Callahan Intermediate School

2019-20 Schoolwide Improvement Plan

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Callahan Intermediate School

34586 BALL PARK RD, Callahan, FL 32011

[no web address on file]

Demographics

Principal: Kerri Boatright

Start Date for this Principal: 7/1/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School 3-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	50%
2018-19 ESSA Subgroups Represented (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
School Grades History	2018-19: A (75%) 2017-18: A (78%) 2016-17: A (75%) 2015-16: A (66%) 2014-15: A (72%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	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.

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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School Demographics

School Type and Grades Served
(per MSID File)

Elementary School
3-5

2018-19 Title I School

Yes

2018-19 Economically Disadvantaged (FRL) Rate
(as reported on Survey 3)

58%

Primary Service Type
(per MSID File)

K-12 General Education

Charter School

No

2018-19 Minority Rate
(Reported as Non-white on Survey 2)

10%

School Grades History

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

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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	Job Duties and Responsibilities
Cason, Monica	Principal	
Bryant, Terri	School Counselor	
Simmons, Rachel	Teacher, K-12	
Palmer, Sarah	Teacher, K-12	
Clark, Ashleigh	Assistant Principal	
Jackson, Alisa	Teacher, K-12	
Simmons, Steven	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	217	208	182	0	0	0	0	0	0	0	607
Attendance below 90 percent	0	0	0	23	26	21	0	0	0	0	0	0	0	70
One or more suspensions	0	0	0	1	0	1	0	0	0	0	0	0	0	2
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on statewide assessment	0	0	0	4	22	15	0	0	0	0	0	0	0	41

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	3	2	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	4	3	0	0	0	0	0	0	0	0	7
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

FTE units allocated to school (total number of teacher units)
37

Date this data was collected or last updated
Friday 9/27/2019

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	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 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	3	1	1	0	0	0	0	0	0	0	5

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	25	30	24	0	0	0	0	0	0	0	79
One or more suspensions	0	0	0	0	5	7	0	0	0	0	0	0	0	12
Course failure in ELA or Math	0	0	0	3	4	6	0	0	0	0	0	0	0	13
Level 1 on statewide assessment	0	0	0	4	22	15	0	0	0	0	0	0	0	41

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	2	12	7	0	0	0	0	0	0	0	21

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	72%	76%	57%	74%	73%	55%
ELA Learning Gains	68%	65%	58%	66%	64%	57%
ELA Lowest 25th Percentile	55%	54%	53%	53%	49%	52%
Math Achievement	87%	85%	63%	88%	82%	61%
Math Learning Gains	84%	77%	62%	81%	71%	61%
Math Lowest 25th Percentile	76%	67%	51%	81%	64%	51%
Science Achievement	80%	75%	53%	79%	73%	51%

EWS Indicators as Input Earlier in the Survey				
Indicator	Grade Level (prior year reported)			Total
	3	4	5	
Number of students enrolled	217 (0)	208 (0)	182 (0)	607 (0)
Attendance below 90 percent	23 (33)	26 (27)	21 (39)	70 (99)
One or more suspensions	1 (0)	0 (9)	1 (5)	2 (14)
Course failure in ELA or Math	0 (6)	0 (6)	0 (1)	0 (13)
Level 1 on statewide assessment	4 (6)	22 (1)	15 (0)	41 (7)

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
03	2019	68%	75%	-7%	58%	10%
	2018	81%	76%	5%	57%	24%
Same Grade Comparison		-13%				
Cohort Comparison						
04	2019	63%	68%	-5%	58%	5%
	2018	70%	69%	1%	56%	14%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		-7%				
Cohort Comparison		-18%				
05	2019	83%	75%	8%	56%	27%
	2018	85%	71%	14%	55%	30%
Same Grade Comparison		-2%				
Cohort Comparison		13%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	84%	83%	1%	62%	22%
	2018	85%	80%	5%	62%	23%
Same Grade Comparison		-1%				
Cohort Comparison						
04	2019	85%	81%	4%	64%	21%
	2018	84%	83%	1%	62%	22%
Same Grade Comparison		1%				
Cohort Comparison		0%				
05	2019	93%	86%	7%	60%	33%
	2018	95%	79%	16%	61%	34%
Same Grade Comparison		-2%				
Cohort Comparison		9%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	80%	73%	7%	53%	27%
	2018	85%	72%	13%	55%	30%
Same Grade Comparison		-5%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	48	58	59	75	72	66	58				
BLK	64			79							
HSP	90	77		100	77						
MUL	67	64		89	64						
WHT	71	67	56	87	85	76	80				
FRL	65	63	57	82	79	72	73				

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						
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				

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	75
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	522
Total Components for the Federal Index	7
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	62
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

English Language Learners	
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%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	72
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	86
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	71
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	75
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	70
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.

At Callahan Intermediate 68% of the students in 3rd grade, 62% in 4th grade are proficient on the ELA Florida State Assessment. These percents show a deficit of 5-7% compared to the district.

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

Third grade ELA showed the greatest deficit for Callahan Intermediate School by 13% compared to the prior year.

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 2018-2019 data was above the state average. For grade 3, CIS was 10% above the state, fourth grade was 5 % above the state, and 5th grade was 27% above the state average.

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

For state assessments, the 5th grade ELA showed the most improvement by 33% and in math by 27%. Small group differentiated instruction as well as whole group instruction along with paraprofessional assistance helped with both ELA and Math for 5th grade. Consistent spiral teaching and review also help students maintain and practice skills throughout the school year.

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

After reflecting on the EWS data we will continue to monitor and implement strategies to reduce excessive absences.

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

1. Overall ELA achievement and learning gains for our lower quartile
2.
3.
4.
5.

Part III: Planning for Improvement

Areas of Focus:

#1

Title	Increase academic achievement in ELA
Rationale	At Callahan Intermediate 68% of the students in 3rd grade, 62% in 4th grade are proficient on the ELA Florida State Assessment. These percents show a deficit of 5-7% compared to the district.

State the measurable outcome the school plans to achieve	At the 3-5th grade level, the average proficiency rate will increase by 7-9% on the ELA FSA for the 2019-20 school year.
Person responsible for monitoring outcome	Monica Cason (casonmo@nassau.k12.fl.us)
Evidence-based Strategy	To implement intentional, differentiated ELA instruction based on data from diagnostic assessments to progress monitor achievement and growth.
Rationale for Evidence-based Strategy	Based on a plethora of assessment (previous year's FSA, current i-Ready, and STAR, progress monitoring data), the data shows a need for continued adjustments for growth in ELA.

Action Step

Description	1. Differentiated small group instruction 2. Targeted in school interventions 3. Tiered support as indicated in MTSS 4. Tutoring 5. Collaborative planning and professional development
Person Responsible	Monica Cason (casonmo@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.

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/ 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/RTI 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.

Title I
Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities. The district coordinates with Title II/Title III in ensuring staff development needs are provided. 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. 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

Title III
The District provides supplemental academic instruction and services to students who are ELL.

Title X- Funds are set aside to meet needs of identified homeless families.

Violence Prevention Programs:
The District has adopted bullying prevention and intervention policies, procedures and training.

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

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

1	III.A.	Areas of Focus: Increase academic achievement in ELA				$25,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	510-Supplies	0261 - Callahan Intermediate School	Title, I Part A		$18,000.00
			Notes: Supplies			
	6400	750-Other Personal Services	0261 - Callahan Intermediate School	Title, I Part A		$7,000.00
			Notes: Professional Development			
					Total:	$25,000.00