

Bay District Schools

Callaway Elementary School



2017-18 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)	2016-17 Title I School	2016-17 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	45%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Callaway Elementary School

DA Region and RED	DA Category and Turnaround Status
Northwest - Rachel Heide	- 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.

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 cafeteria 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 cafeteria 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 of the bus, 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 schoolwide monthly activities. Additionally, school and classroom reward programs may include participation in Fun Friday activities,

nomination of student of the Month, school 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 the Promise Room. 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 and our full time Social Worker. A Military Family Life Counselor is also on campus several days a week to counsel students whose parents are serving in the military. We will continue Check In/Check Out (CICO) program for students who need frequent monitoring. In addition, we will attempt to partner with Tyndall Air Force Base, local churches, and local businesses for a mentoring program for any student in need. These mentors would 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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. Our attendance team tracks identified students and our parent liaison and classroom teachers will make phone calls to contact parents. 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 popsicles and popcorn.

Suspensions, both ISS and OSS, are tracked through FOCUS and MTSSB. We also have a PROMISE 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 Guided Lesson Plans with teacher or paraprofessional in the classroom. Tier III students also add additional 30 minutes of instruction in their problem area. Teachers will document in lesson plans and PLC minutes.

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.

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 Achieve 3000, SRA math lab, or SRA reading labs are used. 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP 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/436336>.

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 full time Parent Liaison who coordinates parents and community volunteers to activities on our campus. Our Parent Liaison makes phone calls to follow up on attendance. Our Parent Liaison and social worker also complete home-visits to assist our families. Callaway has a full time social worker that can provide services to our students.

C. Effective Leadership

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
Blastick, Lorrane	Administrative Support
Hawley, Susan	Teacher, K-12
Brown, Denise	Teacher, K-12

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 classroom teachers in providing interventions for Tier 3 students. The social worker, guidance counselor, classroom teacher, Sylvia Monduy, the Assistant Administrator, and principal attended the SIP training. In addition, MTSS data on Tier 2 and 3 targets both academic and social/emotional areas that need to be addressed. An additional goal addressing behavior has been added to our SIP. MTSS will help set clear expectations for instruction and 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 track 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, 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 of the MTSS process and tracking our Tier 2 and Tier 3 students. 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 Pacing Guides 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. Mrs. Hawley 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
Lorrane Blastick	Education Support Employee

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The administrative team along with our Social Worker, Guidance Counselor, and Sylvia Monduy (2nd grade teacher) attended the district provided SIP training in the summer of 2017. During the training the team took time to look at the current data (MAP, FCAT science, FSA reading and math trends, and behavior data from FOCUS) to determine progress on the 2016-2017 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 2017-2018 draft for SIP.

b. Development of this school improvement plan

After reviewing the most current data (FCAT science, FSA and MAP) to determine progress of the previous SIP. The administrative team with help from our Social Worker, Guidance Counselor, and Sylvia Monduy (2nd grade teacher), decided to focus on differentiation for our lowest 25 percent. During the training they began to create a draft for school targets, goals, and strategies.

At the 2017-2018 back to school in-service, administration presented the school data from the previous year 2017. 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 2018SIP 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 2017-2018 SIP.

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

At the end of the 2016-2017 budget was forecast-ed for stakeholders to input any recommendations. At the beginning of the 2017-2018 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.

Callaway Elementary received school year 2016-2017 SAC funds on May 25, 2017. We received \$2,426.00. The committee decided to rollover these funds to school year 2017-2018.

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
Blastick, Lorrane	Assistant Principal
Hawley, Susan	Teacher, K-12
Hodges, Kitty	Teacher, K-12
Brown, Denise	Teacher, K-12

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 guidance and the Assistant Administrator will monitor SRA data to ensure students receive SRA instruction to fidelity.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. 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 meets and collaborates weekly to build their weekly plans aligning to the district pacing guide and Florida standards. At least once a week all teachers meet to work in their PLCs to work through the lesson protocol for math and ELA. 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. PLCs are also completing agendas 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 plans. This year the district is providing common assessments that are aligned to the Florida standards. Instructional delivery will follow the Bay District School Pacing curriculum guides and teachers are encouraged to use the district resources provided on the district website.

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 Eureka 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 for remediation.

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, reassessing, computerized programs. This year students will also receive differentiation using Achieve 3000, Zearn and Smart Ants.

CES is implementing full inclusion model which includes all ESE students for the 2017-2018. 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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 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 development to determine a baseline for future growth. FLKRS (Florida Kindergarten Readiness Screener) data is to be collected within the first 30 days of school to help assist teachers with planning ELA, Science, Social Studies lesson plans/activities throughout the school year. In September we have an open house where parents are invited to come see the progress their child has made and participate conferences in which the parent and teacher discuss student data, grades and consider goals to 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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.** Callaway will increase learning gains in ELA/Math and Science by 10% for students grades 3-5 as measured by the FSA/FCAT(Science) State assessments.
- G2.** Callaway Elementary will continue holding monthly behavior data chats during our PBS meetings in order to identify school-wide and student centered behavior needs in order to increase student engagement and achievement. Callaway will also continue to deliver character education in the classroom to increase instructional time and reduce student negative behaviors by 10%.

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. Callaway will increase learning gains in ELA/Math and Science by 10% for students grades 3-5 as measured by the FSA/FCAT(Science) State assessments. 1a

G095919

Targets Supported 1b

Indicator	Annual Target
Statewide Science Assessment Level 3	10.0
Math Lowest 25% Gains	10.0
ELA/Reading Lowest 25% Gains	10.0

Targeted Barriers to Achieving the Goal 3

- Opportunities for differentiation
- Absence of Professional Development for target reporting categories

Resources Available to Help Reduce or Eliminate the Barriers 2

- Paraprofessionals
- Math Coach
- Classroom computers and Programs
- Manipulatives for Math
- SRA Reading and SRA Math
- PLC team/time

Plan to Monitor Progress Toward G1. 8

MAP data will be used for progress monitoring. Students take the district assessment in the fall, winter and spring each school year. MAP result will be discussed at our MTSS monthly meetings.

Person Responsible

Diane Celestini

Schedule

Monthly, from 9/7/2017 to 5/24/2018

Evidence of Completion

Teachers will meet monthly with Diane Celestini and share students grades, MAP scores, academic concerns and behavioral concerns, with the grade level teams.

Plan to Monitor Progress Toward G1. 8

SRA Data chats will occur monthly with guidance counselor and AA to monitor students progress in SRA.

Person Responsible

Jo Rogers

Schedule

Monthly, from 9/14/2017 to 5/31/2018

Evidence of Completion

Teachers will meet monthly with Joann Rogers and Lorrane Blastick to share SRA Data and the progression of student mastery. The grade level teams will also discuss concerns and student goals.

Plan to Monitor Progress Toward G1. 8

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

Person Responsible

Tim Keiffer

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

grade book data, FOCUS,

Plan to Monitor Progress Toward G1. 8

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

Person Responsible

Lorrane Blastick

Schedule

Weekly, from 9/12/2017 to 6/1/2018

Evidence of Completion

grade book data, FOCUS,

Plan to Monitor Progress Toward G1. 8

PLC's will incorporate differentiation strategies, KAGAN strategies, and growth mindset resources in their lesson plans

Person Responsible

Tim Keiffer

Schedule

Weekly, from 9/12/2017 to 6/1/2018

Evidence of Completion

Review PLC minutes and lesson plans

Plan to Monitor Progress Toward G1. 8

PLC's will incorporate differentiation strategies, KAGAN strategies, and growth mindset resources in their lesson plans

Person Responsible

Lorrane Blastick

Schedule

Weekly, from 9/12/2017 to 6/1/2018

Evidence of Completion

Review PLC minutes and lesson plans

Plan to Monitor Progress Toward G1. 8

Admin will complete Classroom Walk Through Forms when conducting walks.

Person Responsible

Tim Keiffer

Schedule

Biweekly, from 9/11/2017 to 6/1/2018

Evidence of Completion

Google Doc Form

Plan to Monitor Progress Toward G1. 8

Admin will complete Classroom Walk Through Forms when conducting walks.

Person Responsible

Lorrane Blastick

Schedule

Biweekly, from 9/11/2017 to 6/1/2018

Evidence of Completion

Google Doc Form

G2. Callaway Elementary will continue holding monthly behavior data chats during our PBS meetings in order to identify school-wide and student centered behavior needs in order to increase student engagement and achievement. Callaway will also continue to deliver character education in the classroom to increase instructional time and reduce student negative behaviors by 10%. 1a

G095920

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	10.0
Discipline incidents	10.0
2+ Behavior Referrals	10.0

Targeted Barriers to Achieving the Goal 3

- Funds for resources
- Teacher Buy In
- Time
- Sustainability
- Attendance
- Mobility

Resources Available to Help Reduce or Eliminate the Barriers 2

- PBS team
- Florida PBS Resources/website
- Full time Social Worker
- Promise Program
- Life Management Center
- Military Family Counselor

Plan to Monitor Progress Toward G2. 8

PBS Team will discuss discipline data: ODRs and PBS tracking forms. In reviewing the data we observe location, motivation, time, gender, race and ethnicity, identify if the student/s are ESE, Tier 2 or Tier 3.

Person Responsible

Lorrane Blastick

Schedule

Monthly, from 9/5/2017 to 6/1/2018

Evidence of Completion

As the team reviews the data we will set goals and monitor them. The data from the ODRs and PBS tracking form will show areas needing improvements and those areas will drive our goals.

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. Callaway will increase learning gains in ELA/Math and Science by 10% for students grades 3-5 as measured by the FSA/FCAT(Science) State assessments. **1**

 **G095919**

G1.B1 Opportunities for differentiation **2**

 **B258230**

G1.B1.S1 Hire full time Math Coach to provide modeling, professional development, progress monitoring, and assist with remediation strategies for K-5 **4**

 **S273299**

Strategy Rationale

Action Step 1 **5**

Hire Math Coach to provide teachers resources for professional development

Person Responsible

Phillipa Walker

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

PLC documentation, faculty meetings, grade level meetings,

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

Monitor the Math support provided to the teachers

Person Responsible

Tim Keiffer

Schedule

Biweekly, from 8/17/2017 to 6/1/2018

Evidence of Completion

PLC minutes/documentation, lesson plans, agendas, grade chair meetings, meetings with Math Coach.

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

Monitor the Math support provided to the teachers

Person Responsible

Lorrane Blastick

Schedule

Biweekly, from 8/17/2017 to 6/1/2018

Evidence of Completion

PLC minutes/documentation, lesson plans, agendas, grade chair meetings, meetings with Math Coach.

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

Leadership Team will review student mastery on common assessments and MAP

Person Responsible

Tim Keiffer

Schedule

Monthly, from 9/12/2017 to 6/1/2018

Evidence of Completion

Gradebook in FOCUS, MTSS meetings, PLC meetings,

G1.B1.S2 Sullivan and Howard will provide leadership in Science, providing vertical planning, development of lesson plans, provide science hands on labs for student engagement **4**

 S273300

Strategy Rationale

Action Step 1 **5**

Mr. Sullivan will coordinate with District Instructional Specialists to provide professional development with Callaway teachers grade 3-5.

Person Responsible

Jack Sullivan

Schedule

Biweekly, from 9/12/2017 to 6/1/2018

Evidence of Completion

Sign in sheets, agendas, minutes from PLCs and/or grade level meetings

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

Mr. Sullivan will coordinate with District Instructional Specialists.

Person Responsible

Tim Keiffer

Schedule

On 6/1/2018

Evidence of Completion

Sign in sheets, agendas, minutes from PLCs and/or grade level meetings

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

Monitor grade on common assessments and MAP scores.

Person Responsible

Tim Keiffer

Schedule

Quarterly, from 9/5/2017 to 6/1/2018

Evidence of Completion

Grades, MAP data, and concerns discussed at MTSS will be brought to Keiffer and Blastick.

G1.B1.S3 Consult with District Science Instructional Specialist for professional development for grades 3-5 4

 S273301

Strategy Rationale

Action Step 1 5

Provide hands on science activities, lesson plans, vertical planning for Callaway teachers grades 3-5.

Person Responsible

Jack Sullivan

Schedule

Monthly, from 9/12/2017 to 6/1/2018

Evidence of Completion

PLC documentation, agendas, grade level minutes, sign in sheets, lesson plans

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

5th grade will monitor Science scores from MAP testing.

Person Responsible

Jo Rogers

Schedule

Triannually, from 9/5/2017 to 6/1/2018

Evidence of Completion

Map data and common assessments will be used to identify strengths and weaknesses for individual students.

G1.B1.S4 Class schedules will reflect identifying our lowest 25%. Teachers will identify weak areas to increase individual student performance. 4

 S273302

Strategy Rationale

Action Step 1 5

Identifying lowest 25%

Person Responsible

Jo Rogers

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

The evidence is the class schedules.

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Class schedules will reflect lowest 25%

Person Responsible

Jo Rogers

Schedule

Monthly, from 8/17/2017 to 6/1/2018

Evidence of Completion

Class rosters spreadsheet, class rosters in FOCUS

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

Rogers shared and updates the spreadsheet that is shared with administration.

Person Responsible

Tim Keiffer

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

As classes are leveled out, as new students enroll at CES, and when students withdraw, guidance does update the spreadsheet.

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

Rogers shared and updates the spreadsheet that is shared with administration.

Person Responsible

Lorrane Blastick

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

As classes are leveled out, as new students enroll at CES, and when students withdraw guidance does update the spreadsheet.

G1.B1.S5 ELA Focus will be on close reading. 4

 S273303

Strategy Rationale

Action Step 1 5

ELA Liaisons will share out information from district meetings and model close reading activities.

Person Responsible

Jennifer Warren

Schedule

Monthly, from 9/11/2017 to 6/1/2018

Evidence of Completion

The evidence will be PLC minutes and lesson place will reflect participation and planning in close reading activities.

Plan to Monitor Fidelity of Implementation of G1.B1.S5 6

Review of lesson plans and PLC minutes

Person Responsible

Tim Keiffer

Schedule

Biweekly, from 9/12/2017 to 6/1/2018

Evidence of Completion

Meetings with the liaisons, attending PLC meetings, and reviewing the lesson plans and PLC minutes.

Plan to Monitor Effectiveness of Implementation of G1.B1.S5 7

Grades on the district common assessments

Person Responsible

Tim Keiffer

Schedule

Monthly, from 9/5/2017 to 6/1/2018

Evidence of Completion

Diane Celestini, Jo Rogers, Phillipa Walker, Lorrane Blastick, and grade chairs will share grade information, details and address concerns.

G1.B1.S6 Hire more instructional paraprofessionals to offer differentiation in the classroom. 4

 S273304

Strategy Rationale

Action Step 1 5

Hire more instructional paraprofessionals

Person Responsible

Lorrane Blastick

Schedule

On 9/1/2017

Evidence of Completion

Para schedule

Plan to Monitor Fidelity of Implementation of G1.B1.S6 6

Admin will monitor with class walks, reviewing lesson plans, and monitoring student progress

Person Responsible

Lorrane Blastick

Schedule

Biweekly, from 8/17/2017 to 6/1/2018

Evidence of Completion

Class walks, lesson plans, and follow up with grade chairs and paraprofessional usage.

Plan to Monitor Effectiveness of Implementation of G1.B1.S6 7

Follow up with teacher's before para evaluations, MTSS data and minutes, student progress

Person Responsible

Lorrane Blastick

Schedule

Biweekly, from 8/17/2017 to 6/1/2018

Evidence of Completion

Student grades, lesson plans, Tier 3 implementation,

G1.B2 Absence of Professional Development for target reporting categories **2**

 B258231

G1.B2.S1 Math Coach will provide grade level professional development to assist teachers with preparation, planning, and resources for Eureka Math implementation. **4**

 S273305

Strategy Rationale

Action Step 1 **5**

Math coach will provide professional development, help teacher plan and prepare using the new math curriculum.

Person Responsible

Tim Keiffer

Schedule

Monthly, from 9/5/2017 to 6/1/2018

Evidence of Completion

PLC meeting minutes/agenda, Faculty meeting agendas, lesson plans and protocols

Action Step 2 **5**

Math coach will provide professional development, help teacher plan and prepare using the new math curriculum.

Person Responsible

Lorrane Blastick

Schedule

Monthly, from 9/5/2017 to 6/1/2018

Evidence of Completion

PLC meeting minutes/agenda, Faculty meeting agendas, lesson plans and protocols

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

Admin will meet with grade chairs monthly and ask them for progress and/or concerns.

Person Responsible

Tim Keiffer

Schedule

Monthly, from 9/5/2017 to 6/1/2018

Evidence of Completion

Admin will review PLC minutes, follow up with grade chairs, follow up with Ms. Walker.

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

Summative grades, MAP scores, district common assessments, and pacing will be reviewed.

Person Responsible

Tim Keiffer

Schedule

Monthly, from 9/5/2017 to 6/1/2018

Evidence of Completion

Admin will have monthly MTSS meetings, monthly meetings with grade chairs, attend PLC meetings, and monitor GradeBook.

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

Summative grades, MAP scores, district common assessments, and pacing will be reviewed.

Person Responsible

Lorrane Blastick


Schedule

Monthly, from 9/5/2017 to 6/1/2018

Evidence of Completion

Admin will have monthly MTSS meetings, monthly meetings with grade chairs, attend PLC meetings, and monitor GradeBook.

G1.B2.S2 Invite District Instructional Specialist to provide grade level and vertical opportunities for planning, preparing, and delivering science instruction aligned with testing item specs and Florida standards. 4

 S273306

Strategy Rationale

Action Step 1 5

Invite a district science Instructional Specialist to our campus to provide professional development for teachers in grades 3-5.

Person Responsible

Jack Sullivan

Schedule

On 12/15/2017

Evidence of Completion

Sign in sheets

G1.B2.S3 ELA liaisons will share out information, training, and model lessons to help their grade levels prepare and deliver instruction aligned with the BDS pacing guide and resources. 4

 S273307

Strategy Rationale

Action Step 1 5

ELA liaisons will share out with their grade groups information and strategies learned from their district meetings.

Person Responsible

Jennifer Warren

Schedule

Monthly, from 9/29/2017 to 6/1/2018

Evidence of Completion

PLC minutes/agendas, meetings with admin, lesson plans

G1.B2.S4 Science liaisons will share out information, training, and model lessons to help their grade levels prepare and deliver instruction aligned with the BDS pacing guide and resources. 4

 S273308

Strategy Rationale

Action Step 1 5

Science liaisons will share information about hands on activities, lessons, lesson plans, and resources to increase student engagement.

Person Responsible

Jack Sullivan

Schedule

Monthly, from 9/29/2017 to 6/1/2018

Evidence of Completion

PLC minutes, lesson plans

G2. Callaway Elementary will continue holding monthly behavior data chats during our PBS meetings in order to identify school-wide and student centered behavior needs in order to increase student engagement and achievement. Callaway will also continue to deliver character education in the classroom to increase instructional time and reduce student negative behaviors by 10%. 1

G095920

G2.B1 Funds for resources 2

B258232

G2.B1.S1 Ask SAC/PTO for assistance with funding for school wide PBS activities. 4

S273309

Strategy Rationale

Action Step 1 5

PBS team will ask SAC/PTO for funds for incentives to increase positive behaviors at Callaway.

Person Responsible

Lorrane Blastick

Schedule

Semiannually, from 10/10/2017 to 6/1/2018

Evidence of Completion

SAC/PTO agendas and minutes

G2.B1.S2 PBS Team will ask and follow up with district personnel for resources, assistance, and feedback. 4

 S273310

Strategy Rationale

Action Step 1 5

PBS team will follow up with district personnel about resources and opportunities available to schools.

Person Responsible

Lorrane Blastick

Schedule

Annually, from 8/14/2017 to 6/1/2018

Evidence of Completion

District personnel will come to Callaway to provide resources and assistance, feedback and suggestions.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Invite district personnel to PBS Meeting

Person Responsible

Lorrane Blastick

Schedule

Semiannually, from 8/17/2017 to 6/1/2018

Evidence of Completion

PBS Minutes/sign in sheets

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Implementing strategies suggested, recommendations from district personnel

Person Responsible

Tim Keiffer


Schedule

Quarterly, from 9/1/2017 to 6/1/2018

Evidence of Completion

ODR Data from FOCUS, PBS tracking response google doc, and end of the year results comparing 2016-2017 to 2017-2018.

G2.B2 Teacher Buy In 2

 B258233

G2.B2.S1 Summer In-service delivery to teachers. 4

 S273311

Strategy Rationale

Delivery needs to explain the goal, the rational behind the goal, data, explain that this process will be effective if everyone understands and implements PBS.

Action Step 1 5

Administration will deliver the PBS plan and our school goal during summer in-service days.

Person Responsible

Lorrane Blastick

Schedule

On 8/10/2017

Evidence of Completion

In-service agenda, sign in sheets, and summer in-service folder on the google drive.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Mr. Keiffer placed SIP and PBS on our school agendas. He will also monitor PBS data and meetings.

Person Responsible

Tim Keiffer

Schedule

Monthly, from 9/5/2017 to 6/1/2018

Evidence of Completion

Admin will collect and discuss school wide data with PBS team. The evidence will be agendas and minutes from PBS Meetings and PLC meetings.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Behavior data will be monitored and shared with staff.

Person Responsible

Tim Keiffer

Schedule

Monthly, from 8/17/2017 to 6/1/2018

Evidence of Completion

PBS team will collect, review, analyze our PBS tracking form data and ODR data from FOCUS. We will identify areas that need improving and highlight areas that are successful and show improvements. This information will be shared out and the grade representatives will share with their teams.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Behavior data will be monitored and shared with staff.

Person Responsible

Lorrane Blastick

Schedule

Monthly, from 8/17/2017 to 6/1/2018

Evidence of Completion

PBS team will collect, review, analyze our PBS tracking form data and ODR data from FOCUS. We will identify areas that need improving and highlight areas that are successful and show improvements. This information will be shared out and the grade representatives will share with their teams.

G2.B3 Time 2

 B258234

G2.B3.S1 Teachers and staff will spend the first two weeks establishing routines and classroom policies.

4

 S273313

Strategy Rationale

Action Step 1 5

Teachers and staff will introduce and review classroom expectations and school wide expectations

Person Responsible

Tim Keiffer

Schedule

On 9/1/2017

Evidence of Completion

Lesson plans

Action Step 2 5

Teachers and staff will introduce and review classroom expectations and school wide expectations

Person Responsible

Lorrane Blastick

Schedule

On 9/1/2017

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Review lesson plans and PLC minutes

Person Responsible

Tim Keiffer

Schedule

On 9/1/2017

Evidence of Completion

Observations in classrooms and campus, Lesson Plans and PLC minutes

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Review lesson plans and PLC minutes

Person Responsible

Lorrane Blastick

Schedule

On 9/1/2017

Evidence of Completion

Observations in classrooms and campus, Lesson Plans and PLC minutes

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Person Responsible

Schedule

Evidence of Completion

G2.B3.S2 Teachers will introduce RTR and our new school wide expectations. Responsibility: I will make positive choices. Tolerance: I can enjoy other peoples differences. Respect: I will treat others the way I want to be treated. 4

S273314

Strategy Rationale

Action Step 1 5

During summer in-service, teachers and administration discussed updating RTR. We as a school agreed on pushing out our new expectations. Amin shared new RTR via ITV, newsletters and PBS meetings. Teachers shared via DOJO, newsletters, and posted in their classrooms.

Person Responsible

Lorrane Blastick

Schedule

Monthly, from 8/9/2017 to 6/1/2018

Evidence of Completion

Lesson plans, class walks, PBS minutes and agenda, school website, and school newsletters.

Plan to Monitor Fidelity of Implementation of G2.B3.S2 6

Add to summer in-service agenda, work with Mrs. Hodges for ITV, update school website, send DOJO messages, send home parent newsletters.

Person Responsible

Tim Keiffer

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Agendas, PLC minutes, newsletters

Plan to Monitor Effectiveness of Implementation of G2.B3.S2 7

PROMISE Room visits, class walks, PBS team meetings

Person Responsible

Tim Keiffer


Schedule

Monthly, from 9/1/2017 to 6/1/2018

Evidence of Completion

Track PBS tracking forms for PROMISE data, class walks, agenda and minutes from PBS meetings.

G2.B3.S3 Hire full time social worker. 4

 S273315

Strategy Rationale

Action Step 1 5

Hire full time social worker

Person Responsible

Tim Keiffer

Schedule

On 6/1/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B3.S3 6

Monitor services to students

Person Responsible

Tim Keiffer

Schedule

Monthly, from 9/1/2017 to 6/1/2018

Evidence of Completion

Home visits, CSTs, PBS sign in sheets, Admin PLC minutes, Attendance team minutes

G2.B4 Sustainability 2

 B258235

G2.B4.S1 Administration and PBS Team will share data at monthly meetings and the grade reps will share with their grade teams. 4

 S273316

Strategy Rationale

Action Step 1 5

Monthly PBS meetings

Person Responsible

Lorrane Blastick

Schedule

Monthly, from 9/5/2017 to 6/1/2018

Evidence of Completion

School calendar, PBS minutes/agendas, PLC minutes

G2.B4.S2 PBS Team is modeling for faculty and staff with Teacher of the Month and Support Employee of the Month. 4

 S273317

Strategy Rationale

Action Step 1 5

PBS team will model for faculty and staff.

Person Responsible

Tim Keiffer

Schedule

Monthly, from 9/5/2017 to 6/1/2018

Evidence of Completion

Monday Memos, school calendar, PBS Minutes

Plan to Monitor Fidelity of Implementation of G2.B4.S2 6

Monthly drawing on ITV

Person Responsible

Tim Keiffer

Schedule

Monthly, from 9/4/2017 to 5/8/2018

Evidence of Completion

School calendar

G2.B4.S3 Administration will remind staff and students via ITV about RTR expectations and the characteristic of the month 4

 S273318

Strategy Rationale

Action Step 1 5

Students will hear administration share RTR on ITV.

Person Responsible

Lorrane Blastick

Schedule

Monthly, from 8/17/2017 to 6/1/2018

Evidence of Completion

PBS minutes

Plan to Monitor Fidelity of Implementation of G2.B4.S3 6

Administration will encourage teachers to review the RTR school wide expectations. Students will know them and be able to explain them.

Person Responsible

Tim Keiffer

Schedule

Monthly, from 8/17/2017 to 6/1/2018

Evidence of Completion

Lesson plans and PBS minutes

Plan to Monitor Effectiveness of Implementation of G2.B4.S3 7

Admin will monitor behavior data

Person Responsible

Tim Keiffer

Schedule

Monthly, from 9/1/2017 to 6/1/2018

Evidence of Completion

ODR from FOCUS, PBS tracking forms, PROMISE DATA

G2.B5 Attendance 2

 B258236

G2.B5.S1 Callaway will continue using the attendance incentives, monitoring chronic absenteeism in the Attendance Team meetings, and having the Parent Liasison make phone calls and/or home visits with our Social Worker. 4

 S273319

Strategy Rationale

Action Step 1 5

Continue Attendance meetings

Person Responsible

Tim Keiffer

Schedule

Monthly, from 9/15/2017 to 6/1/2018

Evidence of Completion

Attendance team decides who our Parent Liaison will contact, if necessary.

Plan to Monitor Fidelity of Implementation of G2.B5.S1 6

Attendance reports will run from FOCUS to identify students with high absenteeism.

Person Responsible

Tim Keiffer

Schedule

Monthly, from 9/15/2017 to 6/1/2018

Evidence of Completion

FOCUS reports will be shared with Attendance Team

Plan to Monitor Effectiveness of Implementation of G2.B5.S1 7

Attendance team will monitor school wide attendance following the BDS Attendance Flowchart.

Person Responsible

Tim Keiffer

Schedule

Monthly, from 9/15/2017 to 6/1/2018
















Evidence of Completion

The team will review monthly reports and Parent Liaison's documentation, attendance reports, CSTs,





















IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G2.B3.S1.MA1 M393407	[no content entered]		No Start Date		No End Date one-time
G2.B2.S1.A1 A366896	Administration will deliver the PBS plan and our school goal during summer in-service days.	Blastick, Lorrane	8/9/2017	In-service agenda, sign in sheets, and summer in-service folder on the google drive.	8/10/2017 one-time
G2.B3.S1.MA1 M393408	Review lesson plans and PLC minutes	Keiffer, Tim	8/14/2017	Observations in classrooms and campus, Lesson Plans and PLC minutes	9/1/2017 one-time
G2.B3.S1.MA3 M393409	Review lesson plans and PLC minutes	Blastick, Lorrane	8/14/2017	Observations in classrooms and campus, Lesson Plans and PLC minutes	9/1/2017 one-time
G2.B3.S1.A1 A366897	Teachers and staff will introduce and review classroom expectations and school wide expectations	Keiffer, Tim	8/17/2017	Lesson plans	9/1/2017 one-time
G2.B3.S1.A2 A366898	Teachers and staff will introduce and review classroom expectations and school wide expectations	Blastick, Lorrane	8/17/2017	Lesson Plans	9/1/2017 one-time
G1.B1.S6.A1 A366888	Hire more instructional paraprofessionals	Blastick, Lorrane	8/17/2017	Para schedule	9/1/2017 one-time
G1.B2.S2.A1 A366891	Invite a district science Instructional Specialist to our campus to provide professional...	Sullivan, Jack	9/5/2017	Sign in sheets	12/15/2017 one-time
G2.B4.S2.MA1 M393413	Monthly drawing on ITV	Keiffer, Tim	9/4/2017	School calendar	5/8/2018 monthly
G1.MA1 M393394	MAP data will be used for progress monitoring. Students take the district assessment in the fall,...	Celestini, Diane	9/7/2017	Teachers will meet monthly with Diane Celestini and share students grades, MAP scores, academic concerns and behavioral concerns, with the grade level teams.	5/24/2018 monthly
G1.MA2 M393395	SRA Data chats will occur monthly with guidance counselor and AA to monitor students progress in...	Rogers, Jo	9/14/2017	Teachers will meet monthly with Joann Rogers and Lorrane Blastick to share SRA Data and the progression of student mastery. The grade level teams will also discuss concerns and student goals.	5/31/2018 monthly
G1.MA3 M393396	Review Common Assessment, Classroom Grades, Map, and discipline data	Keiffer, Tim	8/14/2017	grade book data, FOCUS,	6/1/2018 weekly
G1.MA4 M393397	Review Common Assessment, Classroom Grades, Map, and discipline data	Blastick, Lorrane	9/12/2017	grade book data, FOCUS,	6/1/2018 weekly
G1.MA5 M393398	PLC's will incorporate differentiation strategies, KAGAN strategies, and growth mindset resources in...	Keiffer, Tim	9/12/2017	Review PLC minutes and lesson plans	6/1/2018 weekly
G1.MA6 M393399	PLC's will incorporate differentiation strategies, KAGAN strategies, and growth mindset resources in...	Blastick, Lorrane	9/12/2017	Review PLC minutes and lesson plans	6/1/2018 weekly
G1.MA7 M393400	Admin will complete Classroom Walk Through Forms when conducting walks.	Keiffer, Tim	9/11/2017	Google Doc Form	6/1/2018 biweekly
G1.MA8 M393401	Admin will complete Classroom Walk Through Forms when conducting walks.	Blastick, Lorrane	9/11/2017	Google Doc Form	6/1/2018 biweekly
G2.MA1 M393418	PBS Team will discuss discipline data: ODRs and PBS tracking forms. In reviewing the data we...	Blastick, Lorrane	9/5/2017	As the team reviews the data we will set goals and monitor them. The data from the ODRs and PBS tracking form will	6/1/2018 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
				show areas needing improvements and those areas will drive our goals.	
G1.B1.S1.MA1  M393378	Leadership Team will review student mastery on common assessments and MAP	Keiffer, Tim	9/12/2017	Gradebook in FOCUS, MTSS meetings, PLC meetings,	6/1/2018 monthly
G1.B1.S1.MA1  M393379	Monitor the Math support provided to the teachers	Keiffer, Tim	8/17/2017	PLC minutes/documentation, lesson plans, agendas, grade chair meetings, meetings with Math Coach.	6/1/2018 biweekly
G1.B1.S1.MA3  M393380	Monitor the Math support provided to the teachers	Blastick, Lorrane	8/17/2017	PLC minutes/documentation, lesson plans, agendas, grade chair meetings, meetings with Math Coach.	6/1/2018 biweekly
G1.B1.S1.A1  A366883	Hire Math Coach to provide teachers resources for professional development	Walker, Phillipa	8/14/2017	PLC documentation, faculty meetings, grade level meetings,	6/1/2018 weekly
G1.B2.S1.MA1  M393391	Summative grades, MAP scores, district common assessments, and pacing will be reviewed.	Keiffer, Tim	9/5/2017	Admin will have monthly MTSS meetings, monthly meetings with grade chairs, attend PLC meetings, and monitor GradeBook.	6/1/2018 monthly
G1.B2.S1.MA3  M393392	Summative grades, MAP scores, district common assessments, and pacing will be reviewed.	Blastick, Lorrane	9/5/2017	Admin will have monthly MTSS meetings, monthly meetings with grade chairs, attend PLC meetings, and monitor GradeBook.	6/1/2018 monthly
G1.B2.S1.MA1  M393393	Admin will meet with grade chairs monthly and ask them for progress and/or concerns.	Keiffer, Tim	9/5/2017	Admin will review PLC minutes, follow up with grade chairs, follow up with Ms. Walker.	6/1/2018 monthly
G1.B2.S1.A1  A366889	Math coach will provide professional development, help teacher plan and prepare using the new math...	Keiffer, Tim	9/5/2017	PLC meeting minutes/agenda, Faculty meeting agendas, lesson plans and protocols	6/1/2018 monthly
G1.B2.S1.A2  A366890	Math coach will provide professional development, help teacher plan and prepare using the new math...	Blastick, Lorrane	9/5/2017	PLC meeting minutes/agenda, Faculty meeting agendas, lesson plans and protocols	6/1/2018 monthly
G2.B1.S1.A1  A366894	PBS team will ask SAC/PTO for funds for incentives to increase positive behaviors at Callaway.	Blastick, Lorrane	10/10/2017	SAC/PTO agendas and minutes	6/1/2018 semiannually
G2.B2.S1.MA1  M393404	Behavior data will be monitored and shared with staff.	Keiffer, Tim	8/17/2017	PBS team will collect, review, analyze our PBS tracking form data and ODR data from FOCUS. We will identify areas that need improving and highlight areas that are successful and show improvements. This information will be shared out and the grade representatives will share with their teams.	6/1/2018 monthly
G2.B2.S1.MA3  M393405	Behavior data will be monitored and shared with staff.	Blastick, Lorrane	8/17/2017	PBS team will collect, review, analyze our PBS tracking form data and ODR data from FOCUS. We will identify areas that need improving and highlight areas that are successful and show improvements. This information will be shared out and the grade representatives will share with their teams.	6/1/2018 monthly
G2.B2.S1.MA1  M393406	Mr. Keiffer placed SIP and PBS on our school agendas. He will also monitor PBS data and meetings.	Keiffer, Tim	9/5/2017	Admin will collect and discuss school wide data with PBS team. The evidence will be agendas and minutes from PBS Meetings and PLC meetings.	6/1/2018 monthly
G2.B4.S1.A1  A366901	Monthly PBS meetings	Blastick, Lorrane	9/5/2017	School calendar, PBS minutes/agendas, PLC minutes	6/1/2018 monthly
G2.B5.S1.MA1  M393416	Attendance team will monitor school wide attendance following the BDS Attendance Flowchart.	Keiffer, Tim	9/15/2017	The team will review monthly reports and Parent Liaison's documentation, attendance reports, CSTs,	6/1/2018 monthly

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G2.B5.S1.MA1  M393417	Attendance reports will run from FOCUS to identify students with high absenteeism.	Keiffer, Tim	9/15/2017	FOCUS reports will be shared with Attendance Team	6/1/2018 monthly
G2.B5.S1.A1  A366904	Continue Attendance meetings	Keiffer, Tim	9/15/2017	Attendance team decides who our Parent Liaison will contact, if necessary.	6/1/2018 monthly
G1.B1.S2.MA1  M393381	Monitor grade on common assessments and MAP scores.	Keiffer, Tim	9/5/2017	Grades, MAP data, and concerns discussed at MTSS will be brought to Keiffer and Blastick.	6/1/2018 quarterly
G1.B1.S2.MA1  M393382	Mr. Sullivan will coordinate with District Instructional Specialists.	Keiffer, Tim	9/5/2017	Sign in sheets, agendas, minutes from PLCs and/or grade level meetings	6/1/2018 one-time
G1.B1.S2.A1  A366884	Mr. Sullivan will coordinate with District Instructional Specialists to provide professional...	Sullivan, Jack	9/12/2017	Sign in sheets, agendas, minutes from PLCs and/or grade level meetings	6/1/2018 biweekly
G2.B1.S2.MA1  M393402	Implementing strategies suggested, recommendations from district personnel	Keiffer, Tim	9/1/2017	ODR Data from FOCUS, PBS tracking response google doc, and end of the year results comparing 2016-2017 to 2017-2018.	6/1/2018 quarterly
G2.B1.S2.MA1  M393403	Invite district personnel to PBS Meeting	Blastick, Lorrane	8/17/2017	PBS Minutes/sign in sheets	6/1/2018 semiannually
G2.B1.S2.A1  A366895	PBS team will follow up with district personnel about resources and opportunities available to...	Blastick, Lorrane	8/14/2017	District personnel will come to Callaway to provide resources and assistance, feedback and suggestions.	6/1/2018 annually
G2.B3.S2.MA1  M393410	PROMISE Room visits, class walks, PBS team meetings	Keiffer, Tim	9/1/2017	Track PBS tracking forms for PROMISE data, class walks, agenda and minutes from PBS meetings.	6/1/2018 monthly
G2.B3.S2.MA1  M393411	Add to summer in-service agenda, work with Mrs. Hodges for ITV, update school website, send DOJO...	Keiffer, Tim	8/14/2017	Agendas, PLC minutes, newsletters	6/1/2018 quarterly
G2.B3.S2.A1  A366899	During summer in-service, teachers and administration discussed updating RTR. We as a school agreed...	Blastick, Lorrane	8/9/2017	Lesson plans, class walks, PBS minutes and agenda, school website, and school newsletters.	6/1/2018 monthly
G2.B4.S2.A1  A366902	PBS team will model for faculty and staff.	Keiffer, Tim	9/5/2017	Monday Memos, school calendar, PBS Minutes	6/1/2018 monthly
G1.B1.S3.MA1  M393383	5th grade will monitor Science scores from MAP testing.	Rogers, Jo	9/5/2017	Map data and common assessments will be used to identify strengths and weaknesses for individual students.	6/1/2018 triannually
G1.B1.S3.A1  A366885	Provide hands on science activities, lesson plans, vertical planning for Callaway teachers grades...	Sullivan, Jack	9/12/2017	PLC documentation, agendas, grade level minutes, sign in sheets, lesson plans	6/1/2018 monthly
G1.B2.S3.A1  A366892	ELA liaisons will share out with their grade groups information and strategies learned from their...	Warren, Jennifer	9/29/2017	PLC minutes/agendas, meetings with admin, lesson plans	6/1/2018 monthly
G2.B3.S3.MA1  M393412	Monitor services to students	Keiffer, Tim	9/1/2017	Home visits, CSTs, PBS sign in sheets, Admin PLC minutes, Attendance team minutes	6/1/2018 monthly
G2.B3.S3.A1  A366900	Hire full time social worker	Keiffer, Tim	7/24/2017		6/1/2018 one-time
G2.B4.S3.MA1  M393414	Admin will monitor behavior data	Keiffer, Tim	9/1/2017	ODR from FOCUS, PBS tracking forms, PROMISE DATA	6/1/2018 monthly
G2.B4.S3.MA1  M393415	Administration will encourage teachers to review the RTR school wide expectations. Students will...	Keiffer, Tim	8/17/2017	Lesson plans and PBS minutes	6/1/2018 monthly
G2.B4.S3.A1  A366903	Students will hear administration share RTR on ITV.	Blastick, Lorrane	8/17/2017	PBS minutes	6/1/2018 monthly

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G1.B1.S4.MA1  M393384	Rogers shared and updates the spreadsheet that is shared with administration.	Keiffer, Tim	8/14/2017	As classes are leveled out, as new students enroll at CES, and when students withdraw, guidance does update the spreadsheet.	6/1/2018 monthly
G1.B1.S4.MA3  M393385	Rogers shared and updates the spreadsheet that is shared with administration.	Blastick, Lorrane	8/14/2017	As classes are leveled out, as new students enroll at CES, and when students withdraw guidance does update the spreadsheet.	6/1/2018 monthly
G1.B1.S4.MA1  M393386	Class schedules will reflect lowest 25%	Rogers, Jo	8/17/2017	Class rosters spreadsheet, class rosters in FOCUS	6/1/2018 monthly
G1.B1.S4.A1  A366886	Identifying lowest 25%	Rogers, Jo	8/14/2017	The evidence is the class schedules.	6/1/2018 monthly
G1.B2.S4.A1  A366893	Science liaisons will share information about hands on activities, lessons, lesson plans, and...	Sullivan, Jack	9/29/2017	PLC minutes, lesson plans	6/1/2018 monthly
G1.B1.S5.MA1  M393387	Grades on the district common assessments	Keiffer, Tim	9/5/2017	Diane Celestini, Jo Rogers, Phillipa Walker, Lorrane Blastick, and grade chairs will share grade information, details and address concerns.	6/1/2018 monthly
G1.B1.S5.MA1  M393388	Review of lesson plans and PLC minutes	Keiffer, Tim	9/12/2017	Meetings with the liaisons, attending PLC meetings, and reviewing the lesson plans and PLC minutes.	6/1/2018 biweekly
G1.B1.S5.A1  A366887	ELA Liaisons will share out information from district meetings and model close reading activities.	Warren, Jennifer	9/11/2017	The evidence will be PLC minutes and lesson plans will reflect participation and planning in close reading activities.	6/1/2018 monthly
G1.B1.S6.MA1  M393389	Follow up with teacher's before para evaluations, MTSS data and minutes, student progress	Blastick, Lorrane	8/17/2017	Student grades, lesson plans, Tier 3 implementation,	6/1/2018 biweekly
G1.B1.S6.MA1  M393390	Admin will monitor with class walks, reviewing lesson plans, and monitoring student progress	Blastick, Lorrane	8/17/2017	Class walks, lesson plans, and follow up with grade chairs and paraprofessional usage.	6/1/2018 biweekly

V. Professional Development Opportunities

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

G1. Callaway will increase learning gains in ELA/Math and Science by 10% for students grades 3-5 as measured by the FSA/FCAT(Science) State assessments.

G1.B1 Opportunities for differentiation

G1.B1.S1 Hire full time Math Coach to provide modeling, professional development, progress monitoring, and assist with remediation strategies for K-5

PD Opportunity 1

Hire Math Coach to provide teachers resources for professional development

Facilitator

Walker

Participants

Callaway teachers

Schedule

Weekly, from 8/14/2017 to 6/1/2018

G1.B1.S2 Sullivan and Howard will provide leadership in Science, providing vertical planning, development of lesson plans, provide science hands on labs for student engagement

PD Opportunity 1

Mr. Sullivan will coordinate with District Instructional Specialists to provide professional development with Callaway teachers grade 3-5.

Facilitator

Sullivan

Participants

Teachers in 3rd-5th

Schedule

Biweekly, from 9/12/2017 to 6/1/2018

G1.B1.S3 Consult with District Science Instructional Specialist for professional development for grades 3-5

PD Opportunity 1

Provide hands on science activities, lesson plans, vertical planning for Callaway teachers grades 3-5.

Facilitator

District Science Specialist/ Mr. Sullivan

Participants

Teachers grades 3-5

Schedule

Monthly, from 9/12/2017 to 6/1/2018

G1.B1.S5 ELA Focus will be on close reading.

PD Opportunity 1

ELA Liaisons will share out information from district meetings and model close reading activities.

Facilitator

ELA Liaisons

Participants

Grade level peers

Schedule

Monthly, from 9/11/2017 to 6/1/2018

G1.B2 Absence of Professional Development for target reporting categories

G1.B2.S2 Invite District Instructional Specialist to provide grade level and vertical opportunities for planning, preparing, and delivering science instruction aligned with testing item specs and Florida standards.

PD Opportunity 1

Invite a district science Instructional Specialist to our campus to provide professional development for teachers in grades 3-5.

Facilitator

Participants

Schedule

On 12/15/2017

G2. Callaway Elementary will continue holding monthly behavior data chats during our PBS meetings in order to identify school-wide and student centered behavior needs in order to increase student engagement and achievement. Callaway will also continue to deliver character education in the classroom to increase instructional time and reduce student negative behaviors by 10%.

G2.B3 Time

G2.B3.S1 Teachers and staff will spend the first two weeks establishing routines and classroom policies.

PD Opportunity 1

Teachers and staff will introduce and review classroom expectations and school wide expectations

Facilitator

Participants

Schedule

On 9/1/2017

PD Opportunity 2

Teachers and staff will introduce and review classroom expectations and school wide expectations

Facilitator

Participants

Schedule

On 9/1/2017

G2.B3.S2 Teachers will introduce RTR and our new school wide expectations. Responsibility: I will make positive choices. Tolerance: I can enjoy other peoples differences. Respect: I will treat others the way I want to be treated.

PD Opportunity 1

During summer in-service, teachers and administration discussed updating RTR. We as a school agreed on pushing out our new expectations. Amin shared new RTR via ITV, newsletters and PBS meetings. Teachers shared via DOJO, newsletters, and posted in their classrooms.

Facilitator

Participants

Schedule

Monthly, from 8/9/2017 to 6/1/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Hire Math Coach to provide teachers resources for professional development				\$51,046.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5000	100-Salaries	0101 - Callaway Elementary School	Title, I Part A		\$51,046.00
2	G1.B1.S2.A1	Mr. Sullivan will coordinate with District Instructional Specialists to provide professional development with Callaway teachers grade 3-5.				\$0.00
3	G1.B1.S3.A1	Provide hands on science activities, lesson plans, vertical planning for Callaway teachers grades 3-5.				\$0.00
4	G1.B1.S4.A1	Identifying lowest 25%				\$0.00
5	G1.B1.S5.A1	ELA Liaisons will share out information from district meetings and model close reading activities.				\$0.00
6	G1.B1.S6.A1	Hire more instructional paraprofessionals				\$184,241.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	150-Aides	0101 - Callaway Elementary School	Title, I Part A		\$184,241.00
7	G1.B2.S1.A1	Math coach will provide professional development, help teacher plan and prepare using the new math curriculum.				\$0.00
8	G1.B2.S1.A2	Math coach will provide professional development, help teacher plan and prepare using the new math curriculum.				\$0.00
9	G1.B2.S2.A1	Invite a district science Instructional Specialist to our campus to provide professional development for teachers in grades 3-5.				\$0.00
10	G1.B2.S3.A1	ELA liaisons will share out with their grade groups information and strategies learned from their district meetings.				\$0.00
11	G1.B2.S4.A1	Science liaisons will share information about hands on activities, lessons, lesson plans, and resources to increase student engagement.				\$0.00
12	G2.B1.S1.A1	PBS team will ask SAC/PTO for funds for incentives to increase positive behaviors at Callaway.				\$0.00
13	G2.B1.S2.A1	PBS team will follow up with district personnel about resources and opportunities available to schools.				\$0.00
14	G2.B2.S1.A1	Administration will deliver the PBS plan and our school goal during summer in-service days.				\$0.00
15	G2.B3.S1.A1	Teachers and staff will introduce and review classroom expectations and school wide expectations				\$0.00
16	G2.B3.S1.A2	Teachers and staff will introduce and review classroom expectations and school wide expectations				\$0.00

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17	G2.B3.S2.A1	During summer in-service, teachers and administration discussed updating RTR. We as a school agreed on pushing out our new expectations. Amin shared new RTR via ITV, newsletters and PBS meetings. Teachers shared via DOJO, newsletters, and posted in their classrooms.				\$0.00
18	G2.B3.S3.A1	Hire full time social worker				\$61,371.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	100-Salaries	0101 - Callaway Elementary School	Title, I Part A		\$61,371.00
19	G2.B4.S1.A1	Monthly PBS meetings				\$0.00
20	G2.B4.S2.A1	PBS team will model for faculty and staff.				\$0.00
21	G2.B4.S3.A1	Students will hear administration share RTR on ITV.				\$0.00
22	G2.B5.S1.A1	Continue Attendance meetings				\$0.00
Total:						\$296,658.00