Callahan Elementary School

2019-20 School Improvement Plan

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Callahan Elementary School

449618 US HIGHWAY 301, Callahan, FL 32011

[no web address on file]

Demographics

Principal: Sabrina Faircloth

Start Date for this Principal: 9/26/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	*[Data Not Available]*
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students Hispanic Students Multiracial Students Students With Disabilities White Students
School Grade	2018-19:
School Grades History	2017-18: 2016-17: 2015-16: 2014-15: 2013-14:
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	[Dustin Sims](#)
Turnaround Option/Cycle	
Year	
Support Tier	NOT IN DA

ESSA Status	N/A

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

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement

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

Callahan Elementary is dedicated to maximizing individual potential and developing life-long learners who will be contributing members in a global society. We commit to a comprehensive system of support to assure this outcome.

Provide the school's vision statement

Vision: The vision of Callahan Elementary School is to guarantee a safe, nurturing, learning environment, where respect, pride, and success are achieved by all. Whatever it takes!

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Faircloth, Sabrina	Principal	
Adams, Jenifer	Guidance Counselor	
Dubberly, Kathy	Guidance Counselor	
Ray, Rebecca	Teacher, K-12	
Johnson, Melissa	Assistant Principal	
Fowler, Ashley	Teacher, PreK	
Cato, Pamela	Teacher, K-12	
Pittman, Lindsey	Teacher, K-12	
Lacy, Kelly	Teacher, K-12	
Thrift, Katherine	Instructional Coach	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	231	220	210	0	0	0	0	0	0	0	0	0	0	661
Attendance below 90 percent	13	41	14	31	0	0	0	0	0	0	0	0	0	99
One or more suspensions	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	0	3	0	0	0	0	0	0	0	0	0	0	0	3
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	17	8	5	0	0	0	0	0	0	0	0	0	0	30
Students retained two or more times	1	0	0	0	0	0	0	0	0	0	0	0	0	1

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

Date this data was collected or last updated
Thursday 9/26/2019

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	36	30	27	0	0	0	0	0	0	0	0	0	0	93
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	36	30	27	0	0	0	0	0	0	0	0	0	0	93
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

Part II: Needs Assessment/Analysis

School Data

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	76%	57%	0%	72%	56%
ELA Learning Gains	0%	65%	58%	0%	59%	55%
ELA Lowest 25th Percentile	0%	54%	53%	0%	49%	48%
Math Achievement	0%	85%	63%	0%	82%	62%
Math Learning Gains	0%	77%	62%	0%	72%	59%
Math Lowest 25th Percentile	0%	67%	51%	0%	62%	47%
Science Achievement	0%	75%	53%	0%	74%	55%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	231 (0)	220 (0)	210 (0)	0 (0)	0 (0)	0 (0)	661 (0)
Attendance below 90 percent	13 (36)	41 (30)	14 (27)	31 (0)	0 (0)	0 (0)	99 (93)
One or more suspensions	1 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	1 (0)
Course failure in ELA or Math	0 (0)	3 (0)	0 (0)	0 (0)	0 (0)	0 (0)	3 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

Grade Level Data

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

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

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019					
	2018					
Cohort Comparison						
04	2019					
	2018					
Cohort Comparison		0%				
05	2019					
	2018					
Cohort Comparison		0%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019					
	2018					
Cohort Comparison						
04	2019					
	2018					
Cohort Comparison		0%				
05	2019					
	2018					
Cohort Comparison		0%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2019					
	2018					
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**	**Sci Ach.**	**SS Ach.**	**MS Accel.**	**Grad Rate 2016-17**	**C & C Accel 2016-17**

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**	**Sci Ach.**	**SS Ach.**	**MS Accel.**	**Grad Rate 2015-16**	**C & C Accel 2015-16**

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	75
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	522
Total Components for the Federal Index	7
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	62
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	72
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	86
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	71

Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	75
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	70
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

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

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

According to the 2018-2019 Stanford 10 data Kindergarten ELA was the lowest scoring component for our school at 72%. This is an improvement from last year at 69%.

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

Our first grade Stanford 10 ELA score declined from 83% to 82%.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends

n/a

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

Our Kindergarten Stanford 10 ELA score showed the most improvement from 69% to 72%. We continued small group reading instruction and differentiation.

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

Attendance continues to be an area of concern. We feel that student's academics will improve if attendance improves.

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

1. Raising our student's reading progress as demonstrated on Stanford 10 scores.
2. Decrease the number of days students are absent and/or tardy.
3.
4.
5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	ELA Achievement
Rationale	2018-2019 Kindergarten SAT 10 ELA scores 72%, we want to contine to increase the scores in Kindergarten.
State the measureable outcome the school plans to achieve	CES will improve the Kindergarten SAT 10 scores by 5%.
Person responsible for monitoring outcome	Sabrina Faircloth (sabrina.faircloth@nassau.k12.fl.us)
Evidence-based Strategy	To implement intentional differentiated ELA instruction based on data from diagnostic asessment to progress monitor achievement and growth.
Rationale for Evidence-based Strategy	Based on a plethera of assessments (STAR, Lexia, Saxon, progress monitoring, etc.) the data shows a need for continued adjustments for growth in ELA.
Action Step	
Description	1. Differentiated small group instruction 2. Targeted in school intervention 3. Tiered support as indicated in MTSS 4. After school tutoring 5. Collaborative Planning and professional development
Person Responsible	Sabrina Faircloth (sabrina.faircloth@nassau.k12.fl.us)

Additional Schoolwide Improvement Priorities (optional)

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

Part IV: Title I Requirements

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

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

CES will target increased participation in volunteer activities and attendance at school wide events. The School Advisory Council invites parents to attend meetings and be part of the school's decision making process. The Parent Teacher Organization encourages parental involvement in school events, fundraising, volunteering, and providing additional support to students and teachers. The school uses additional events such as family nights, Blaze Pizza nights, grade level programs, PTO meetings, and a Volunteer Orientation to help build positive relationships with families. Teachers conference with parents in addition to sending home progress reports and report cards to help keep families apprised of students' progress. Bi-weekly grades are uploaded by teachers to FOCUS to keep parents informed on a regular basis.

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

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

School based teams meet to discuss students with barriers to academic and social success. Mentors are assigned to students identified with concerns.
-Offer instruction and various campus activities that address social/emotional needs of students.
-Connect students to agencies who have Cooperative Agreements or are on campus.
School counseling program with dedicated time to: 1. Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making), 2. Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and 3. Evaluate the intervention (Evaluation)
Engage with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need. (Include core, supplemental, and intensive supports.)
Callahan Elementary guidance counselors conduct monthly guidance classes for students. Guidance lessons focus on anti-bullying, PBIS expectations (Be Responsible, Be Respectful, Be a Problem Solver) and social skills.

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

The Nassau County Schools that contain primary grades work in concert with Episcopal Children's Services, Child Find, and other service agencies in order to strengthen curriculum offerings, provide ease of transition to kindergarten, increase community involvement, and increase meaningful parent involvement.
Callahan Elementary's pre-kindergarten program transitions students into kindergarten by utilizing a delayed start so that the pre-kindergarten teachers and paraprofessionals are able to push into kindergarten classrooms for additional support at the begining of the school year.
Second grade students participate in a field trip to Callahan Intermediate school for a third grade orientation. Parents attended a parent night orientation for a Q & A session at Callahan Intermediate.

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 monitoring of its MTSS and SIP structures through data-based decision making.

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.

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. 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 needs 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.

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)

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

Title X funds are set aside and reserved to meet the needs of identified homeless families.

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

Head Start
The Nassau Schools that contain primary grades work in concert with Episcopal Children's Services, Child Find, and other service agencies in order to strengthen curriculum offerings and provide ease of transition.

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

Career awareness is introduced at the primary level through STEM activities and a variety of multi-modal media.

Part V: Budget

1	III.A	Areas of Focus: ELA Achievement				$126,459.61
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	150-Aides	0121 - Callahan Elementary School	Title, I Part A		$112,603.61
	5100	510-Supplies	0121 - Callahan Elementary School	Title, I Part A		$496.00
	6300	120-Classroom Teachers	0121 - Callahan Elementary School	Title, I Part A		$4,160.00
	6300	750-Other Personal Services	0121 - Callahan Elementary School	Title, I Part A		$1,200.00
	6400	510-Supplies	0121 - Callahan Elementary School	Title, I Part A		$2,500.00
	6400	750-Other Personal Services	0121 - Callahan Elementary School	Title, I Part A		$5,500.00
					Total:	$126,459.61