2013-2014 SCHOOL IMPROVEMENT PLAN

Callahan Intermediate School
34586 BALL PARK RD
Callahan, FL 32011
904-879-1114

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	57%

Alternative/ESE Center	Charter School	Minority Rate
No	No	11%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
A	A	A	A	A

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

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

Current School Status

School Information

School-Level Information

School

Callahan Intermediate School

Principal

Rhonda Devereaux

School Advisory Council chair

Bryce Cubbal

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

Name	Title
Jill Williams	Assistant Principal
Christina Horton	Third grade level chair
Sarah Ray	Fourth grade level chair
Kim Shumate	Fifth grade level chair
Julie Hursey	ESE department chair
Bryce Cubbal	Science committee chair
Danielle Loudermilk	Math committee chair
Sarah Fenner	Reading committee chair
Nancy Johnson	Writing committee chair
Rhonda Devereaux	Principal

District-Level Information

District

Nassau

Superintendent

Dr. John L Ruis

Date of school board approval of SIP

11/14/2013

School Advisory Council (SAC)

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

Membership of the SAC

The School Advisory Council of Callahan Intermediate School is comprised of school personnel, parents, and community representatives. Instructional and non instructional staff from each grade level elected a representative from their peer groups to serve on the SAC. Parents and business community representatives were also elected from their represented peer group to serve on the SAC as well. The ratio of school personnel to parent and community representatives meets SAC bylaws.
School Advisory Council Members

Rhonda Devereaux- Principal
Jill Williams- Assistant Principal
Bryce Cubbal- SAC Chair (fourth grade teacher)
Mary Baste- SAC Secretary (school related personnel)
Karen Seeley- Third grade ESE teacher
Charles Devrick- Fifth grade teachers
Barry Stewart- Community member
Tiffany Bowan- Parent
Dana Wright- Parent
Kim Roberts- Parent
Lisa Gates- Parent
Michelle Irvin- Parent
Brooke Mihlebach- Parent
Eva Ballance- Parent
Libby Kast- Parent
Tanya Parkerson- Community Business Partner
Carrie Hatton- Parent
Leesha Cogan- Parent

Involvement of the SAC in the development of the SIP

The Callahan Intermediate School SAC annually assess the previous years' school improvement plan to determine if goals were met using formative and summative data assessments. Upon review of this data the SAC discusses the recommendations of the curriculum committees designed to help promoted student achievement and parental awareness/involvement of core curriculum. Each stakeholder plays a key role. All stakeholders thoughts, opinions, and questions are valued when developing the school improvement plan.

Activities of the SAC for the upcoming school year

This year the Callahan Intermediate School SAC has or will assist in the development of the Title I Parental Involvement Plan, the School/Parent Compact, development of the School improvement Plan, review of budget and allocation of resources to meet students' individual learning needs, and assist in completion of Title I Needs Assessment. In addition the SAC also assists school personnel with student activities and curriculum projects.

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

Any funds allocated to School Improvement will be used for professional development in Common Core Training and small group team planning sessions to meet student individual needs in all areas of the core curriculum.

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

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

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

Administrators

# of administrators

2

 # receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Rhonda Devereaux		
Principal	Years as Administrator: 6	Years at Current School: 6

Credentials	Degrees: Bachelors Degree Elementary Education; Masters in Elementrary Education Certification: Elementary Education, Educational Leadership
Performance Record	2012-2013 School Grade: A Reading: 69% of students at or above grade level 58% of students making a year's worth of progress Math: 75% of students at or above grade level 71% of students making a year's worth of progress Writing 61% of the students met state standards in writing Science 53% of students above grade level 2011 – 2012 School Grade: A Reading: 69% of students at or above grade level 70% of students making a year's worth of progress 64%of struggling students making a year's worth of progress Math: 73% of students at or above grade level 80% of students making a year's worth of progress 67% of students making a year's worth of progress Writing 84% of the students met state standards in writing Science 65% of students above grade level 2010 – 2011 School Grade: A AYP: No- 95% (Only 78 % of Economically Disadvantaged students scored at or above grade level in Reading and Math and they are required to score 79% and 80% respectively.) Reading: 83% of students at or above grade level 67% of students making a year's worth of progress 55%of struggling students making a year's worth of progress Math: 83% of students at or above grade level 65% of students making a year's worth of progress 64% of students making a year's worth of progress Writing 87% of the students met state standards in writing Science 57% of students above grade level 2009-2010

School Grade: A
AYP: YES- 100%
Reading: 85% of students at or above grade level
67% of students making a year's worth of progress
55%of struggling students making a year's worth of progress
Math: 87% of students at or above grade level
65% of students making a year's worth of progress
63% of students making a year's worth of progress
Writing 85% of the students met state standards in writing
Science 57% of students above grade level
2008 – 2009
School Grade : A
AYP: Yes – 100 %
Reading: 83% of students at or above grade level
67% of students making a year's worth of progress
63% of struggling students making a year's worth of progress
Math: 87% of students at or above grade level
69% of students making a year's worth of progress
70% of struggling students making a year's worth of progress
Writing: 90% of the students met state standards in writing
Science: 49% of students above grade
2007 - 2008
School Grade : A
AYP: No – 95 %
Reading: 88% of students at or above grade level
70% of students making a year's worth of progress
61% of struggling students making a year's worth of progress
Students with disabilities need improvement in Reading
Math: 85% of students at or above grade level
69% of students making a year's worth of progress
69% of struggling students making a year's worth of progress
Students with disabilities need improvement in Math
Writing: 77% of the students met state standards in writing
Science: 52% of students above grade

Jill Williams		
Asst Principal	Years as Administrator: 0	Years at Current School: 0

Credentials	Degrees: Bachelors Degree Elementary Education 1-6; Masters in Educational Leadership All Levels, NBCT

Performance Record

Instructional Coaches

# of instructional coaches

0

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Part-time / District-based	Years as Coach:	Years at Current School:
Areas	[none selected]	
Credentials		
Performance Record		

Classroom Teachers

# of classroom teachers
38

 # receiving effective rating or higher
38, 100%

 # Highly Qualified Teachers
100%

 # certified in-field
38, 100%

 # ESOL endorsed
13, 34%

 # reading endorsed
38, 100%

 # with advanced degrees
13, 34%

 # National Board Certified
4, 11%

 # first-year teachers
5, 13%

 # with 1-5 years of experience
12, 32%

 # with 6-14 years of experience
15, 39%

 # with 15 or more years of experience
7, 18%

Education Paraprofessionals

# of paraprofessionals
8

 # Highly Qualified
8, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
0

 # receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

1. Provision of mentoring, training and coaching for:
a) first and second-year new teachers, including those in Alternative Certification (ACP) or Educator Preparation Institute (EPI) programs; and
b) ESOL and Reading teachers in the process of earning an Endorsement.
These activities are coordinated with the district's Personnel system and through the provision of an ESOL Coach and an Instructional Strategies/New Teacher Coach.
2. In order to ensure that all teachers become Effective or Highly Effective, the district will provide resources, coaching, and professional development to any teacher whose overall evaluation rating is Needs Improvement or Unsatisfactory. The principal will conduct a conference with the teacher to determine specific goals and needs for professional development, in addition to needs for classroom strategies and behaviors.
3. Resources and/or professional development will be provided to support the skills and knowledge needed to increase the number of In-field/Highly Qualified/effective teachers. This will include provision of ESOL, Reading, and Gifted Endorsement courses; financial support for testing to add areas of certification to teachers' existing certificates; financial support for provision of study guides and workshops (as available); assistance with cost of adding subject areas to certificates to become in-field in all courses taught.
4. The district will recruit effective teachers and leaders, including minorities, to ensure high quality and diversity of applicants and will retain exemplary teachers through recognition, incentives and leadership development opportunities.
5. Professional development activities and records are efficiently and effectively managed to ensure teachers maintain their certification and remain up to date in their areas of certification.

Teacher Mentoring Program/Plan

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

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

A. First year teachers participate in the following district professional development and mentoring activities:
1. New Teacher Orientation, including introduction to the Nassau District Schools' mission and values
2. Professional Development in the district's Marzano Evaluation Framework.
3. Monthly (8) New Teacher Professional Learning Community sessions with text: Why Didn't I Learn This in College?
4. Common Core Standards and Lesson Planning
5. The Florida Educator Code of Ethics
6. Conducting Effective Parent Conferences
7. District E-mail Protocol and technology-based curriculum programs
8. Professional Education Competencies, as applicable
9. Classroom and Behavior Management
10. Other professional development as specified by the school or district, such as Reading, ESOL, or Writing.
B. Observation and Coaching/Mentoring Components:
1. Two classroom observations followed by a feedback conference, conducted by the District

Instructional Strategies Coach who is trained in highly trained in Clinical Education, observation and feedback/coaching strategies, and the Marzano framework.

2. Two classroom observations (one per semester) followed by a feedback conference, conducted by a mentor teacher or other certified educator who teaches the same grade level/subject area as the new teacher, has been rated as Highly Effective, has been provided with CET or similar training and coaching resources, and is selected by the principal as a mentor.

3. Two classroom observations (one per semester) followed by a feedback conference, by the new teacher in the classroom of the mentor teacher or other certified educator who teaches the same grade level/subject area as the new teacher and who has been rated as Highly Effective.

4. On-going informal observations and coaching with feedback conducted by Instructional Strategies Coach, with related professional development resources available via the district's iObservation system.

5. Walk-throughs, informal observations, and formal observations using the Marzano framework instrument, conducted by a trained principal, assistant principal or other administrator, with related professional development resources available via the district's iObservation system.

C. RATIONAL FOR MENTOR/NEW TEACHER PAIRINGS AND PLANNED MENTORING ACTIVITIES:

The District Instructional Strategies Coach and the school principal confer to select a mentor teacher or other certified educator who teaches the same grade level/subject area/role as the new teacher or other educator, and who has been rated as Highly Effective.

The planned mentoring activities provide on-going and regularly-scheduled opportunities for classroom visits and observations, reflection, and coaching and feedback, as well as monthly collaboration in PLCs for professional development in best practices and highly effective instructional strategies. The purpose of these on-going support strategies is to increase teacher effectiveness and as a result, to increase student achievement.

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

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

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

The 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.

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. It is looking for patterns and trends in the data.

Leading questions: Is our core instruction meeting the needs of 75-80 % of our students? If not, is it a curriculum or instruction issue? Are certain groups of students failing to meet expectations in certain subjects? Or, are there certain groups who have other non-academic barriers to achievement that must be addressed before they will be able to meet academic success? Are there trends in achievement within specific subgroups that need to be addressed? Have resources (funding and staffing) been allocated in the most effective and efficient manner to meet the needs of all stakeholders?

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.
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.

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

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: administrator, school counselor, literacy coach, department heads, and instructional coach.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 supports needed to meet the unique needs of its students.

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

Classroom observations.
Walk-throughs.
Lesson plan documentation.
Monitor grade level reports from progress monitoring assessments.
Monitor discipline referrals and attendance reports.
Monitor course-work grades.

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

Data Sources:
Tier I - SAT 10, FCAT 2.0, FAA, EOC, EOCs, FAIR
Tier II – Program specific
Tier III – Student Specific; PMP student individualized progress monitoring plans.
Data Management Systems: FOCUS, PMRN, DATA STAR, IDMS

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

The District RtI Specialist and district support personnel are available to meet with and assist school based teams upon request (school psychologist, staffing specialist, behavior specialist, social worker).
The Florida Department of Education offers a free Introductory on-line course: Introduction to Problem Solving and Response to Intervention

The Nassau County District Problem Solving/Response to Intervention Process Implementation Guide
• PLC meetings
• Professional development – webinars, workshops
• Data Star
• District support staff

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program

Minutes added to school year: 3,120

Select third, fourth, and fifth grade students participate in an after school tutoring program in math,reading, and writing

Strategy Purpose(s)

• Instruction in core academic subjects

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

Teachers conduct data analysis of student progress using formative and summative data elements.

Who is responsible for monitoring implementation of this strategy?

Administration and teachers are responsible for the monitoring and implementation of this strategy.

Literacy Leadership Team (LLT)

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

Name	Title
Rhonda Devereaux	Principal
Jill Williams	Assistant Principal
Sarah Fenner	Reading Curriculum Chairperson
Evelyn French	Media Specialist
Kim Shumate	Fifth grade teacher
Sarah Ray	Fourth grade teacher
Christina Horton	Third grade teacher
Julie Hursey	ESE teacher

How the school-based LLT functions

The purpose of the Literacy Leadership Team is to create capacity of reading knowledge within the school building, to identify literacy goals and to develop an action plan to achieve those goals. The principal, mentor reading teachers, content area teachers, and other principal appointees will serve in

this role. Literary Leadership teams meet regularly to address professional development in literacy, content area literacy initiatives, and reading intervention programs. The principal and reading committee chairperson at the school chair or co-chair these meetings.

Major initiatives of the LLT

The LLT will support instructional strategies to improve reading comprehension and the Common Core State Standards for College and Career Readiness in reading, writing, speaking, listening, and language. The LLT team will provide professional development throughout the year to ensure that text complexity, along with close reading and rereading of texts, is central to lessons, to provide scaffolding that does not preempt or replace text reading by students, to develop and ask text dependent questions from a range of question types, to emphasize that students support their answers based upon evidence from the text, and to provide extensive research and writing opportunities.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

The principal and Literacy Leadership Team employ research-based strategies to support reading/writing instruction across the curriculum. The principal and district office staff provides professional development activities to engage all teachers through Professional Learning Communities. Students' mastery of the Common Core State Standards, and NGSS standards tested on FCAT 2.0 requires a unified approach by all teachers to meet the particular challenges of reading and writing in each subject area. Teachers' use of high quality complex text will provide a context for building language and vocabulary. By extracting information from more complex informational text, using text evidence to explain and justify an argument in discussion and writing, analyzing and critiquing the effectiveness and quality of an author's writing style, presentation, or argument, students reading skills will become more highly developed. Monitoring the effectiveness of this goal will include: classroom walkthrough data, program data, progress monitoring data, lesson plans, and student artifacts.

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

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

NA

College and Career Readiness
This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

NA

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

NA

Strategies for improving student readiness for the public postsecondary level

NA

Expected Improvements

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

Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	73%	69%	No	75%
American Indian				
Asian				
Black/African American	48%	50%	Yes	54%
Hispanic	56%	80%	Yes	60%
White	74%	70%	No	77%
English language learners				
Students with disabilities	44%	38%	No	50%
Economically disadvantaged	67%	63%	No	70%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	167	28%	30%
Students scoring at or above Achievement Level 4	245	41%	43%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		87%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		44%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	231	58%	61%
Students in lowest 25% making learning gains (FCAT 2.0)	106	69%	72%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		100%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		100%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		100%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	112	62%	64%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		100%

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	73%	75%	Yes	75%
American Indian				
Asian				
Black/African American	48%	56%	Yes	54%
Hispanic	61%	87%	Yes	65%
White	74%	77%	Yes	77%
English language learners				
Students with disabilities	35%	38%	Yes	42%
Economically disadvantaged	63%	67%	Yes	67%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	210	35%	37%
Students scoring at or above Achievement Level 4	240	40%	42%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		58%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		30%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	263	71%	73%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	117	77%	79%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	56	26%	28%
Students scoring at or above Achievement Level 4	58	27%	29%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		0%

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	8		10
Participation in STEM-related experiences provided for students	590	100%	100%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	52	9%	8%
Students retained, pursuant to s. 1008.25, F.S.	12	2%	2%
Students who are not proficient in reading by third grade	10	5%	4%
Students who receive two or more behavior referrals	4	0%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	7	1%	1%

Area 9: Parent Involvement

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

Parental involvement targets for the school

Callahan Intermediate School will use the Parental Involvement Plan to meet requirements of the section. Parent Nights for each of the core subject areas will be held through out the year to provide parents with hands on resources and activities to help their child.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Core Curriculum Parental Involvement Activites	100	17%	20%

Area 10: Additional Targets

Additional targets for the school

NA

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
NA			

Goals Summary

G1. Callahan Intermediate School will work to help all students achieve proficiency in the Reading, Math, Science, and Writing as determined by scoring a 3 or above on teh FCAT 2.0.

Goals Detail

G1. Callahan Intermediate School will work to help all students achieve proficiency in the Reading, Math, Science, and Writing as determined by scoring a 3 or above on teh FCAT 2.0.

Targets Supported

- Writing

- Science - Elementary School

- EWS - Elementary School

Resources Available to Support the Goal

- Core Curriculum, I-Ready diagnostic and instructional reading and math program, and STAR reading and math program, think central, FAIR, FCAT Explorer reading and science, Lexia, Discovery Education, Instructional Focus Calendars, and IXL

Targeted Barriers to Achieving the Goal

- Students are performing at a wide variety of ability levels.

- Staff development for teachers. Time and money required to provide quality staff development.

- Parental knowledge or ability may be limited when assisting students with core curriculum.

Plan to Monitor Progress Toward the Goal

Student achievement towards proficiency

Person or Persons Responsible
Administration and SAC

Target Dates or Schedule:
Middle and End of Year

Evidence of Completion:
Progress monitoring assessments and FCAT test data

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. Callahan Intermediate School will work to help all students achieve proficiency in the Reading, Math, Science, and Writing as determined by scoring a 3 or above on teh FCAT 2.0.

G1.B1 Students are performing at a wide variety of ability levels.

G1.B1.S1 Provide small group instruction during 90 reading block to meet the learning needs of each student. Provide additional tutoring services for students demonstrating low reading performance.

Action Step 1

Provide small group instruction during the 90 reading block to meet individual student needs. Provide additional tutoring services to students demonstrating low reading performance.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans, classroom observation,

Facilitator:

Teachers, Administration, District Office Staff

Participants:

Teachers, Administration

Plan to Monitor Fidelity of Implementation of G1.B1.S1

Small group instruction during the 90 minute reading block; tutoring services

Person or Persons Responsible

Administration, Teachers, and School related staff

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, classroom observation, meeting documentation, staff development documentation, tutoring roster and attendance records

Plan to Monitor Effectiveness of G1.B1.S1

Formative and summative data assessments

Person or Persons Responsible

Administration and Faculty

Target Dates or Schedule

Ongoing

Evidence of Completion

Assessment data

G1.B1.S2 Provide differentiated writing instruction. Integrate writing instruction in all curriculum areas.

Action Step 1

Differentiated instruction and integration of writing in all curriculum areas.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans, classroom observations, staff development documentation

Facilitator:

Teachers, Melissa Forney, and Administration

Participants:

Teachers and Administration

Plan to Monitor Fidelity of Implementation of G1.B1.S2

Differentiation and integration of writing instruction in all curriculum areas

Person or Persons Responsible

Teachers, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans, classroom observations, staff development documentation

Plan to Monitor Effectiveness of G1.B1.S2

Formative and summative assessments

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Assessment data

G1.B1.S3 Provide small group instruction during 90 math block to meet the learning needs of each student. Provide additional tutoring services for students demonstrating low math performance.

Action Step 1

Provide small group instruction during the 90 minute math block. Provide additional tutoring services for low performing students.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans, classroom observation, tutoring roster and tutorial data

Facilitator:

Teachers, Administration, District Office Staff

Participants:

Teachers and Administration

Plan to Monitor Fidelity of Implementation of G1.B1.S3

Small group teacher led instruction and tutoring program

Person or Persons Responsible

Adminstration, Faculty, and school related staff

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, classroom observation, meeting documentation, staff development documentation, tutoring data

Plan to Monitor Effectiveness of G1.B1.S3

Formative and summative assessments

Person or Persons Responsible

Administration and Faculty

Target Dates or Schedule

Ongoing

Evidence of Completion

Assessment Data

G1.B1.S4 Integrate science instruction into the math and reading curriculum. Provide differentiated instruciton for various ability levels utilizing Science leveled readers.

Action Step 1

Integrate science instruction into the math and reading curriculum. Provide differentiated instruction using a variety of leveled science materials.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans and classroom observations

Facilitator:

NEFEC Bridges Cordinator

Participants:

Teachers, Administration

Plan to Monitor Fidelity of Implementation of G1.B1.S4

Integrate science instruction into the math and reading curriculum. Utilize leveled science materials to supplement the core curriculum.

Person or Persons Responsible

Administration, Faculty, and school related personnel

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, classroom observations, Bridges Action plan

Plan to Monitor Effectiveness of G1.B1.S4

Formative and summative assessments

Person or Persons Responsible

Administration and faculty

Target Dates or Schedule

Ongoing

Evidence of Completion

Assessment data

G1.B2 Staff development for teachers. Time and money required to provide quality staff development.

G1.B2.S1 Provide collaborative planning time for teachers. Provide county and or school wide staff development in CCSS implementation to include a focus on the six curriculum shifts and Marzano instructional strategies.

Action Step 1

Provide collaborative planning time and professional development to meet the needs of teachers.

Person or Persons Responsible

Administration, Faculty, and District Office Staff

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, Professional Growth Plan, and deliberate practice, sign-in sheets, agendas

Facilitator:

Teachers, Administration

Participants:

Teachers and Administration

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

Provision of planning time for teachers. Implementation of county and or school wide staff development

Person or Persons Responsible

Administration, faculty,and school related staff

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, classroom observation, meeting documentation, staff development documentation, sign in sheets

Plan to Monitor Effectiveness of G1.B2.S1

Formative and summative assessments

Person or Persons Responsible

Administration and faculty

Target Dates or Schedule

Ongoing

Evidence of Completion

Assessment data, teacher observation data, lesson plans, and teacher observation

G1.B3 Parental knowledge or ability may be limited when assisting students with core curriculum.

G1.B3.S1 Continue to keep parents informed about expectations and student progress. Provide parents with tools which enable them to better assist their children. Parents will have opportunities to learn about reading, math, science, and writing processes through parental involvement opportunities.

Action Step 1

Provide parental involvement opportunities and ongoing communication for parents.

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule

ongoing

Evidence of Completion

Newsletters, calendars, parent surveys, sign-in sheets

Plan to Monitor Fidelity of Implementation of G1.B3.S1

Process of informing parents about expectations and student progress

Person or Persons Responsible

Administration and Teachers and school related staff

Target Dates or Schedule

Ongoing

Evidence of Completion

Parent Newsletters, calendars, parental involvement opportunities, Edline, FOCUS, sign- in sheets

Plan to Monitor Effectiveness of G1.B3.S1

Formative and summative assessment

Person or Persons Responsible

Administration and teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Assessment data

Coordination and Integration

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

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

Title I
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.
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.
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.
Nutrition Programs
1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2) Nutrition education is taught through many programs and courses
3) The School Food Service Program, school breakfast, school lunch, and after care snacks follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.
Head Start
The Nassau Schools that contain primary grades work in concert with Episcopal Childrens 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.
Adult Education
Nassau County Adult High school provides courses to all eligible students on the senior high school's recommendation. Courses can be taken for credit recovery, promotion, remediation, or grade forgiveness purposes. Adult Education also offers night classes for GED Prep at four locations on a flexible schedule.
Career and Technical Education
Articulation agreements allow students to earn college and postsecondary technical credits in high school and provide more opportunities for students to work towards postsecondary degrees.

Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications. Readiness for postsecondary opportunities will strengthen with the integration of academic and career and technical education components and a coherent sequence of courses.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. Callahan Intermediate School will work to help all students achieve proficiency in the Reading, Math, Science, and Writing as determined by scoring a 3 or above on teh FCAT 2.0.

G1.B1 Students are performing at a wide variety of ability levels.

G1.B1.S1 Provide small group instruction during 90 reading block to meet the learning needs of each student. Provide additional tutoring services for students demonstrating low reading performance.

PD Opportunity 1

Provide small group instruction during the 90 reading block to meet individual student needs. Provide additional tutoring services to students demonstrating low reading performance.

Facilitator

Teachers, Administration, District Office Staff

Participants

Teachers, Administration

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans, classroom observation,

G1.B1.S2 Provide differentiated writing instruction. Integrate writing instruction in all curriculum areas.

PD Opportunity 1

Differentiated instruction and integration of writing in all curriculum areas.

Facilitator

Teachers, Melissa Forney, and Administration

Participants

Teachers and Administration

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans, classroom observations, staff development documentation

G1.B1.S3 Provide small group instruction during 90 math block to meet the learning needs of each student. Provide additional tutoring services for students demonstrating low math performance.

PD Opportunity 1

Provide small group instruction during the 90 minute math block. Provide additional tutoring services for low performing students.

Facilitator

Teachers, Administration, District Office Staff

Participants

Teachers and Administration

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans, classroom observation, tutoring roster and tutorial data

G1.B1.S4 Integrate science instruction into the math and reading curriculum. Provide differentiated instruciton for various ability levels utilizing Science leveled readers.

PD Opportunity 1

Integrate science instruction into the math and reading curriculum. Provide differentiated instruction using a variety of leveled science materials.

Facilitator

NEFEC Bridges Cordinator

Participants

Teachers, Administration

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans and classroom observations

G1.B2 Staff development for teachers. Time and money required to provide quality staff development.

G1.B2.S1 Provide collaborative planning time for teachers. Provide county and or school wide staff development in CCSS implementation to include a focus on the six curriculum shifts and Marzano instructional strategies.

PD Opportunity 1

Provide collaborative planning time and professional development to meet the needs of teachers.

Facilitator

Teachers, Administration

Participants

Teachers and Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, Professional Growth Plan, and deliberate practice, sign-in sheets, agendas

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Callahan Intermediate School will work to help all students achieve proficiency in the Reading, Math, Science, and Writing as determined by scoring a 3 or above on teh FCAT 2.0.	$23
	Total	$23

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Other	Evidence-Based Materials	Total
Title I	$10	$4	$1	$15
Title I Title V - Tutoring	$0	$0	$4	$4
Title I funds Title V - tutoring	$0	$0	$4	$4
Total	$10	$4	$9	$23

Budget Details

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

G1. Callahan Intermediate School will work to help all students achieve proficiency in the Reading, Math, Science, and Writing as determined by scoring a 3 or above on teh FCAT 2.0.

G1.B1 Students are performing at a wide variety of ability levels.

G1.B1.S1 Provide small group instruction during 90 reading block to meet the learning needs of each student. Provide additional tutoring services for students demonstrating low reading performance.

Action Step 1

Provide small group instruction during the 90 reading block to meet individual student needs. Provide additional tutoring services to students demonstrating low reading performance.

Resource Type

Evidence-Based Materials

Resource

Resources and materials needed for small group instruction.

Funding Source

Title I funds Title V - tutoring

Amount Needed

$4

G1.B1.S2 Provide differentiated writing instruction. Integrate writing instruction in all curriculum areas.

Action Step 1

Differentiated instruction and integration of writing in all curriculum areas.

Resource Type

Evidence-Based Materials

Resource

Writing materials and resources

Funding Source

Title I

Amount Needed

$1

G1.B1.S3 Provide small group instruction during 90 math block to meet the learning needs of each student. Provide additional tutoring services for students demonstrating low math performance.

Action Step 1

Provide small group instruction during the 90 minute math block. Provide additional tutoring services for low performing students.

Resource Type

Evidence-Based Materials

Resource

Resources and materials for small group instruction

Funding Source

Title I Title V - Tutoring

Amount Needed

$4

G1.B2 Staff development for teachers. Time and money required to provide quality staff development.

G1.B2.S1 Provide collaborative planning time for teachers. Provide county and or school wide staff development in CCSS implementation to include a focus on the six curriculum shifts and Marzano instructional strategies.

Action Step 1

Provide collaborative planning time and professional development to meet the needs of teachers.

Resource Type

Professional Development

Resource

Materials and resources: CCSS Training, I-Ready Training, Melissa Forney Writing Training, Team planning sessions, Marzano training Substitutes for training and team planning sessions

Funding Source

Title I

Amount Needed

$10

G1.B3 Parental knowledge or ability may be limited when assisting students with core curriculum.

G1.B3.S1 Continue to keep parents informed about expectations and student progress. Provide parents with tools which enable them to better assist their children. Parents will have opportunities to learn about reading, math, science, and writing processes through parental involvement opportunities.

Action Step 1

Provide parental involvement opportunities and ongoing communication for parents.

Resource Type

Other

Resource

Resources, materials, presenters, supplies, and incentives

Funding Source

Title I

Amount Needed

$4