

Bay District Schools

Callaway Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

| | |
|--|-----------|
| SIP Authority and Purpose | 3 |
| I. School Information | 6 |
| II. Needs Assessment/Data Review | 10 |
| III. Planning for Improvement | 15 |
| IV. ATSI, TSI and CSI Resource Review | 30 |
| V. Reading Achievement Initiative for Scholastic Excellence | 30 |
| VI. Title I Requirements | 33 |
| VII. Budget to Support Areas of Focus | 36 |

Callaway Elementary School

7115 E HIGHWAY 22, Panama City, FL 32404

[no web address on file]

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

| SIP Sections | Title I Schoolwide Program | Charter Schools |
|--|---|------------------------|
| I-A: School Mission/Vision | | 6A-1.099827(4)(a)(1) |
| I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring | ESSA 1114(b)(2-3) | |
| I-E: Early Warning System | ESSA 1114(b)(7)(A)(iii)(III) | 6A-1.099827(4)(a)(2) |
| II-A-C: Data Review | | 6A-1.099827(4)(a)(2) |
| II-F: Progress Monitoring | ESSA 1114(b)(3) | |
| III-A: Data Analysis/Reflection | ESSA 1114(b)(6) | 6A-1.099827(4)(a)(4) |
| III-B: Area(s) of Focus | ESSA 1114(b)(7)(A)(i-iii) | |
| III-C: Other SI Priorities | | 6A-1.099827(4)(a)(5-9) |
| VI: Title I Requirements | ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g) | |

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

We are cougars! We learn. We LEAD (love, empower, advocate, and dream). We provide a culture of engaging, ambitious instruction which promotes a community of lifelong learners.

Provide the school's vision statement.

By the end of second grade, 100% of our scholars will be reading proficiently. When promoted to middle school, 100% of 5th grade scholars will be proficient in all subjects.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

| Name | Position Title | Job Duties and Responsibilities |
|----------------------|---------------------|---|
| Good, Michelle | Principal | Oversees day-to-day operations of the school, serves as an instructional leader, manages school logistics and budgets, monitors student growth and performance, adjusts supports and services based on student needs, monitors teacher performance and provides guidance and support, ensures that the campus is safe and secure, build productive relationships with families, community members, and other stakeholders |
| Kirkpatrick, Heather | Assistant Principal | Assists the principal in the overall administration of the school and assumes leadership of the school in the absence of the principal, serves as an Instructional Leader; facilitates the work of PLCs, leads data driven discussions and planning, relates to students with mutual respect while carrying out a positive and effective discipline policy |
| Berry, Easton | School Counselor | Consults, facilitates, and maintains communication with parents, teachers, administrators, and pertinent agents on specific student and parent academic and educational matters including academic modifications and/or accommodations, provides counseling to address social and emotional concerns and appropriately refers students to behavioral health specialists, communicates, coordinates, and collaborates with school staff in developing and implementing student supports. |
| Blair, Shawna | Behavior Specialist | Responsible for assessing students with behavior issues, collecting data on the students, working with teachers, counselors and school psychologists to devise a behavior plan for the student and evaluating the effectiveness of the plan |
| Gumataotao, Brooke | Assistant Principal | Assists the principal in the overall administration of the school and assumes leadership of the school in the absence of the principal, serves as an Instructional Leader; facilitates the work of PLCs, leads data driven discussions and planning, relates to students with mutual respect while carrying out a positive and effective discipline policy |
| Banks, Latonia | Instructional Coach | Model, coach, observe, and assist teachers in using research based math strategies to provide engaging instruction of the BEST Math Standards, coaching and modeling instructional and assessment strategies, and providing feedback that ensures effective instruction and student achievement |

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Callaway Elementary's leadership team met with teachers, parents, and community members to discuss the school improvement plan for the 23-24 school year. Results from our recent surveys along with assessment data were used to drive our goals for improvement.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The School Improvement Plan will be presented to our stakeholders during faculty, SAC, and leadership meetings. The School Improvement Team will use data from progress monitoring to ensure all scholars are increasing proficiency and academic growth

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

| | |
|--|---|
| 2023-24 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 |
| 2022-23 Title I School Status | Yes |
| 2022-23 Minority Rate | 59% |
| 2022-23 Economically Disadvantaged (FRL) Rate | 100% |
| Charter School | No |
| RAISE School | Yes |
| ESSA Identification *updated as of 3/11/2024 | CSI |
| Eligible for Unified School Improvement Grant (UniSIG) | Yes |
| 2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT)* Economically Disadvantaged Students (FRL)* |
| School Grades History *2022-23 school grades will serve as an informational baseline. | 2021-22: D 2019-20: D 2018-19: D 2017-18: C |
| School Improvement Rating History | |
| DJJ Accountability Rating History | |

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

| Indicator | Grade Level | | | | | | | | | | Total |
|---|-------------|----|----|----|----|----|---|---|---|-----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | | |
| Absent 10% or more days | 18 | 57 | 26 | 36 | 55 | 35 | 0 | 0 | 0 | 227 | |
| One or more suspensions | 3 | 20 | 10 | 14 | 39 | 24 | 0 | 0 | 0 | 110 | |
| Course failure in English Language Arts (ELA) | 0 | 4 | 5 | 9 | 8 | 2 | 0 | 0 | 0 | 28 | |
| Course failure in Math | 0 | 3 | 2 | 6 | 7 | 3 | 0 | 0 | 0 | 21 | |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 0 | 18 | 13 | 0 | 0 | 0 | 31 | |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 0 | 14 | 13 | 0 | 0 | 0 | 27 | |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | Total |
|--------------------------------------|-------------|----|---|----|----|----|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students with two or more indicators | 3 | 15 | 7 | 15 | 37 | 19 | 0 | 0 | 0 | 96 |

Using the table above, complete the table below with the number of students identified retained:

| Indicator | Grade Level | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained Students: Current Year | 7 | 8 | 3 | 5 | 0 | 0 | 0 | 0 | 0 | 23 |
| Students retained two or more times | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 2 |

Prior Year (2022-23) As Initially Reported (pre-populated)

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

| Indicator | Grade Level | | | | | | | | | | Total |
|---|-------------|----|----|----|----|----|---|---|---|-----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | | |
| Absent 10% or more days | 22 | 26 | 37 | 53 | 16 | 30 | 0 | 0 | 0 | 184 | |
| One or more suspensions | 3 | 1 | 10 | 25 | 11 | 7 | 0 | 0 | 0 | 57 | |
| Course failure in ELA | 0 | 0 | 8 | 21 | 2 | 5 | 0 | 0 | 0 | 36 | |
| Course failure in Math | 0 | 0 | 1 | 11 | 0 | 4 | 0 | 0 | 0 | 16 | |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 15 | 6 | 32 | 0 | 0 | 0 | 53 | |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 12 | 8 | 30 | 0 | 0 | 0 | 50 | |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |

The number of students by current grade level that had two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|----|---|----|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students with two or more indicators | 3 | 0 | 8 | 31 | 9 | 27 | 0 | 0 | 0 | 78 |

The number of students identified retained:

| Indicator | Grade Level | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|----|---|---|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained Students: Current Year | 4 | 0 | 3 | 16 | 1 | 0 | 0 | 0 | 0 | 24 |
| Students retained two or more times | 0 | 0 | 0 | 1 | 0 | 2 | 0 | 0 | 0 | 3 |

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

| Indicator | Grade Level | | | | | | | | | | Total |
|---|-------------|----|----|----|----|----|---|---|---|-----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | | |
| Absent 10% or more days | 22 | 26 | 37 | 53 | 16 | 30 | 0 | 0 | 0 | 184 | |
| One or more suspensions | 3 | 1 | 10 | 25 | 11 | 7 | 0 | 0 | 0 | 57 | |
| Course failure in ELA | 0 | 0 | 8 | 21 | 2 | 5 | 0 | 0 | 0 | 36 | |
| Course failure in Math | 0 | 0 | 1 | 11 | 0 | 4 | 0 | 0 | 0 | 16 | |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 15 | 6 | 32 | 0 | 0 | 0 | 53 | |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 12 | 8 | 30 | 0 | 0 | 0 | 50 | |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |

The number of students by current grade level that had two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|----|---|----|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students with two or more indicators | 3 | 0 | 8 | 31 | 9 | 27 | 0 | 0 | 0 | 78 |

The number of students identified retained:

| Indicator | Grade Level | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|----|---|---|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained Students: Current Year | 4 | 0 | 3 | 16 | 1 | 0 | 0 | 0 | 0 | 24 |
| Students retained two or more times | 0 | 0 | 0 | 1 | 0 | 2 | 0 | 0 | 0 | 3 |

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

| Accountability Component | 2023 | | | 2022 | | | 2021 | | |
|---------------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement* | 45 | 47 | 53 | 39 | 51 | 56 | 41 | | |
| ELA Learning Gains | | | | 48 | | | 43 | | |
| ELA Lowest 25th Percentile | | | | 36 | | | 38 | | |
| Math Achievement* | 57 | 50 | 59 | 37 | 48 | 50 | 39 | | |
| Math Learning Gains | | | | 36 | | | 33 | | |
| Math Lowest 25th Percentile | | | | 46 | | | 42 | | |
| Science Achievement* | 35 | 48 | 54 | 37 | 50 | 59 | 30 | | |
| Social Studies Achievement* | | | | | 54 | 64 | | | |
| Middle School Acceleration | | | | | 42 | 52 | | | |
| Graduation Rate | | | | | 45 | 50 | | | |
| College and Career Acceleration | | | | | | 80 | | | |
| ELP Progress | 43 | 56 | 59 | 65 | | | 53 | | |

** In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

| 2021-22 ESSA Federal Index | |
|--|-----|
| ESSA Category (CSI, TSI or ATSI) | CSI |
| OVERALL Federal Index – All Students | 45 |
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 2 |
| Total Points Earned for the Federal Index | 224 |
| Total Components for the Federal Index | 5 |

| 2021-22 ESSA Federal Index | |
|----------------------------|----|
| Percent Tested | 98 |
| Graduation Rate | |

| 2021-22 ESSA Federal Index | |
|--|-----|
| ESSA Category (CSI, TSI or ATSI) | CSI |
| OVERALL Federal Index – All Students | 43 |
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 5 |
| Total Points Earned for the Federal Index | 344 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 99 |
| Graduation Rate | |

ESSA Subgroup Data Review (pre-populated)

| 2022-23 ESSA SUBGROUP DATA SUMMARY | | | | |
|------------------------------------|---------------------------------|--------------------|---|---|
| ESSA Subgroup | Federal Percent of Points Index | Subgroup Below 41% | Number of Consecutive years the Subgroup is Below 41% | Number of Consecutive Years the Subgroup is Below 32% |
| SWD | 30 | Yes | 4 | 2 |
| ELL | 42 | | | |
| AMI | | | | |
| ASN | | | | |
| BLK | 43 | | | |
| HSP | 45 | | | |
| MUL | 31 | Yes | 1 | 1 |
| PAC | | | | |
| WHT | 54 | | | |
| FRL | 42 | | | |

| 2021-22 ESSA SUBGROUP DATA SUMMARY | | | | |
|------------------------------------|---------------------------------|--------------------|---|---|
| ESSA Subgroup | Federal Percent of Points Index | Subgroup Below 41% | Number of Consecutive years the Subgroup is Below 41% | Number of Consecutive Years the Subgroup is Below 32% |
| SWD | 31 | Yes | 3 | 1 |
| ELL | 38 | Yes | 2 | |
| AMI | | | | |
| ASN | | | | |
| BLK | 34 | Yes | 3 | |
| HSP | 43 | | | |
| MUL | 46 | | | |
| PAC | | | | |
| WHT | 39 | Yes | 1 | |
| FRL | 40 | Yes | 2 | |

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

| 2022-23 ACCOUNTABILITY 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 2021-22 | C & C Accel 2021-22 | ELP Progress |
| All Students | 45 | | | 57 | | | 35 | | | | | 43 |
| SWD | 27 | | | 33 | | | 25 | | | | 4 | |
| ELL | 35 | | | 47 | | | | | | | 3 | 43 |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | 47 | | | 61 | | | 23 | | | | 4 | |
| HSP | 44 | | | 50 | | | 50 | | | | 5 | 43 |
| MUL | 27 | | | 48 | | | 31 | | | | 4 | |
| PAC | | | | | | | | | | | | |
| WHT | 54 | | | 62 | | | 39 | | | | 4 | |
| FRL | 44 | | | 55 | | | 27 | | | | 5 | 40 |

| 2021-22 ACCOUNTABILITY 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 2020-21 | C & C Accel 2020-21 | ELP Progress |
| All Students | 39 | 48 | 36 | 37 | 36 | 46 | 37 | | | | | 65 |
| SWD | 16 | 43 | 42 | 13 | 45 | 53 | 6 | | | | | |
| ELL | 21 | | | 29 | | | | | | | | 65 |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | 38 | 35 | | 41 | 35 | | 23 | | | | | |
| HSP | 41 | 38 | | 39 | 31 | | 46 | | | | | 63 |
| MUL | 31 | 50 | | 37 | 50 | | 60 | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | 41 | 57 | | 35 | 33 | | 31 | | | | | |
| FRL | 38 | 45 | 43 | 33 | 38 | 52 | 33 | | | | | 40 |

| 2020-21 ACCOUNTABILITY 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 2019-20 | C & C Accel 2019-20 | ELP Progress |
| All Students | 41 | 43 | 38 | 39 | 33 | 42 | 30 | | | | | 53 |
| SWD | 17 | 25 | | 22 | 25 | | | | | | | |
| ELL | 31 | | | 23 | | | | | | | | 53 |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | 28 | 38 | | 32 | 23 | | 20 | | | | | |
| HSP | 35 | | | 31 | | | | | | | | 56 |
| MUL | 25 | | | 46 | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | 55 | 55 | | 42 | 32 | | 38 | | | | | |
| FRL | 42 | 43 | 36 | 37 | 30 | 40 | 29 | | | | | 50 |

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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 |
| 05 | 2023 - Spring | 38% | 52% | -14% | 54% | -16% |
| 04 | 2023 - Spring | 56% | 55% | 1% | 58% | -2% |
| 03 | 2023 - Spring | 42% | 47% | -5% | 50% | -8% |

| MATH | | | | | | |
|-------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2023 - Spring | 52% | 54% | -2% | 59% | -7% |
| 04 | 2023 - Spring | 67% | 59% | 8% | 61% | 6% |
| 05 | 2023 - Spring | 50% | 53% | -3% | 55% | -5% |

| SCIENCE | | | | | | |
|---------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2023 - Spring | 33% | 49% | -16% | 51% | -18% |

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

The component that showed the lowest performance was fifth-grade science with a proficiency rate of 35% for the 22-23 school year. The contributing factors to this low performance include teachers with little experience in science instruction and there was a lack of hands-on instruction. Science continues to be an area of weakness since Callaway Elementary went down from 37% proficient in 21-22 to 35%.

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

The only area of decline was in 5th-grade science. Science continues to be an area of weakness since Callaway Elementary went down from 37% proficient in 21-22 to 35%.

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 data component that had the greatest gap was 5th grade reading. The factors that contributed to this was inconsistency with teachers. Unfortunately, our scholars experienced two teacher turnovers, during the course of one school year.

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

The data component that show the most improvement was in the area of math achievement. Our school increased by 20.52%. This success was due to the departmentalization of subject areas, veteran teachers in core subjects, and consistent data analysis to determine differentiation. We also utilized a Master Teacher to teach the lowest quartile and provide instructional coaching.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

An area of concern is attendance. Our leadership team is planning attendance incentives for the school year and will hold ongoing meetings throughout the year to discuss attendance data.

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

Our highest priorities are to provide quality core instruction, connection, and school culture. We believe if we focus on these areas we will see an increase in achievement in all subjects and subgroups.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Callaway Elementary will implement a school-wide House System to build character, personal responsibility, mentorship, and critical thinking skills. The implementation will assist in decreasing the number of behavior referrals. Teachers will utilize morning meetings and the House System (Protos-House of Success, Sollevare-House of Uplifting, Nukumori-House of Kindness, Onraka-House of Unity) to teach the resiliency education standards.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Callaway Elementary will decrease the number of discipline referrals from 835 by at least ten percent for the 23-24 school year.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

FOCUS Report
Monthly Data Chat
Monthly TRIAD team meeting
Positive Behavior Point Tracking

Person responsible for monitoring outcome:

Michelle Good (goodlm@bay.k12.fl.us)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. Core Essentials is the school-wide character development curriculum.
2. Positive behavior will be celebrated monthly within House Meeting pep rallies
3. Scholars will earn positive behavior points.
4. Faculty will implement our State provided Resiliency Education Curriculum during morning meetings and school assemblies.
5. Implementation of the House System and celebrations.
6. Support of Master Teachers (Coaching) when needed
7. Behavior Interventionist and Triad to monitor and assist with behavior interventions in order to keep scholars in the classroom to regain instructional time.
8. Increase parent involvement by hosting multiple family nights that incorporate an academic focus and a positive school culture.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

By implementing these strategies for the 23-24 school year, Callaway Elementary will decrease the number of discipline referrals. This will allow our scholars to increase their instructional time and increase the positive classroom environments. According to Hattie, teacher-student relationships have a positive effect size of 0.72 on student achievement. In return, increasing the academic success of all scholars.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Establish, teach, and reinforce schoolwide non-negotiable core values and expectations to create a safe and supportive environment for students, teachers, and staff.

Person Responsible: Michelle Good (goodlm@bay.k12.fl.us)

By When: ongoing

#2. Instructional Practice specifically relating to Benchmark-aligned Instruction

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Focusing on rigorous core instruction aligned to the Florida Benchmarks will increase the number of scholars who are proficient in the areas of ELA, math, and science.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

For the 23-24 school year:

62% of our scholars will be proficient in reading. This will be a 15% increase from the 22-23 school year.
62% of our scholars will be proficient in math. This will be a 4% increase from the 22-23 school year.
62% of our scholars will be proficient in science. This will be a 27% increase from the 22-23 school year.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

1. PLCs will be monitored to ensure each meeting addresses the academic needs through PLC agenda and administration attendance.
2. PD will be provided to teachers on core instruction and the science of reading.
3. MTSS will be monitored and analyzed, allowing us to support the school's academic program through strategic and flexible focus.
4. Data Chat meetings evaluate the needs of the students to refine, monitor and/or develop a plan to address the needs.
5. Small group instruction with an approved research-based curriculum.
6. On-going instructional coaching and job-embedded professional learning provided by Master Teachers.
7. Administrative classroom walk-throughs using classroom walkthrough form.

Person responsible for monitoring outcome:

Michelle Good (goodlm@bay.k12.fl.us)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

- Collaboration and Professional Development with instructional coaches (Master Teachers) providing teachers the support and guidance needed to understand and implement rigorous core instruction aligned to Florida Benchmarks.
- Simplified and just in time MTSS allows us to strengthen and support the school's academic program through strategic focus.
- Effective PLCs, includes all school based stakeholders

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. Teachers meet at least once a week to prepare and plan for benchmark-aligned instruction. They will review student data and discuss the implementation of effective instruction and differentiated strategies based on the needs of scholars, as demonstrated by the data shared.
2. The collaboration with Master Teachers will ensure that instruction meets the intended rigor of the benchmarks.
3. Monthly Data chat meetings with all teachers in grade-level PLCs,

Master Teachers, Administration, School Counselor, SLP, and Interventionists will discuss the needs of scholars and develop a plan to address the needs. John Hattie concludes that RTI has an effect size of 1.29.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Developing highly collaborative PLCs strategically focused on the use of formative assessment data.
Utilizing results iReady diagnostics and learning paths to design reading acceleration support for students.
Utilizing MTSS systems to support interventions.
Reading walk-throughs focused on identifying standards-based and differentiated whole group instruction and small group instruction.
Utilizing pacing calendars and research based instructional materials and practices in 90-minute block.
Utilizing additional research-based intervention curriculum for tier 2 and 3 students

Person Responsible: Michelle Good (goodlm@bay.k12.fl.us)

By When: ongoing

#3. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Providing teachers and paraprofessionals with strategic and specific instructional development will ensure equitable learning for all scholars, increase teacher and paraprofessional knowledge, and ensure that teachers and staff analyze data to improve achievement for all subgroups, specifically our exceptional student education student population.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Callaway Elementary will increase the number of scholars in the ESSA SWD subgroup from 31% proficient to 42% proficient.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

1. The ESE Resource teacher, MTSS Interventionist, General Education, and ESE teachers will report monthly to the principal on the outcomes of instruction for our ESE scholars. The administrative team will be responsible for conducting discussions with the classroom teachers regarding ESE instruction, how students are receiving specific accommodations if needed, and how do they monitor scholars' progress
2. Dedicated Intervention/Enrichment time with strategic and flexible small group instruction with an approved research-based curriculum monitored through the use of the monthly school-wide data tracking sheet.
3. Datasheets are monitored and revised monthly to track scholars' progress to adjust small groups and ensure all scholar's needs are being met and we are closing the achievement gaps.

Person responsible for monitoring outcome:

Michelle Good (goodlm@bay.k12.fl.us)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

ESE and MTSS Interventionists will collaborate with general education teachers, paraprofessionals, and support staff to direct students' learning toward measurable outcomes and to facilitate students' social and emotional well-being across all school environments and instructional settings. Individuals or teams requires effective collaboration, including sharing ideas, active listening, questioning, planning, problem-solving, and negotiating to develop and adjust instructional or behavioral plans based on student data and coordinating expectations, responsibilities, and resources to maximize student learning. These strategies are essential to analyze student work across subgroups to improve culturally responsive practices and ensure equity for all learners.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Our subgroup gap is shrinking; we need to continue the instructional practices we have implemented that have led to growth while improving our communication with all stakeholders. For the upcoming school year, we have added an additional unit to our ESE department. A common planning time will be allocated for collaboration and data.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The leadership team will focus on Tier I instruction and the tiered systems of support provided to all scholars.

The administration will structure Professional Developments (PDs) to provide teachers with differentiated coaching and support for standards-based instruction.

Teachers will use culturally relevant content to increase student proficiency in all subject areas. (August 2022, weekly - Freiburger and Pancorbo)

Teachers will provide differentiated instruction for intervention and enrichment. (August 2022, weekly - Freiburger)

Teachers will analyze summative and formative data in all academic areas to adjust instruction to match student needs. (August 2022, monthly- Vazquez)

Person Responsible: Michelle Good (goodlm@bay.k12.fl.us)

By When: Ongoing

#4. ESSA Subgroup specifically relating to English Language Learners

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Providing teachers and paraprofessionals with strategic and specific instructional development will ensure equitable learning for all scholars, increase teacher and paraprofessional knowledge, and ensure that teachers and staff analyze data to improve achievement for all subgroups, specifically our English language learners student population.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Callaway Elementary will increase the number of scholars in the ESSA ELL subgroup from 38% proficient to 42% proficient.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

This area of focus will be monitored through classroom walk-throughs, review of progress monitoring data and through data chats with professional learning communities.

Person responsible for monitoring outcome:

Michelle Good (goodlm@bay.k12.fl.us)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Lessons aligned to Florida Standards at the appropriate level of complexity with ongoing feedback loops between leadership and teachers, students and teachers and students with students and PLCs focused on data, instructional planning, and student evidence of learning.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Standards-based lessons differentiated to meet the needs of these specific student groups and data-driven deliberate action planning will improve achievement and learning gains for our students. This strategy is aligned with having high expectations for all learners and teachers. According to educational researcher John Hattie, teachers working together to map the learning progression of all students has an effect size of 1.20. The effect size of collective teacher efficacy is 1.57

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Professional Development for ELL Scholars.

Person Responsible: Michelle Good (goodlm@bay.k12.fl.us)

By When: Ongoing

#5. ESSA Subgroup specifically relating to Black/African-American

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Providing teachers and paraprofessionals with strategic and specific instructional development will ensure equitable learning for all scholars, increase teacher and paraprofessional knowledge, and ensure that teachers and staff analyze data to improve achievement for all subgroups.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Callaway Elementary will increase the number of scholars in the ESSA Black subgroup from 34% proficient to 42% proficient.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

This area of focus will be monitored through classroom walk-throughs, review of progress monitoring data and through data chats with professional learning communities.

Person responsible for monitoring outcome:

Michelle Good (goodlm@bay.k12.fl.us)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Lessons aligned to Florida Standards at the appropriate level of complexity with ongoing feedback loops between leadership and teachers, students and teachers, and students with students and PLCs focused on data, instructional planning, and student evidence of learning. According to educational researcher John Hattie, teachers working together to map the learning progression of all students has an effect size of 1.20. The effect size of collective teacher efficacy is 1.57

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Standards-based lessons differentiated to meet the needs of these specific student groups and data-driven deliberate action planning will improve achievement and learning gains for our students. This strategy is aligned with having high expectations for all learners and teachers.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Callaway Data Den
Weekly Progress Monitoring
Collaborative Data-Driven PLCs

Person Responsible: Michelle Good (goodlm@bay.k12.fl.us)

By When: ongoing

#6. ESSA Subgroup specifically relating to White

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Providing teachers and paraprofessionals with strategic and specific instructional development will ensure equitable learning for all scholars, increase teacher and paraprofessional knowledge, and ensure that teachers and staff analyze data to improve achievement for all subgroups.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Callaway Elementary will increase the number of scholars in the ESSA White subgroup from 39% proficient to 42% proficient.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

This area of focus will be monitored through classroom walk-throughs, review of progress monitoring data and through data chats with professional learning communities.

Person responsible for monitoring outcome:

Michelle Good (goodlm@bay.k12.fl.us)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Lessons aligned to Florida Standards at the appropriate level of complexity with ongoing feedback loops between leadership and teachers, students and teachers and students with students and PLCs focused on data, instructional planning, and student evidence of learning.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Standards-based lessons differentiated to meet the needs of these specific student groups and data-driven deliberate action planning will improve achievement and learning gains for our students. This strategy is aligned with having high expectations for all learners and teachers. According to educational researcher John Hattie, teachers working together to map the learning progression of all students has an effect size of 1.20. The effect size of collective teacher efficacy is 1.57

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Callaway Data Den
Weekly Progress Monitoring
Collaborative Data-Driven PLCs

Person Responsible: Michelle Good (goodlm@bay.k12.fl.us)

By When: Ongoing

#7. ESSA Subgroup specifically relating to Economically Disadvantaged

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Providing teachers and paraprofessionals with strategic and specific instructional development will ensure equitable learning for all scholars, increase teacher and paraprofessional knowledge, and ensure that teachers and staff analyze data to improve achievement for all subgroups.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Callaway Elementary will increase the number of scholars in the ESSA Economically Disadvantaged subgroup from 40% proficient to 42% proficient.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

This area of focus will be monitored through classroom walk-throughs, review of progress monitoring data and through data chats with professional learning communities.

Person responsible for monitoring outcome:

Michelle Good (goodlm@bay.k12.fl.us)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Lessons aligned to Florida Standards at the appropriate level of complexity with ongoing feedback loops between leadership and teachers, students and teachers and students with students and PLCs focused on data, instructional planning, and student evidence of learning.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Standards-based lessons differentiated to meet the needs of these specific student groups and data-driven deliberate action planning will improve achievement and learning gains for our students. This strategy is aligned with having high expectations for all learners and teachers. According to educational researcher John Hattie, teachers working together to map the learning progression of all students has an effect size of 1.20. The effect size of collective teacher efficacy is 1.57

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Callaway Data Den
Weekly Progress Monitoring
Collaborative Data-Driven PLCs

Person Responsible: Michelle Good (goodlm@bay.k12.fl.us)

By When: Ongoing

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C)).

In Bay District, we are a collaborative team. Together, the district office supports school leaders and staff members in developing spending plans that are directly aligned with their SIP goals. With the leadership of our Director of Federal Programs, the district monitors expenses bi-weekly and updates the financial spreadsheet. In an effort to be transparent, this spreadsheet is shared with stakeholders including district leaders, school leaders, and pertinent school staff members. In the event there is a need to update or modify the plan based on a change in need, then the group collaborates to develop an amendment.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Based on the Spring iReady Diagnostic Assessment, 32% of Kindergarten students met grade-level expectations. 26% of First Grade students demonstrated proficiency on the Spring iReady Diagnostic Assessment, and 34% of Second Grade students demonstrated proficiency.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

Based on the 2023 FAST data, 47% of scholars tested proficient in reading/ELA.

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

At the end of the 23-24 school year, K-2 students will participate in the 2024 Spring Florida Progress Monitoring FAST-STAR Assessments, at least 55% of the students in K-2 will demonstrate grade-level proficiency

Grades 3-5 Measurable Outcomes

At the end of the 23-24 school year 3rd-5th students will participate in the 2024 Spring Florida Progress Monitoring FAST-STAR Assessments, at least 55% of the students in 3-5 will demonstrate grade-level proficiency

Monitoring

Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

Student progress will be monitored through standards-based formative and summative assessments, iReady Diagnostic Assessments and the Florida Progress Monitoring FAST Assessments. Grade level PLCs, along with school-level interventionists, coaches, and administration, will conduct monthly data chats to review data and ongoing progress related to TIER I instruction along with student progress receiving TIER II and TIER III interventions.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Good, Michelle, goodlm@bay.k12.fl.us

Evidence-based Practices/Programs

Description:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term “evidence-based” means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida’s definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida’s definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district’s K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Bay County has adopted an approved ELA Curriculum, HMH, which is correlated with the new FL BEST Standards. This curriculum is designed to provide quality instruction on the new BEST standards through a gradual release model, starting with whole group lessons and allowing students to interact with the text and practice the skills in small group and individualized activities. In addition, the curriculum includes Table Top lessons designed to differentiate instruction in small groups and enables grade-level texts to be accessible to all learners. The curriculum also includes tabletop lessons for ELL students, allowing them to access and interact with grade-level texts and skills. Students’ progress will be monitored through iReady. Students will participate in diagnostic assessments in Fall, Winter, and Spring. This diagnostic data will be used to identify students who need additional support and interventions.

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

Houghton Mifflin Harcourt Into Reading core adopted instructional materials for K-5 English Language Arts.

The series was reviewed and approved by the FLDOE for inclusion on the State Adopted List at the time of

adoption and purchase. To improve instruction and learning, BDS teachers incorporate explicit, direct instruction (effect size of .60) and scaffolding (effect size of .82) based on Hattie’s research (Visible Learning: John Hattie 2017)

Action Steps to Implement

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

| Action Step | Person Responsible for Monitoring |
|---|---|
| All new teachers can participate in Houghton Mifflin Harcourt training through HMH. Additionally, returning staff will receive targeted professional development facilitated by district ELA Instructional Specialists. This training series will guide teachers in implementing the standards-based curriculum. Our Literacy The Regional Director will also provide professional development and resources to address particular areas of need based on progress monitoring data. | Good, Michelle, goodlm@bay.k12.fl.us |
| Our school-based literacy coach will provide on-going support to our grade-level PLCs as they plan instruction, monitor student performance, and provide targeted interventions. | Good, Michelle, goodlm@bay.k12.fl.us |
| Teachers will meet in PLCs to analyze formative and summative assessment data along with iReady diagnostic and growth monitoring data. Administrators will take part in these PLC meetings to ensure that the curriculum is being instructed with fidelity and that students are receiving necessary support and interventions. | Good, Michelle, goodlm@bay.k12.fl.us |

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

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

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

School Improvement Plans are made publicly available via the Florida Department of Education, CIMS website: <https://www.floridacims.org/plans>. This link is available for parents and the community on the school's webpage <https://callaway.bay.k12.fl.us/>. The yearly BDS Title I Newsletter will provide the CIMS link to the SIP/SWP, which contains the UniSIG budget. The newsletter is translated into the language parents can understand and distributed to parents via PeachJar. Paper copies of the plan are provided upon request. The SIP/SWP will be discussed at the Title I Annual Meeting and during SAC meetings. The SAC will progress monitor the implementation of the plan.

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

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

With the input of parents, a Parent and Family Engagement Plan (PFEP) has been developed for the 23-24 school year and a summary of the PFEP is disseminated electronically to parents at the beginning of the year. The PFEP outlines the meetings, workshops, and communications planned to engage parents, build parents' capacity in order to be fully involved in their child's education, meet their child's needs, and increase academic achievement; which will fulfill the school's mission. It also outlines the training for teachers, administrators, and other staff to promote positive relationships with parents. The PFEP is available on the school's website at <https://callaway.bay.k12.fl.us/>. Parents are able to monitor their child's progress 24/7 using the Parent Portal. The following Title I expenditures will support the implementation of the PFEP:

- a parent liaison;
- parent communications;
- materials for parents to work with their children at home;
- parent workshops (refreshments and supplies);
- substitutes for teachers to conduct parent/teacher conferences during the school day for parents who work at night.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

At Callaway Elementary, we utilize rigorous instruction and productive PLCs to guide our faculty to help our students reach their achievement goals. Our job is to maintain instructional momentum and as such we use Title 1 funds such as 1 reading intervention teacher, 8 classroom paraprofessionals, and Instructional supplies to enhance and engage instruction. These resources allow us to focus on teaching quality curriculum and enhancing the quality of instruction by not only maintaining instructional momentum but providing hands-on instruction and creating core memories for our students.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Title III, ESSER, Immigrant, and local funds are coordinated to provide office staff in the bilingual center who assist families new to the community with school registration; ESOL Resource Teachers who support teachers of ELL students; bilingual paraprofessionals who assist students in the classrooms; curriculum resources; supplies; and parent involvement resources for students to be successful. Title II and local funds provide ongoing professional development for teachers and administrators to

support the implementation of best practices for continuous improvement, ensure that instructional practices and strategies align with the rigorous state standards, and promote accelerated learning and differentiated instruction to meet students' individual needs. Funds provide opportunities for teachers to add endorsements for Autism, Reading, ESOL, and Gifted as well as obtaining certification for critical shortage areas. New teachers are provided sustained support from staff training specialists and content area instructional specialists to facilitate their development.

The State's mental health allocation is coordinated with ESSER/ARP funds to provide the school with a mental health team to provide equitable access to behavioral support services within the school, addressing barriers to academic and social success, while enhancing students' emotional development, well-being and safety through the multi-tiered systems of support within the school.

Title IX, Part A funds provide social workers, student support care managers, and intervention teachers to work with students who have been identified as homeless to remove barriers that prevent regular attendance, full participation, and academic success.

Title I, Part D funds provide a transition specialist to coordinate with schools to ensure that students and their educational records successfully transition to and from the juvenile detention system.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Students at Callaway Elementary are provided wrap-around services to improve students' skills outside the academic subject areas. The guidance department works alongside a school-based team of mental health professionals, as well as outside mental health providers to ensure students' needs are met. The focus is to provide equitable access to behavioral support services within each school, addressing barriers to academic and social success, while enhancing students' emotional development, well-being, and safety through the multi-tiered systems of support within the school. Title I funds provide summer planning for leadership and school counselor to support these efforts.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

n/a

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

PLC and MTSS data chat processes are implemented and overseen by the principal or principal designee. PLCs collect and utilize data to determine and plan for supporting the needs of students in core and intervention. School-wide Character Education and behavioral expectations, campus rules, individual classroom rules/procedures, and individual classroom behavior management procedures and processes are taught and progress monitored. Funds are provided for a behavior intervention teacher and a behavior para.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Ongoing professional development is provided for teachers and administrators to support the implementation of best practices for continuous improvement, ensure that instructional practices and strategies align with the rigorous state standards, and promote accelerated learning and differentiated instruction to meet students' individual needs. Funds provide opportunities for teachers to add endorsements for Autism, Reading, ESOL, and Gifted as well as obtaining certification for critical shortage areas. New teachers are provided sustained support from staff training specialists and content area instructional specialists to facilitate their development.

Title I funds are used to pay for teachers to attend Ron Clark training and summer leadership planning days.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

In the spring, the school will conduct a Pre-K to Kindergarten Workshop for parents of preschool children. Invitations will be given to childcare centers within the school's zone. It will be advertised throughout the community via social media. During the meetings, parents will be given resources for their preschool child to work on during the summer to prepare them for kindergarten; information about the curriculum that will be used; assessments; behavior expectations; and information about Parent Portal. Parents will be given a tour of the campus.

Additionally, in the fall, schools hold an Orientation to invite parents and families to visit the school, classroom, and teacher to become more comfortable with the school and to provide opportunities for parents to be involved.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

| | | | | | | |
|----------|---------------|---|---|----------------|------|--------------------|
| 1 | III.B. | Area of Focus: Positive Culture and Environment: Other | | | | \$6,119.60 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2023-24 |
| | 5100 | 510 | 0101 - Callaway Elementary School | UniSIG | | \$6,119.60 |
| | | | <i>Notes: General supplies and materials to support implementation of House System and core curriculum (posters, student materials to include stickers, pencils, paper, folders, binder, erasers, etc. individual items do not exceed \$100).</i> | | | |
| 2 | III.B. | Area of Focus: Instructional Practice: Benchmark-aligned Instruction | | | | \$93,481.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2023-24 |
| | 5100 | 120 | 0101 - Callaway Elementary School | UniSIG | 1.43 | \$69,660.00 |
| | | | <i>Notes: Extended time for teachers</i> | | | |
| | 6400 | 120 | 0101 - Callaway Elementary School | UniSIG | | \$7,200.00 |
| | | | <i>Notes: Professional development for 40 teachers, 12 hours each at \$15 per hour</i> | | | |
| | 6400 | 220 | 0101 - Callaway Elementary School | UniSIG | | \$551.00 |

| | | | | | | |
|----------|---------------|---|---|----------------|-----|--------------------|
| | | | <i>Notes: Teacher Social Security/Med</i> | | | |
| | 6400 | 240 | 0101 - Callaway Elementary School | UniSIG | | \$108.00 |
| | | | <i>Notes: Teacher Worker's Comp</i> | | | |
| | 6400 | 510 | 0101 - Callaway Elementary School | UniSIG | | \$135.00 |
| | | | <i>Notes: Books for Leadership Team professional development (Uncovering the Logic of English: A Common Sense Approach to Reading (10 copies)).</i> | | | |
| | 5100 | 210 | 0101 - Callaway Elementary School | UniSIG | | \$9,453.00 |
| | | | <i>Notes: Retirement for extended time teachers</i> | | | |
| | 5100 | 220 | 0101 - Callaway Elementary School | UniSIG | | \$5,329.00 |
| | | | <i>Notes: Social Security/Med for Extended Time Teachers</i> | | | |
| | 5100 | 240 | 0101 - Callaway Elementary School | UniSIG | | \$1,045.00 |
| | | | <i>Notes: Worker's Comp for Extended Time Teachers</i> | | | |
| 3 | III.B. | Area of Focus: ESSA Subgroup: Students with Disabilities | | | | \$69,962.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2023-24 |
| | 5200 | 130 | 0101 - Callaway Elementary School | UniSIG | 1.0 | \$49,501.00 |
| | | | <i>Notes: ESE Push-In Teacher to provide supports and services</i> | | | |
| | 5200 | 750 | 0101 - Callaway Elementary School | UniSIG | | \$1,125.00 |
| | | | <i>Notes: ESE Teacher Sub</i> | | | |
| | 5200 | 210 | 0101 - Callaway Elementary School | UniSIG | | \$152.00 |
| | | | <i>Notes: ESE Sub Retirement</i> | | | |
| | 5200 | 220 | 0101 - Callaway Elementary School | UniSIG | | \$86.00 |
| | | | <i>Notes: ESE Teacher Social Security/Medicare</i> | | | |
| | 5200 | 240 | 0101 - Callaway Elementary School | UniSIG | | \$17.00 |
| | | | <i>Notes: ESE Teacher Workman's Comp</i> | | | |
| | 5200 | 210 | 0101 - Callaway Elementary School | UniSIG | | \$6,718.00 |
| | | | <i>Notes: ESE Push-In Teacher Retirement</i> | | | |
| | 5200 | 220 | 0101 - Callaway Elementary School | UniSIG | | \$3,787.00 |
| | | | <i>Notes: ESE Push-In Teacher Social Security/Med</i> | | | |
| | 5200 | 230 | 0101 - Callaway Elementary School | UniSIG | | \$7,833.00 |

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|---------------|----------|---|--|----------------|------|---------------------|
| | | | <i>Notes: ESE Push-In Teacher Insurance</i> | | | |
| | 5200 | 240 | 0101 - Callaway Elementary School | UniSIG | | \$743.00 |
| | | | <i>Notes: ESE Push-In Teacher Work Comp</i> | | | |
| 4 | III.B. | Area of Focus: ESSA Subgroup: English Language Learners | | | | \$0.00 |
| 5 | III.B. | Area of Focus: ESSA Subgroup: Black/African-American | | | | \$0.00 |
| 6 | III.B. | Area of Focus: ESSA Subgroup: White | | | | \$0.00 |
| 7 | III.B. | Area of Focus: ESSA Subgroup: Economically Disadvantaged | | | | \$53,595.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2023-24 |
| | 5100 | 150 | 0101 - Callaway Elementary School | UniSIG | 1.17 | \$37,004.00 |
| | | | <i>Notes: Paraprofessional support for classrooms to support student needs</i> | | | |
| | 5100 | 210 | 0101 - Callaway Elementary School | UniSIG | | \$5,022.00 |
| | | | <i>Notes: Paraprofessional Retirement</i> | | | |
| | 5100 | 220 | 0101 - Callaway Elementary School | UniSIG | | \$2,831.00 |
| | | | <i>Notes: Paraprofessional Social Security/Med</i> | | | |
| | 5100 | 230 | 0101 - Callaway Elementary School | UniSIG | | \$8,183.00 |
| | | | <i>Notes: Paraprofessional Insurance</i> | | | |
| | 5100 | 240 | 0101 - Callaway Elementary School | UniSIG | | \$555.00 |
| | | | <i>Notes: Paraprofessional Workers Comp</i> | | | |
| Total: | | | | | | \$223,157.60 |

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No