

Bay District Schools

Callaway Elementary School



2019-20 Schoolwide Improvement Plan

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Callaway Elementary School

7115 E HIGHWAY 22, Panama City, FL 32404

[no web address on file]

Demographics

Principal: Michelle Good

Start Date for this Principal: 7/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students
School Grades History	2018-19: D (40%) 2017-18: C (44%) 2016-17: B (56%) 2015-16: C (45%) 2014-15: C (44%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	YEAR 1
Support Tier	IMPLEMENTING

ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	D	C	B	C

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<https://www.floridacims.org>.

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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	Job Duties and Responsibilities
Phillips, Dra	Principal	<p>The School Leadership Team met in the summer as part of a continuous cycle of reviewing data and updating our School Improvement Plan. As a team, we reviewed and will continue to review various data sources to conduct a need's assessment to determine the best direction for our school in the School Improvement process. All members listed above participated in this shared decision-making process. Together we determined our vision and focus for the upcoming school year. Each member has an equal stake in the school leadership team.</p>
		<p>Andra Philips- Principal: Oversees and evaluates all functions of the school. She evaluates teacher and paraprofessional performance through the teacher appraisal system, classroom walkthroughs, data chats, assessment data, etc. She sits on various committees to give guidance and input (ie MTSS). She leads and guides the school leadership team and the implementation of effective PLCs. She makes sure that teachers have the resources they need to implement curriculum, assessment and instruction effectively. She is the main connection between district initiatives and implementation of those initiatives at Callaway.</p>
		<p>Kenneth Monette - Administrative Assistant: Mr. Monette supports Mrs. Phillips in her administrative role. She aides in the evaluation of teacher and paraprofessional performance, data analysis, etc. She helps to provide teachers with what resources they need to implement effective instruction in the classroom. She meets regularly with teachers to discuss student data and teacher performance data. She works with the Behavior Interventionist and Social Worker to implement effective discipline procedures and strategies with at-risk students.</p>
		<p>Patricia Howard, Laura Murrell, Carrie Stevens, Travis Moore, Teresa Delaney and Denise Brown - Teachers K-12: Teachers actively participate on the School Leadership Team. They give much needed input and shared decision-making from a classroom teacher's perspective. They also provide leadership to the PLCs and resources to all teachers throughout the school.</p>
		<p>Jo Rogers - Guidance Counselor: 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. She works with Guidance and Instructional district personnel in providing resources/strategies to students in special programs such as MTSS, Behavior MTSS, students in crisis and low attendance, etc.</p>
Rogers, Jo	School Counselor	
Brown, Denise	Teacher, K-12	
Moore, Travis	Teacher, K-12	

Name	Title	Job Duties and Responsibilities
Murrell, Laura	Teacher, K-12	
Monette, Ken	Assistant Principal	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	67	63	53	57	60	61	0	0	0	0	0	0	0	361
Attendance below 90 percent	18	17	17	16	14	18	0	0	0	0	0	0	0	100
One or more suspensions	2	3	6	9	9	14	0	0	0	0	0	0	0	43
Course failure in ELA or Math	0	1	1	2	3	1	0	0	0	0	0	0	0	8
Level 1 on statewide assessment	0	0	0	7	15	23	0	0	0	0	0	0	0	45
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	3	2	6	11	16	0	0	0	0	0	0	0	39

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	5	1	1	5	2	0	0	0	0	0	0	0	0	14
Students retained two or more times	0	1	0	0	2	0	0	0	0	0	0	0	0	3

FTE units allocated to school (total number of teacher units)

36

Date this data was collected or last updated

Wednesday 7/24/2019

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	4	6	13	27	28	12	0	0	0	0	0	0	0	90

Prior Year - 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	29	20	31	34	29	15	0	0	0	0	0	0	0	158
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	3	10	14	7	0	0	0	0	0	0	0	0	34
Level 1 on statewide assessment	0	0	0	44	40	16	0	0	0	0	0	0	0	100

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	4	6	13	27	28	12	0	0	0	0	0	0	0	90

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	36%	55%	57%	48%	49%	55%
ELA Learning Gains	40%	59%	58%	60%	54%	57%
ELA Lowest 25th Percentile	38%	57%	53%	71%	55%	52%
Math Achievement	42%	56%	63%	45%	52%	61%
Math Learning Gains	45%	54%	62%	68%	55%	61%
Math Lowest 25th Percentile	40%	42%	51%	56%	48%	51%
Science Achievement	39%	53%	53%	43%	44%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	67 (0)	63 (0)	53 (0)	57 (0)	60 (0)	61 (0)	361 (0)
Attendance below 90 percent	18 (30)	17 (20)	17 (35)	16 (35)	14 (29)	18 (16)	100 (165)
One or more suspensions	2 (7)	3 (7)	6 (17)	9 (17)	9 (31)	14 (10)	43 (89)
Course failure in ELA or Math	0 (0)	1 (2)	1 (4)	2 (0)	3 (0)	1 (2)	8 (8)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	7 (44)	15 (40)	23 (16)	45 (100)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	46%	61%	-15%	58%	-12%
	2018	41%	57%	-16%	57%	-16%
Same Grade Comparison		5%				
Cohort Comparison						
04	2019	37%	58%	-21%	58%	-21%
	2018	43%	51%	-8%	56%	-13%
Same Grade Comparison		-6%				
Cohort Comparison		-4%				
05	2019	30%	56%	-26%	56%	-26%
	2018	38%	50%	-12%	55%	-17%
Same Grade Comparison		-8%				
Cohort Comparison		-13%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	53%	62%	-9%	62%	-9%
	2018	47%	63%	-16%	62%	-15%
Same Grade Comparison		6%				
Cohort Comparison						
04	2019	43%	59%	-16%	64%	-21%
	2018	43%	59%	-16%	62%	-19%
Same Grade Comparison		0%				
Cohort Comparison		-4%				
05	2019	41%	54%	-13%	60%	-19%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	57%	57%	0%	61%	-4%
Same Grade Comparison		-16%				
Cohort Comparison		-2%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	39%	54%	-15%	53%	-14%
	2018	52%	54%	-2%	55%	-3%
Same Grade Comparison		-13%				
Cohort Comparison						

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	20	36	50	23	52	54					
ELL	30			50							
BLK	18	33		23	25						
HSP	50			43							
MUL	41	46		59	38						
WHT	39	39	33	48	51	31	48				
FRL	33	39	39	41	43	43	30				
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				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	280
Total Components for the Federal Index	7
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	40
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	25
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	47
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	46
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	41
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	38
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Our data showed that the subgroups of African American and economically disadvantaged students performed at 41% or higher.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

According to the ESSA data the Black/African American subgroup performed at 25%. This was the second consecutive year of low performance.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The school-wide data component with the biggest gap when compared to the state average is ELA Achievement with a gap of 21 percentage points (state 57% compared to Callaway 36%). We believe that the use of SRA as a core reading program contributed to our deficit as it did not address the complex text associated with FSA.

Which data component showed the most improvement? What new actions did your school take in this area?

Our math showed an improvement of 2%. The actions that led to the improvement in this area was the implementation of Eureka Math Curriculum and the preparation involved through the effective implementation of the PLC process.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

In review of our EWS data the number of students with one or more suspensions are lower in number, however when reviewing the data prior to this year the percentages are approximately the same. Our enrollment was down due to Hurricane Michael and student's losing their homes. With the smaller number of students we should have had fewer number of suspensions. Many extra supports were put into place during this time of need, class room sizes were smaller (smaller school population - same number of teachers). These numbers also indicate that part of our school population missed valuable information/skills learned at school. They were not at school for the instructional part, nor were they at school for the social skill acquisition that they needed.

Students with attendance less than 90% decreased by 2 percent. Again, some of this is attributed to Hurricane Michael but attendance is so very important to students being able to make connections in their curriculum. Each day they missed, they were missing building blocks to the next step they needed to be successful. These numbers indicate that many students are not going to be prepared to meet the next steps in their academic careers without struggles.

Callaway also had a large number of students that had two or more indicators on the EWS report. Ninety out of a total enrollment of 382 had two or more indicators. This indicates that 16% of our population is at a higher risk than our other students.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. In review of our data it was revealed that 40% of our ELL students were proficient on the state assessments. Callaway has enrolled many new students who are not English proficient. We have one paraprofessional on staff that is assigned to help these students. Callaway will increase the support given to these students through better scheduling for the para support, wider use of English/home language computer based instruction and increased support for the teachers for PD as needed.
2. Our review of data also indicated that our ESE population were at 34% proficiency on the state assessment. Callaway changed the model within our ESE department and has arranged for increased support through "push-in" teachers as well as strong, high performing teachers (some dual certified) in the inclusion ESE classrooms. Professional development will occur throughout the school year to help support and supplant information being used in the classrooms throughout the campus. Differentiation is one of the areas that will be addressed through PD which started during our pre-planning days prior to the school start and will continue throughout the school year. .
3. Callaway is 100% free breakfast and lunch. These students were 38% proficient on the state assessments. Our students come from economically depressed situations however community members have partnered with us to aid in helping our students overcome many hurdles. We now

have programs in place to help our students feel pride in themselves. We have the “Bags of Love” program (weekend food) and the “Happy Soles” program (shoes) as well as many other resources to include mentors, local churches and business partners.

4. The Black/African American subgroup is another priority based upon their 25% proficiency on the state assessments. Many different methods of support have been planned to help build this group and solidify their academic success. School mentoring paired with tutoring before school and after school will be utilized. Transportation will be provided to increase the likelihood that parents and students will take advantage of this educational opportunity.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Callaway Elementary will increase students learning gains, in the areas of reading, math, and science by identifying specific student needs using appropriate data to plan and provide interventions and instruction.
Rationale	Focusing on implementation of research based interventions, based on students needs, will increase the number of students who achieve learning gains. Increasing the students making learning gains will close the educational gap therefore increasing our number of student that will be proficient in ELA, math, and science
State the measurable outcome the school plans to achieve	<p>The number of students in the lowest 25% making learning gains in ELA will increase from 38% to 50%.</p> <p>The number of students in the lowest 25% making learning gains in math will increase from 40% to 50%.</p> <p>The number of student making learning gains overall in ELA will increase from 40% to 50%.</p> <p>The number of students making learning gains overall in math will increase from 45% to 55%.</p> <p>With these learning gains projected we will increase proficiency in the area of ELA from 36% to 50% and in the area of math from 42% to 50%.</p> <p>Proficiency in the area of science will increase from 39% to 50% overall.</p> <p>This intended outcome will allow the overall growth to increase from 40% to 50% (+11%), with the potential of raising our school grade from a D to a B!</p>
Person responsible for monitoring outcome	Dra Phillips (phillat@bay.k12.fl.us)
Evidence-based Strategy	<p>Professional Development will improve teacher practices and provide new strategies to meet the needs of struggling students. Collaboration will provide teachers with support and guidance needed to understand data and change instructional practices. TNTP will guide teachers to use complex text that reaches the depth of the standards increasing student outcomes. On site and virtual Professional Development will support coaching to ensure a high quality standards-based lesson preparation and delivery.</p> <p>The school will staff each classroom with qualified teachers to deliver quality instruction. The most current VAM will be examined to ensure that if the teacher has a VAM it is at least effective with the desired employee being highly effective.</p> <p>Each teacher will use the Universal Spreadsheet to monitor data and help in determination of those needing additional support. The master schedule provides specific Math\ELA time for intervention and enrichment with fidelity.</p>
Rationale for Evidence-based Strategy	The lessons learned from TNTP will improve effectiveness in grade level PLCs. The collaboration between TNTP, teachers and instructional coaches will provide teachers will a skill set to ensure effective instruction and intervention based of students' needs. Teachers will meet at least once as week as a grade level team to prepare and plan for standards based instruction. Collaboration will continue with review of student data and discuss changes needed in instructional practices to improve student outcomes.
Action Step	
Description	a) Data collected and reviewed will be MAP, FSA, Classroom Walk-through data, Common Assessments,

MTSS data, and EL data.

b) Share current data with TNTP team

c) When and how often data will be collected and reviewed:

- MAP (3 Times per year)
- Classroom walk-through data will be reviewed weekly or as it occurs
- Common Assessment data will be reviewed weekly during the PLC and monthly
- TNTP Data (per district schedule)
- FSA (Annually)

d) We plan to monitor effectiveness through teacher and student data chat meetings after the MAP administration and through monthly MTSS meetings. We will have student conferences so students will know their current academic standings and what is needed to make growth in the areas that the most needed. We will make changes as needed based on data identified through our monthly MTSS meetings and ensure the intervention utilized is effective based on the students' academic performance. If academic progress is not occurring plans will be put in place to modify interventions as needed.

Person Responsible	Dra Phillips (phillat@bay.k12.fl.us)
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#2	
Title	Callaway Elementary will implement morning meetings that focus on restorative practices and building positive relationships, in order to decrease the number of discipline referrals by 5 %.
Rationale	Morning meetings will set the tone for respectful learning, establish a climate of trust, motivate students to feel significant, and help create and encourage collaboration and support to build social, emotional and academic learning.
State the measurable outcome the school plans to achieve	Callaway will decrease their number of office discipline referrals (ODR) by 5% by the end of the 2019/20 school year. The 18/19 school year ended with 347 ODRs. A decrease of 5% will result of decrease of 17 referrals. Therefore, our end of the 19/20 school year ODR record should be 330 or less.
Person responsible for monitoring outcome	Dra Phillips (phillat@bay.k12.fl.us)
Evidence-based Strategy	Morning meetings is a teaching tool that helps to build a positive school culture through evidence based practices. This practice starts the student's day on a positive open note. It allows the teacher and students to have constructive conversations and prepare for the upcoming day. The students are building practical skills needed for social and academic success.
Rationale for Evidence-based Strategy	Callaway students come from an area that is economically depressed that was hit hard by Hurricane Michael. Their families are working and many times do not have the time to "talk" to their child and "listen" to their children. Morning meetings has been shown to increase self confidence, promote social awareness, encourage positive behavior, and strengthen connections and relationship skills.
Action Step	
Description	<p>Teachers received training during pre-planning on restorative practices.</p> <p>Teachers will utilize restorative practices daily which will allow the class to hear each other and discuss a seed question. During this time the teacher will listen for key words or other events that may be an indication of a student in crisis. The teacher will either address the situation or contact the guidance counselor or social worker for assistance while the teacher models good social skill.</p> <p>Teachers will give praise often as a way to increase the students' self confidence and social awareness of doing the right thing.</p> <p>Intervention teachers will push into classrooms to provide additional support to students by lowering the student/teacher ratio and using best practices for intervention.</p> <p>Behavior paras will provide a positive start to each day and get a pulse on those students' attitudes and mental states that may negatively impact the classroom environment. The paras will be trained in deescalation techniques and restorative questioning that can be used to give students a voice to help them identify their feelings. The paras can then be instrumental in role playing positive ways to resolve their conflict. Guidelines will be provided to the paras detailing possible signs of when additional mental health supports may be needed. We want to be proactive with the student's needs and not reactive.</p> <p>The PROMISE room will be utilized to its fullest extent to include a cool down area and mentoring for those students in need.</p> <p>A daily character trait will be given on the WCES morning announcements. This will give</p>

the student body the lead of what the trait is and how to envision it. These traits can be incorporated into the restorative morning circles.

Person Responsible Dra Phillips (phillat@bay.k12.fl.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

The remaining school wide improvement priorities will be addressed through the PLC process. Simplified MTSS/RTI at Work will be implemented, allowing us to strengthen and support the school's academic program through strategic focus. We will implement a universal spreadsheet to track data on students that need extra interventions based on identified needs. The universal spreadsheet will assist us during monthly MTSS Leadership Team meetings. Having the current data available to teachers and staff allows them to update information in real time to problem solve for academics as well as behavior.

Intervention time will be used with fidelity. Groups will be fluid and teachers will progress monitor for accountability. Within the master schedule, students have a specific Math and ELA time allotted for providing intervention and/or enrichment to all students at Callaway. This will allow students the opportunity to grow academically regardless of where they start.

Our school priority is implementing the new EL program with fidelity as our core program for ELA. We will continue to use Eureka Math as our core math program. These programs should strengthen our core and reduce the need for excessive remediation.

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 Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 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.

Building strong relationships with the community at large is the key for establishing a strong core for the school. This summer was filled with parent, staff, student, and community volunteers working together to beautify the campus. We hosted a Block Party to bring the community together on our campus. Working with our city officials we included information about the Block Party in the newsletter that accompanies every water bill in the city. Local church groups committed to being mentors and buddy reading partners for our school. We are reestablishing the PTO by getting one parent from each classroom to volunteer as a room parent. This builds a twenty-three member PTO. We will also use the following resources to keep everyone abreast of what is happening on campus:

- LINKS to notify/remind parents of important events and attendance
- Before, during, and after school workshops, conferences, and academic events that incorporate academic progress and expectations
- Up-to-date Facebook Page

- Parent Portal is kept up to date with student progress and teacher comments
- DOJO - parent/staff real time communication

PFEF Link

The school completes a Parental Involvement Plan (PFEF), 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.

Each classroom has incorporated a "calming corner" to allow students a safe area within the class to deescalate and/or refocus. In the event the student needs additional time, the PROMISE room can be used to give the student a new perspective and an opportunity to reset. Callaway Elementary also has an guidance department which includes a social worker, guidance counselor, and behavior para. Elevate Bay is providing individual and classroom mentoring by community volunteers.

Callaway has implemented CHAMPS and Restorative Practices to teach school-wide expectations and problem solving that is cohesive across the campus.

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

At the end of the fifth grade year, arrangements are made for our 5th grade students to visit Rutherford. Rutherford 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 Rutherford's Band for their upcoming year. Information about other middle schools are given to those students upon request.

The MTSS team meets to discuss in coming students who may need additional supports to be successful as they transition from PreK to kindergarten. In coming kindergartners are screened to identify strengths and weaknesses of each student.

Services are provided to ensure students requiring remediation are assisted at each school site.

-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.

District funds are used to support Callaway's increasing number of ESOL identified students. At present we have 27 ESOL students.

The Callaway Media Specialist services a group of fifth graders who operate the school's ITV program. These students produce a morning show covering activities, announcements and events designed to enhance the learning environment. The student council exposes students to the political election process and community service activities. A team of students also serve on the safety patrol and assists in transition from bus, lunchroom and to classroom. All of these duties prepare students for transition to middle school.

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.

Callaway is in partnership with FSU College of Education that comes to aid with science and math family nights. Community partners speak to the students about their careers and opportunities.

We also partnered with Farm Bureau to establish a contact to gain resources for agricultural learning. Paraprofessionals are trained before and during the school year to utilize strategies and practices to improve their effectiveness in supporting the classroom environment and instruction. Para schedules are based on the highest need within the student body. Priority is given to math and ELA classes. One on

one services are also provided based on student's individual needs. The Spanish speaking para bridges the gap of language barriers for our students and families. Interventionists work with our lowest quartile to teach students specific instructional strategies to help them meet educational goals. The PROMISE and In School Suspension (ISS) Paras are used to keep students in school in spite of behavioral challenges that may otherwise impede learning. The School Based Leadership Team meets monthly to review data and problem-solve to realign resources to address the needs of our population

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

N/A

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Callaway Elementary will increase students learning gains,in the areas of reading, math,and science by identifying specific student needs using appropriate data to plan and provide interventions and instruction.				\$175,448.64
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	120-Classroom Teachers	0101 - Callaway Elementary School	UniSIG	0.37	\$16,140.00
			<i>Notes: (121) Tutorials - After school tutorials for identified students in greatest need - 3 teachers, 1 hour, 2 days a week, 23 weeks. Summer tutorials for identified students in greatest need - 5 teachers; 4 hours a day; 20 days.</i>			
	5100	130-Other Certified Instructional Personnel	0101 - Callaway Elementary School	UniSIG	0.88	\$37,188.00
			<i>Notes: (131) intervention teacher to push in and pull out small groups of identified students.</i>			
	5100	130-Other Certified Instructional Personnel	0101 - Callaway Elementary School	UniSIG	0.0	\$2,500.00
			<i>Notes: (133) advance degree supplement as part of the salary schedule for the intervention teacher.</i>			
	5100	130-Other Certified Instructional Personnel	0101 - Callaway Elementary School	UniSIG	0.0	\$2,950.00
			<i>Notes: (138) bonuses for recruitment/retention and as part of salary negotiations for the intervention teacher.</i>			
	5100	150-Aides	0101 - Callaway Elementary School	UniSIG	1.7	\$19,908.00
			<i>Notes: (151) 2 paraprofessionals, 5.75 hours a day to provide small group and one-on-one instruction to identified students under the supervision of a teacher.</i>			
	5100	210-Retirement	0101 - Callaway Elementary School	UniSIG	0.0	\$6,415.00
			<i>Notes: benefits for tutors, intervention teacher, and paras</i>			
	5100	220-Social Security	0101 - Callaway Elementary School	UniSIG	0.0	\$6,020.00
			<i>Notes: benefits for tutors, intervention teacher, and paras</i>			
	5100	230-Group Insurance	0101 - Callaway Elementary School	UniSIG	0.0	\$5,935.00

			<i>Notes: benefits for tutors, intervention teacher, and paras</i>			
	5100	240-Workers Compensation	0101 - Callaway Elementary School	UniSIG	0.0	\$1,181.00
			<i>Notes: benefits for tutors, intervention teacher, and paras</i>			
	5200	130-Other Certified Instructional Personnel	0101 - Callaway Elementary School	UniSIG	0.88	\$35,232.00
			<i>Notes: (131) Intervention teacher to push in and pull out small groups of identified ESE students.</i>			
	5200	130-Other Certified Instructional Personnel	0101 - Callaway Elementary School	UniSIG	0.0	\$2,950.00
			<i>Notes: (138) bonuses for recruitment/retention and as part of salary negotiations for the ESE intervention teacher.</i>			
	5200	210-Retirement	0101 - Callaway Elementary School	UniSIG	0.0	\$2,985.00
			<i>Notes: for ESE intervention teacher</i>			
	5200	220-Social Security	0101 - Callaway Elementary School	UniSIG	0.0	\$2,921.00
			<i>Notes: for ESE intervention teacher</i>			
	5200	230-Group Insurance	0101 - Callaway Elementary School	UniSIG	0.0	\$5,875.00
			<i>Notes: for ESE intervention teacher</i>			
	5200	240-Workers Compensation	0101 - Callaway Elementary School	UniSIG	0.0	\$573.00
			<i>Notes: for ESE intervention teacher</i>			
	5100	510-Supplies	0101 - Callaway Elementary School	UniSIG	0.0	\$3,675.64
			<i>Notes: instructional materials and supplies for after school and summer tutorials; EL manuals for intervention teachers, and resource teachers, and paras.</i>			
	6400	310-Professional and Technical Services	0101 - Callaway Elementary School	UniSIG	0.0	\$20,000.00
			<i>Notes: contract with TNTP to provide teachers with job embedded supports for the implementation of EL.</i>			
	7800	790-Miscellaneous Expenses	0101 - Callaway Elementary School	UniSIG	0.0	\$3,000.00
			<i>Notes: student transportation for after school tutorials and summer tutorials</i>			
2	III.A.	Areas of Focus: Callaway Elementary will implement morning meetings that focus on restorative practices and building positive relationships, in order to decrease the number of discipline referrals by 5 %.				\$28,488.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6190	150-Aides	0101 - Callaway Elementary School	UniSIG	1.07	\$15,324.00
			<i>Notes: behavior para (7 hrs), in addition to the behavior para provided by the district, to reduce the number of grade levels served per para during the school day, and implement before and after school strategies to teach appropriate behaviors and build relationships. The LEA's behavior team will provide professional development for the behavior paras.</i>			

	6190	210-Retirement	0101 - Callaway Elementary School	UniSIG	0.0	\$1,298.00
			<i>Notes: benefits for the behavior para</i>			
	6190	220-Social Security	0101 - Callaway Elementary School	UniSIG	0.0	\$1,173.00
			<i>Notes: benefits for the behavior para</i>			
	6190	230-Group Insurance	0101 - Callaway Elementary School	UniSIG	0.0	\$8,183.00
			<i>Notes: benefits for the behavior para</i>			
	6190	240-Workers Compensation	0101 - Callaway Elementary School	UniSIG	0.0	\$230.00
			<i>Notes: benefits for the behavior para</i>			
	6400	510-Supplies	0101 - Callaway Elementary School	UniSIG	0.0	\$2,280.00
			<i>Notes: Champ books for the faculty to conduct a book study to provide strategies that will result in improved student behaviors.</i>			
					Total:	\$208,973.88