

2013-2014 SCHOOL IMPROVEMENT PLAN

Callaway Elementary School

7115 E HIGHWAY 22
Panama City, FL 32404
850-767-1241

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 83%
Alternative/ESE Center No	Charter School No	Minority Rate 44%

School Grades History

2013-14 D	2012-13 D	2011-12 C	2010-11 B
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

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

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 1	1	Melissa Ramsey

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Callaway Elementary School

Principal

Tim Keiffer

School Advisory Council chair

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Carla Lilja	Administrative Assistant
JoAnn Rogers	Guidance Counselor
Monica Phillips	4-5 Grade Chair
Karen Cajote	2-3 Grade Chair
Misti D'Niroux	K-1 Grade Chair

District-Level Information

District

Bay

Superintendent

Mr. William V Husfelt

Date of school board approval of SIP

12/10/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Charlie Brown, Chairperson and Parent representative
 Diane Celestini, Vice Chairperson and MTSS Coach
 Jennifer Sistrunk, Secretary and 1st grade teacher
 Teresa Delaney, 1st grade inclusion teacher
 Kitty Hodges, Media Specialist

Involvement of the SAC in the development of the SIP

Diane Celestini, Vice Chairperson/MTSS Coach, and Carla Lilja, Administrative Assistant, were involved from the start when she attended the State Sponsored DA training in the summer of 2013. During the training they began to create a draft for school targets, goals, and strategies. Teachers were asked to create a list of barriers and strategies during preschool inservice. The school SAC/SIP team then worked to complete the plan based off of the strategies suggested by their peers. The draft that was created was then reviewed by the SAC team at a scheduled meeting in which they answered questions and accepted

suggestions brought forth by the SAC/PTO team. Then the SAC/PTO team voted on the school 2013-2014 SIP.

Activities of the SAC for the upcoming school year

During the 2013-2014 the SAC meetings will be held on the second Tuesday of each month in concordance with our PTO meetings.

Projected use of school improvement funds, including the amount allocated to each project

No funds at this time.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

Not In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

This year our SAC meetings will be held at rotating times between evenings and afternoons to try to encourage more parents to be involved. In addition we will continue to meet along with PTO. Meetings are also advertised by IRIS alert asking parents to join us along with being included on our school marquee and newsletters.

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Tim Keiffer		
Principal	Years as Administrator: 14	Years at Current School: 5
Credentials	<p>MS: Educational Leadership BS: Social Science, Certifications: Educational Leadership-School Principal, Language Arts 5-9, Social Science 5-9 and 6-12</p>	
Performance Record	<p>2012-2013 Principal, Callaway Elementary Grade: D Reading Mastery: 48%, Math Mastery: 51%, Science Mastery: 42%, Writing: 38% Learning Gains: Reading -55%, Math-67% 2011-2012 Principal, Callaway Elementary Grade: C Reading Mastery: 52%, Math Mastery: 52%, Science Mastery: 43%, Writing: 66% Learning Gains: Reading -57%, Math-66% Lowest 25%: Reading-64% , Math-75% 2010-2011 Principal, Callaway Elementary School Grade: B Reading Mastery: 78%, Math Mastery: 74%, Science Mastery: 32%, Writing: 68% Learning Gains: Reading –58%, Math –59% Lowest 25%: Reading –66%, Math –65% AYP: All subgroups achieved AYP. 2009-2010 Principal, Callaway Elementary School Grade: C Reading Mastery: 71%, Math Mastery: 69%, Science Mastery: 36%, Writing: 68% Learning Gains: Reading – 50%, Math – 57% Lowest 25%: Reading – 38%, Math – 60% AYP: White, Black, F/R, and SWD students did not make AYP in Reading or Math. 2008-2009 Assistant Principal, Jinks Middle School Grade: A Reading Mastery: 72%, Math Mastery: 66%, Science Mastery: 46%, AYP: 85%, Black students did not make AYP in math. F/R and SWD did not make AYP in reading and math. 2007-08 Assistant Principal, Jinks Middle School Grade: A</p>	

Carla Lilja		
Asst Principal	Years as Administrator: 1	Years at Current School: 15
Credentials	MS: Educational Leadership BS: Elementary Education Certifications: Educational Leadership-School Principal, National Board Middle Childhood Generalist; Elementary 1-6, ESOL	
Performance Record	2012-2013 Administrative Assistant, Callaway Elementary Grade: D Reading Mastery: 48%, Math Mastery: 51%, Science Mastery: 42%, Writing: 38% Learning Gains: Reading -55%, Math-67%	

Instructional Coaches

of instructional coaches

4

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Diane Celestini		
Full-time / School-based	Years as Coach: 2	Years at Current School: 2
Areas	RtI/MTSS	
Credentials	Bachelor's Degree K-3, K-6, ESOL, Mgmt	
Performance Record	2012-2013 MTSS Coach, Callaway Elementary Grade: D Reading Mastery: 48%, Math Mastery: 51%, Science Mastery: 42%, Writing: 38% Learning Gains: Reading -55%, Math-67% 2011-2012 MTSS Coach, Callaway Elementary Grade: C Reading Mastery: 52%, Math Mastery: 52%, Science Mastery: 43%, Writing: 66% Learning Gains: Reading -57%, Math-66% Lowest 25%: Reading-64% , Math-75%	

Tracy Rogers		
Part-time / District-based	Years as Coach: 2	Years at Current School: 1
Areas	Reading/Literacy	
Credentials	BS and FL certification in Elementary Education 1-6	
	MS and FL certification Reading K-12	
	National Board Certification Middle Childhood Generalist	
	2004-2014	
Performance Record		

Karen Beck		
Part-time / District-based	Years as Coach: 1	Years at Current School: 1
Areas	Rtl/MTSS	
Credentials	B.S. Elementary Education Certified 1-6	
Performance Record		

Phuonghoa Vu		
Part-time / School-based	Years as Coach: 8	Years at Current School: 1
Areas	Reading/Literacy	
Credentials	BS in Elementary Education	
	MS in Emotional Disturbed	
	Es. Specialist Educational Leadership	
	ESOL and Reading Endorsed	
Performance Record		

Classroom Teachers

# of classroom teachers	31
# receiving effective rating or higher	31, 100%
# Highly Qualified Teachers	100%
# certified in-field	31, 100%
# ESOL endorsed	13, 42%
# reading endorsed	3, 10%

with advanced degrees

7, 23%

National Board Certified

2, 6%

first-year teachers

3, 10%

with 1-5 years of experience

11, 35%

with 6-14 years of experience

7, 23%

with 15 or more years of experience

10, 32%

Education Paraprofessionals

of paraprofessionals

17

Highly Qualified

17, 100%

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

1. Regular meetings for new teachers with Principal. (Principal)
2. Partnering new teachers with Team Leaders. (Principal)
3. Correspondence with District Human Resources Department (Principal)
4. Provide professional development throughout the school year for instructional staff. (Administration/Coaches)

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Bay District Schools provides a mentoring program for new teachers.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The MTSS team will meet monthly. The MTSS team may meet more often at beginning of the school year. The MTSS team functions to conduct on-going FCAT data, and other Universal Screening data to

match interventions to student needs and stakeholder accountability. The MTSS team ensures MTSS professional development is provided to staff. The MTSS team is responsible for school-wide implementation. The MTSS team provides training and coaching to school staff. School administrators will use individual student performance data to determine activities and the MTSS structures needed to best meet the needs of their students. The MTSS process will be integrated in the District Reading Plan, District Student Progression Plan, and School Improvement Plan. The team also coordinates with SLP's to provide additional strategies that more closely match the students instructional needs.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The MTSS Coach and MTSS Intervention teacher will provide interventions for Tier 3 students. The MTSS Coach attended state training for differentiated accountability schools concerning changes to the SIP along with the administrative assistant. In addition, the MTSS team will provide data on: Tier 2, and 3 targets; academic and social/emotional areas that need to be addressed; help set clear expectations for instruction (Rigor, Relevance, and Relationship). The MTSS Team will contribute to the professional development areas of the plan by outlining how MTSS professional development will be delivered to faculty and staff. The MTSS team also compiles and analyzes school data to tracks progress toward AMO goals.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Callaway Elementary has rehired Ms. Celestini as the full-time teacher to serve as our MTSS Coach. Her duties include monitoring the status of all Tier II students, working with teachers to provide training and assistance. Ms. D. Rogers has been added this year as Callaway's Intervention Teacher who will provide interventions with a push-in or pull-out approach to Tier III MTSS students. Together both the MTSS Coach and intervention teacher have split the Tier 3 students to ease the scheduling of Tier 3 interventions. Classroom teachers will cover their own Tier 2 interventions. The MTSS Leadership Team will also meet monthly to review the progress for all Tier II/III students and manage the overall program.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

The MTSS Leadership Team and classroom teachers will make use of a school-developed data summary chart to include the following data:

Baseline data: Discovery Ed Assessments, SRA, district writing assessment, and FCAT scores

Progress Monitoring: Discovery Ed Assessment results (3 times annually), Classroom assessments, DIBELS Next, EasyCBM, SRA

Mid-Year: Discovery Ed Assessment results (3 times annually), Classroom assessments, DIBELS Next, district writing assessment, and SRA

End-of-Year: FCAT results, Final Discovery Ed Assessment results, district writing assessment results, SRA results, Promotion/Retention Data

The team will also consider individual information about a student concerning their need for academic and/or behavioral interventions.

The team will provide classroom teachers examples of individual data collection charts to use as a monitoring tool. Classroom teachers will select or develop one that best fits their individual needs and bring completed data sheets to meetings when specific students are discussed at CST, MTSS, or Administrative meetings.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The MTSS Coach received district level training in August, 2012, and will attend monthly MTSS Coach inservice trainings at the district level. Classroom teachers also received updated/refresher MTSS training during site-based inservice in August, 2012. Throughout the school year, teachers will receive additional training as needed through common planning and one-on-one assistance from the MTSS Coach.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Extended Day for All Students

Minutes added to school year: 5

5 minutes were added to all Bay District Elementary School's day to aid in transportation.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

Who is responsible for monitoring implementation of this strategy?

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Tim Keiffer	Principal
Carla Lilja	Administrative Assistant
Jo Ann Rogers	Guidance
Diane Celestini	MTSS Coach
Pauline Vu	Literacy Coach
Misti D'Niroux	K/1 Grade Chair
Karen Cajote	2/3 Grade Chair
Monica Phillips	4/5 Grade Chair
Kitty Hodges	Media Specialist

How the school-based LLT functions

The LLT meets monthly, focusing on reading initiatives designed to identify and isolate student needs based on established data. This data drives remediation and overall instruction to improve deficiencies as outlined by student performance.

Major initiatives of the LLT

The LLT will progress monitor all struggling readers to ensure concepts and standards are mastered as prescribed by school accountability. The MTSS Coach will hold regular data chats with grade levels to discuss specific progress of individual students and make instructional recommendations for remediation as needed.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

At Callaway Elementary School, all incoming Kindergarten students will use a staggered start model. Parents and students will attend a two-hour orientation on the first day of school. Half of the students will attend school on the second day of school. The second half will attend on the third day of school. All kindergartners will attend on the fourth day and continue thereafter for the remainder of the school year. This gives parents and teachers more time to discuss concerns and meet students on a more personal level. Students will be screened for academic and social development to determine a baseline for future growth. This data will be used to develop lessons and activities throughout the school year.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	65%	48%	No	69%
American Indian				
Asian				
Black/African American	60%	34%	No	64%
Hispanic	48%	38%	No	54%
White	66%	50%	No	69%
English language learners				
Students with disabilities	51%	27%	No	56%
Economically disadvantaged	62%	39%	No	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	64	33%	45%
Students scoring at or above Achievement Level 4	47	24%	30%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	124	55%	75%
Students in lowest 25% making learning gains (FCAT 2.0)	29	69%	75%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		55%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		45%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		45%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	22	34%	75%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	59%	50%	No	63%
American Indian				
Asian				
Black/African American	41%	39%	No	47%
Hispanic	29%	38%	Yes	36%
White	64%	51%	No	68%
English language learners				
Students with disabilities	45%	32%	No	51%
Economically disadvantaged	53%	43%	No	58%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	65	29%	45%
Students scoring at or above Achievement Level 4	51	23%	30%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	150	67%	75%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	35	63%	75%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	20	26%	45%
Students scoring at or above Achievement Level 4	13	17%	30%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	30		20
Participation in STEM-related experiences provided for students	20	100%	100%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	73	11%	8%
Students retained, pursuant to s. 1008.25, F.S.	32	5%	4%
Students who are not proficient in reading by third grade	67	68%	25%
Students who receive two or more behavior referrals	76	11%	8%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	96	14%	10%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

See separate Title I Parent Involvement Plan.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** Increase the English Language Arts (ELA) proficiency of economically disadvantaged students
- G2.** Utilize data to drive instruction
- G3.** Strengthen core instruction by increasing student engagement during instructional delivery

Goals Detail

G1. Increase the English Language Arts (ELA) proficiency of economically disadvantaged students

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing

Resources Available to Support the Goal

- MTSS Coach
- Staff training specialist for MTSS
- Intervention Teacher
- Literacy Coach

Targeted Barriers to Achieving the Goal

- available resources and professional development

Plan to Monitor Progress Toward the Goal

Review Middle of the Year Assessments (DEA, SRA, District writing assessment)

Person or Persons Responsible

Administration

Target Dates or Schedule:

January

Evidence of Completion:

Reports and/or adjustments

G2. Utilize data to drive instruction

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School

Resources Available to Support the Goal

- Discovery Education Assessments
- Beginning of the Year, Middle of the Year, End of the Year Harcourt Assessments
- SRA Assessments
- FAIR

Targeted Barriers to Achieving the Goal

- Professional Development

Plan to Monitor Progress Toward the Goal

Review the midyear assessment reports to determine any need for modification

Person or Persons Responsible

Administration

Target Dates or Schedule:

January 2014

Evidence of Completion:

Reports and/or adjustments

G3. Strengthen core instruction by increasing student engagement during instructional delivery

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School
- STEM
- STEM - All Levels

Resources Available to Support the Goal

- Training for a small team (2 administrators and 4 teachers)
- Manipulatives for the Kagan team
- SMART technology
- District purchased SRA materials and training for all grade levels

Targeted Barriers to Achieving the Goal

- limited amount of resources to train everyone and to purchase materials

Plan to Monitor Progress Toward the Goal

Middle and end of the year assessments (grades, DEA, SRA, Harcourt math and Science assessments); attendance and discipline summary

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule:

January/May

Evidence of Completion:

growth, proficiency, attendance, and discipline reports

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase the English Language Arts (ELA) proficiency of economically disadvantaged students

G1.B2 available resources and professional development

G1.B2.S1 Turning High-Poverty Schools into High-Performing Schools book study group

Action Step 1

schedule and facilitate book study group

Person or Persons Responsible

Principal

Target Dates or Schedule

monthly

Evidence of Completion

sign in sheets, handouts

Facilitator:

Tim Keiffer

Participants:

Principal

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

Lesson plans (teachers) and walk throughs (administration)

Person or Persons Responsible

Teachers and administration

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plan reviews, notes and emails from walk throughs

Plan to Monitor Effectiveness of G1.B2.S1

Review Middle and End of the Year Assessments (DEA, SRA, District writing assessment)

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule

January/May

Evidence of Completion

Growth reports

G1.B2.S2 Pathways to the Common Core book study group

Action Step 1

facilitate and schedule book study group

Person or Persons Responsible

Administrative Assistant and teachers

Target Dates or Schedule

First semester

Evidence of Completion

sign in sheets and handouts

Facilitator:

Carla Lilja

Participants:

Administrative Assistant and teachers

Plan to Monitor Fidelity of Implementation of G1.B2.S2

Lesson plans (teachers) and walk throughs (administration)

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule

Weekly

Evidence of Completion

copies of lesson plan and notes/emails from walkthroughs

Plan to Monitor Effectiveness of G1.B2.S2

Lesson plan reviews along with middle and end of the year assessments

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

quarterly

Evidence of Completion

Lesson plan reviews; growth reports

G1.B2.S3 Professional development and model lessons provided in ELA standards

Action Step 1

Core professional development

Person or Persons Responsible

Phuonghoa Vu, Literacy Coach

Target Dates or Schedule

monthly/as needed

Evidence of Completion

sign in sheets, agenda, handouts

Facilitator:

Phuonghoa Vu

Participants:

Phuonghoa Vu, Literacy Coach

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

Lesson plans (teachers) and walk throughs (administration)

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule

weekly

Evidence of Completion

copies of lesson plans and notes/emails with walk through observations

Plan to Monitor Effectiveness of G1.B2.S3

Middle of the Year assessments (DEA, SRA, district writing assessments)

Person or Persons Responsible

Administration

Target Dates or Schedule

January/May

Evidence of Completion

growth/proficiency reports

G1.B2.S4 Assistance to classroom teachers to help with MTSS tier 3 interventions in reading

Action Step 1

Work with students and teachers to implement Tier 3 interventions to MTSS students

Person or Persons Responsible

Debbie Rogers, MTSS interventionist

Target Dates or Schedule

Daily

Evidence of Completion

fidelity sheets

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

progress monitoring

Person or Persons Responsible

Diane Celestini, MTSS Coach

Target Dates or Schedule

weekly

Evidence of Completion

progress monitoring charts

Plan to Monitor Effectiveness of G1.B2.S4

data chats

Person or Persons Responsible

Diane Celestini, MTSS Coach and Administration

Target Dates or Schedule

monthly

Evidence of Completion

notes

G1.B2.S5 Special area teachers will incorporate ELA standards into their lesson plans.

Action Step 1

Incorporate ELA standards into their weekly lessons

Person or Persons Responsible

Special Area Teachers

Target Dates or Schedule

weekly

Evidence of Completion

lesson plans

Action Step 2

tutor fourth grade students in the 6 traits of writing

Person or Persons Responsible

Jade Davis, Art Teacher and Kimberly Goodwin, Music Teacher

Target Dates or Schedule

weekly

Evidence of Completion

lesson plans

Plan to Monitor Fidelity of Implementation of G1.B2.S5

lesson plan reviews

Person or Persons Responsible

Administration

Target Dates or Schedule

quarterly

Evidence of Completion

copies of lesson plan reviews

Plan to Monitor Effectiveness of G1.B2.S5

classroom grades and assessments

Person or Persons Responsible

Grade level teachers and administration

Target Dates or Schedule

quarterly

Evidence of Completion

copies of classroom grades and assessments

G2. Utilize data to drive instruction

G2.B2 Professional Development

G2.B2.S1 Schedule common planning for grade groups to allow for collaborative meetings

Action Step 1

Develop a master schedule to include common planning for all grade groups

Person or Persons Responsible

JoAnn Rogers, Guidance Councilor

Target Dates or Schedule

August 2013

Evidence of Completion

Copy of Schedule

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

Collaborative grade level meetings

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Schedule and meeting notes

Plan to Monitor Effectiveness of G2.B2.S1

School Climate Survey - Teacher Responses

Person or Persons Responsible

District and School Administration

Target Dates or Schedule

May 2014

Evidence of Completion

Copy of Climate Survey Results

G2.B2.S2 Grade level and professional learning community meetings to include a data component

Action Step 1

Professional Learning communities will review beginning of the year, middle of the year, and end of the year data to look for areas to target for improvement

Person or Persons Responsible

Professional Learning Community Chair Person

Target Dates or Schedule

Monthly

Evidence of Completion

copies of agendas and notes from meetings

Plan to Monitor Fidelity of Implementation of G2.B2.S2

Grade Level and Professional Learning Community data discussions

Person or Persons Responsible

Chairperson and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Agenda, Notes, and sign in sheets

Plan to Monitor Effectiveness of G2.B2.S2

monitor Discovery Education growth reports

Person or Persons Responsible

Administration

Target Dates or Schedule

January and May

Evidence of Completion

Copy of Reports

G2.B2.S3 Professional development on utilizing multiple sources of data to drive instruction

Action Step 1

Provide initial professional development on utilizing multiple sources of data to drive instruction using beginning of the year assessments during teacher planning time and after school

Person or Persons Responsible

Linda Pitts

Target Dates or Schedule

September

Evidence of Completion

Agenda, Handouts, Sign in Sheets

Action Step 2

followup to initial data training using middle of the year assessments during teacher's planning period

Person or Persons Responsible

Linda Pitts

Target Dates or Schedule

January

Evidence of Completion

Agenda, Handouts, Sign in Sheets

Plan to Monitor Fidelity of Implementation of G2.B2.S3

Monitor teacher reflection sheet responses and compare to data reports

Person or Persons Responsible

Administration

Target Dates or Schedule

September/January

Evidence of Completion

teacher reflection pages

Plan to Monitor Effectiveness of G2.B2.S3

Monthly MTSS data chats and monitor growth reports from Discovery Education

Person or Persons Responsible

Administration

Target Dates or Schedule

September/January/May

Evidence of Completion

Copy of Reports

G2.B2.S4 Regular teacher student conferences to discuss progress on assessments

Action Step 1

Teacher student conferences

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

quarterly

Evidence of Completion

copies of conference notes

Plan to Monitor Fidelity of Implementation of G2.B2.S4

Look for evidence of teacher student data chats during lesson plan review

Person or Persons Responsible

Administration

Target Dates or Schedule

quarterly

Evidence of Completion

copy of lesson plan review

Plan to Monitor Effectiveness of G2.B2.S4

Discovery Education Reports and classroom middle of the year and end of the year assessments

Person or Persons Responsible

Teacher and Administration

Target Dates or Schedule

January/May

Evidence of Completion

copy of reports

G3. Strengthen core instruction by increasing student engagement during instructional delivery

G3.B1 limited amount of resources to train everyone and to purchase materials

G3.B1.S1 Incorporate engaging structures into faculty meetings and push in trainings

Action Step 1

Training in monthly faculty meetings and model structure of the month in classrooms

Person or Persons Responsible

Kagan Team: Misti D'Niroux, Jennifer Sistrunk, Mindy Gilder, Shannon Williams, Carla Lilja, and Tim Keiffer

Target Dates or Schedule

monthly

Evidence of Completion

sign in sheets, agenda, handouts, calendar

Action Step 2

schoolwide Kagan training

Person or Persons Responsible

District Kagan Trainer

Target Dates or Schedule

first semester

Evidence of Completion

sign in sheets, agenda, handouts, calendar

Facilitator:

Jeremy Centeno

Participants:

District Kagan Trainer

Plan to Monitor Fidelity of Implementation of G3.B1.S1

lesson plans (teachers) and walk throughs (administration)

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule

weekly

Evidence of Completion

copies of lesson plans and emails/notes with walk through observations

Plan to Monitor Effectiveness of G3.B1.S1

lesson plan reviews

Person or Persons Responsible

Administration

Target Dates or Schedule

quarterly

Evidence of Completion

copies of lesson plan reviews

G3.B1.S2 School wide engaging structure of the month

Action Step 1

Choose an engaging structure of the month and explain to teachers

Person or Persons Responsible

Kagan team: Misti D'Niroux, Jennifer Sistrunk, Mindy Gilder, Shannon Williams, Carla Lilja, and Tim Keiffer

Target Dates or Schedule

monthly

Evidence of Completion

copies of administrative newsletter - Tour Guide's Kagan Connection

Plan to Monitor Fidelity of Implementation of G3.B1.S2

Lesson plans (teachers) and walk throughs (administration)

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule

weekly

Evidence of Completion

copies of lesson plans and notes/emails of walk through observations

Plan to Monitor Effectiveness of G3.B1.S2

grades and assessments

Person or Persons Responsible

Administration

Target Dates or Schedule

quarterly

Evidence of Completion

copies of grades and assessments

G3.B1.S3 Incorporate a variety of computer programs to reinforce the standards and/or extend learning

Action Step 1

include a variety of computer programs (i.e. SMART technology, Think Central, Discovery Education, Star Fall, SM6, Sumdog, etc.)

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

lesson plans

Facilitator:

Bay District TOSA's

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G3.B1.S3

lesson plan reviews

Person or Persons Responsible

Administration

Target Dates or Schedule

quarterly

Evidence of Completion

copies of lesson plan reviews

Plan to Monitor Effectiveness of G3.B1.S3

Classroom grades and assessments

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule

quarterly

Evidence of Completion

copies of grades and assessment results

G3.B1.S4 Utilize SRA as core curriculum to increase student engagement

Action Step 1

Implement SRA in reading block

Person or Persons Responsible

Teachers

Target Dates or Schedule

daily

Evidence of Completion

Lesson plans

Plan to Monitor Fidelity of Implementation of G3.B1.S4

walk throughs

Person or Persons Responsible

Administration

Target Dates or Schedule

weekly

Evidence of Completion

notes/emails of walk through observations

Plan to Monitor Effectiveness of G3.B1.S4

grades and assessments

Person or Persons Responsible

teachers and administration

Target Dates or Schedule

quarterly

Evidence of Completion

copies of grades and assessments

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Part A

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

Title I, Part C- Migrant

a student qualifies as a Migrant Student if the student or their family has moved at any time in the last three years to seek work in agriculture, packing, fishing, dairy, livestock, or forestry and is between the age of three and twenty-two years old. Bay District Schools is part of a consortium through PAEC that provides assistance for migrant students and their families. Migrant programs provide funds to assist migrant children and their families. Funds are used for the following purposes:

- Advocacy and outreach activities for migratory children and their families, including informing such children and families of, or helping such children and families gain access to, other education, health, nutrition, and social services.

- Support for schools serving migrant students

- Family literacy programs, including such programs that use models developed under Even Start

- The integration of information technology into educational and related programs and

- Programs to facilitate the transition of secondary school students to post secondary education or employment

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district dropout prevention programs.

Title II

District receives supplemental funds for staff development and technology. Services are provided to schools through professional development opportunities and various forms of technology designed to enhance the instructional platform within the district.

Title III

The District receives funds to support needs of ESOL students. Callaway currently has 17 students who qualify for this assistance.

Title X- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, and social service referrals) for students identified as homeless within the district.

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

The Callaway Media Specialist services a small group of fourth and fifth graders who plan, operate, and coordinate activities for the school's ITV program. These students produce a morning show covering

school-wide activities, announcements and promotional events designed to enhance the learning environment for all stakeholders. Ms. C. Williams manages the student council which exposes students to the political election process and community service activities.

Other

N/A

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Increase the English Language Arts (ELA) proficiency of economically disadvantaged students

G1.B2 available resources and professional development

G1.B2.S1 Turning High-Poverty Schools into High-Performing Schools book study group

PD Opportunity 1

schedule and facilitate book study group

Facilitator

Tim Keiffer

Participants

Principal

Target Dates or Schedule

monthly

Evidence of Completion

sign in sheets, handouts

G1.B2.S2 Pathways to the Common Core book study group

PD Opportunity 1

facilitate and schedule book study group

Facilitator

Carla Lilja

Participants

Administrative Assistant and teachers

Target Dates or Schedule

First semester

Evidence of Completion

sign in sheets and handouts

G1.B2.S3 Professional development and model lessons provided in ELA standards

PD Opportunity 1

Core professional development

Facilitator

Phuonghoa Vu

Participants

Phuonghoa Vu, Literacy Coach

Target Dates or Schedule

monthly/as needed

Evidence of Completion

sign in sheets, agenda, handouts

G3. Strengthen core instruction by increasing student engagement during instructional delivery

G3.B1 limited amount of resources to train everyone and to purchase materials

G3.B1.S1 Incorporate engaging structures into faculty meetings and push in trainings

PD Opportunity 1

schoolwide Kagan training

Facilitator

Jeremy Centeno

Participants

District Kagan Trainer

Target Dates or Schedule

first semester

Evidence of Completion

sign in sheets, agenda, handouts, calendar

G3.B1.S3 Incorporate a variety of computer programs to reinforce the standards and/or extend learning

PD Opportunity 1

include a variety of computer programs (i.e. SMART technology, Think Central, Discovery Education, Star Fall, SM6, Sumdog, etc.)

Facilitator

Bay District TOSA's

Participants

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

lesson plans

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase the English Language Arts (ELA) proficiency of economically disadvantaged students	\$67,123
G3.	Strengthen core instruction by increasing student engagement during instructional delivery	\$25,000
Total		\$92,123

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Personnel	Professional Development	Total
Title I	\$739	\$66,384	\$25,000	\$92,123
Total	\$739	\$66,384	\$25,000	\$92,123

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Increase the English Language Arts (ELA) proficiency of economically disadvantaged students

G1.B2 available resources and professional development

G1.B2.S1 Turning High-Poverty Schools into High-Performing Schools book study group

Action Step 1

schedule and facilitate book study group

Resource Type

Evidence-Based Materials

Resource

copy of book for 27 teachers

Funding Source

Title I

Amount Needed

\$739

G1.B2.S4 Assistance to classroom teachers to help with MTSS tier 3 interventions in reading

Action Step 1

Work with students and teachers to implement Tier 3 interventions to MTSS students

Resource Type

Personnel

Resource

MTSS Coach and MTSS Intervention Teacher

Funding Source

Title I

Amount Needed

\$66,384

G3. Strengthen core instruction by increasing student engagement during instructional delivery

G3.B1 limited amount of resources to train everyone and to purchase materials

G3.B1.S1 Incorporate engaging structures into faculty meetings and push in trainings

Action Step 2

schoolwide Kagan training

Resource Type

Professional Development

Resource

certified district trainer, substitutes, and Kagan Cooperative Learning Manuals

Funding Source

Title I

Amount Needed

\$10,000

G3.B1.S2 School wide engaging structure of the month

Action Step 1

Choose an engaging structure of the month and explain to teachers

Resource Type

Professional Development

Resource

Cooperative learning, class building, team building, other Kagan resources

Funding Source

Title I

Amount Needed

\$15,000