

Nassau County School District

# Callahan Middle School



2019-20 Schoolwide Improvement Plan

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# Callahan Middle School

450121 OLD DIXIE HWY, Callahan, FL 32011

[ no web address on file ]

## Demographics

Principal: Kimberly Shumate

Start Date for this Principal: 9/16/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	No
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	48%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: B (59%) 2017-18: B (54%) 2016-17: B (56%) 2015-16: B (55%) 2014-15: B (54%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	N/A

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## School Board Approval

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

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

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

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

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

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

## Purpose and Outline of the SIP

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

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# Callahan Middle School

450121 OLD DIXIE HWY, Callahan, FL 32011

[ no web address on file ]

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2018-19 Title I School</b>	<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Middle School 6-8	No	56%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	10%

## School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	B	B	B	B

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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.**

Nassau County's mission is to develop each student as an inspired life-long learner and problem-solver with the strength of character to serve as a productive member of society.

At Callahan Middle School our mission is to provide students with high quality educational experiences that stimulate their desire to gain knowledge and equip students with the necessary skills to become productive citizens in a global society.

**Provide the school's vision statement.**

A caring faculty and staff at Callahan Middle School is committed to the facilitation of authentic student achievement through academic, social-emotional, and physical/ developmental growth.

### School Leadership Team

**Membership**

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

Name	Title	Job Duties and Responsibilities
Devereaux, Rhonda	Principal	
Amos, Lori	Assistant Principal	
Henderson, Kristin	Teacher, K-12	
Way, Kyanne	Teacher, ESE	
Lundquist, Stephanie	Teacher, K-12	
Mizendo, Rebekah	Teacher, K-12	
Smith, Julie	Teacher, K-12	
Evans, Jamie	Teacher, K-12	

### Early Warning Systems

**Current Year**

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	239	246	243	0	0	0	0	728
Attendance below 90 percent	0	0	0	0	0	0	20	41	32	0	0	0	0	93
One or more suspensions	0	0	0	0	0	0	1	2	3	0	0	0	0	6
Course failure in ELA or Math	0	0	0	0	0	0	6	0	1	0	0	0	0	7
Level 1 on statewide assessment	0	0	0	0	0	0	11	22	59	0	0	0	0	92

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	5	7	13	0	0	0	0	25

**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	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	1	2	0	0	0	0	3

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

47

**Date this data was collected or last updated**

Monday 9/16/2019

**Prior Year - As Reported**

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	47	58	79	0	0	0	0	184
One or more suspensions	0	0	0	0	0	0	2	23	25	0	0	0	0	50
Course failure in ELA or Math	0	0	0	0	0	0	1	5	2	0	0	0	0	8
Level 1 on statewide assessment	0	0	0	0	0	0	10	51	70	0	0	0	0	131

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	6	27	31	0	0	0	0	64

**Prior Year - Updated**

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	47	58	79	0	0	0	0	184
One or more suspensions	0	0	0	0	0	0	2	23	25	0	0	0	0	50
Course failure in ELA or Math	0	0	0	0	0	0	1	5	2	0	0	0	0	8
Level 1 on statewide assessment	0	0	0	0	0	0	10	51	70	0	0	0	0	131

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



Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	6	27	31	0	0	0	0	64

**Part II: Needs Assessment/Analysis**

**School Data**

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	63%	64%	54%	57%	63%	52%
ELA Learning Gains	51%	53%	54%	49%	57%	54%
ELA Lowest 25th Percentile	47%	44%	47%	39%	42%	44%
Math Achievement	73%	74%	58%	68%	68%	56%
Math Learning Gains	57%	62%	57%	49%	57%	57%
Math Lowest 25th Percentile	54%	56%	51%	48%	45%	50%
Science Achievement	62%	64%	51%	68%	68%	50%
Social Studies Achievement	70%	72%	72%	68%	73%	70%

EWS Indicators as Input Earlier in the Survey				
Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	239 (0)	246 (0)	243 (0)	728 (0)
Attendance below 90 percent	20 (47)	41 (58)	32 (79)	93 (184)
One or more suspensions	1 (2)	2 (23)	3 (25)	6 (50)
Course failure in ELA or Math	6 (1)	0 (5)	1 (2)	7 (8)
Level 1 on statewide assessment	11 (10)	22 (51)	59 (70)	92 (131)

**Grade Level Data**

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	66%	63%	3%	54%	12%
	2018	58%	64%	-6%	52%	6%
Same Grade Comparison		8%				
Cohort Comparison						
07	2019	56%	59%	-3%	52%	4%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	55%	57%	-2%	51%	4%
Same Grade Comparison		1%				
Cohort Comparison		-2%				
08	2019	61%	65%	-4%	56%	5%
	2018	69%	68%	1%	58%	11%
Same Grade Comparison		-8%				
Cohort Comparison		6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	79%	71%	8%	55%	24%
	2018	69%	64%	5%	52%	17%
Same Grade Comparison		10%				
Cohort Comparison						
07	2019	69%	76%	-7%	54%	15%
	2018	69%	70%	-1%	54%	15%
Same Grade Comparison		0%				
Cohort Comparison		0%				
08	2019	58%	62%	-4%	46%	12%
	2018	51%	60%	-9%	45%	6%
Same Grade Comparison		7%				
Cohort Comparison		-11%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	61%	60%	1%	48%	13%
	2018	60%	60%	0%	50%	10%
Same Grade Comparison		1%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	69%	72%	-3%	71%	-2%
2018	57%	67%	-10%	71%	-14%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
Compare		12%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	88%	74%	14%	61%	27%
2018	92%	77%	15%	62%	30%
Compare		-4%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	68%	-68%	57%	-57%
2018					

**Subgroup Data**

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	29	44	47	50	50	51	41	45			
BLK	57	58		43	50						
HSP	52	47		70	56						
MUL	65	57		71	65	64	82	62			
WHT	63	51	49	74	57	56	62	70	54		
FRL	56	48	46	67	55	52	56	66	43		
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	28	49	48	33	31	30	20	39			
BLK	59	53		59	41		55				
HSP	71	55		71	50						
MUL	64	61		68	39			50			
WHT	60	57	50	68	49	43	62	56	48		
FRL	54	55	46	64	45	38	56	56	41		

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	16	33	33	24	46	47	17	16			
BLK	44	25		39	50			82			
HSP	57	59		65	73		73				
MUL	72	63		78	50		85		73		
WHT	57	49	37	68	49	47	67	67	58		
FRL	48	43	36	61	48	45	57	63	58		

**ESSA Data**

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	531
Total Components for the Federal Index	9
Percent Tested	99%

**Subgroup Data**

**Students With Disabilities**

Federal Index - Students With Disabilities	45
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

**English Language Learners**

Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	

**Native American Students**

Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	52
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	56
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	67
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
<b>Pacific Islander Students</b>	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
<b>White Students</b>	
Federal Index - White Students	60
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
<b>Economically Disadvantaged Students</b>	
Federal Index - Economically Disadvantaged Students	54
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

**Data Reflection**

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

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

After reviewing all data components, Callahan Middle School showed the lowest performance in the following areas:

ELA Learning Gains 51% School, 53% District,  
ELA Lowest 25th Percentile 47% School, 44% District

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

ELA Learning Gains 51% School, 53% District,  
ELA Lowest 25th Percentile 47% School, 44% District  
8th grade, in particular, dropped from 69% proficiency to 61%.  
Contributing factors: new teaching team, lack of common planning and benchmark assessing throughout the year and scheduling.

**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.**

ELA Learning Gains- 51% school, 53% district, 54% state  
8th grade, in particular, dropped from 69% proficiency to 61%.  
Contributing factors: new teaching team, lack of common planning and benchmark assessing throughout the year and scheduling.

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

Social Studies Achievement went from 56% proficient in 2018 to 70% proficient in 2019.  
A change in scheduling was made to change Civics from a semester course to a year long course.

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

Attendance is an area of concern: 7th grade 17%, 8th grade 13%

Level 1 on State Assessment: 8th grade 24%

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

1. Increase the percent of students in ELA lowest quartile making a learning gain 3 to 5 percent.
2. Increase the percent of students in ELA making a learning gain 3 to 5 percent.
3. Increase ELA school wide proficiency 3 to 5 percent.
4. Increase the percent of students in Math lowest quartile making a learning gain 2 to 5 percent.
5. Increase the percent of students in Math making a learning gain 3 to 5 percent.

## Part III: Planning for Improvement

### Areas of Focus:

<b>#1</b>	
<b>Title</b>	FSA ELA learning gains for lowest quartile students- 47%
<b>Rationale</b>	The percentage of students in the lowest qaurtile making a learning gain was 47%
<b>State the measurable outcome the school plans to achieve</b>	Increase the percentage of lowest quartile students making a learning gain by 3 to 5 percent. (50%-52%)
<b>Person responsible for monitoring outcome</b>	Rhonda Devereaux (rhonda.devereaux@nassau.k12.fl.us)
<b>Evidence-based Strategy</b>	Continue to incorporate research based best practices into daily classroom instruction. (Thinking maps, LLI reading program, Effective Instruction for Middle School Students with Reading Difficulties.)
<b>Rationale for Evidence-based Strategy</b>	Above listed strategies are research based best practices.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Create master schedule to allow for all ELA classes to provide 90 minutes of instruction.</li> <li>2. Disaggregate data to identify lowest quartile students.</li> <li>3. Administer IReady, Lexia and LLI diagnostic to lowest quartile students.</li> <li>4. Provide ESE teachers PD in effective instruction for middle school students with reading difficulties.</li> <li>5. Provide all ELA teachers additional planning time to provide differentiated, scaffolded instruction.</li> <li>6. Implement the LLI program with targeted lowest quartile students.</li> <li>7. Create common assessments for all grade levels in ELA.</li> <li>8. Ensure all professional development opportunities are modeled and shared with all instructional classrooms to create a school wide common language for our instructional practices.</li> <li>9. Provide additional before and after school tutoring for lowest quartile ELA students.</li> <li>10. Measure and monitor data outcomes for lowest quartile students.</li> </ol>
<b>Person Responsible</b>	Rhonda Devereaux (rhonda.devereaux@nassau.k12.fl.us)

**Additional Schoolwide Improvement Priorities (optional)**

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

**Part IV: Title I Requirements**

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

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

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 is encouraged and welcomed.
- 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 and Family Nights throughout the school year
- Callahan Middle School App Link / Blackboard Phone Messaging System and Web Page/ PTO FB page
- FOCUS
- Newsletters, Teacher Websites, Flyers communicating classroom and school news/ events to parents,
- Parent phone calls and conferences

**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.**

School based teams meet to discuss students with barriers to academic and social success.

Mentors are assigned to students identified with concerns.

Instructional safety nets and various campus activities are offered to address social/emotional needs of students.

Connect students to agencies with resources on campus and off campus through supporting agencies. 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. Support is provided through two guidance counselors and an on-site counseling service provided by a district social worker .



Character education is part of the daily morning Advisory program. Physical Education classes also address components of character education through lessons, guest speakers, and supplemental programs.

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

The following activities are implemented to assist students with transitioning from elementary school to middle school: teacher collaboration, orientations, parent teacher Family Nights, scheduling sessions, IEP transition meetings.

The following activities are implemented to assist students with transitioning from middle school to high school:

Parent/ Student Orientation

Open House

Communication of Student Progression Plan

Spring Scheduling

Transitional Meetings for incoming 6th graders and outgoing 8th graders

Career Planning Curriculum (My Career Shines)

**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.

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. The grade level teams will provide input to the leading questions and assist in determining appropriate research based interventions to remediate specific deficits. The departments/teams oversee the implementation of the interventions and monitor student progress through regularly scheduled meetings. The progress monitoring information will be shared during regularly scheduled progress monitoring data and fidelity checks.

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

The district coordinates with Title II and Title III in ensuring staff development needs are provided.

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 employees 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.

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

Efforts to support the development of students' academic and career plans include large group presentations, classroom presentations, parent workshops and individual conferences with students throughout their secondary school careers. Digital Tools certification courses are also made available to students in the 8th grade through an elective course. My Career Shines Curriculum is part of the 8th grade curriculum. Additional resources include: student handbooks, student planners, the Student Progression Plan, Registration Guides, College and Career Fairs, and Financial Aid Workshops. Family involvement in the planning process includes notification of activities through Blackboard Messenger, school websites, and school newsletters.

The AVID program has also been implemented school wide to support students with being college and career ready. Currently there are six AVID elective courses, two in each grade level.

**Part V: Budget**

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

1	III.A.	Areas of Focus: FSA ELA learning gains for lowest quartile students- 47%				\$6,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0131 - Callahan Middle School			\$0.00
			<i>Notes: Provide ESE teachers professional development- Interpreting IReady Diagnostic assessments to provide quality GAP instructions for lower level learners. PD provide by District Office</i>			
			0131 - Callahan Middle School			\$600.00
			<i>Notes: Book study for ESE teachers- Effective Instruction for Middle school Students with reading Difficulties.</i>			
			0131 - Callahan Middle School			\$1,200.00
			<i>Notes: Additional planning time to prepare scaffolded lessons for student deficiencies based on progress monitoring data</i>			
			0131 - Callahan Middle School			\$1,200.00
			<i>Notes: Planning time for ELA teachers to create common benchmark assessment</i>			
			0131 - Callahan Middle School			\$3,000.00

			<i>Notes: Provide before and after school ELA tutoring for lowest quartile students</i>			
			0131 - Callahan Middle School			\$0.00
			0131 - Callahan Middle School			\$0.00
			<i>Notes: Provide all instructional staff professional development in the use of Thinking Maps. Use train the trainer model. District office will provide the initial training.</i>			
					<b>Total:</b>	<b>\$6,000.00</b>