

Cylle Rowell

Participants

Core Math Instructors

Schedule

Daily, from 8/18/2015 to 6/6/2016

PD Opportunity 5

Teachers will incorporate math frameworks including guided math and First in Math within instructional minutes

Facilitator

Cylle Rowell

Participants

Core Math Instructors

Schedule

Daily, from 8/18/2015 to 6/6/2016

PD Opportunity 6

Teachers will incorporate math frameworks including guided math and First in Math within instructional minutes

Facilitator

Cylle Rowell

Participants

Core Math Instructors

Schedule

Daily, from 8/18/2015 to 6/6/2016

G1.B7 Ratio for MTSS (number of students per teacher)

G1.B7.S2 Teachers will incorporate the use of RtIB strategies to keep students engaged and parents informed

PD Opportunity 1

Class dojo will be implemented school wide in an effort to keep students engaged and parents informed of classroom behaviors daily.

Facilitator

Christina Snyder and Rachelle Ritchie

Participants

All CES teachers

Schedule

Daily, from 8/18/2015 to 6/3/2016

PD Opportunity 2

Class dojo will be implemented school wide in an effort to keep students engaged and parents informed of classroom behaviors daily. [copy]

Facilitator

Christina Snyder and Rachelle Ritchie

Participants

All CES teachers

Schedule

Daily, from 8/18/2015 to 6/3/2016

PD Opportunity 3

Class dojo will be implemented school wide in an effort to keep students engaged and parents informed of classroom behaviors daily. [copy]

Facilitator

Christina Snyder and Rachelle Ritchie

Participants

All CES teachers

Schedule

Daily, from 8/18/2015 to 6/3/2016

PD Opportunity 4

Faculty mentors will be used for students as a check in/check out system

Facilitator

Kristy Mitchelle

Participants

Select Faculty and Staff used for check in/check out program

Schedule

Daily, from 8/18/2015 to 6/6/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	Guidance counselor will ensure that each grade level has a 30 minute remediation/enrichment block built into their schedule.				$0.00
2	G1.B1.S1.A2	Professional Learning Continuities (PLC) will analyze Common Assessment data and form student groups for enrichment or remediation.				$0.00
3	G1.B2.S1.A1	Math Frameworks Trainings for those not recently trained				$0.00
4	G1.B2.S1.A2	Select teachers will attend co-teacher training for the purpose of encorporating differentation within their instructional day while instructing larger number of students.				$23,974.84
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5200	120-Classroom Teachers	0101 - Callaway Elementary School			$23,974.84
5	G1.B2.S2.A1	Math Coach will set schedule rotation for strategy modeling.				$0.00
6	G1.B2.S2.A2	Reading Coach will set schedule rotation for strategy modeling				$0.00
7	G1.B6.S1.A1	Teachers will incorporate Scholastic Magazine (Storyworks 3-5; Scholastic News K-2) into on level reading instruction				$3,299.51
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	510-Supplies	0101 - Callaway Elementary School	Title I Part A		$3,299.51
			Notes: StoryWorks for grades 3-5 Scholastic News for grades K-2			
8	G1.B6.S1.A10	Students will keep data notebooks to record their progress on targets, goals, and scales.				$0.00
9	G1.B6.S1.A2	Teachers will incorporate Scholastic Magazine (Storyworks 3-5; Scholastic News K-2) into on level reading instruction				$0.00
10	G1.B6.S1.A3	Teachers will incorporate Scholastic Magazine (Storyworks 3-5; Scholastic News K-2) into on level reading instruction				$0.00
11	G1.B6.S1.A4	Reading Enrichment will included on the special area track with a focus on nonfiction				$47,714.16
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	120-Classroom Teachers	0101 - Callaway Elementary School	General Fund		$47,714.16

Budget Data

12	G1.B6.S1.A5	**Teachers will incorporate math frameworks including guided math and First in Math within instructional minutes**	**$0.00**
13	G1.B6.S1.A6	**Teachers will incorporate math frameworks including guided math and First in Math within instructional minutes**	**$0.00**
14	G1.B6.S1.A7	**Teachers will incorporate math frameworks including guided math and First in Math within instructional minutes**	**$0.00**
15	G1.B6.S1.A8	**Students will keep data notebooks to record their progress on targets, goals, and scales.**	**$0.00**
16	G1.B6.S1.A9	**Students will keep data notebooks to record their progress on targets, goals, and scales.**	**$0.00**
17	G1.B7.S1.A1	**Assess students using SRA diagnostics to determine reading levels for the purpose of walk to read.**	**$111,172.00**

	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	150-Aides	0101 - Callaway Elementary School			$111,172.00

18	G1.B7.S1.A2	**Assess students using SRA diagnostics to determine math lab placement levels of 1-5 grade lowest quartile students**	**$0.00**
19	G1.B7.S1.A3	**Assess students using SRA diagnostics to determine math lab placement levels of 1-5 grade lowest quartile students**	**$0.00**
20	G1.B7.S1.A4	**Assess students using SRA diagnostics to determine math lab placement levels of 1-5 grade lowest quartile students**	**$0.00**
21	G1.B7.S2.A1	**Class dojo will be implemented school wide in an effort to keep students engaged and parents informed of classroom behaviors daily.**	**$0.00**
22	G1.B7.S2.A2	**Class dojo will be implemented school wide in an effort to keep students engaged and parents informed of classroom behaviors daily. [copy]**	**$0.00**
23	G1.B7.S2.A3	**Class dojo will be implemented school wide in an effort to keep students engaged and parents informed of classroom behaviors daily. [copy]**	**$0.00**
24	G1.B7.S2.A4	**Faculty mentors will be used for students as a check in/check out system**	**$44,322.93**

	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	130-Other Certified Instructional Personnel	0101 - Callaway Elementary School			$41,412.65
	5100	130-Other Certified Instructional Personnel	0101 - Callaway Elementary School			$2,910.28
					Total:	**$230,483.44**