Callahan Intermediate School

2018-19 Schoolwide Improvement Plan

Table of Contents

Callahan Intermediate School

34586 BALL PARK RD, Callahan, FL 32011

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School 3-5	Yes	58%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	10%

School Grades History

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

School Board Approval

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

SIP Authority

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Callahan Intermediate is committed to working with the community to create a variety of high quality educational experiences designed to provide each student with the opportunity to develop his or her talents in every area of the curriculum. Students will develop positive learning habits that will enable them to become dependable contributors to a diverse society through challenging programs in a safe, caring environment.

Provide the school's vision statement.

Callahan Intermediate visualizes the complex world that our students live in and the many demands that will be placed upon them in a multicultural society and swiftly changing environment. Our vision is for students to develop positive learning habits that will enable them to become dependable contributors to a diverse society.

School Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Cason, Monica	Principal
Bryant, Terri	School Counselor
Shumate, Kim	Teacher, K-12
Simmons, Rachel	Teacher, K-12
Palmer, Sarah	Teacher, K-12
Clark, Ashleigh	Assistant Principal
Rowan, Heather	Teacher, K-12

Duties

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

The school-based leadership team is responsible for disaggregating and analyzing data to determine areas of deficit. The team is to identify problems within the general population of students and within subgroups of students, analyze why the problems are occurring, formulate an intervention plan and then measure the effectiveness of the interventions through regular progress monitoring. Their plan to address and remediate areas of deficit becomes their MTSS and forms the basis for the school improvement plan.

The MTSS core team consists of: administrators, school counselor, literacy coach, and department heads.The MTSS leadership team is responsible for ensuring that the school has in place a system that provides increasingly intense and individualized interventions, resources and support needed to meet the unique needs of its students.

The school's leadership team oversees the implementation and monitoring of its MTSS and SIP

structures through data-based decision making which identifies areas of deficit and identifies and provides support and resources needed to address those deficits.

In order to identify those needs, the team must analyze data to determine deficits and other areas in need of improvement. The team looks at academic, attendance and behavior related data. As the team disaggregates the data, it is identifying which students are meeting grade level expectations and which are not. The team is looking for patterns and trends in the data.

Once those areas of need have been identified, the leadership team disseminates this information to the departments, literacy teams, and other school based teams. The teams will provide input to the leading questions and assist in determining appropriate research based interventions to remediate specific deficits and identify other available resources to meet individual student needs. The departments/teams oversee the implementation of the interventions and monitor student progress through regularly scheduled meetings. The progress monitoring information will be shared with the leadership team and departments/teams together will monitor the effectiveness of interventions through student progress monitoring data and fidelity checks.

Early Warning Systems

Year 2017-18

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	33	27	39	0	0	0	0	0	0	0	99
One or more suspensions	0	0	0	0	9	5	0	0	0	0	0	0	0	14
Course failure in ELA or Math	0	0	0	6	6	1	0	0	0	0	0	0	0	13
Level 1 on statewide assessment	0	0	0	6	1	0	0	0	0	0	0	0	0	7

The number of students identified by the system as exhibiting two or more early warning indicators:

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

The number of students identified as retainees:

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

Date this data was collected
Friday 9/28/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	28	28	35	0	0	0	0	0	0	0	91
One or more suspensions	0	0	0	0	3	2	0	0	0	0	0	0	0	5
Course failure in ELA or Math	0	0	0	2	1	1	0	0	0	0	0	0	0	4
Level 1 on statewide assessment	0	0	0	3	7	15	0	0	0	0	0	0	0	25

The number of students identified by the system as exhibiting two or more early warning indicators:

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

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	28	28	35	0	0	0	0	0	0	0	91
One or more suspensions	0	0	0	0	3	2	0	0	0	0	0	0	0	5
Course failure in ELA or Math	0	0	0	2	1	1	0	0	0	0	0	0	0	4
Level 1 on statewide assessment	0	0	0	3	7	15	0	0	0	0	0	0	0	25

The number of students identified by the system as exhibiting two or more early warning indicators:

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

Part II: Needs Assessment/Analysis

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

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

The lower quartile students at Callahan Intermediate School performed the lowest school-wide. It has been a trend for the last three years.

Which data component showed the greatest decline from prior year?

ELA learning gains for the district level showed the greatest decline. There was a 5% decrease at the district level for ELA learning gains.

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

The largest gap when compared to the state average has been identified in 5th grade ELA with a 30% average above the state average of 55%.

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

The data component that showed the most improvement was the 5th grade ELA proficiency rate. CIS had an increase from 71% in 2017 to 85% in 2018. As a school, increasing in proficiency rate has been a trend over the last several years.

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

Actions that led to the improvement in this area included differentiated small group instruction and utilization of Kagan structures. These strategies increased active student engagement within the classroom. In addition, CIS provided flexible scheduling for intensive reading instruction for the lowest quartile embedded in the school day. Another action included after school tutoring opportunities for the lowest quartile and AR Mentoring for students in the lowest quartile. Also, every 3 weeks the leadership team reviewed progress monitoring of Iready reading lesson accuracy for the lowest quartile.

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

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	79%	72%	56%	71%	70%	52%
ELA Learning Gains	70%	59%	55%	61%	66%	52%
ELA Lowest 25th Percentile	59%	49%	48%	46%	57%	46%
Math Achievement	89%	82%	62%	83%	78%	58%
Math Learning Gains	82%	72%	59%	70%	72%	58%
Math Lowest 25th Percentile	78%	62%	47%	58%	60%	46%
Science Achievement	86%	74%	55%	76%	71%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	3	4	5	
Attendance below 90 percent	33 (28)	27 (28)	39 (35)	99 (91)
One or more suspensions	0 (0)	9 (3)	5 (2)	14 (5)
Course failure in ELA or Math	6 (2)	6 (1)	1 (1)	13 (4)
Level 1 on statewide assessment	6 (3)	1 (7)	0 (15)	7 (25)

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

ELA							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
03	2018	81%	76%	5%	57%	24%	
	2017	79%	78%	1%	58%	21%	
Same Grade Comparison		2%					
Cohort Comparison							
04	2018	70%	69%	1%	56%	14%	
	2017	71%	68%	3%	56%	15%	
Same Grade Comparison		-1%					
Cohort Comparison		-9%					
05	2018	85%	71%	14%	55%	30%	
	2017	71%	70%	1%	53%	18%	
Same Grade Comparison		14%					
Cohort Comparison		14%					

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
03	2018	85%	80%	5%	62%	23%	
	2017	84%	81%	3%	62%	22%	
Same Grade Comparison		1%					
Cohort Comparison							
04	2018	84%	83%	1%	62%	22%	
	2017	86%	78%	8%	64%	22%	
Same Grade Comparison		-2%					
Cohort Comparison		0%					
05	2018	95%	79%	16%	61%	34%	
	2017	93%	78%	15%	57%	36%	
Same Grade Comparison		2%					
Cohort Comparison		9%					

SCIENCE							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
05	2018	85%	72%	13%	55%	30%	
	2017						
Cohort Comparison							

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	52	54	49	69	73	70	56				
BLK	75	90		81	90						

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
HSP	89	83		94	67						
WHT	79	69	57	89	82	76	86				
FRL	74	69	61	84	81	74	81				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	39	47	47	66	77	72	48				
BLK	54			85							
HSP	84	100		95	85						
MUL	71	60		86	80						
WHT	74	65	53	88	82	81	79				
FRL	65	59	51	84	79	79	76				

Part III: Planning for Improvement

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

Areas of Focus:

Activity #1	
Title	Increase academic achievement in ELA
Rationale	70% of Callahan Intermediate students in 4th grade are proficient on the ELA Florida State Assessment. The proficient rate at 4th grade has stayed relatively flat over a three year time period.
Intended Outcome	At the 3-5th grade level, the average proficiency rate will increase by 3-5% on the ELA FSA for the 2018-19 school year.
Point Person	Monica Cason (casonmo@nassau.k12.fl.us)

Action Step	
Description	At Callahan Intermediate, the Leadership Team will begin monitoring Iready reading lesson accuracy for our lowest quartile on a monthly basis. In addition, our master schedule provides flexible scheduling for intensive reading instruction for the lowest quartile embedded in the school day. The school has added an additional four non-instructional staff members to assist during the 90 minute reading block. In addition, our teachers will provide data driven instruction during FLEX time scheduling. Daily our ELA teachers are providing differentiated small group instruction with utilization of KAGAN strategies to increase student engagement. Another strategy is that the grade level is providing after school tutoring opportunities for lowest quartile.
Person Responsible	Monica Cason (casonmo@nassau.k12.fl.us)

Plan to Monitor Effectiveness	
Description	Callahan Intermediate plans to monitor for the effectiveness of each strategy. We will be progress monitoring monthly the Iready Data and monitoring quarterly the STAR data. In addition, the leadership team will be progress monitoring the assessments from the core curriculum. Additional ways to monitor include the implementation of Kagan Cooperative learning strategies to increase student engagement . CIS will also provide grade level professional development through weekly GL meetings. Twice a month CIS will hold Building "Mighty Warrior" workshops. These workshops provide internal staff development led by the reading coach and administration. The instructional techniques will be monitored weekly through administration observations for the effectiveness of the strategy.
Person Responsible	Monica Cason (casonmo@nassau.k12.fl.us)

Part IV: Title I Requirements

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

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

Parent Nights for each of the subject areas: Reading, Math, Science, Writing and Technology are to be held in the first and second semester of school. Information was disseminated to parents regarding each subject area. Hands-on activities were implemented to show parents how to work with their child. School staff, faculty, and administrators strive to strengthen family involvement and family empowerment in the school. The school will coordinate and integrate parental involvement strategies with School Improvement, Strategic Planning, Title I, Title II, Title IV, Title VI, Community Involvement Programs, Business Partnerships, and other community involvement activities.

The school will provide the coordination, technical assistance, and other support necessary to assist in planning and implementing effective and comprehensive parent involvement programs, based on the National Standards for Parent/Family Involvement Programs, which include:

A. Communication between home and school is regular, two-way and meaningful.
B. Responsible parenting is promoted and supported.
C. Parents play an integral role in assisting student learning. The School will help parents understand the state's academic standards, student progression requirements, and how to monitor their children's progress.
D. Parents are welcome in school, treated with courtesy and respect, and their support and assistance are sought.
E. Parents are full partners in the decisions that affect children and families.
F. Community resources are utilized to strengthen school programs, family practices, and student learning.

The school will communicate parental choices and responsibilities to parents. Emphasis will be placed on active parent involvement at each school. The following are examples of family and community involvement communication:
• Open House, Parent Nights (STEAM, Literacy)
• School Web Page
• Focus
• Newsletters communicating classroom and school news to parents
• Parent phone calls, Blackboard, and conferences, school marquee, Remind 101

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

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Students at Callahan Intermediate School are provided with counseling services through the guidance department with parent consent. Outside agencies such as D.A.R.E, Nassau County Homeless Liaison, CARRT, Child Find, Starting Point, etc.....assist with mentoring and counseling services on an individual or family basis as needed. School based teams meet to discuss students with barriers to academic and social success and refer to Child Advocate Rapid Response Team (CARRT) as needed. Staff advocates are assigned to students identified with concerns. Offer instruction and various campus activities that address social/emotional needs of students.
Connect students to agencies who have Cooperative Agreements or are on campus.
School counseling program with dedicated time to: 1. Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making), 2. Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and 3. Evaluate your intervention (Evaluation)

Engage with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need. (Include core, supplemental, and intensive supports.)

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

Each school holds student/parent orientation meetings to assist with the transitioning from one school level to another. The Student Progression Plan and student handbook is distributed and reviewed. The Nassau Schools that contain primary grades work in concert with Episcopal Children's Services, Child Find, and other service agencies in order to strengthen curriculum offerings, provide ease of transition to kindergarten, increase community involvement, and increase meaningful parent involvement. Each school also holds student/parent orientation meetings to assist with the transitioning from one school level to another. The Student Progression Plan and student handbook are distributed and reviewed.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The school's leadership team oversees the implementation and monitoring of its MTSS and SIP structures through data-based decision making which identifies areas of deficit and identifies and provides supports and resources needed to address those deficits.

The Problem Solving Process
The Problem Solving/Response to Intervention model is a decision making process based on the scientific method of problem solving. Florida has embraced the problem solving methodology and incorporated it into its Response to Intervention model.

The Problem Solving process requires the following steps: Problem Identification, Problem Analysis, Intervention Design/ Implementation, and Evaluation: Response to Intervention.

Data based decisions are expected at all levels of the school: school, grade/departments, classroom, (AYP) subgroups (i.e., race, free/reduced lunch, ELL, ESE). A collaborative approach by school staff for development, implementation, and monitoring of the intervention process is expected.

Title I
Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to students. Teachers develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include Parental Programs; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students. Information is shared with parents during our Open House/Annual Title I Meeting.

Title II
The District uses supplemental funds for improving basic education as follows:
• training to certify qualified mentors for the New Teacher Program
• training for add-on endorsement programs, such as Reading, Gifted, ESOL
training and substitute release time for Professional Learning Community (PLC) development and facilitation

Title III
The District provides supplemental academic instruction and services to students who are ELL. The district employs an ELL instructional coach.

Title X- A portion of funds are set aside and reserved to meet the academic and personal needs of identified homeless families. These needs could include academic supplies or assistance with personal hygiene items, or referrals to social service agencies.

Supplemental Academic Instruction (SAI)
These funds are utilized to provide supplemental academic coaches.

Violence Prevention Programs:
The District has adopted bullying prevention and intervention policies and procedures. Each year training is provided.

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

The strategies used to advance college and career awareness include: providing after school programs like Arts Alive, utilizing community resources and guest speakers, family parent nights like STEAM, utilizing a computer lab and science lab.

Part V: Budget

Total:	$18,000.00