Callaway Elementary School

2018-19 Schoolwide Improvement Plan

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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)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	52%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	B	C	C*

School Board Approval

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

SIP Authority

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.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

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
Howard, Patricia	Teacher, K-12
Brown, Denise	Teacher, K-12
Weaver, Caitlin	Teacher, K-12

Duties

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

As in previous years, Callaway has chosen to hire paraprofessionals who will aid the classroom teachers in ELA, Math, and intervention support. A full time Parent Liaison has also been hired to help with parent communication.
Support is given to the students and teachers through the services of 2 full time school counselors and a full time social worker. One counselor and the social worker are supported through our Title 1 funds.
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. Specific duties are listed below:

Principal – Tim Keiffer
Mr. Keiffer provides the leadership example for our teachers. He is instrumental in giving a common vision for the use of data driven decision-making, he ensures that all BDS and state educational regulations are followed, ensures adequate professional development to support implementation of the highest level of skills our teachers can have. He is also instrumental in communication with our parents regarding any school based plan or activity.

Interim Assistant Principal – Gay Speights
Provides a common vision for data-driven decision-making. Ensures the communication to all parents are timely and helping in meeting the needs of their child(ren). Aids in the professional development for all teachers as needed. Ensures that needed interventions are taking place. She works to ensure that all teachers receive aid throughout the day through para support.

Parent Liaison – Kim Sandoval
Mrs. Sandoval provides a constant communication between our school and the parent community. She works to find volunteers for school activities, makes phone calls to check on students during absences, oversees our school clothing closet, and works with our ELL population to get needed forms translated into their native language.

Social Worker – Ryan Roberts
Mr. Roberts works with students to bridge the transition of events at home and school. He also works to provide wrap around services for our students with all community, home, and school resources.

Guidance Counselors – Jo Rogers and Deborah Schraeder
The guidance counselors work with all parties involved with the students. They counsel students as needed, provide classroom character education lessons, facilitate child study team meetings and MTSS data chats, prepare and conduct district and state assessments, and work with outside agencies to help meet the need of our students.

ESE Resource Teacher- Kay Blanchard
Mrs. Blanchard is instrumental in ensuring that our teachers are following all of the BDS, State, and Federal regulations for students with disabilities. She is scheduled to be on campus one day a week to work with and aid our teachers in ways to help our students with disabilities.

School Psychologist – Jessica Satter
Mrs. Satter participates in collection, interpretation, and analysis of data, facilitates support for intervention fidelity and documentation, provides professional development and technical assistance for problem solving activities while trying to meet the need of our student population.

MTSS Staff Training Specialist – Diane Celestini
Ms. Celestini is instrumental in providing professional development in the interventions and strategies in the MTSS process. She facilitates support for intervention fidelity and documentation, provides professional development and technical assistance for problem solving activities while trying to meet the need of our student population.

Early Warning Systems

Year 2017-18

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	20	35	35	29	16	0	0	0	0	0	0	0	165
One or more suspensions	7	7	17	17	31	10	0	0	0	0	0	0	0	89
Course failure in ELA or Math	0	2	4	0	0	2	0	0	0	0	0	0	0	8
Level 1 on statewide assessment	0	0	0	44	40	16	0	0	0	0	0	0	0	100

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	4	6	13	27	28	12	0	0	0	0	0	0	0	90

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	1	5	31	6	0	0	0	0	0	0	0	0	45
Retained Students: Previous Year(s)	0	0	1	1	1	0	0	0	0	0	0	0	0	3

Date this data was collected
Friday 6/1/2018

Year 2016-17 - As Reported

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

Year 2016-17 - Updated

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

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

We looked at the lowest 25% of each grade level in math and ELA. Fifth grades lowest quartile suffered a drop in proficiency in ELA and math. No, this does not indicate a trend.

Which data component showed the greatest decline from prior year?

FSA Math indicated the greatest decline from prior year(s). We believe this to be an anomaly being this is the first year for Eureka Math adoption. Both teachers and students were learning the new program. The program aligned differently than past programs and gaps in prior knowledge needed to be taught to match the level of need for performance.

Which data component had the biggest gap when compared to the state average?

The largest gap was found to be in our lowest quartile in the area of ELA.
The composite score for 4 and 5th for the lowest 25% was a 31 percent for both ELA and Math. There was an 18% drop in the area of math for both the 4th and 5th grades, Twenty six percent of the 4th grade decline was in our gen ed population - not our lowest 25%ile.
Fifth grade reading took a 9% decrease in the general education population - not our lowest 25%ile.

Which data component showed the most improvement? Is this a trend?

Third grade math showed improvement (a 23 % growth) however we do not believe this to be a trend because the growth was so significant.

Describe the actions or changes that led to the improvement in this area.

Full time math coach, professional development provided by district to grade math liaisons that came back to share information. Math information was shared with parents through newsletters, family math nights, demonstration videos, and face to face conversations.

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	41%	50%	56%	40%	48%	52%
ELA Learning Gains	41%	49%	55%	48%	47%	52%
ELA Lowest 25th Percentile	40%	45%	48%	47%	43%	46%
Math Achievement	48%	57%	62%	48%	53%	58%
Math Learning Gains	53%	57%	59%	60%	53%	58%

School Grade Component	2018			2017		
	School	District	State	School	District	State
Math Lowest 25th Percentile	38%	46%	47%	35%	43%	46%
Science Achievement	50%	50%	55%	40%	44%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	30 (30)	20 (31)	35 (17)	35 (22)	29 (25)	16 (14)	165 (139)
One or more suspensions	7 (7)	7 (5)	17 (7)	17 (9)	31 (6)	10 (2)	89 (36)
Course failure in ELA or Math	0 (0)	2 (3)	4 (2)	0 (3)	0 (4)	2 (4)	8 (16)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	44 (25)	40 (27)	16 (24)	100 (76)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	41%	57%	-16%	57%	-16%
	2017	41%	59%	-18%	58%	-17%
Same Grade Comparison		0%				
Cohort Comparison						
04	2018	43%	51%	-8%	56%	-13%
	2017	48%	52%	-4%	56%	-8%
Same Grade Comparison		-5%				
Cohort Comparison		2%				
05	2018	38%	50%	-12%	55%	-17%
	2017	47%	49%	-2%	53%	-6%
Same Grade Comparison		-9%				
Cohort Comparison		-10%				

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	47%	63%	-16%	62%	-15%
	2017	24%	56%	-32%	62%	-38%
Same Grade Comparison		23%				
Cohort Comparison						
04	2018	43%	59%	-16%	62%	-19%
	2017	69%	62%	7%	64%	5%
Same Grade Comparison		-26%				
Cohort Comparison		19%				
05	2018	57%	57%	0%	61%	-4%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2017	52%	52%	0%	57%	-5%
Same Grade Comparison		5%				
Cohort Comparison		-12%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	52%	54%	-2%	55%	-3%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	18	29	36	27	29	29					
BLK	30	45	44	34	36	33	44				
HSP	48	38		67	69						
MUL	54	46		56	58						
WHT	40	36	36	49	57	44	48				
FRL	38	40	41	45	53	36	49				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	18	43	47	33	42	33	27				
BLK	36	51	64	31	59	46	28				
HSP	53	73		41	82						
MUL	48	71		48	64		50				
WHT	51	59	67	50	69	50	48				
FRL	44	60	75	41	66	55	39				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Academics - ELA/Math/Science
Rationale	To better enable ourselves to meet the needs of our most needy students in ELA , math and science. This will also enhance our overall school proficiency in the state's testing initiative.
Intended Outcome	Callaway will increase learning gains in ELA/Math and Science by 10% for students in grades 4-5 as measured by the FSA/FCAT(Science) State assessments and proficiency levels in grade 3 by 10%.
Point Person	Jo Rogers (rogerja@bay.k12.fl.us)

Action Step	
Description	1. Coordinating our efforts with our MTSS Staff Training Specialist through our monthly meetings with grade levels and her weekly visits to help with student needs. 2. Monthly overview by BDS data analyst to monitor our lowest 25%ile. 3. Monitor standards-based instruction using a walkthrough form provided by BDS. 4. ELA, Math and Science liaisons meetings and the return with information for PD with grade level peers. 5.Monitoring of the lowest 35% to enable encompassing those that may begin to fall. Students within this lowest 35% will be addressed monthly at our MTSS/SRA data chats to ensure that students are receiving any support needed to increase their skill sets. Supports will be documented and/or added as needed. Before supports are removed an in depth problem solving process will be taken into consideration. 6. Weekly PLC meetings by grade level and monthly vertical PLC meetings to ensure that all student needs are met and remediated as needed. The cross grade level PLCs will provide PD across grades that support enhanced instruction. 7. Implementation of an intervention block into master schedule. 8. Hiring of paraprofessionals for classroom support.
Person Responsible	Tim Keiffer (keifftl@bay.k12.fl.us)

Plan to Monitor Effectiveness	
Description	1. Review Common Assessment, Classroom Grades, Map, and discipline data 2. Classroom walkthroughs by administration 3. Monthly data chats 4. Regularly monitoring the lowest 35% 5. Enrich documentation 6. Review of gradebook 7. MTSS Universal Spreadsheet and Callaway's Grade level Lowest 35% google doc.
Person Responsible	Tim Keiffer (keifftl@bay.k12.fl.us)

Activity #2	
Title	Behavior - School-wide and Student Centered
Rationale	Disruptive and non-compliant behaviors in the classroom decrease the learning environment and productivity for the student involved in the negative behavior. This behavior also negatively impacts the learning of others in the classroom.
Intended Outcome	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% below last year's end of year ODR numbers.
Point Person	Jo Rogers (rogerja@bay.k12.fl.us)

Action Step	
Description	1. Teachers will introduce Responsibility/Tolerance/Respect and our 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. 2. Monthly PBIS meetings. Grade level representatives will be a part of the team. Behavior data will be reviewed monthly and taken back to respective grades to increase their knowledge of what is going on. Strategies will also be discussed for those students receiving the most office referrals to increase our tool box of strategies to help with these students. PROMISE room information will also be reviewed and discussed to help teachers find ways to be proactive instead of reactive to negative behaviors. 4. Monthly PBIS events for those students receiving 75% positive or higher on their monthly DOJO report. Those not receiving the 75% positive will need to come up with a plan on how to increase their DOJO positive points for the next month. 3. Administration will remind staff and students via ITV the characteristic trait of the month 4. Administration will encourage teachers to review the Respect/Tolerance/Responsibility school wide expectations. Students will know them and be able to explain them. 5. Peace First program implemented. Social worker and guidance counselors will be going into the classroom twice monthly to teach a lesson from the Peace First program. Peace First is a program that is supported by our school district that promotes and provides students with the tools and skills to be powerful peacemakers. 6. Class DOJO implemented throughout the school as a form of immediate reward/negative reward toward classroom negative behaviors. DOJO is also connected to the parent so they can see when, why and how often the student is receiving their negative or positive rewards in the classroom.
Person Responsible	Tim Keiffer (keifftl@bay.k12.fl.us)

Plan to Monitor Effectiveness	
Description	As the team reviews the data we will set goals and monitor them. The data from the ODRs and PBIS tracking form will show areas needing improvements and those areas will drive our goals. Monthly data from the FOCUS (ODR referrals) and the PBIS tracking form will be shared with team in order for them the share with grade levels at a later time.
Person Responsible	Tim Keiffer (keifftl@bay.k12.fl.us)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

See seperate Title I Parent and Family Engagement Policy

PFEP Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

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 counselors and our full time Social Worker. 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 mentoring 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..

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. In the spring, a PreK transition presentation is given to parents by Parent Liaison.
At the end of the fifth grade year, arrangements are made for our 5th grade students to visit Everitt Middle School. Everitt is where the majority of our students will go for their 6th grade year. Arrangements are also made for the band director to come to Callaway and introduce our students to the possibility of being in the Everitt Band for their upcoming year. Information about other middle schools are given to those students inquiring about them.

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 meet monthly. 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 provides training and coaching to school staff. 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.
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.

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

Callaway is in partnership with FSU College of EDucation came to aid with science and math family nights. Community partners were contacted to come to speak to the students about their careers and opportunities.
We also partnered with Farm Bureau to establish a contact and gain resources for agricultural learning.

Part V: Budget

Total:	**$394,988.00**