

Bay District Schools

Callaway Elementary School



2020-21 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: 6/1/2019

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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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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)	2019-20 Title I School	2019-20 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	53%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	D	D	C	B

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SIP Authority

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<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, position title, and job duties/responsibilities 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>
Rogers, Jo	School Counselor	<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>
Monette, Ken	Assistant Principal	<p>Kenneth Monette - Administrative Assistant: Mr. Monette supports Mrs. Phillips in her administrative role. He aides in the evaluation of teachers and paraprofessional performance, data analysis, etc. He helps to provide teachers with what resources they need to implement effective instruction in the classroom. He meets regularly with teachers to discuss student data and teacher performance data. He works with the Behavior Interventionist and Social Worker to implement effective discipline procedures and strategies with at-risk students.</p>
Carter, Amy	Teacher, K-12	<p>Julie Koss, Kiernan Sullivan, Cynthia Williams, Amy Carter, Renee Combs, Emily Nolan and Michael Dunnivant- 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>Julie Koss, Kiernan Sullivan, Cynthia Williams, Amy Carter, Renee Combs, Emily Nolan and Michael Dunnivant- 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</p>

Name	Title	Job Duties and Responsibilities
		also provide leadership to the PLCs and resources to all teachers throughout the school.
Dunnivant, Michael	Instructional Coach	Julie Koss, Kiernan Sullivan, Cynthia Williams, Amy Carter, Renee Combs, Emily Nolan and Michael Dunnivant- 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.
Koss, Julie	Teacher, K-12	Julie Koss, Kiernan Sullivan, Cynthia Williams, Amy Carter, Renee Combs, Emily Nolan and Michael Dunnivant- 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.
Sullivan, Jack	Teacher, K-12	Julie Koss, Kiernan Sullivan, Cynthia Williams, Amy Carter, Renee Combs, Emily Nolan and Michael Dunnivant- 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.
Williams, Cynthia	Teacher, K-12	Julie Koss, Kiernan Sullivan, Cynthia Williams, Amy Carter, Renee Combs, Emily Nolan and Michael Dunnivant- 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.
Nolan, Emily	Teacher, K-12	Julie Koss, Kiernan Sullivan, Cynthia Williams, Amy Carter, Renee Combs, Emily Nolan and Michael Dunnivant- 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.

Demographic Information

Principal start date

Saturday 6/1/2019, Michelle Good

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

Total number of teacher positions allocated to the school

29

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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
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2019-20 School Improvement (SI) Information*	
SI Region	Northwest
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ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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	62	72	54	56	50	56	0	0	0	0	0	0	0	350
Attendance below 90 percent	14	25	10	7	6	13	0	0	0	0	0	0	0	75
One or more suspensions	0	9	5	4	10	7	0	0	0	0	0	0	0	35
Course failure in ELA	0	0	0	1	1	0	0	0	0	0	0	0	0	2
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	3	11	0	0	0	0	0	0	0	14
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	7	0	0	0	0	0	0	0	9
	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	0	2	1	1	4	11	0	0	0	0	0	0	0	19

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	1	6	1	1	0	0	0	0	0	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Thursday 8/27/2020

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	
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

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

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	
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

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

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%

School Grade Component	2019			2018		
	School	District	State	School	District	State
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	
	(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.

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%
	2018	57%	57%	0%	61%	-4%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
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%	0
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%	0
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%	0
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%	0
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%	1

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%	0
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%	0
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%	0
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%	0
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%	0

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 were the lowest performing subgroups. This is in part due to the social economics status of the school and the surrounding community. Our school is in one of the areas hardest hit by Hurricane Michael which added to the additional trauma and stresses of our Callaway families. Relationships were broken as students and teachers moved from the area due to the lack of housing and lack of job opportunities. Some effective and highly effective teachers relocated leaving less seasoned teachers to deliver instruction to our most vulnerable students.

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. Beyond the reasons stated above we can contribute low staff morale to the decline as well as the lack of ongoing professional development to keep teachers abreast of the latest best practices. Strategies have been put into place to help build collaboration and build morale within the staff. Professional Learning Communities have been established to provide teachers with professional support. Coaches have been hired to build capacity amongst the staff.

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?

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?

In review of our EWS report for the 20/21 school year, our area of concern is with our 5th grade population who has 20% of the students with two or more indicators. While the total number of students is only 19, 11 out of 19 students are in this category. This is a total of 58% of the students with two or more indicators or 20% of the class.

Two of the 5th grade students in this category had 6 suspensions in the last school year. Behavioral supports have been put in place for both students. Three other 5th graders also have suspensions and are in the monitoring process at present.

Seven of the groups 5th grade students scored level 1 on ELA and 5 have level one on the math indicator. Five out of the eleven have level 1 in both math and ELA. This is a strong indicator that these students may struggle with being successful in the classroom. These students are in the MTSS process and will receive additional support during the remediation period.

Attendance is also a large problem with this group. Seven of the eleven students (64%) have attendance deficits of 11.71 to 21.05 percent. Three of the seven have level one indicators in both ELA and math and one has an indicator in ELA. Coupled with the challenges brought on by COVID 19, we are anticipating additional struggles within the targeted group and will monitor the data closely and will modify plans as needed.

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

1. 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.

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 supplement 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. The Black/African American subgroup is another priority based upon their 25% proficiency on the state assessments. We believe that relationships are crucial for this subgroup. Many students will not perform for teachers that they feel they are not connected to or teachers who do not appear to genuinely care for them as students. The restorative circles that we have implemented help the students to connect to each other and the teacher. In addition, The Girls with Pearls, Mighty Men, Chess Club and the Lego League all provide opportunities for development of relationships and positive interactions which will transfer into the classroom setting.

4. 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.

5. Additional support to teachers and students/families with the implementation of Bay Link. This is an addition to our brick and mortar students due to COVID-19 epidemic and the need for some to quarantine while others find solace in meeting their medical needs while continuing their education remotely. Teachers were fast tracked on the use and mechanics of the CANVAS technology platform to be used. Proficiency comes with practice. Teachers are diligently working to be on track with their students. Students and parents are also in a phase of learning the platform. It is taking an insurmountable amount of time for both teachers and families to overcome this hurdle. The challenges of it all could have a negative impact on students if not monitored closely and adapted swiftly.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus	Callaway Elementary will increase students learning gains, in the areas of reading to impact the areas of math and science by identifying specific student needs using appropriate data to plan and provide interventions and instruction.
Description and Rationale:	
Measurable Outcome:	<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%. 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:	Focusing on implementation of research based interventions such close reading, summarizing and note taking, setting objectives and providing feedback 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
Rationale for Evidence-based Strategy:	Teachers will work with a School-based Interventionist and PLCs to improve effectiveness of grade level instruction. The collaboration between teachers and interventionist will provide teachers with a skill set to ensure effective instruction and interventions based of students' needs. Teachers will meet at least twice a 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 Steps to Implement

- Data collected and reviewed will be MAP, FSA, Classroom Walk-through data, Common Assessments. MTSS data, and EL data.
- Share current data with TNTP team
- 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
 - Biweekly Data Chats with teachers and coach
 - FSA (Annually)
- 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 are 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)

#2. Culture & Environment specifically relating to Discipline

Area of Focus Callaway Elementary will continue to implement morning meetings that focus on restorative practices and building positive relationships, in order to decrease the number of discipline referrals by 5 %.

Description and Rationale: 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.

Measurable Outcome: Callaway Elementary has implemented morning meetings that focus on restorative practices and building positive relationships, in order to decrease the number of discipline referrals by 10 %

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 Steps to Implement

Staff members will receive training from Rufus Lott on restorative practices and will utilize strategies daily to create a positive classroom environment. Mr. Lott will provide ongoing Professional Development.

District provided Mental Health Triad and behavioral paras will provide additional support for students struggling to acclimate in a school setting.

Staff members will be trained in deescalation techniques and restorative questioning to use in giving students a voice to help them identify their feelings. Paras will be instrumental in role playing positive ways to resolve conflict. Guidelines will be provided to staff members detailing identifying signs to determine when additional mental health supports may be needed. Our goal is to be proactive with the students' needs and not reactive.

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

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

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: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Callaway is proud to have strong relationships with parents, business partners, churches and government entities. While COVID-19 has hampered our outreach opportunities with our partners, the school and community has embraced technology in an effort to stay connected and maintain our relationship.

The continued communication has allowed us to keep our stakeholders knowledgeable about our efforts to make Callaway a fun, loving school with high expectations for learning. Conferences, workshops and academic events are scheduled at times that will enable our stakeholders to have a more involved effort (i.e. an hour before dismissal). Communication stays open through our courteous office staff, up to date Facebook page, and Everbridge alerts to notify and remind parents of important events, opportunities and attendance. Teachers continue to keep Parent Portal up to date with student progress and teacher comments as well as the real time communication through DOJO.

We continue to work with our parents to enhance the education of our students and problem solve areas of need discovered. We work with the district and outside agencies to address the needs of our families.

needs and build a stronger foundation for our school and community. It takes a whole community to build a strong population and allow positive growth for the future and we are counting on stakeholders working collaboratively to help us reach our goal.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$120,326.88
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	130-Other Certified Instructional Personnel	0101 - Callaway Elementary School	UniSIG	0.88	\$41,560.00
			Notes: *(131) Continue paying an intervention teacher to push into K - 2 classrooms to provide small group interventions for the MTSS tiers 2 and 3 and ESE students.			
	5100	130-Other Certified Instructional Personnel	0101 - Callaway Elementary School	UniSIG	0.0	\$2,188.00
			Notes: (133) Advance Degree supplement for the intervention teacher			
	5100	150-Aides	0101 - Callaway Elementary School	UniSIG	3.39	\$43,282.00
			Notes: *(151) Continue to employee a 5.75 hour para to provide individual; and small group instruction for K-2 core instruction and a 6 hour para to assist with core instruction in kindergarten; and 2 5.75 hour paras to provide supports in 3-5 classrooms			
	5100	210-Retirement	0101 - Callaway Elementary School	UniSIG	0.0	\$8,913.00
			Notes: For intervention teacher and paras.			
	5100	220-Social Security	0101 - Callaway Elementary School	UniSIG	0.0	\$6,878.00
			Notes: For intervention teacher and paras.			
	5100	230-Group Insurance	0101 - Callaway Elementary School	UniSIG	0.0	\$6,544.00
			Notes: For intervention teacher and paras.			
	5100	240-Workers Compensation	0101 - Callaway Elementary School	UniSIG	0.0	\$1,546.00
			Notes: For intervention teacher and paras.			
	5100	519-Technology-Related Supplies	0101 - Callaway Elementary School	UniSIG	0.0	\$2,765.88
			Notes: Headphones and mice for students to use with devices.			
	5100	644-Computer Hardware Non-Capitalized	0101 - Callaway Elementary School	UniSIG	0.0	\$6,650.00
			Notes: 19 Chromebooks @ \$350 for students to have access to on-line instructional and remediation programs.			
2	III.A.	Areas of Focus: Culture & Environment: Discipline				\$40,817.00

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	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6300	150-Aides	0101 - Callaway Elementary School	UniSIG	1.82	\$29,030.00
			<i>Notes: *Continue to pay a 6.5 hour behavior para to push into K-5 classrooms to provide students behavior supports to keep them from having to leave the classroom; and hire a 6 hour behavior para to assist K-5 students assigned to ISS to ensure their learning continues while out of the classroom.</i>			
	6300	210-Retirement	0101 - Callaway Elementary School	UniSIG	0.0	\$2,903.00
			<i>Notes: For behavior paras</i>			
	6300	220-Social Security	0101 - Callaway Elementary School	UniSIG	0.0	\$2,221.00
			<i>Notes: For behavior paras</i>			
	6300	230-Group Insurance	0101 - Callaway Elementary School	UniSIG	0.0	\$6,227.00
			<i>Notes: For behavior paras</i>			
	6300	240-Workers Compensation	0101 - Callaway Elementary School	UniSIG	0.0	\$436.00
			<i>Notes: For behavior paras</i>			
					Total:	\$165,608.75