

Callahan Intermediate School



2014-15 School Improvement Plan

Callahan Intermediate School

34586 BALL PARK RD, Callahan, FL 32011

[no web address on file]

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

57%

Alternative/ESE Center

No

Charter School

No

Minority

11%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

A

A

A

A

School Board Approval

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

SIP Authority and Template

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

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 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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 organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

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 Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Students learn about a variety of cultures through curriculum related activities. In order to build and maintain positive communication, teachers work diligently to foster relationships with all students. This allows teachers and staff to better understand students' unique learning needs as well as learn about a child's life outside of school. In order to promote communication with parents we use a variety of methods. Parents have access to their teacher before and after school for conferences. They are also provided a weekly communication folder, regular updates of student progress, opportunities to complete student and parent surveys, and to participate in our volunteer program. These avenues of communication allow parents and students the opportunity to provide valuable information to the faculty and staff.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Callahan Intermediate School provides a clean, friendly, structured environment to ensure student safety. Routines and procedures are in place to create a safe environment for all stakeholders. Faculty and staff participate in morning and after-school duty to oversee students when they are unaccompanied by teachers. Students are also required to walk in a buddy system around campus. Character education is taught in every classroom. Bully prevention curriculum is integrated with core curriculum and also taught through the guidance and media programs. Students are aware of how to report said incidents and how to assist their peers in a bullying situation.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

CIS advocates a preventive approach to discipline. All classroom teachers set and model clear expectations for student behavior. It is our belief at CIS that students engaged in rigorous lessons are less likely to have behavior issues. Teachers spend much time planning and implementing high

quality lessons to promote active student learning. Teachers are also encouraged to make positive contact with all students and parents at the beginning of the school year to build working relationships with the student and parent. Callahan Intermediate School has elected to use Cooperative Discipline as a discipline management program. Our Cooperative Discipline plan provides teachers, parents, students, and administration with documentation of repeated misbehavior, interventions, and assistance provided. Discipline measures range from parent and student conferences, counseling, isolation techniques, behavior modification, suspension, and expulsion.

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.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

N/A

Provide the following data related to the school's early warning system

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

N/A

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/49986>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Callahan Intermediate holds an annual School/Community Fair to build partnerships with local community organizations. The purpose of this event is to familiarize parents with community resources that positively impact families and student achievement. Parents that are unable to attend are referred to these organizations as needed throughout the school year.

Community Fair Attendees:

CARRT, Child Find, Callahan Fire and Rescue, Nassau County Sheriff's Office, Callahan Library, Boy's and Girl's Scouts, Nassau County Homeless Liaison, Callahan Pharmacy, Callahan Dentistry, YMCA, etc...

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Devereaux, Rhonda	Principal
Loudermilk, Celena	Teacher, K-12
Bryant, Terri	Guidance Counselor
Simmons, Rachel	Teacher, K-12
Hursey, Julie	Teacher, ESE
Shumate, Kim	Teacher, K-12
Williams, Jill	Assistant Principal

Duties

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

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

The MTSS core team consists of: 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 support needed to meet the unique needs of its students.

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

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

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

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.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Rhonda Devereaux	Principal
Jill Williams	Principal
Celena Loudermilk	Teacher
Holly Hengerer	Teacher
Pat Bullard	Teacher
Denise Kaneer	Education Support Employee
Edie Conway	Parent
Tanya Parkerson	Business/Community
Leesha Cogan	Parent
Libby Kast	Parent
Christy Rooney	Parent
Brooke Mihleback	Parent
Marianne Burns	Parent
Lusanda Sawyer	Parent
Eva Ballance	Parent
Bernie Clayton	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The School Advisory Council is provided with progress monitoring data to continuously monitor student progress toward school improvement goals. Florida State Assessment data analysis is provided and discussed among all interested stakeholders on an annual basis.

Development of this school improvement plan

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 promote student achievement and parental awareness/involvement of core curriculum. Each stakeholder plays a key role. All stakeholder's thoughts, opinions, and questions are valued when developing the school improvement plan.

Preparation of the school's annual budget and plan

The school budget is annually presented to the leadership and SAC committees for discussion and approval.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

School Improvement funds were initially allocated for professional development for all faculty and staff. However, funds were pulled from Title I, Textbook, Title V, and the school's internal budget to meet our professional development goals.

IReady Training was provided to educate teachers on the monitoring and manipulation of the instructional program. Cost: \$7,000.00

Reading and Math Small Group Instruction workshop - teachers were given best practice strategies and district guidelines for math and reading small group instruction. Cost: \$3,000.00

Science Professional Development - Fifth grade teachers worked to develop scope and sequence for Science curriculum. They also created hands on science content/STEM lessons to incorporate into the reading and math small group instruction. Cost: \$1,000.00

Writing Professional Development - All fourth grade teachers attended the Melissa Forney writing workshop. Teachers implemented strategies learned from the workshop and developed rubrics and writing prompts to use throughout the year. Cost: \$1,200.00

SMART Goals - All teachers participated in grade level review of data analysis. Upon completion of data analysis grade level teams created SMART goals to address the needs of identified areas. Cost: 0

Peer Observations - Teachers were given the opportunity to observe mentor teachers to examine best practices for implementing small group reading and math instruction. Cost: \$1,200.00

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Devereaux, Rhonda	Principal
Bryant, Terri	Guidance Counselor
Simmons, Rachel	Teacher, K-12
Hursey, Julie	Teacher, ESE
Loudermilk, Celena	Teacher, K-12
Shumate, Kim	Teacher, ESE
Williams, Jill	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The LLT will support instructional strategies to improve reading comprehension and address the Florida State Standards 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.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Opportunities for encouraging positive working relationships between teachers include participation in Leadership Meetings, Faculty Meetings, RtI Meetings, Curriculum Committee Meetings, and Grade Level Team Meetings. In these meetings the focus is on students' academic and social needs. Teachers regularly engage in professional dialogue with colleagues; share ideas, knowledge, and techniques; and participate in collaborative problem-solving around classroom instruction. Teachers work together to develop shared knowledge and discover common solutions to challenging problems.

The master schedule was revamped to give students early release time every Wednesday in order for teachers to have additional collaborative instructional planning time.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

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.

Describe the school's teacher mentoring program, including the rationale for pairings and 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 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.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Core instructional materials and programs are selected from the list of state approved adoptions. It is also the intent of the Nassau County School District that textbooks be selected for district-wide use by course/grade/level to assure continuity throughout the district. Media materials should be selected to provide enrichment and curriculum support taking into consideration the varied needs, interests, and abilities of the school population. School Textbook Selection Committees include representatives of faculty, parents and community members.

District Adoption Process:

1. Sample materials of all state adopted texts will be obtained by the appropriate director and evaluated by the school committee using appropriate forms and criteria.
2. Each school will select its choice for the district adoption in each area under consideration. Each school's selection will be submitted to the appropriate instructional director.
3. School selections will be tallied. The title receiving the most votes will be designated as the district adoption for each course or subject area.

Resources used to evaluate instructional materials include: Florida State Standards and Next Generation Sunshine State Standards, grade level expectations, curriculum frameworks or course descriptions, and FLDOE instructional materials specifications.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Data analysis is at the center of all instructional decisions. The master schedule contains blocks of time for instruction based on the diverse needs of students. Remediation and enrichment in the classroom is based on progress monitoring data collected in core classes such as reading and math. This data is reviewed in team meetings and data chats are conducted with students.

The school-based leadership team is responsible for disaggregating and analyzing data to determine areas of deficiency. The team is charged with identifying problems within the general population of students and within subgroups of students, analyzing why the problems are occurring, formulating an intervention plan and then measuring the effectiveness of the interventions through regular progress monitoring. Their plan to address and remediate areas of deficiency becomes their MTSS (multi-tiered system of supports) and forms the basis for the school improvement plan.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 3,120

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

Strategy Rationale

The goal of the extended school day is to provide additional instructional time to meet the needs of students not demonstrating proficiency in reading and math.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Williams, Jill, jill.williams@nassau.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

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

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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.

College and Career Readiness

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

NA

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

NA

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

NA

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

NA

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Callahan Intermediate School will work to help all students achieve proficiency of ELA, Math and Science standards determined by state performance assessments.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Callahan Intermediate School will work to help all students achieve proficiency of ELA, Math and Science standards determined by state performance assessments. 1a

G036724

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	78.0
AMO Reading - All Students	78.0
FCAT 2.0 Science Proficiency	69.0

Resources Available to Support the Goal 2

- Florida State Standards, Core Curriculum, I-Ready diagnostic and instructional reading and math program, Brain Pop, CPALMS, STAR reading and math program, Think Central, Accelerated Reading program, FCAT Explorer science, Lexia, Discovery Education, Instructional Focus Calendars, and IXL

Targeted Barriers to Achieving the Goal 3

- 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 G1. 8

Student achievement towards proficiency

Person Responsible

Rhonda Devereaux

Schedule

Daily, from 8/6/2014 to 5/22/2015

Evidence of Completion

Assessment data

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

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

1 = Problem Solving Step  **S123456** = Quick Key

G1. Callahan Intermediate School will work to help all students achieve proficiency of ELA, Math and Science standards determined by state performance assessments. **1**

 **G036724**

G1.B1 Students are performing at a wide variety of ability levels. **2**

 **B087989**

G1.B1.S1 Provide small group instruction during 90 minute reading block to meet the learning needs of each student. Provide differentiated instruction for various ability levels utilizing a variety of instructional strategies and resources. Additional tutoring services for students demonstrating low reading performance. **4**

 **S098701**

Strategy Rationale

Provide differentiated instruction of Florida Standards as assessed on FSA.

Action Step 1 **5**

Strategy: Provide small group instruction during 90 minute reading block to meet the learning needs of each student. Provide differentiated instruction for various ability levels utilizing a variety of instructional strategies and resources. Additional tutoring services for students demonstrating low reading performance.

Professional Development: Provide teachers training on the Florida ELA Standards and comprehension strategies to ensure effective small group and differentiated instruction is implemented during the 90 minute reading block to meet the individual learning needs of students.

Person Responsible

Rhonda Devereaux

Schedule

Daily, from 8/6/2014 to 5/22/2015

Evidence of Completion

Professional development rosters, agendas

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Small group instruction, tutoring program

Person Responsible

Rhonda Devereaux

Schedule

Daily, from 8/6/2014 to 5/22/2015

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Formative and summative data assessments

Person Responsible

Rhonda Devereaux


Schedule

Daily, from 8/6/2014 to 5/22/2015

Evidence of Completion

Assessment data

G1.B1.S2 Integrate text based writing instruction into all curriculum areas. Familiarize students with keyboarding/ computer skills to demonstrate proficiency on state assessments 4

 S098702

Strategy Rationale

Provide differentiated instruction of Florida Standards as assessed on FSA.

Action Step 1 5

Strategy: Integrate text based writing instruction into all curriculum areas. Familiarize students with keyboarding/ computer skills to demonstrate proficiency on state assessments

Professional Development: Provide teachers training on the Florida ELA standards, use of writing rubrics, and FSA expectations.

Person Responsible

Rhonda Devereaux

Schedule

Daily, from 8/6/2014 to 5/22/2015

Evidence of Completion

Lesson plans, classroom observations, staff development documentation, agendas

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Integrate text based writing instruction into all curriculum areas. Familiarize students with keyboarding/ computer skills to demonstrate proficiency on state assessments

Person Responsible

Rhonda Devereaux

Schedule

Daily, from 8/6/2014 to 5/6/2015

Evidence of Completion

Lesson Plans, classroom observations, staff development documentation

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Formative and summative assessments

Person Responsible

Schedule

Daily, from 8/6/2014 to 5/22/2015

Evidence of Completion

Assessment data

G1.B1.S3 Provide small group instruction during 90 minute math block to meet the learning needs of each student. Provide differentiated instruction for various ability levels utilizing a variety of instructional strategies and resources. Provide additional tutoring services for students demonstrating low math performance. 4

 S098703

Strategy Rationale

Provide differentiated instruction of Florida Standards as assessed on FSA.

Action Step 1 5

Strategy: Provide small group instruction during 90 minute math block to meet the learning needs of each student. Provide differentiated instruction for various ability levels utilizing a variety of instructional strategies and resources. Provide additional tutoring services for students demonstrating low math performance.

Professional Development: Provide teachers training on Florida Mathematics Standards and implementation of strategies to ensure effective small group and differentiated instruction is implemented during the mathematics block to meet the individual learning needs of students.

Person Responsible

Rhonda Devereaux

Schedule

Daily, from 8/6/2014 to 5/22/2015

Evidence of Completion

Professional development rosters, agendas, Lesson plans, classroom observation, tutoring roster and tutorial data

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Small group teacher led instruction and tutoring program

Person Responsible

Rhonda Devereaux

Schedule

Daily, from 8/6/2014 to 5/22/2015

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Formative and summative assessments

Person Responsible

Rhonda Devereaux


Schedule

Daily, from 8/6/2014 to 5/22/2015

Evidence of Completion

Assessment Data

G1.B1.S4 Integrate science instruction into the math and reading curriculum. Provide differentiated instruction for various ability levels utilizing Science leveled readers. 4

 S098704

Strategy Rationale

Provide differentiated instruction of Florida Standards as assessed on FCAT 2.0.

Action Step 1 5

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

Professional Development: Provide teachers training to increase science content knowledge and to ensure effective integration and implementation of science content in reading and math.

Person Responsible

Rhonda Devereaux

Schedule

Daily, from 8/6/2014 to 5/22/2015

Evidence of Completion

Professional development rosters, agendas, Lesson plans and classroom observations

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

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

Person Responsible

Rhonda Devereaux

Schedule

Weekly, from 8/6/2014 to 5/22/2015

Evidence of Completion

Lesson plans, classroom observations, Bridges Action plan

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

Formative and summative assessments

Person Responsible

Rhonda Devereaux


Schedule

Daily, from 8/6/2014 to 5/22/2015


Evidence of Completion

Assessment data

G1.B2 Staff development for teachers. Time and money required to provide quality staff development. 2

 B087990

G1.B2.S1 Provide collaborative planning time for teachers. Provide county and or school wide staff development in Florida Standards implementation to include a focus on curriculum shifts and Marzano instructional strategies. 4

 S098705

Strategy Rationale

Increase in instructional effectiveness will provide an increase in student proficiency of Florida Standards as determined by FSA.

Action Step 1 5

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

Professional Development: Provide teachers professional development opportunities in ELA, Math and Science content standards.

Person Responsible

Rhonda Devereaux

Schedule

Daily, from 8/6/2014 to 5/6/2015

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

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

Person Responsible

Rhonda Devereaux

Schedule

Daily, from 8/6/2014 to 5/22/2015

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Formative and summative assessments

Person Responsible

Rhonda Devereaux

Schedule

Daily, from 8/6/2014 to 5/22/2015

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. 2

B087991

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. 4

S098706

Strategy Rationale

Increase in parental involvement/ awareness will increase student proficiency of Florida State Standards as determined by FSA.

Action Step 1 5

Provide parental involvement opportunities and ongoing communication for parents.

Person Responsible

Rhonda Devereaux

Schedule

Daily, from 8/6/2014 to 5/22/2015

Evidence of Completion

Newsletters, calendars, parent surveys, sign-in sheets

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Process of informing parents about expectations and student progress

Person Responsible

Rhonda Devereaux

Schedule

Weekly, from 8/6/2014 to 5/22/2015

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Formative and summative assessment

Person Responsible

Rhonda Devereaux

Schedule

Weekly, from 8/15/2014 to 5/15/2015

Evidence of Completion

Assessment data

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Strategy: Provide small group instruction during 90 minute reading block to meet the learning needs of each student. Provide differentiated instruction for various ability levels utilizing a variety of instructional strategies and resources. Additional tutoring services for students demonstrating low reading performance. Professional Development: Provide teachers training on the Florida ELA Standards and comprehension strategies to ensure effective small group and differentiated instruction is implemented during the 90 minute reading block to meet the individual learning needs of students.	Devereaux, Rhonda	8/6/2014	Professional development rosters, agendas	5/22/2015 daily
G1.B1.S2.A1	Strategy: Integrate text based writing instruction into all curriculum areas. Familiarize students with keyboarding/ computer skills to demonstrate proficiency on state assessments. Professional Development: Provide teachers training on the Florida ELA standards, use of writing rubrics, and FSA expectations.	Devereaux, Rhonda	8/6/2014	Lesson plans, classroom observations, staff development documentation, agendas	5/22/2015 daily
G1.B1.S3.A1	Strategy: Provide small group instruction during 90 minute math block to meet the learning needs of each student. Provide differentiated instruction for various ability levels utilizing a variety of instructional strategies and resources. Provide additional tutoring services for students demonstrating low math performance. Professional Development: Provide teachers training on Florida Mathematics Standards and implementation of strategies to ensure	Devereaux, Rhonda	8/6/2014	Professional development rosters, agendas, Lesson plans, classroom observation, tutoring roster and tutorial data	5/22/2015 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	effective small group and differentiated instruction is implemented during the mathematics block to meet the individual learning needs of students.				
G1.B1.S4.A1	Strategy: Integrate science instruction into the math and reading curriculum. Provide differentiated instruction using a variety of leveled science materials. Professional Development: Provide teachers training to increase science content knowledge and to ensure effective integration and implementation of science content in reading and math.	Devereaux, Rhonda	8/6/2014	Professional development rosters, agendas, Lesson plans and classroom observations	5/22/2015 daily
G1.B2.S1.A1	Strategy: Provide collaborative planning time and professional development to meet the needs of teachers. Professional Development: Provide teachers professional development opportunities in ELA, Math and Science content standards.	Devereaux, Rhonda	8/6/2014	Lesson plans, Professional Growth Plan, and deliberate practice, sign-in sheets, agendas	5/6/2015 daily
G1.B3.S1.A1	Provide parental involvement opportunities and ongoing communication for parents.	Devereaux, Rhonda	8/6/2014	Newsletters, calendars, parent surveys, sign-in sheets	5/22/2015 daily
G1.MA1	Student achievement towards proficiency	Devereaux, Rhonda	8/6/2014	Assessment data	5/22/2015 daily
G1.B1.S1.MA1	Formative and summative data assessments	Devereaux, Rhonda	8/6/2014	Assessment data	5/22/2015 daily
G1.B1.S1.MA1	Small group instruction, tutoring program	Devereaux, Rhonda	8/6/2014	Lesson plans, classroom observation, meeting documentation, staff development documentation, tutoring roster and attendance records	5/22/2015 daily
G1.B2.S1.MA1	Formative and summative assessments	Devereaux, Rhonda	8/6/2014	Assessment data, teacher observation data, lesson plans, and teacher observation	5/22/2015 daily
G1.B2.S1.MA1	Provision of planning time for teachers. Implementation of county and or school wide staff development.	Devereaux, Rhonda	8/6/2014	Lesson plans, classroom observation, meeting documentation, staff development documentation, sign in sheets	5/22/2015 daily
G1.B3.S1.MA1	Formative and summative assessment	Devereaux, Rhonda	8/15/2014	Assessment data	5/15/2015 weekly
G1.B3.S1.MA1	Process of informing parents about expectations and student progress	Devereaux, Rhonda	8/6/2014	Parent Newsletters, calendars, parental involvement opportunities, Edline, FOCUS, sign- in sheets	5/22/2015 weekly
G1.B1.S2.MA1	Formative and summative assessments		8/6/2014	Assessment data	5/22/2015 daily
G1.B1.S2.MA1	Integrate text based writing instruction into all curriculum areas. Familiarize students with keyboarding/ computer skills to demonstrate proficiency on state assessments	Devereaux, Rhonda	8/6/2014	Lesson Plans, classroom observations, staff development documentation	5/6/2015 daily
G1.B1.S3.MA1	Formative and summative assessments	Devereaux, Rhonda	8/6/2014	Assessment Data	5/22/2015 daily
G1.B1.S3.MA1	Small group teacher led instruction and tutoring program	Devereaux, Rhonda	8/6/2014	Lesson plans, classroom observation, meeting documentation, staff development documentation, tutoring data	5/22/2015 daily
G1.B1.S4.MA1	Formative and summative assessments	Devereaux, Rhonda	8/6/2014	Assessment data	5/22/2015 daily
G1.B1.S4.MA1	Integrate science instruction into the math and reading curriculum. Utilize	Devereaux, Rhonda	8/6/2014	Lesson plans, classroom observations, Bridges Action plan	5/22/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	leveled science materials to supplement the core curriculum.				

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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 of ELA, Math and Science standards determined by state performance assessments.

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

G1.B1.S1 Provide small group instruction during 90 minute reading block to meet the learning needs of each student. Provide differentiated instruction for various ability levels utilizing a variety of instructional strategies and resources. Additional tutoring services for students demonstrating low reading performance.

PD Opportunity 1

Strategy: Provide small group instruction during 90 minute reading block to meet the learning needs of each student. Provide differentiated instruction for various ability levels utilizing a variety of instructional strategies and resources. Additional tutoring services for students demonstrating low reading performance. Professional Development: Provide teachers training on the Florida ELA Standards and comprehension strategies to ensure effective small group and differentiated instruction is implemented during the 90 minute reading block to meet the individual learning needs of students.

Facilitator

Teachers, Administration, District Office Staff, Focus Learning INC.

Participants

Teachers, Paraprofessionals, Administration

Schedule

Daily, from 8/6/2014 to 5/22/2015

G1.B1.S2 Integrate text based writing instruction into all curriculum areas. Familiarize students with keyboarding/ computer skills to demonstrate proficiency on state assessments

PD Opportunity 1

Strategy: Integrate text based writing instruction into all curriculum areas. Familiarize students with keyboarding/ computer skills to demonstrate proficiency on state assessments
Professional Development: Provide teachers training on the Florida ELA standards, use of writing rubrics, and FSA expectations.

Facilitator

Focused Learning INC., Melissa Forney, FL DOE. District Office Staff, Teachers, Administration

Participants

Teachers and Administration

Schedule

Daily, from 8/6/2014 to 5/22/2015

G1.B1.S3 Provide small group instruction during 90 minute math block to meet the learning needs of each student. Provide differentiated instruction for various ability levels utilizing a variety of instructional strategies and resources. Provide additional tutoring services for students demonstrating low math performance.

PD Opportunity 1

Strategy: Provide small group instruction during 90 minute math block to meet the learning needs of each student. Provide differentiated instruction for various ability levels utilizing a variety of instructional strategies and resources. Provide additional tutoring services for students demonstrating low math performance. Professional Development: Provide teachers training on Florida Mathematics Standards and implementation of strategies to ensure effective small group and differentiated instruction is implemented during the mathematics block to meet the individual learning needs of students.

Facilitator

Teachers, Administration, District Office Staff

Participants

Teachers and Administration

Schedule

Daily, from 8/6/2014 to 5/22/2015

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

PD Opportunity 1

Strategy: Integrate science instruction into the math and reading curriculum. Provide differentiated instruction using a variety of leveled science materials. Professional Development: Provide teachers training to increase science content knowledge and to ensure effective integration and implementation of science content in reading and math.

Facilitator

NEFEC Bridges Coordinator, AIMS

Participants

Teachers, Administration

Schedule

Daily, from 8/6/2014 to 5/22/2015

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 Florida Standards implementation to include a focus on curriculum shifts and Marzano instructional strategies.

PD Opportunity 1

Strategy: Provide collaborative planning time and professional development to meet the needs of teachers. Professional Development: Provide teachers professional development opportunities in ELA, Math and Science content standards.

Facilitator

Teachers, Administration

Participants

Teachers and Administration

Schedule

Daily, from 8/6/2014 to 5/6/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary	
Description	Total
Goal 1: Callahan Intermediate School will work to help all students achieve proficiency of ELA, Math and Science standards determined by state performance assessments.	9,300
Grand Total	9,300

Goal 1: Callahan Intermediate School will work to help all students achieve proficiency of ELA, Math and Science standards determined by state performance assessments.		
Description	Source	Total
B1.S1.A1 - Focused Learning: Higher Order Thinking Strategies Workshop	Title I Part A	3,600
B1.S1.A1 - Revise, Revisit, Retell: Literacy Strategies PLC	Title I Part A	300
B1.S1.A1 - IReady Reading Training- Reading Diagnostic and program navigation	Title I Part A	0
B1.S2.A1 - Writing Committee- Professional development- Unpacking the Florida ELA Standards	Title I Part A	600
B1.S2.A1 - Focused Learning: Higher Order Thinking Strategies	Title I Part A	0
B1.S2.A1 - Melissa Forney Writing Instruction	Title I Part A	1,800
B1.S2.A1 - Florida DOE training on FSA writing expectations	Title I Part A	0
B1.S3.A1 - Focused Learning: Higher Order Thinking Strategies	Title I Part A	0
B1.S3.A1 - PLC- Effective Small Group Math Instruction	Title I Part A	0
B1.S3.A1 - IReady Math Training- Math Diagnostic and program navigation	Title I Part A	0
B1.S4.A1 - Discovery Education Training for all fourth and fifth grade teachers	Title I Part A	0
B1.S4.A1 - AIMS Science Instruction	Title I Part A	3,000
B2.S1.A1 - Unpacking the Florida Standards: ELA and Math	Title I Part A	0
Total Goal 1		9,300