

Bay District Schools

Callaway Elementary School



2016-17 Schoolwide Improvement Plan

Callaway Elementary School

7115 E HIGHWAY 22, Panama City, FL 32404

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	85%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	44%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	C*	D	

**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 a monitoring status of "Former F" (see page 4). 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>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

Part I 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Callaway Elementary School

DA Region and RED	DA Category and Turnaround Status
Northwest - Rachel Heide	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

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

2. School Environment

a. 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. Through the use of data notebooks our teachers also help students design a goal and action plan for their learning.

b. 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. To help ensure our students safety during and after school, teachers and office staff 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.

c. 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 implements Positive Behavior Interventions and Support (PBIS). 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 PBIS activities. In addition school and classroom reward programs may include participation in Fun Friday activities, nomination of student of the Month, opportunities clubs, and/or serve on ITV or Safety Patrol. When a student repeatedly does not follow the school's set expectations a PBIS tracking form is started where the teacher tracks attempts to correct the behavior. Consequences for steps one through four are all controlled by the teacher and should include at least one contact with parents and one trip to in-school detention. The fourth step of the tracking form is an office referral. Some consequences for misbehavior include loss of privileges, parent notification, In-School Detention, In/Out of school Suspension, or other consequences determined by administration. Callaway administrators refer to the district discipline matrix when making these decisions. To help ensure our students safety, teachers and office staff 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.

d. 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. Our 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 are continuing our 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. Students who are not successful in monitoring their behavior may also be on an Multi-tiered System of Supports Behavior (MTSSSB) plan or a Behavior Intervention Plan (BIP) that fits their individual needs..

3. Early Warning Systems

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

a. 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 PBIS attendance awards. Students who are habitually absent or late are contacted by our parent liaison with a phone call to their parents notifying them of the importance of being in school. Grade levels with the highest attendance percentage for the quarter participate in an attendance event of their choice such as field day or movie and popcorn.

Suspensions, both ISS and OSS, are tracked through FOCUS and MTSSB. 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. Students in Tier II participate in SuccessMaker 9 in the computer lab while Tier III students also add additional 30 minutes of instruction in their problem area.

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/Rtl roster.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	30	31	17	22	25	14	0	0	0	0	0	0	0	139
One or more suspensions	7	5	7	9	6	2	0	0	0	0	0	0	0	36
Course failure in ELA or Math	0	3	2	3	4	4	0	0	0	0	0	0	0	16
Level 1 on statewide assessment	0	0	0	25	27	24	0	0	0	0	0	0	0	76

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	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	5	5	4	17	18	11	0	0	0	0	0	0	0	60

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

Callaway addresses those students who show need for improvement as identified by the early warning system receive intervention/MTSS time up to an hour of additional remediation by the classroom teacher or trained paraprofessional. Resources such as SuccessMaker 9 (SM9), SRA math lab, or SRA reading labs. Callaway also used SRA materials such as Decoding reading program (grades 3-5), Early Reading Tutor as well as FCRR activities. These SRA programs are in addition to our core SRA reading program.

Along with early warning tools such as grades, we use diagnostic tools such as our MAP scores. DAR, and KeyMath.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/306296>.

2. Description

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

2. 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.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Keiffer, Tim	Principal
Rogers, Jo	School Counselor
Warren, Jennifer	Teacher, K-12
Snyder, Christina	Teacher, K-12
Blastick, Lorrane	Administrative Support

b. Duties

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

This year Callaway has chosen to hire additional paraprofessionals who will support the teachers in providing interventions for Tier 3 students. The grade chairs attended SIP training along with the principal, and assistant administrator. In addition, MTSS 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) will be reviewed with our school's Staff Training Specialist during monthly meetings. 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.

2. 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, which includes grade level teachers, guidance, district level staff training specialist, and administration, 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

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Tim Keiffer	Principal
Jo Rogers	Teacher
George Pappas	Parent
Patricia Howard	Teacher
Tiffany Brown	Teacher

b. Duties

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

a. Evaluation of last year's school improvement plan

The administrative team along with grade chair representatives attended the district provided SIP training in the summer of 2016. During the training the team took time to look at the current data (MAP, FCAT science, FSA reading and math trends, behavior data from FOCUS, and classroom grades/common assessments) to determine progress on the 2015-2016 SIP. It was decided to continue strategies for differentiation with a focus on increasing growth instead of proficiency. During the training they began to make some adjustments for the 2016-2017 draft for SIP.

b. Development of this school improvement plan

After reviewing the most current data (SAT10, FCAT science, FSA and MAP) to determine progress of the previous SIP. The administrative team with help from grade chair representatives, decided to continue with the focus on differentiation. During the training they began to create a draft for school targets, goals, and strategies.

At the 2016-2017 back to school in-service, administration presented the school data from the previous year 2016. Teachers were asked to complete a survey at the end of the previous year to express their comments, concerns, and suggestions regarding the previous strategies. These were considered when creating the new plan.

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 2017 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 2016-2017 SIP.

c. Preparation of the school's annual budget and plan

At the end of the 2015-2016 budget was forecast-ed for stakeholders to input any recommendations. At the beginning of the 2016-2017 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.

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

2015-2016 School Improvement Funds were used to purchase....

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Keiffer, Tim	Principal
Rogers, Jo	School Counselor
Celestini, Diane	Teacher, K-12
Warren, Jennifer	Teacher, K-12
Snyder, Christina	Teacher, ESE
Blastick, Lorrane	Assistant Principal
Dunnivant, Michael	Instructional Coach

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The LLT will progress monitor all struggling readers to ensure concepts and standards are mastered as prescribed by school accountability. The Staff Training Specialist will hold regular data chats with grade levels to discuss specific progress of individual students and make instructional recommendations for remediation as needed. In addition the reading coach will monitor SRA data to ensure students receive SRA instruction to fidelity.

D. Public and Collaborative Teaching

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

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

Callaway's master calendar 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. Once weekly 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.

2. 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/District)

3. 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. Teachers also have a grade chair that can be contacted with any needs or concerns.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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 delivery will follow the Bay District School Pacing curriculum guides.

b. Instructional Strategies

1. 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 full inclusion model which includes all ESE students for the 2016-2017. All ESE students, including those who are designated full time, are included within the regular classroom with one homeroom teacher who is certified in both the grade level and ESE and also a paraprofessional.

2. 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, keifftrl@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.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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 are invited to attend an orientation on the first day of school. Kindergarten teachers also have an hour orientation the day before school begins which 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 and participate in student led conferences in which the parent and child look at the student data folder consider goals and develop action steps to reach them.

b. College and Career Readiness

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

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

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

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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

 = 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 increase learning gains as measured by Common Assessments, MAP, and/or FSA

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, 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 increase learning gains as measured by Common Assessments, MAP, and/or FSA 1a

G082833

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	76.0
Math Gains	62.0
AMO Reading - All Students	79.0
ELA/Reading Gains	50.0
FCAT 2.0 Science Proficiency	45.0
ELA/Reading Gains District Assessment	20.0
Math Gains District Assessment	24.0

Targeted Barriers to Achieving the Goal 3

- Time
- Professional Development
- Implementing the instructional shifts for Florida Standards with fidelity.
- Instructional grouping for intense remediation
- Limited access to computers for instruction/experience
- Student behavior/Classroom disruptions

Resources Available to Help Reduce or Eliminate the Barriers 2

- Paraprofessionals
- Part Time Coaches for Reading and Math
- Classroom Computers and Programs (SM8; First and Math; Discovery Education Streaming; ThinkCentral)
- Manipulatives for Math
- Scholastic Magazines (StoryWorks Jr. StoryWorks, Scholastic News)
- SRA Reading and Math
- Kagan Strategies
- Other teachers in PLC/mentor

Plan to Monitor Progress Toward G1. 8

Review Common Assessment, Classroom Grades, MAP, and discipline data

Person Responsible

Tim Keiffer

Schedule

Quarterly, from 9/6/2016 to 6/2/2017

Evidence of Completion

data reports

Plan to Monitor Progress Toward G1. 8

Review Common Assessment, Classroom Grades, Map, and discipline data

Person Responsible

Lorrane Blastick

Schedule

Quarterly, from 9/6/2016 to 6/2/2017

Evidence of Completion

data reports

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

 = Problem Solving Step  S123456 = Quick Key

G1. Implement differentiation strategies in core subject areas to better meet the individual needs of students and increase learning gains as measured by Common Assessments, MAP, and/or FSA **1**

 G082833

G1.B1 Time **2**

 B219534

G1.B1.S1 Continue with dedicated 30 minute time blocks for both MTSS and Intervention/Enrichment daily **4**

 S231876

Strategy Rationale

Provide teachers and students time for daily remediation or enrichment without interrupting core subjects

Action Step 1 **5**

PLC's will complete a plan for utilizing the dedicated Intervention and MTSS blocks effectively by analyzing Common Assessment data to form groups for intervention/enrichment based on learning targets and standards

Person Responsible

Christina Snyder

Schedule

Every 3 Weeks, from 9/6/2016 to 6/2/2017

Evidence of Completion

copy of grade level plan, PLC notes

Action Step 2 **5**

Callaway addresses those students who show need for improvement as identified by the early warning system receive intervention/MTSS time up to an hour of additional remediation by the classroom teacher or trained paraprofessional. Resources such as SuccessMaker 9 (SM9), SRA math lab, or SRA reading labs

Person Responsible

Jennifer Warren

Schedule

Every 3 Weeks, from 9/6/2016 to 6/2/2017

Evidence of Completion

Lesson plans, computer lab schedule, MTSS notes

Action Step 3 5

Callaway addresses those students who show need for improvement as identified by the early warning system receive intervention/MTSS time up to an hour of additional remediation by the classroom teacher or trained paraprofessional. Resources such as SuccessMaker 9 (SM9), SRA math lab, or SRA reading labs

Person Responsible

Doris Tolbert

Schedule

Every 3 Weeks, from 9/6/2016 to 6/2/2017

Evidence of Completion

Lesson plans, computer lab schedule, MTSS notes

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

Teachers effective use of MTSS and Intervention/Enrichment blocks with fidelity to their grade level plan

Person Responsible

Lorrane Blastick

Schedule

Quarterly, from 9/6/2016 to 6/2/2017

Evidence of Completion

Lesson Plan Review and PLC data analysis sheet

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

Teachers monitor their use of time to match the master schedule

Person Responsible

Lorrane Blastick

Schedule

Biweekly, from 9/6/2016 to 6/2/2017

Evidence of Completion

Classroom learning walks

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

Teachers monitor their use of time to match the master schedule

Person Responsible

Tim Keiffer

Schedule

Biweekly, from 9/6/2016 to 6/2/2017

Evidence of Completion

Classroom learning walks

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

Teachers effective use of MTSS and Intervention/Enrichment blocks with fidelity to their grade level plan

Person Responsible

Tim Keiffer

Schedule

Quarterly, from 9/6/2016 to 6/2/2017

Evidence of Completion

Lesson Plan Review and PLC data analysis sheet

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

Student grades will show reteaching and retesting based on learning targets and standards

Person Responsible

Lorrane Blastick

Schedule

Monthly, from 9/6/2016 to 6/2/2017

Evidence of Completion

FOCUS grade books, common assessment data, student data notebooks

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

Student grades will show reteaching and retesting based on learning targets and standards

Person Responsible

Tim Keiffer

Schedule

Monthly, from 9/6/2016 to 6/2/2017

Evidence of Completion

FOCUS grade books, common assessment data, student data notebooks

G1.B1.S2 Implement school wide attendance initiative with weekly, monthly, and quarterly recognition.

4

 S231877

Strategy Rationale

Student tardiness and absences result in lost instruction time.

Action Step 1 5

PBS will reward students who are present all month, on time, and did not leave early.

Person Responsible

Lorrane Blastick

Schedule

Monthly, from 9/1/2016 to 5/31/2017

Evidence of Completion

Focus Attendance reports

Action Step 2 5

Quarterly, the grade level that has had the most students in attendance will be rewarded.

Person Responsible

Tim Keiffer

Schedule

Quarterly, from 8/18/2016 to 6/2/2017

Evidence of Completion

Focus attendance reports

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Attendance Team will monitor changes in attendance and taking corrective measures to increase the average daily attendance

Person Responsible

Tim Keiffer

Schedule

Monthly, from 8/18/2016 to 6/2/2017

Evidence of Completion

Attendance excessive absences Google Doc; Notes from meeting

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Attend and Share data at monthly district attendance meeting.

Person Responsible

Tim Keiffer

Schedule

Monthly, from 9/1/2016 to 5/31/2017

Evidence of Completion

FOCUS attendance report, District Attendance Report

G1.B2 Professional Development 2

 B219535

G1.B2.S1 Teachers participate in professional development regarding growth mindset for differentiated learners 4

 S231878

Strategy Rationale

Staff survey showed a need to adapt a growth mindset for both employees and students

Action Step 1 5

PLCs will participate in a book study on "Growth Mindset in the Classroom"

Person Responsible

Christina Snyder

Schedule

Weekly, from 9/6/2016 to 10/21/2016

Evidence of Completion

sign in sheet, handouts, and exit tickets

Action Step 2 5

PLCs will participate in a book study on "Growth Mindset in the Classroom"

Person Responsible

Jennifer Warren

Schedule

Weekly, from 9/6/2016 to 10/21/2016

Evidence of Completion

sign in sheet, handouts, and exit tickets

Action Step 3 5

PLCs will participate in a book study on "Growth Mindset in the Classroom"

Person Responsible

Tim Keiffer

Schedule

On 10/21/2016

Evidence of Completion

sign in sheet, handouts, and exit tickets

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

PLC's will incorporate differentiation strategies and growth mindset resources from bookstudy into their lesson plans

Person Responsible

Christina Snyder

Schedule

Weekly, from 9/6/2016 to 6/2/2017

Evidence of Completion

copies of lesson plans

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

PLC's will incorporate differentiation strategies and growth mindset resources from bookstudy into their lesson plans

Person Responsible

Jennifer Warren

Schedule

Weekly, from 9/6/2016 to 6/2/2017

Evidence of Completion

copies of lesson plans

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

PLC's will incorporate differentiation strategies and growth mindset resources from bookstudy into their lesson plans

Person Responsible

Tim Keiffer

Schedule

Weekly, from 9/6/2016 to 6/2/2017

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

Biweekly, from 9/26/2016 to 6/2/2017

Evidence of Completion

copies of lesson plans; electronic feedback

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

Administration will conduct classroom Learning Walks and Lesson Plan Reviews

Person Responsible

Lorrane Blastick

Schedule

Biweekly, from 9/26/2016 to 6/2/2017

Evidence of Completion

copies of lesson plans; electronic feedback

G1.B2.S2 Literacy and Math coaches will support differentiated instruction by providing and/or modeling strategies **4**

 S231879

Strategy Rationale

School leadership team recognized a need for differentiation in math.

Action Step 1 **5**

Math Coach will observe and set up classroom modeling and/or coaching cycles with teachers

Person Responsible

Phillipa Walker

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Copy of coaches schedule and roster

Action Step 2 **5**

Reading Coach will observe and set up classroom modeling and/or coaching cycles with teachers

Person Responsible

Michael Dunnivant

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Copy of coaches schedule and roster

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

Phillipa Walker

Schedule

Weekly, from 8/18/2016 to 6/2/2017

Evidence of Completion

Copy of coaches schedule and roster

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

Michael Dunnivant

Schedule

Weekly, from 8/18/2016 to 6/2/2017

Evidence of Completion

Copy of coaches schedule and roster

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 8/18/2016 to 6/2/2017

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

Lorrane Blastick


Schedule

Quarterly, from 8/18/2016 to 6/2/2017

Evidence of Completion

copies of lesson plans; electronic feedback

G1.B2.S3 Literacy and Math liaisons will support differentiated instruction within their subject area by sharing strategies and resources gathered at district trainings **4**

 S231880

Strategy Rationale

Liaison Professional Development will provide critical information for development of differentiated instruction. This activity is provided by Bay District Schools ELA/ Math Departments to ensure comprehensive coverage of the material to include various forms of instructional delivery.

Action Step 1 **5**

Literacy and math liaisons will participate in district trainings

Person Responsible

Tim Keiffer

Schedule

Monthly, from 9/21/2016 to 5/26/2017

Evidence of Completion

copies of handouts, sign-in sheets

Action Step 2 **5**

Literacy and math liaisons share information, resources, and strategies within their grade level(s)

Person Responsible

Tim Keiffer

Schedule

Monthly, from 9/6/2016 to 5/26/2017

Evidence of Completion

copies of handouts and meeting notes

Plan to Monitor Fidelity of Implementation of G1.B2.S3 6

Information, resources, and strategies shared with grade levels are incorporated into lesson plans

Person Responsible

Christina Snyder

Schedule

Weekly, from 9/6/2016 to 5/26/2017

Evidence of Completion

lesson plans, meeting notes, copies of handouts, emails sent to grade level with resources

Plan to Monitor Fidelity of Implementation of G1.B2.S3 6

Information, resources, and strategies shared with grade levels are incorporated into lesson plans

Person Responsible

Jennifer Warren

Schedule

Weekly, from 9/6/2016 to 5/26/2017

Evidence of Completion

lesson plans, meeting notes, copies of handouts, emails sent to grade level with resources

Plan to Monitor Fidelity of Implementation of G1.B2.S3 6

Information, resources, and strategies shared with grade levels are incorporated into lesson plans

Person Responsible

Karen Cajote

Schedule

Weekly, from 9/6/2016 to 5/26/2017

Evidence of Completion

lesson plans, meeting notes, copies of handouts, emails sent to grade level with resources

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 7

PLC common assessment data and classroom grades

Person Responsible

Lorrane Blastick

Schedule

Monthly, from 9/6/2016 to 6/2/2017

Evidence of Completion

FOCUS reports and PLC common assessment data

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 7

PLC common assessment data and classroom grades

Person Responsible

Tim Keiffer

Schedule

Monthly, from 9/6/2016 to 6/2/2017

Evidence of Completion

FOCUS reports and PLC common assessment data

G1.B2.S4 Paraprofessionals will participate in professional development centered around student differentiation **4**

 S231881

Strategy Rationale

Some paras do not have experience working with ESE children or have instructional strategies they know are effective.

Action Step 1 **5**

All paraprofessionals will participate in a training for instructional strategies in order to better support teachers and students

Person Responsible

Lorrane Blastick

Schedule

On 9/2/2016

Evidence of Completion

copies of certificates

Action Step 2 **5**

All inclusion paraprofessionals will participate in a training for working with students who have disabilities in order to better support teachers and students

Person Responsible

Lorrane Blastick

Schedule

On 9/9/2016

Evidence of Completion

copies of certificates

Plan to Monitor Fidelity of Implementation of G1.B2.S4 6

Observation of paraprofessionals using strategies learned while working with students

Person Responsible

Lorrane Blastick

Schedule

On 6/2/2017

Evidence of Completion

classroom learning walks

Plan to Monitor Effectiveness of Implementation of G1.B2.S4 7

Classroom data for SRA, classroom grade reports, and/or MTSS, IEP progress

Person Responsible

Lorrane Blastick

Schedule

Monthly, from 9/6/2016 to 6/2/2017

Evidence of Completion

SRA data, classroom grades, IEP goals, and MTSS goals data

Plan to Monitor Effectiveness of Implementation of G1.B2.S4 7

Classroom data for SRA, classroom grade reports, and/or MTSS, IEP progress

Person Responsible

Tim Keiffer

Schedule

Monthly, from 9/6/2016 to 6/2/2017

Evidence of Completion

SRA data, classroom grades, IEP goals, and MTSS goals data

G1.B6 Implementing the instructional shifts for Florida Standards with fidelity. 2

 B219539

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

 S231882

Strategy Rationale

Data shows that students at higher levels are not receiving support

Action Step 1 5

Teachers will use a variety of text into on level reading instruction with an emphasis on informational text by incorporating Scholastic resources (StoryWorks JR, StoryWorks, and Scholastic News), the District ELA website (Literacy Cafe), and 180 Days of Reading

Person Responsible

Christina Snyder

Schedule

Weekly, from 9/6/2016 to 6/2/2017

Evidence of Completion

lesson plans

Action Step 2 5

Teachers will use a variety of text into on level reading instruction with an emphasis on informational text by incorporating Scholastic resources (StoryWorks JR, StoryWorks, and Scholastic News), the District ELA website (Literacy Cafe), and 180 Days of Reading

Person Responsible

Jennifer Warren

Schedule

Weekly, from 9/6/2016 to 6/2/2017

Evidence of Completion

lesson plans

Action Step 3 5

Teachers will use a variety of text into on level reading instruction with an emphasis on informational text by incorporating Scholastic resources(StoryWorks JR, StoryWorks, and Scholastic News), the District ELA website (Literacy Cafe), and 180 Days of Reading

Person Responsible

Michael Dunnivant

Schedule

Weekly, from 9/6/2016 to 6/2/2017

Evidence of Completion

lesson plans

Action Step 4 5

Teachers will incorporate math frameworks strategies with an emphasis on word problems

Person Responsible

Christina Snyder

Schedule

Daily, from 8/22/2016 to 6/2/2017

Evidence of Completion

lesson plans

Action Step 5 5

Teachers will incorporate math frameworks strategies with an emphasis on word problems

Person Responsible

Jennifer Warren

Schedule

Daily, from 8/22/2016 to 6/2/2017

Evidence of Completion

lesson plans

Action Step 6 5

Teachers will incorporate math frameworks strategies with an emphasis on word problems

Person Responsible

Phillipa Walker

Schedule

Daily, from 8/22/2016 to 6/2/2017

Evidence of Completion

lesson plans

Action Step 7 5

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

Person Responsible

Christina Snyder

Schedule

Weekly, from 9/9/2016 to 6/2/2017

Evidence of Completion

copies of notebooks

Action Step 8 5

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

Person Responsible

Jennifer Warren

Schedule

Weekly, from 9/9/2016 to 6/2/2017

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

Lorrane Blastick

Schedule

Weekly, from 9/9/2016 to 6/2/2017

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

Biweekly, from 8/22/2016 to 5/26/2017

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

Lorrane Blastick

Schedule

Biweekly, from 9/12/2016 to 5/26/2017

Evidence of Completion

copy of data notebooks

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

PLC data analysis

Person Responsible

Jennifer Warren

Schedule

Weekly, from 9/19/2016 to 5/26/2017


Evidence of Completion

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

G1.B7 Instructional grouping for intense remediation **2**

 B219540

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

 S231883

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

Jo Rogers

Schedule

On 6/2/2017

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

Christina Snyder

Schedule

On 6/2/2017

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

Jennifer Warren

Schedule

On 6/2/2017

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

Jo Rogers

Schedule

On 6/2/2017

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

Michael Dunnivant

Schedule

Monthly, from 9/1/2016 to 6/2/2017

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

Diane Celestini

Schedule

Monthly, from 9/1/2016 to 6/2/2017

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 9/5/2016 to 6/2/2017

Evidence of Completion

electronic copies

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

MTSS data chats

Person Responsible

Diane Celestini

Schedule

Monthly, from 9/5/2016 to 6/2/2017

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

Lorrane Blastick


Schedule

Monthly, from 9/5/2016 to 6/2/2017

Evidence of Completion

electronic copies

G1.B8 Limited access to computers for instruction/experience **2**

 B219541

G1.B8.S1 Add to the special area wheel an Intro to Computers/Robotic Technology class to incorporate Science, Technology, Engeneering, and Math **4**

 S231884

Strategy Rationale

Students do not have enough technology background to take online test; there is no time to teach technology basics within the classroom and computer lab is used for SM8 program

Action Step 1 **5**

Acquire a teacher who has strengths in teaching technology to being the intro to computers/robotic technology program

Person Responsible

Tim Keiffer

Schedule

On 8/18/2016

Evidence of Completion

copy of hiring paperwork

Action Step 2 **5**

Acquire resources needed to begin and sustain the intro to computers/robotics technology program

Person Responsible

Tim Keiffer

Schedule

Annually, from 8/18/2016 to 8/18/2016

Evidence of Completion

copies of purchase orders

Plan to Monitor Fidelity of Implementation of G1.B8.S1 6

Resources usage in the classroom

Person Responsible

Lorrane Blastick

Schedule

Monthly, from 8/18/2016 to 6/2/2017

Evidence of Completion

copies of lesson plans, classroom learning walk results

Plan to Monitor Effectiveness of Implementation of G1.B8.S1 7

Science and Math Common Assessment data and Classroom grade

Person Responsible

Lorrane Blastick

Schedule

Monthly, from 8/18/2016 to 6/2/2017

Evidence of Completion

copies of each

G1.B9 Student behavior/Classroom disruptions 2

 B219542

G1.B9.S1 Teachers will incorporate the use of RtIB strategies to keep students engaged and parents informed 4

 S231885

Strategy Rationale

Students need to be in classrooms in order to learn the content.

Action Step 1 5

Continue to implement Class dojo school wide in an effort to keep students engaged and parents informed of classroom behaviors daily.

Person Responsible

Christina Snyder

Schedule

Daily, from 8/18/2016 to 6/2/2017

Evidence of Completion

Class Dojo reports

Action Step 2 5

Continue to implement Class dojo school wide in an effort to keep students engaged and parents informed of classroom behaviors daily.

Person Responsible

Jennifer Warren

Schedule

Daily, from 8/18/2016 to 6/2/2017

Evidence of Completion

Class Dojo reports

Action Step 3 5

Continue to implement Class dojo school wide in an effort to keep students engaged and parents informed of classroom behaviors daily.

Person Responsible

Christina Snyder

Schedule

Daily, from 8/18/2016 to 6/2/2017

Evidence of Completion

Class Dojo reports

Action Step 4 5

Students and Teachers will follow MTSSB and PBS strategies with fidelity

Person Responsible

Diane Celestini

Schedule

On 6/2/2017

Evidence of Completion

copies of data forms and PBS tracking data

Plan to Monitor Fidelity of Implementation of G1.B9.S1 6

Behavior reports

Person Responsible

Jo Rogers

Schedule

Monthly, from 9/1/2016 to 6/2/2017

Evidence of Completion

MTSSB reports, ClassDojo reports

Plan to Monitor Effectiveness of Implementation of G1.B9.S1 7

MTSSB data, FOCUS discipline reports, Classdojo reports, and PBS google ISD/tracking form

Person Responsible

Lorrane Blastick




















Schedule

Quarterly, from 8/18/2016 to 6/2/2017





















Evidence of Completion

copies of reports






















IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.B8.S1.A1  A296520	Acquire a teacher who has strengths in teaching technology to being the intro to computers/robotic...	Keiffer, Tim	8/18/2016	copy of hiring paperwork	8/18/2016 one-time
G1.B8.S1.A2  A296521	Acquire resources needed to begin and sustain the intro to computers/robotics technology program	Keiffer, Tim	8/18/2016	copies of purchase orders	8/18/2016 annually
G1.B2.S4.A1  A296505	All paraprofessionals will participate in a training for instructional strategies in order to...	Blastick, Lorrane	8/22/2016	copies of certificates	9/2/2016 one-time
G1.B2.S4.A2  A296506	All inclusion paraprofessionals will participate in a training for working with students who have...	Blastick, Lorrane	8/22/2016	copies of certificates	9/9/2016 one-time
G1.B2.S1.A1  A296498	PLCs will participate in a book study on "Growth Mindset in the Classroom"	Snyder, Christina	9/6/2016	sign in sheet, handouts, and exit tickets	10/21/2016 weekly
G1.B2.S1.A2  A296499	PLCs will participate in a book study on "Growth Mindset in the Classroom"	Warren, Jennifer	9/6/2016	sign in sheet, handouts, and exit tickets	10/21/2016 weekly
G1.B2.S1.A3  A296500	PLCs will participate in a book study on "Growth Mindset in the Classroom"	Keiffer, Tim	9/6/2016	sign in sheet, handouts, and exit tickets	10/21/2016 one-time
G1.B6.S1.MA1  M299858	PLC data analysis	Warren, Jennifer	9/19/2016	Reports for first in math, SRA data folders, common assessment results	5/26/2017 weekly
G1.B6.S1.MA1  M299859	Classroom learning walks and lesson plan reviews	Keiffer, Tim	8/22/2016	copies of lesson plans; electronic feedback	5/26/2017 biweekly
G1.B6.S1.MA2  M299860	Student Data notebook checks	Blastick, Lorrane	9/12/2016	copy of data notebooks	5/26/2017 biweekly
G1.B2.S3.MA1  M299852	Information, resources, and strategies shared with grade levels are incorporated into lesson plans	Snyder, Christina	9/6/2016	lesson plans, meeting notes, copies of handouts, emails sent to grade level with resources	5/26/2017 weekly
G1.B2.S3.MA3  M299853	Information, resources, and strategies shared with grade levels are incorporated into lesson plans	Warren, Jennifer	9/6/2016	lesson plans, meeting notes, copies of handouts, emails sent to grade level with resources	5/26/2017 weekly
G1.B2.S3.MA4  M299854	Information, resources, and strategies shared with grade levels are incorporated into lesson plans	Cajote, Karen	9/6/2016	lesson plans, meeting notes, copies of handouts, emails sent to grade level with resources	5/26/2017 weekly
G1.B2.S3.A1  A296503	Literacy and math liaisons will participate in district trainings	Keiffer, Tim	9/21/2016	copies of handouts, sign-in sheets	5/26/2017 monthly
G1.B2.S3.A2  A296504	Literacy and math liaisons share information, resources, and strategies within their grade level(s)	Keiffer, Tim	9/6/2016	copies of handouts and meeting notes	5/26/2017 monthly
G1.B1.S2.MA1  M299839	Attend and Share data at monthly district attendance meeting.	Keiffer, Tim	9/1/2016	FOCUS attendance report, District Attendance Report	5/31/2017 monthly
G1.B1.S2.A1  A296496	PBS will reward students who are present all month, on time, and did not leave early.	Blastick, Lorrane	9/1/2016	Focus Attendance reports	5/31/2017 monthly
G1.MA1  M299870	Review Common Assessment, Classroom Grades, MAP, and discipline data	Keiffer, Tim	9/6/2016	data reports	6/2/2017 quarterly
G1.MA2  M299871	Review Common Assessment, Classroom Grades, Map, and discipline data	Blastick, Lorrane	9/6/2016	data reports	6/2/2017 quarterly













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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.MA1  M299833	Student grades will show reteaching and retesting based on learning targets and standards	Blastick, Lorrane	9/6/2016	FOCUS grade books, common assessment data, student data notebooks	6/2/2017 monthly
G1.B1.S1.MA6  M299834	Student grades will show reteaching and retesting based on learning targets and standards	Keiffer, Tim	9/6/2016	FOCUS grade books, common assessment data, student data notebooks	6/2/2017 monthly
G1.B1.S1.MA1  M299835	Teachers effective use of MTSS and Intervention/Enrichment blocks with fidelity to their grade...	Blastick, Lorrane	9/6/2016	Lesson Plan Review and PLC data analysis sheet	6/2/2017 quarterly
G1.B1.S1.MA2  M299836	Teachers monitor their use of time to match the master schedule	Blastick, Lorrane	9/6/2016	Classroom learning walks	6/2/2017 biweekly
G1.B1.S1.MA4  M299837	Teachers monitor their use of time to match the master schedule	Keiffer, Tim	9/6/2016	Classroom learning walks	6/2/2017 biweekly
G1.B1.S1.MA5  M299838	Teachers effective use of MTSS and Intervention/Enrichment blocks with fidelity to their grade...	Keiffer, Tim	9/6/2016	Lesson Plan Review and PLC data analysis sheet	6/2/2017 quarterly
G1.B1.S1.A1  A296493	PLC's will complete a plan for utilizing the dedicated Intervention and MTSS blocks effectively by...	Snyder, Christina	9/6/2016	copy of grade level plan, PLC notes	6/2/2017 every-3-weeks
G1.B1.S1.A2  A296494	Callaway addresses those students who show need for improvement as identified by the early warning...	Warren, Jennifer	9/6/2016	Lesson plans, computer lab schedule, MTSS notes	6/2/2017 every-3-weeks
G1.B1.S1.A3  A296495	Callaway addresses those students who show need for improvement as identified by the early warning...	Tolbert, Doris	9/6/2016	Lesson plans, computer lab schedule, MTSS notes	6/2/2017 every-3-weeks
G1.B2.S1.MA1  M299841	Administration will conduct classroom Learning Walks and Lesson Plan Reviews	Keiffer, Tim	9/26/2016	copies of lesson plans; electronic feedback	6/2/2017 biweekly
G1.B2.S1.MA5  M299842	Administration will conduct classroom Learning Walks and Lesson Plan Reviews	Blastick, Lorrane	9/26/2016	copies of lesson plans; electronic feedback	6/2/2017 biweekly
G1.B2.S1.MA1  M299843	PLC's will incorporate differentiation strategies and growth mindset resources from bookstudy into...	Snyder, Christina	9/6/2016	copies of lesson plans	6/2/2017 weekly
G1.B2.S1.MA4  M299844	PLC's will incorporate differentiation strategies and growth mindset resources from bookstudy into...	Warren, Jennifer	9/6/2016	copies of lesson plans	6/2/2017 weekly
G1.B2.S1.MA5  M299845	PLC's will incorporate differentiation strategies and growth mindset resources from bookstudy into...	Keiffer, Tim	9/6/2016	copies of lesson plans	6/2/2017 weekly
G1.B6.S1.A1  A296507	Teachers will use a variety of text into on level reading instruction with an emphasis on...	Snyder, Christina	9/6/2016	lesson plans	6/2/2017 weekly
G1.B6.S1.A2  A296508	Teachers will use a variety of text into on level reading instruction with an emphasis on...	Warren, Jennifer	9/6/2016	lesson plans	6/2/2017 weekly
G1.B6.S1.A3  A296509	Teachers will use a variety of text into on level reading instruction with an emphasis on...	Dunnivant, Michael	9/6/2016	lesson plans	6/2/2017 weekly
G1.B6.S1.A4  A296510	Teachers will incorporate math frameworks strategies with an emphasis on word problems	Snyder, Christina	8/22/2016	lesson plans	6/2/2017 daily
G1.B6.S1.A5  A296511	Teachers will incorporate math frameworks strategies with an emphasis on word problems	Warren, Jennifer	8/22/2016	lesson plans	6/2/2017 daily
G1.B6.S1.A6  A296512	Teachers will incorporate math frameworks strategies with an emphasis on word problems	Walker, Phillipa	8/22/2016	lesson plans	6/2/2017 daily

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B6.S1.A7  A296513	Students will keep data notebooks to record their progress on targets, goals, and scales.	Snyder, Christina	9/9/2016	copies of notebooks	6/2/2017 weekly
G1.B6.S1.A8  A296514	Students will keep data notebooks to record their progress on targets, goals, and scales.	Warren, Jennifer	9/9/2016	copies of notebooks	6/2/2017 weekly
G1.B6.S1.A9  A296515	Students will keep data notebooks to record their progress on targets, goals, and scales.	Blastick, Lorrane	9/9/2016	copies of notebooks	6/2/2017 weekly
G1.B7.S1.MA1  M299861	Classroom Learning Walks and Data Notebook Check	Keiffer, Tim	9/5/2016	electronic copies	6/2/2017 monthly
G1.B7.S1.MA4  M299862	MTSS data chats	Celestini, Diane	9/5/2016	MTSS Universal Spreadsheet	6/2/2017 monthly
G1.B7.S1.MA5  M299863	Classroom Learning Walks and Data Notebook Check	Blastick, Lorrane	9/5/2016	electronic copies	6/2/2017 monthly
G1.B7.S1.MA1  M299864	Teachers will keep data notebooks on students within SRA reading	Dunnivant, Michael	9/1/2016	SRA data check	6/2/2017 monthly
G1.B7.S1.MA2  M299865	Teacher will track MTSS progress through Enrich	Celestini, Diane	9/1/2016	Enrich reports, MTSS plan	6/2/2017 monthly
G1.B7.S1.A1  A296516	Assess students using SRA diagnostics to determine reading levels for the purpose of walk to read.	Rogers, Jo	8/18/2016	establish reading groups, teacher assignments, current reading progress	6/2/2017 one-time
G1.B7.S1.A2  A296517	Assess students using SRA diagnostics to determine math lab placement levels of 1-5 grade lowest...	Snyder, Christina	8/18/2016	MTSS plans, assessment results	6/2/2017 one-time
G1.B7.S1.A3  A296518	Assess students using SRA diagnostics to determine math lab placement levels of 1-5 grade lowest...	Warren, Jennifer	8/18/2016	MTSS plans, assessment results	6/2/2017 one-time
G1.B7.S1.A4  A296519	Assess students using SRA diagnostics to determine math lab placement levels of 1-5 grade lowest...	Rogers, Jo	8/18/2016	MTSS plans, assessment results	6/2/2017 one-time
G1.B8.S1.MA1  M299866	Science and Math Common Assessment data and Classroom grade	Blastick, Lorrane	8/18/2016	copies of each	6/2/2017 monthly
G1.B8.S1.MA1  M299867	Resources usage in the classroom	Blastick, Lorrane	8/18/2016	copies of lesson plans, classroom learning walk results	6/2/2017 monthly
G1.B9.S1.MA1  M299868	MTSSB data, FOCUS discipline reports, Classdojo reports, and PBS google ISD/tracking form	Blastick, Lorrane	8/18/2016	copies of reports	6/2/2017 quarterly
G1.B9.S1.MA1  M299869	Behavior reports	Rogers, Jo	9/1/2016	MTSSB reports, ClassDojo reports	6/2/2017 monthly
G1.B9.S1.A1  A296522	Continue to implement Class dojo school wide in an effort to keep students engaged and parents...	Snyder, Christina	8/18/2016	Class Dojo reports	6/2/2017 daily
G1.B9.S1.A2  A296523	Continue to implement Class dojo school wide in an effort to keep students engaged and parents...	Warren, Jennifer	8/18/2016	Class Dojo reports	6/2/2017 daily
G1.B9.S1.A3  A296524	Continue to implement Class dojo school wide in an effort to keep students engaged and parents...	Snyder, Christina	8/18/2016	Class Dojo reports	6/2/2017 daily
G1.B9.S1.A4  A296525	Students and Teachers will follow MTSSB and PBS strategies with fidelity	Celestini, Diane	8/18/2016	copies of data forms and PBS tracking data	6/2/2017 one-time
G1.B1.S2.MA1  M299840	Attendance Team will monitor changes in attendance and taking corrective measures to increase the...	Keiffer, Tim	8/18/2016	Attendance excessive absences Google Doc; Notes from meeting	6/2/2017 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S2.A2  A296497	Quarterly, the grade level that has had the most students in attendance will be rewarded.	Keiffer, Tim	8/18/2016	Focus attendance reports	6/2/2017 quarterly
G1.B2.S2.MA1  M299846	Administration will do a learning walks and lesson plan reviews	Keiffer, Tim	8/18/2016	copies of lesson plans; electronic feedback	6/2/2017 quarterly
G1.B2.S2.MA4  M299847	Administration will do learning walks and lesson plan reviews	Blastick, Lorrane	8/18/2016	copies of lesson plans; electronic feedback	6/2/2017 quarterly
G1.B2.S2.MA1  M299848	Coach will followup by observing and critiquing the use of strategies previously modeled.	Walker, Phillipa	8/18/2016	Copy of coaches schedule and roster	6/2/2017 weekly
G1.B2.S2.MA3  M299849	Coach will follow up by observing and critiquing the use of strategies previously modeled.	Dunnivant, Michael	8/18/2016	Copy of coaches schedule and roster	6/2/2017 weekly
G1.B2.S2.A1  A296501	Math Coach will observe and set up classroom modeling and/or coaching cycles with teachers	Walker, Phillipa	8/22/2016	Copy of coaches schedule and roster	6/2/2017 weekly
G1.B2.S2.A2  A296502	Reading Coach will observe and set up classroom modeling and/or coaching cycles with teachers	Dunnivant, Michael	8/22/2016	Copy of coaches schedule and roster	6/2/2017 weekly
G1.B2.S3.MA1  M299850	PLC common assessment data and classroom grades	Blastick, Lorrane	9/6/2016	FOCUS reports and PLC common assessment data	6/2/2017 monthly
G1.B2.S3.MA5  M299851	PLC common assessment data and classroom grades	Keiffer, Tim	9/6/2016	FOCUS reports and PLC common assessment data	6/2/2017 monthly
G1.B2.S4.MA1  M299855	Classroom data for SRA, classroom grade reports, and/or MTSS, IEP progress	Blastick, Lorrane	9/6/2016	SRA data, classroom grades, IEP goals, and MTSS goals data	6/2/2017 monthly
G1.B2.S4.MA3  M299856	Classroom data for SRA, classroom grade reports, and/or MTSS, IEP progress	Keiffer, Tim	9/6/2016	SRA data, classroom grades, IEP goals, and MTSS goals data	6/2/2017 monthly
G1.B2.S4.MA1  M299857	Observation of paraprofessionals using strategies learned while working with students	Blastick, Lorrane	9/6/2016	classroom learning walks	6/2/2017 one-time

V. 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 increase learning gains as measured by Common Assessments, MAP, and/or FSA

G1.B2 Professional Development

G1.B2.S1 Teachers participate in professional development regarding growth mindset for differentiated learners

PD Opportunity 1

PLCs will participate in a book study on "Growth Mindset in the Classroom"

Facilitator

PLC leads

Participants

All teachers

Schedule

Weekly, from 9/6/2016 to 10/21/2016

G1.B2.S2 Literacy and Math coaches will support differentiated instruction by providing and/or modeling strategies

PD Opportunity 1

Math Coach will observe and set up classroom modeling and/or coaching cycles with teachers

Facilitator

Phillipa Walker

Participants

Classroom Teachers as needed or requested

Schedule

Weekly, from 8/22/2016 to 6/2/2017

PD Opportunity 2

Reading Coach will observe and set up classroom modeling and/or coaching cycles with teachers

Facilitator

Michael Dunnivant

Participants

Classroom Teachers as needed or requested

Schedule

Weekly, from 8/22/2016 to 6/2/2017

G1.B2.S3 Literacy and Math liaisons will support differentiated instruction within their subject area by sharing strategies and resources gathered at district trainings

PD Opportunity 1

Literacy and math liaisons will participate in district trainings

Facilitator

BDS staff development

Participants

Literacy and math liaisons per grade level

Schedule

Monthly, from 9/21/2016 to 5/26/2017

G1.B2.S4 Paraprofessionals will participate in professional development centered around student differentiation

PD Opportunity 1

All paraprofessionals will participate in a training for instructional strategies in order to better support teachers and students

Facilitator

Beacon Educator

Participants

All instructional paraprofessionals

Schedule

On 9/2/2016

PD Opportunity 2

All inclusion paraprofessionals will participate in a training for working with students who have disabilities in order to better support teachers and students

Facilitator

Beacon Educator

Participants

All paras serving in an inclusion class or working with ESE students

Schedule

On 9/9/2016

G1.B6 Implementing the instructional shifts for Florida Standards with fidelity.

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

PD Opportunity 1

Teachers will incorporate math frameworks strategies with an emphasis on word problems

Facilitator

Phillipa Walker

Participants

Core Math Instructors

Schedule

Daily, from 8/22/2016 to 6/2/2017

PD Opportunity 2

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

Facilitator

Tim Keiffer/ Lorrane Blastick

Participants

All teachers

Schedule

Weekly, from 9/9/2016 to 6/2/2017

G1.B9 Student behavior/Classroom disruptions

G1.B9.S1 Teachers will incorporate the use of RtIB strategies to keep students engaged and parents informed

PD Opportunity 1

Continue to implement Class dojo school wide in an effort to keep students engaged and parents informed of classroom behaviors daily.

Facilitator

Christina Snyder

Participants

All teachers (paras and bus drivers are invited)

Schedule

Daily, from 8/18/2016 to 6/2/2017

PD Opportunity 2

Students and Teachers will follow MTSSB and PBS strategies with fidelity

Facilitator

Lorrane Blastick

Participants

required for all new to CES teachers and staff (all are invited)

Schedule

On 6/2/2017

VI. Technical Assistance Items

Technical Assistance 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 increase learning gains as measured by Common Assessments, MAP, and/or FSA

G1.B1 Time

G1.B1.S1 Continue with dedicated 30 minute time blocks for both MTSS and Intervention/Enrichment daily

TA Opportunity 1

PLC's will complete a plan for utilizing the dedicated Intervention and MTSS blocks effectively by analyzing Common Assessment data to form groups for intervention/enrichment based on learning targets and standards

Facilitator

CES PLC Leadership Team

Participants

Sierra Roberts, Amanda Hackman, Jennifer Warren, Susan Hawley, Robin Adelman

Schedule

Every 3 Weeks, from 9/6/2016 to 6/2/2017

VII. Budget

1	G1.B1.S1.A1	PLC's will complete a plan for utilizing the dedicated Intervention and MTSS blocks effectively by analyzing Common Assessment data to form groups for intervention/enrichment based on learning targets and standards				\$53,625.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	150-Aides	0101 - Callaway Elementary School	Title I, Part A		\$53,625.00
			Notes: 4 - 5.75 MTSS Intervention Paraprofessionals			
2	G1.B1.S1.A2	Callaway addresses those students who show need for improvement as identified by the early warning system receive intervention/MTSS time up to an hour of additional remediation by the classroom teacher or trained paraprofessional. Resources such as SuccessMaker 9 (SM9), SRA math lab, or SRA reading labs				\$0.00
3	G1.B1.S1.A3	Callaway addresses those students who show need for improvement as identified by the early warning system receive intervention/MTSS time up to an hour of additional remediation by the classroom teacher or trained paraprofessional. Resources such as SuccessMaker 9 (SM9), SRA math lab, or SRA reading labs				\$0.00

4	G1.B1.S2.A1	PBS will reward students who are present all month, on time, and did not leave early.				\$0.00
5	G1.B1.S2.A2	Quarterly, the grade level that has had the most students in attendance will be rewarded.				\$0.00
6	G1.B2.S1.A1	PLCs will participate in a book study on "Growth Mindset in the Classroom"				\$726.72
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	510-Supplies	0101 - Callaway Elementary School	Title I, Part A		\$608.00
			Notes: Mindsets in the Classroom by Mary Cay Ricci			
	5100	510-Supplies	0101 - Callaway Elementary School	Title I, Part A		\$118.72
			Notes: Ready-to-Use Resources for Mindsets in the Classroom by Mary Cay Ricci			
7	G1.B2.S1.A2	PLCs will participate in a book study on "Growth Mindset in the Classroom"				\$0.00
8	G1.B2.S1.A3	PLCs will participate in a book study on "Growth Mindset in the Classroom"				\$0.00
9	G1.B2.S2.A1	Math Coach will observe and set up classroom modeling and/or coaching cycles with teachers				\$0.00
10	G1.B2.S2.A2	Reading Coach will observe and set up classroom modeling and/or coaching cycles with teachers				\$0.00
11	G1.B2.S3.A1	Literacy and math liaisons will participate in district trainings				\$0.00
12	G1.B2.S3.A2	Literacy and math liaisons share information, resources, and strategies within their grade level(s)				\$0.00
13	G1.B2.S4.A1	All paraprofessionals will participate in a training for instructional strategies in order to better support teachers and students				\$0.00
14	G1.B2.S4.A2	All inclusion paraprofessionals will participate in a training for working with students who have disabilities in order to better support teachers and students				\$0.00
15	G1.B6.S1.A1	Teachers will use a variety of text into on level reading instruction with an emphasis on informational text by incorporating Scholastic resources (StoryWorks JR, StoryWorks, and Scholastic News), the District ELA website (Literacy Cafe), and 180 Days of Reading				\$102,192.27
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	510-Supplies	0101 - Callaway Elementary School	Other		\$425.76
			Notes: 180 Days of Reading for K-5 teachers			
	5100	510-Supplies	0101 - Callaway Elementary School	Title I, Part A		\$3,299.51
			Notes: StoryWorks for grades 4-5 StoryWorks Jr. for grade 3 Scholastic News for grades K-2			
	5100	510-Supplies	0101 - Callaway Elementary School	Title I, Part A		\$5,894.00

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			<i>Notes: Instructional Materials</i>			
	5100	150-Aides	0101 - Callaway Elementary School	Title I, Part A		\$92,573.00
			<i>Notes: 7 - 5.75 Paraprofessionals for Classroom Support</i>			
16	G1.B6.S1.A2	Teachers will use a variety of text into on level reading instruction with an emphasis on informational text by incorporating Scholastic resources(StoryWorks JR, StoryWorks, and Scholastic News), the District ELA website (Literacy Cafe), and 180 Days of Reading				\$0.00
17	G1.B6.S1.A3	Teachers will use a variety of text into on level reading instruction with an emphasis on informational text by incorporating Scholastic resources(StoryWorks JR, StoryWorks, and Scholastic News), the District ELA website (Literacy Cafe), and 180 Days of Reading				\$0.00
18	G1.B6.S1.A4	Teachers will incorporate math frameworks strategies with an emphasis on word problems				\$0.00
19	G1.B6.S1.A5	Teachers will incorporate math frameworks strategies with an emphasis on word problems				\$0.00
20	G1.B6.S1.A6	Teachers will incorporate math frameworks strategies with an emphasis on word problems				\$0.00
21	G1.B6.S1.A7	Students will keep data notebooks to record their progress on targets, goals, and scales.				\$317.29
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	510-Supplies	0101 - Callaway Elementary School	Title I, Part A		\$317.29
			<i>Notes: Growth Mindset Clings/Posters</i>			
22	G1.B6.S1.A8	Students will keep data notebooks to record their progress on targets, goals, and scales.				\$0.00
23	G1.B6.S1.A9	Students will keep data notebooks to record their progress on targets, goals, and scales.				\$0.00
24	G1.B7.S1.A1	Assess students using SRA diagnostics to determine reading levels for the purpose of walk to read.				\$0.00
25	G1.B7.S1.A2	Assess students using SRA diagnostics to determine math lab placement levels of 1-5 grade lowest quartile students				\$0.00
26	G1.B7.S1.A3	Assess students using SRA diagnostics to determine math lab placement levels of 1-5 grade lowest quartile students				\$0.00
27	G1.B7.S1.A4	Assess students using SRA diagnostics to determine math lab placement levels of 1-5 grade lowest quartile students				\$0.00
28	G1.B8.S1.A1	Aquire a teacher who has strengths in teaching technology to being the intro to computers/robotic technology program				\$0.00
29	G1.B8.S1.A2	Acquire resources needed to begin and sustain the intro to computers/robotics technology program				\$26,364.70
	Function	Object	Budget Focus	Funding Source	FTE	2016-17

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	5100	644-Computer Hardware Non-Capitalized	0101 - Callaway Elementary School	Title I, Part A		\$16,140.00
			<i>Notes: 30 Laptops</i>			
	5100	644-Computer Hardware Non-Capitalized	0101 - Callaway Elementary School	Title I, Part A		\$224.70
			<i>Notes: 30 3-Button USB Wired Mouse</i>			
	5100	692-Computer Software Non-Capitalized	0101 - Callaway Elementary School	Title I, Part A		\$10,000.00
			<i>Notes: Robotic Materials</i>			
30	G1.B9.S1.A1	Continue to implement Class dojo school wide in an effort to keep students engaged and parents informed of classroom behaviors daily.				\$0.00
31	G1.B9.S1.A2	Continue to implement Class dojo school wide in an effort to keep students engaged and parents informed of classroom behaviors daily.				\$0.00
32	G1.B9.S1.A3	Continue to implement Class dojo school wide in an effort to keep students engaged and parents informed of classroom behaviors daily.				\$0.00
33	G1.B9.S1.A4	Students and Teachers will follow MTSSB and PBS strategies with fidelity				\$4,715.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	510-Supplies	0101 - Callaway Elementary School	Title I, Part A		\$284.00
			<i>Notes: Core Essentials - Character Based Program and Anti-Bullying Assembly Package</i>			
	5100	510-Supplies	0101 - Callaway Elementary School	Title I, Part A		\$350.00
			<i>Notes: ZooU</i>			
	5100	150-Aides	0101 - Callaway Elementary School	Title I, Part A		\$4,081.00
			<i>Notes: ISS/ISD Para for 1.75 hrs.</i>			
					Total:	\$187,940.98