

Nassau County School District

Callahan Elementary School



2017-18 School Improvement Plan

Callahan Elementary School

449618 US HIGHWAY 301, Callahan, FL 32011

[no web address on file]

School Demographics

| School Type and Grades Served (per MSID File) | 2016-17 Title I School | 2016-17 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3) |
|--|------------------------|--|
| Elementary School PK-5 | Yes | 59% |
| Primary Service Type (per MSID File) | Charter School | 2016-17 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 9% |

School Grades History

Year
Grade

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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Callahan Elementary School

| DA Region and RED | DA Category and Turnaround Status |
|---|-----------------------------------|
| Northeast - Wayne Green | Not In DA - N/A |

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

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

Our school will infuse the content required by Florida Statute 1003.42(2) as applicable to appropriate grade levels, including but not limited to:

- The history and content of the Declaration of Independence
- The history, meaning, significance, and effect of the provisions of the Constitution of the United States
- Flag education
- The elements of civil government
- The history of the United States
- The history of the Holocaust
- The history of African Americans
- The history of the state
- The conservation of natural resources
- Comprehensive health education
- The study of Hispanic contributions to the United States
- The study of women's contributions to the United States
- Character development programs
- Sacrifices of veterans

We will ensure that relationship-building is a clear priority and that students will develop the knowledge and skills to become contributing citizens in a multicultural society and global community.

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

Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/civil rights policies.

Involve all staff in the process of modeling and teaching interpersonal expectations in academic and non-academic settings giving them instructions for reporting violations to appropriate supervisors. Develop methods of effectively addressing disrespectful comments as well as methods for respectfully correcting misbehavior at the classroom and administrative levels.

Create methods/formats where the characteristics of safety and respect can be assessed and monitored, and where strategies for improvement can be created, discussed, and supported.

c. 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

Ensure teachers are trained in classroom management strategies.

Instructional team reviews classroom data to ensure students are engaged while in class.

Ensure differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity.

Class meetings will occur on a frequent basis to include student feedback.

School-wide recognition systems are in place.

Offer school counseling services with dedicated time for core classroom guidance that contribute to student engagement leading to improved academic achievement resulting in college-career readiness.

d. 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.)

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Nassau County School District utilizes an Early Warning System through Focus, in which we track:

*Attendance below 90%

*One of more suspensions, whether in school or out of school

*Internal discipline notices and referrals

*Course failure (below 60%) in English Language Arts or mathematics during any grading period, as well as, any other district promotional requirements listed on the Nassau County Pupil Progression Plan

*A score below the 40th percentile rank on the district kindergarten through second grade standardized assessment, Stanford 10

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

1. 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 | 46 | 37 | 31 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 114 |
| One or more suspensions | 3 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 |
| Course failure in ELA or Math | 0 | 5 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

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

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

- *Targeted before and after school tutoring for students identified as performing in the lowest quartile
 - *Targeted in school interventions for students identified in the lowest quartile
 - *Differentiated reading instruction during small group instruction
 - *Professional development for teachers and paraprofessionals in differentiating instruction and active engagement strategies
 - *Small group social skills instruction for identified students
 - *Whole group social skills instruction on a bimonthly basis with the guidance counselors
 - *Attendance is tracked and parents are notified through written notices and phone calls
- Nassau County has attendance procedures, guidelines, and interventions

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/442084>.

2. Description

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

2. 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

The school and district build and sustain partnerships with our local community. These groups meet regularly to review data, have discussions about progress, and make decisions about implementation

plans and strategies ensuring a common vision among all partners. Our school partnerships support our efforts to increase student achievement by:

- Establishing structured opportunities to engage all stakeholders
- Encouraging open dialogue about challenges and solutions
- Engaging stakeholders in the use of data
- Leveraging community resources and funding sources

Volunteer and Community Involvement programs develop community resources in response to the differing needs of classrooms. By accessing the many diverse resources found in communities, these programs enrich and enhance school curriculum. A wide array of community partners enables these programs to maximize their impact. Volunteers may tutor, mentor, assist in the classroom, help with fundraising, participate in developing school plans, as well as many other opportunities. Recognition awards promote community involvement as well as highlight outstanding volunteer practices and showcase exemplary projects which are then shared district-wide.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

| Name | Title |
|--------------------|---------------------|
| Faircloth, Sabrina | Principal |
| Corbett, Ila | Teacher, K-12 |
| Adams, Jenifer | Guidance Counselor |
| Dubberly, Kathy | Teacher, K-12 |
| Ray, Rebecca | Teacher, K-12 |
| Johnson, Melissa | Assistant Principal |
| Barnes, Michelle | Teacher, K-12 |
| Hodges, Janan | Teacher, K-12 |

b. Duties

1. 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 problems are occurring, formulate an intervention plan, and 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, department heads, and instructional coach. The MTSS leadership team is responsible for ensuring that the school has a system in place that provides increasingly intense and individualized interventions, resources, and support needed to meet the unique needs of its students.

2. 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 academics, attendance, and behavior related data. As the team disaggregates the data, it is identifying which students are meeting grade level expectations and which students are not meeting grade level expectations. The team 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 will work together and monitor the effectiveness of interventions through 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 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. 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, 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 employs 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 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 parental 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 post-secondary technical credits in high school and provide more opportunities for students to work towards post-secondary degrees. Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications. Readiness for post-secondary opportunities will

strengthen with the integration of academic and career and technical education components and a coherent sequence of courses.

2. School Advisory Council (SAC)

a. Membership

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

| Name | Stakeholder Group |
|-------------------|-------------------|
| Sabrina Faircloth | Principal |
| Rebecca Ray | Teacher |
| Rene Corbett | Teacher |
| Kacie Cabal | Parent |
| Bly Baker | Parent |
| David Hyers | Teacher |
| Lesley Keene | Parent |
| Pamela Cato | Teacher |
| Patrice Williams | Parent |
| Fawn Fare | Parent |
| Traci Armstrong | Parent |

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. 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. SAT 10 data analysis is provided and discussed among all interested stake holders on an annual basis.

b. Development of this school improvement plan

Callahan Elementary SAC annually assess the previous year's 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 stake holder plays a key role. All stake holders thoughts, opinions, and questions are valued when developing the school improvement plan.

c. Preparation of the school's annual budget and plan

The school's annual budget is received from the district office. Funds are categorized and must be used accordingly. The plan calls for a majority of funds to be used for classroom instruction.

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

Funds are used primarily for the following parental involvement activities and supplies:
 Beginning of the year postage and post cards \$445.67
 Pick up car tags \$248.24

Magnetic calendars for communication \$553.89
 Substitutes for SAC and CIMS meetings \$292.21

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

| Name | Title |
|--------------------|---------------------|
| Johnson, Melissa | Assistant Principal |
| Hyers, David | Teacher, K-12 |
| Dubberly, Kathy | Teacher, K-12 |
| Cato, Pamela | Teacher, K-12 |
| Ray, Rebecca | Teacher, K-12 |
| Faircloth, Sabrina | Principal |

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

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

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

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

The school adheres to the district's early release day, giving teachers collaborative and individual planning time. Teachers will participate in PLC's (Professional Learning Communities). Faculty and Leadership Council meetings incorporate team building activities.

2. 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.

3. 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. Florida State 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. Ongoing 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 ongoing and regularly scheduled opportunities for classroom visits and observations, reflection, 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 ongoing support strategies is to increase teacher effectiveness and as a result, to increase student achievement.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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 and economy 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.

b. Instructional Strategies

1. 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.

2. 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: 4,860

Students may receive instruction in reading and math four days a week for before or after school tutoring. Teachers focus on target standards with small group instruction. We offer both remediation, maintenance, enriched activities, and instruction.

Strategy Rationale

Small group instruction during extended learning time will provide students with additional focus and differentiated instruction.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Faircloth, Sabrina , sabrina.faircloth@nassau.k12.fl.us

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

Data is collected at the beginning of the year, mid-year, and end of the year. Data includes results from STAR Reading and Math, SAT 10, i-Ready, Core 5 Lexia, student retention rates, and student grades.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

1. 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.

Second grade students participated 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.

b. College and Career Readiness

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

n/a

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

n/a

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

n/a

4. 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

n/a

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Callahan Elementary School will strive to increase the percentage of students in grades K-2 scoring at or above the 50th national percentile on the Reading section and Mathematics sections of the Stanford 10 assessment, as well as increase student proficiency of Science standards.

Strategic Goals Detail

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

G1. Callahan Elementary School will strive to increase the percentage of students in grades K-2 scoring at or above the 50th national percentile on the Reading section and Mathematics sections of the Stanford 10 assessment, as well as increase student proficiency of Science standards. 1a

G093477

Targets Supported 1b

| Indicator | Annual Target |
|--------------------------------------|---------------|
| Math Achievement District Assessment | 78.0 |
| ELA Achievement District Assessment | 78.0 |

Targeted Barriers to Achieving the Goal 3

- Students perform 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

Resources Available to Help Reduce or Eliminate the Barriers 2

- Florida State Standards (FSS) Curriculum Instructional Focus Calendars Saxon Phonics STAR Reading STAR Math Accelerated Reading Think Central Core 5 LEXIA I-Ready Discovery Education Brain Pop
-

Plan to Monitor Progress Toward G1. 8

Student achievement towards proficiency

Person Responsible

Sabrina Faircloth

Schedule

Weekly, from 8/10/2017 to 5/25/2018

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 Elementary School will strive to increase the percentage of students in grades K-2 scoring at or above the 50th national percentile on the Reading section and Mathematics sections of the Stanford 10 assessment, as well as increase student proficiency of Science standards. **1**

 G093477

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

 B250762

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

 S264345

Strategy Rationale

Provide differentiated instruction of Florida Standards as assessed on Stanford 10

Action Step 1 **5**

Callahan Elementary School will provide small group instruction during the 90 minute reading block to meet the learning needs of each student. We will provide differentiated instruction for various ability levels, utilizing a variety of instructional strategies and resources, and additional tutoring services for students demonstrating low reading performance.

Professional Development: Provide teachers with training on Florida Reading Standards and implementation 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

Sabrina Faircloth

Schedule

Daily, from 8/10/2017 to 5/25/2018

Evidence of Completion

Professional Development rosters and agendas, Lesson Plans, Classroom Observations

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

Small Group Instruction, Tutoring Program

Person Responsible

Sabrina Faircloth

Schedule

Daily, from 8/10/2017 to 5/25/2018

Evidence of Completion

Lesson Plans, Classroom Observations, Meeting Documentation, Professional Development Documentation, Tutoring Logs, Attendance Records

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

Formative and Summative Data Assessments

Person Responsible

Sabrina Faircloth

Schedule

Daily, from 8/10/2017 to 5/25/2018

Evidence of Completion

Assessment Data

G1.B1.S2 Callahan Elementary School will provide small group instruction during math block to meet the learning needs of each student. We will provide differentiated instruction for various ability levels utilizing a variety of instructional strategies and resources and additional tutoring services for students demonstrating low math performance. 4

S264346

Strategy Rationale

Provide differentiated instruction of Florida Standards as assessed on Stanford 10

Action Step 1 5

Callahan Elementary School will provide small group instruction during 60 minute math block to meet the learning needs of each student. We will provide differentiated instruction for various ability levels utilizing a variety of instructional strategies and resources, and additional tutoring services for students demonstrating low math performance.

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

Person Responsible

Sabrina Faircloth

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Professional Development Documentation, Meeting Agendas, Lesson Plans and Classroom Observations

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

Small Group Instruction, Tutoring Program

Person Responsible

Sabrina Faircloth

Schedule

Daily, from 8/10/2017 to 5/25/2018

Evidence of Completion

Lesson Plans, Classroom Observations, Meeting Agendas, Professional Development Documentation, Tutoring Logs

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

Formative and Summative Assessments

Person Responsible

Sabrina Faircloth

Schedule

Daily, from 8/10/2017 to 5/25/2018

Evidence of Completion

Assessment Data

G1.B1.S3 Integrate text based writing instruction into all curriculum areas. Familiarize students with keyboarding computer skills. 4

 S264347

Strategy Rationale

Provide differentiated instruction of Florida Standards as assessed by school based assessments

Action Step 1 5

Integrate text based writing instruction into all curriculum areas. Familiarize students with keyboarding computer skills.

Professional Development: Provide teachers with training on the Florida ELA Standards and use of writing rubrics.

Person Responsible

Sabrina Faircloth

Schedule

Daily, from 8/10/2017 to 5/25/2018

Evidence of Completion

Lesson Plans, Classroom Observations, Professional Development Documentation, Meeting Agendas

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

Integrated text based writing instruction into all curriculum areas. Familiarize students with keyboarding/computer skills to demonstrate proficiency on State Assessments.

Person Responsible

Sabrina Faircloth

Schedule

Daily, from 8/10/2017 to 5/25/2018

Evidence of Completion

Lesson Plans, Classroom Observations, Professional Development Documentation, Meeting Agendas

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

Formative and Summative Assessments

Person Responsible

Sabrina Faircloth

Schedule

Daily, from 8/10/2017 to 5/25/2018

Evidence of Completion

Assessment Data

G1.B1.S4 Integrate science instruction into math and reading curriculum. Provide differentiated instruction using a variety of leveled science materials. 4

 S264348

Strategy Rationale

Provide differentiated instruction of Florida Standards as assessed on District Assessments

Action Step 1 5

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

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

Person Responsible

Sabrina Faircloth

Schedule

Daily, from 8/10/2017 to 5/25/2018

Evidence of Completion

Lesson Plans, Classroom Observations, Professional Development Documentation, Meeting Agendas

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

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

Person Responsible

Sabrina Faircloth

Schedule

Daily, from 8/10/2017 to 5/25/2018

Evidence of Completion

Lesson Plans, Classroom Observations,

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

Formative and Summative Assessments

Person Responsible

Sabrina Faircloth

Schedule

Daily, from 8/10/2017 to 5/25/2018

Evidence of Completion

Assessment Data

G1.B1.S5 Provide inquiry based interdisciplinary science learning opportunities through STEM activities, classroom activities, after school programs, etc. 4

 S264349

Strategy Rationale

Provide of variety of interdisciplinary and hands-on experienced based opportunities to engage students in real world problem solving.

Action Step 1 5

Provide inquiry based interdisciplinary science learning opportunities through STEM activities, classroom activities, after school programs, etc.

Professional Development: Provide teachers training in order to effectively implement interdisciplinary science inquiry based learning opportunities.

Person Responsible

Sabrina Faircloth

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Classroom observation, Lesson Plans, Science Committee Meeting Agendas & Notes

Plan to Monitor Fidelity of Implementation of G1.B1.S5 6

Classroom Observation, Lesson Plans, Grade Level Meeting Documentation

Person Responsible

Sabrina Faircloth

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Lesson Plans, Grade Level agenda & minutes, iObservation documentation, Collaborative planning meetings

Plan to Monitor Effectiveness of Implementation of G1.B1.S5 7

Formative & Summative Assessments

Person Responsible

Sabrina Faircloth

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Assessment Data

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

B250763

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

S264350

Strategy Rationale

Increase in instructional effectiveness will provide an increase in student proficiency of Florida Standards as determined by Stanford 10.

Action Step 1 5

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

Person Responsible

Sabrina Faircloth

Schedule

Daily, from 8/10/2017 to 5/25/2018

Evidence of Completion

Lesson Plans, Professional Growth Plans, Sign in sheets and Agendas

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

Provision of planning time for teachers. Implementation of County/School wide Professional Development

Person Responsible

Sabrina Faircloth

Schedule

Daily, from 8/10/2017 to 5/25/2018

Evidence of Completion

Lesson Plans, Classroom Observations, Meeting Documentation, Professional Development Documentation

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

Formative and Summative Assessments

Person Responsible

Sabrina Faircloth


Schedule

Daily, from 8/10/2017 to 5/25/2018

Evidence of Completion

Assessment Data, Lesson Plans, and Teachers Observation

G1.B2.S2 Provide opportunities for teachers to participate in District Curriculum Mapping, district provided professional development in research based strategies for teaching science, school based vertical articulation, and district provided horizontal collaboration. 4

 S264351

Strategy Rationale

Increase in teacher content knowledge and provisions of district wide planning and collaboration will provide an increase in student proficiency of Stanford 10.

Action Step 1 5

Strategy: Provide opportunities for teachers to participate in District Curriculum Mapping, district provided professional development in research based strategies for teaching science, school based vertical articulation, and district provided horizontal collaboration.

Professional Development: District Curriculum Mapping, Best practices in Comprehension and Vocabulary instruction, vertical and horizontal articulation

Person Responsible

Sabrina Faircloth

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Classroom Observation, Lesson Plans, Instructional Focus Calendars, Grade Level Meeting Documentation, Professional Development Documentation participation

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Implementation of Researched based strategies, Usage of District Curriculum Map

Person Responsible

Sabrina Faircloth

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Classroom Observation, Lesson Plans, District/School Collaborative Planning mtg. Agendas & Sign-In sheets, Professional Development Documentation

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Formative & Summative Assessment Data

Person Responsible

Sabrina Faircloth

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Assessment Data

G1.B3 Parental knowledge or ability may be limited when assisting students with Core Curriculum **2**

 B250764

G1.B3.S1 Parental knowledge or ability may be limited when assisting students with Core Curriculum **4**

 S264352

Strategy Rationale

Increase in parental awareness will provide an increase in student proficiency of Florida Standards as determined by District Assessments

Action Step 1 **5**

Provide parental involvement opportunities and ongoing communication for parents.

Person Responsible

Sabrina Faircloth

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Newsletters, Calendars, Sign-In Sheets, Surveys

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

Process of informing parents about expectations and student progress.

Person Responsible

Sabrina Faircloth

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Parent Newsletters, FOCUS, Calendars, Sign-In Sheets, Parental Involvement Opportunities, School messenger

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

Formative and Summative Assessments

Person Responsible

Sabrina Faircloth

Schedule

Weekly, from 8/10/2017 to 5/25/2018









Evidence of Completion

Assessment Data

IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|-------------------------|--|--------------------|-------------------------------|---|--------------------|
| 2018 | | | | | |
| G1.MA1 M372421 | Student achievement towards proficiency | Faircloth, Sabrina | 8/10/2017 | Assessment Data | 5/25/2018 weekly |
| G1.B1.S1.MA1 M372405 | Formative and Summative Data Assessments | Faircloth, Sabrina | 8/10/2017 | Assessment Data | 5/25/2018 daily |
| G1.B1.S1.MA1 M372406 | Small Group Instruction, Tutoring Program | Faircloth, Sabrina | 8/10/2017 | Lesson Plans, Classroom Observations, Meeting Documentation, Professional Development Documentation, Tutoring Logs, Attendance Records | 5/25/2018 daily |
| G1.B1.S1.A1 A349956 | Callahan Elementary School will provide small group instruction during the 90 minute reading block... | Faircloth, Sabrina | 8/10/2017 | Professional Development rosters and agendas, Lesson Plans, Classroom Observations | 5/25/2018 daily |
| G1.B2.S1.MA1 M372415 | Formative and Summative Assessments | Faircloth, Sabrina | 8/10/2017 | Assessment Data, Lesson Plans, and Teachers Observation | 5/25/2018 daily |
| G1.B2.S1.MA1 M372416 | Provision of planning time for teachers. Implementation of County/School wide Professional... | Faircloth, Sabrina | 8/10/2017 | Lesson Plans, Classroom Observations, Meeting Documentation, Professional Development Documentation | 5/25/2018 daily |
| G1.B2.S1.A1 A349961 | Provide collaborative planning time and Professional Development to meet the needs of teachers.... | Faircloth, Sabrina | 8/10/2017 | Lesson Plans, Professional Growth Plans, Sign in sheets and Agendas | 5/25/2018 daily |
| G1.B3.S1.MA1 M372419 | Formative and Summative Assessments | Faircloth, Sabrina | 8/10/2017 | Assessment Data | 5/25/2018 weekly |
| G1.B3.S1.MA1 M372420 | Process of informing parents about expectations and student progress. | Faircloth, Sabrina | 8/10/2017 | Parent Newsletters, FOCUS, Calendars, Sign-In Sheets, Parental Involvement Opportunities, School messenger | 5/25/2018 weekly |
| G1.B3.S1.A1 A349963 | Provide parental involvement opportunities and ongoing communication for parents. | Faircloth, Sabrina | 8/10/2017 | Newsletters, Calendars, Sign-In Sheets, Surveys | 5/25/2018 weekly |
| G1.B1.S2.MA1 M372407 | Formative and Summative Assessments | Faircloth, Sabrina | 8/10/2017 | Assessment Data | 5/25/2018 daily |
| G1.B1.S2.MA1 M372408 | Small Group Instruction, Tutoring Program | Faircloth, Sabrina | 8/10/2017 | Lesson Plans, Classroom Observations, Meeting Agendas, Professional Development Documentation, Tutoring Logs | 5/25/2018 daily |
| G1.B1.S2.A1 A349957 | Callahan Elementary School will provide small group instruction during 60 minute math block to meet... | Faircloth, Sabrina | 8/10/2017 | Professional Development Documentation, Meeting Agendas, Lesson Plans and Classroom Observations | 5/25/2018 weekly |
| G1.B2.S2.MA1 M372417 | Formative & Summative Assessment Data | Faircloth, Sabrina | 8/10/2017 | Assessment Data | 5/25/2018 weekly |
| G1.B2.S2.MA1 M372418 | Implementation of Researched based strategies, Usage of District Curriculum Map | Faircloth, Sabrina | 8/10/2017 | Classroom Observation, Lesson Plans, District/School Collaborative Planning mtg. Agendas & Sign-In sheets, Professional Development Documentation | 5/25/2018 weekly |
| G1.B2.S2.A1 A349962 | Strategy: Provide opportunities for teachers to participate in District Curriculum Mapping,... | Faircloth, Sabrina | 8/10/2017 | Classroom Observation, Lesson Plans, Instructional Focus Calendars, Grade Level Meeting Documentation, Professional Development Documentation participation | 5/25/2018 weekly |
| G1.B1.S3.MA1 M372409 | Formative and Summative Assessments | Faircloth, Sabrina | 8/10/2017 | Assessment Data | 5/25/2018 daily |

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Callahan Elementary School

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|---|--------------------|-------------------------------|---|---------------------|
| G1.B1.S3.MA1  M372410 | Integrated text based writing instruction into all curriculum areas. Familiarize students with... | Faircloth, Sabrina | 8/10/2017 | Lesson Plans, Classroom Observations, Professional Development Documentation, Meeting Agendas | 5/25/2018 daily |
| G1.B1.S3.A1  A349958 | Integrate text based writing instruction into all curriculum areas. Familiarize students with... | Faircloth, Sabrina | 8/10/2017 | Lesson Plans, Classroom Observations, Professional Development Documentation, Meeting Agendas | 5/25/2018 daily |
| G1.B1.S4.MA1  M372411 | Formative and Summative Assessments | Faircloth, Sabrina | 8/10/2017 | Assessment Data | 5/25/2018 daily |
| G1.B1.S4.MA1  M372412 | Integrate science instruction into math and reading curriculum. Utilize leveled science materials... | Faircloth, Sabrina | 8/10/2017 | Lesson Plans, Classroom Observations, | 5/25/2018 daily |
| G1.B1.S4.A1  A349959 | Integrate science instruction into math and reading curriculum. Provide differentiated instruction... | Faircloth, Sabrina | 8/10/2017 | Lesson Plans, Classroom Observations, Professional Development Documentation, Meeting Agendas | 5/25/2018 daily |
| G1.B1.S5.MA1  M372413 | Formative & Summative Assessments | Faircloth, Sabrina | 8/10/2017 | Assessment Data | 5/25/2018 weekly |
| G1.B1.S5.MA1  M372414 | Classroom Observation, Lesson Plans, Grade Level Meeting Documentation | Faircloth, Sabrina | 8/10/2017 | Lesson Plans, Grade Level agenda & minutes, iObservation documentation, Collaborative planning meetings | 5/25/2018 weekly |
| G1.B1.S5.A1  A349960 | Provide inquiry based interdisciplinary science learning opportunities through STEM activities,... | Faircloth, Sabrina | 8/10/2017 | Classroom observation, Lesson Plans, Science Committee Meeting Agendas & Notes | 5/25/2018 weekly |

V. Professional Development Opportunities

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

G1. Callahan Elementary School will strive to increase the percentage of students in grades K-2 scoring at or above the 50th national percentile on the Reading section and Mathematics sections of the Stanford 10 assessment, as well as increase student proficiency of Science standards.

G1.B1 Students perform at a wide variety of ability levels

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

PD Opportunity 1

Callahan Elementary School will provide small group instruction during the 90 minute reading block to meet the learning needs of each student. We will provide differentiated instruction for various ability levels, utilizing a variety of instructional strategies and resources, and additional tutoring services for students demonstrating low reading performance. Professional Development: Provide teachers with training on Florida Reading Standards and implementation 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, Linda Hoyt

Participants

Teachers, Paraprofessionals, and Administration

Schedule

Daily, from 8/10/2017 to 5/25/2018

G1.B1.S2 Callahan Elementary School will provide small group instruction during math block to meet the learning needs of each student. We will provide differentiated instruction for various ability levels utilizing a variety of instructional strategies and resources and additional tutoring services for students demonstrating low math performance.

PD Opportunity 1

Callahan Elementary School will provide small group instruction during 60 minute math block to meet the learning needs of each student. We will provide differentiated instruction for various ability levels utilizing a variety of instructional strategies and resources, and additional tutoring services for students demonstrating low math performance. Professional Development: Provide teachers with training on Florida Math Standards and implementation strategies to ensure effective small group and differentiated instruction is implemented during the math block to meet the individual learning needs of students.

Facilitator

Teachers, Administration, District Office Staff

Participants

Teachers, Administration

Schedule

Weekly, from 8/10/2017 to 5/25/2018

G1.B1.S3 Integrate text based writing instruction into all curriculum areas. Familiarize students with keyboarding computer skills.

PD Opportunity 1

Integrate text based writing instruction into all curriculum areas. Familiarize students with keyboarding computer skills. Professional Development: Provide teachers with training on the Florida ELA Standards and use of writing rubrics.

Facilitator

Teachers, Administration, District Office Staff

Participants

Teachers, Paraprofessionals, Administration

Schedule

Daily, from 8/10/2017 to 5/25/2018

G1.B1.S4 Integrate science instruction into math and reading curriculum. Provide differentiated instruction using a variety of leveled science materials.

PD Opportunity 1

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

Facilitator

Administration

Participants

Teachers, Administration

Schedule

Daily, from 8/10/2017 to 5/25/2018

G1.B1.S5 Provide inquiry based interdisciplinary science learning opportunities through STEM activities, classroom activities, after school programs, etc.

PD Opportunity 1

Provide inquiry based interdisciplinary science learning opportunities through STEM activities, classroom activities, after school programs, etc. Professional Development: Provide teachers training in order to effectively implement interdisciplinary science inquiry based learning opportunities.

Facilitator

Administration

Participants

Teachers

Schedule

Weekly, from 8/10/2017 to 5/25/2018

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/school wide staff development in Florida Standards implementation to include a focus on curriculum shifts and Marzano instructional strategies.

PD Opportunity 1

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

Facilitator

Teacher, Administration, District Office Staff

Participants

Teachers, Administration

Schedule

Daily, from 8/10/2017 to 5/25/2018

G1.B2.S2 Provide opportunities for teachers to participate in District Curriculum Mapping, district provided professional development in research based strategies for teaching science, school based vertical articulation, and district provided horizontal collaboration.

PD Opportunity 1

Strategy: Provide opportunities for teachers to participate in District Curriculum Mapping, district provided professional development in research based strategies for teaching science, school based vertical articulation, and district provided horizontal collaboration. Professional Development: District Curriculum Mapping, Best practices in Comprehension and Vocabulary instruction, vertical and horizontal articulation

Facilitator

District Office Coordinators, Administration, School Based Leaders

Participants

Teachers

Schedule

Weekly, from 8/10/2017 to 5/25/2018

VI. Technical Assistance Items

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

VII. Budget

| | | | | | | |
|---|-------------|---|---|-----------------|-----|------------|
| 1 | G1.B1.S1.A1 | <p>Callahan Elementary School will provide small group instruction during the 90 minute reading block to meet the learning needs of each student. We will provide differentiated instruction for various ability levels, utilizing a variety of instructional strategies and resources, and additional tutoring services for students demonstrating low reading performance. Professional Development: Provide teachers with training on Florida Reading Standards and implementation 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.</p> | | | | \$4,900.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | | | 0121 - Callahan Elementary School | | | \$0.00 |
| | | | <p><i>Notes: Differentiated Reading Instruction, SDE Reading Foundations (Funds provided by District)</i></p> | | | |
| | 6400 | 750-Other Personal Services | 0121 - Callahan Elementary School | Title I, Part A | | \$4,900.00 |
| | | | <p><i>Notes: How to Plan Differentiated Reading Instruction Grades K-2 Professional Development</i></p> | | | |
| 2 | G1.B1.S2.A1 | <p>Callahan Elementary School will provide small group instruction during 60 minute math block to meet the learning needs of each student. We will provide differentiated instruction for various ability levels utilizing a variety of instructional strategies and resources, and additional tutoring services for students demonstrating low math performance. Professional Development: Provide teachers with training on Florida Math Standards and implementation strategies to ensure effective small group and differentiated instruction is implemented during the math block to meet the individual learning needs of students.</p> | | | | \$0.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | | | 0121 - Callahan Elementary School | Title I, Part A | | \$0.00 |
| | | | <p><i>Notes: Singapore Math Workshop (Funds provided by District)</i></p> | | | |
| 3 | G1.B1.S3.A1 | <p>Integrate text based writing instruction into all curriculum areas. Familiarize students with keyboarding computer skills. Professional Development: Provide teachers with training on the Florida ELA Standards and use of writing rubrics.</p> | | | | \$0.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | | | 0121 - Callahan Elementary School | Title I, Part A | | \$0.00 |
| | | | <p><i>Notes: Unpacking the Florida Standards for ELA and Math</i></p> | | | |

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|---|-------------|---|--|-----------------|---------------|-------------------|
| 4 | G1.B1.S4.A1 | Integrate science instruction into math and reading curriculum. Provide differentiated instruction using a variety of leveled science materials. Professional Development: Provide teachers with training to increase science content knowledge and to ensure effective integration and implementation of science content in reading and math. | | | | \$0.00 |
| 5 | G1.B1.S5.A1 | Provide inquiry based interdisciplinary science learning opportunities through STEM activities, classroom activities, after school programs, etc. Professional Development: Provide teachers training in order to effectively implement interdisciplinary science inquiry based learning opportunities. | | | | \$0.00 |
| 6 | G1.B2.S1.A1 | Provide collaborative planning time and Professional Development to meet the needs of teachers. Provide teachers professional development opportunities in ELA, Math, and Science content standards. | | | | \$0.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | | | 0121 - Callahan Elementary School | Other | | \$0.00 |
| | | | <i>Notes: District Beginning Teacher Program</i> | | | |
| | | | 0121 - Callahan Elementary School | Title I, Part A | | \$0.00 |
| 7 | G1.B2.S2.A1 | Strategy: Provide opportunities for teachers to participate in District Curriculum Mapping, district provided professional development in research based strategies for teaching science, school based vertical articulation, and district provided horizontal collaboration. Professional Development: District Curriculum Mapping, Best practices in Comprehension and Vocabulary instruction, vertical and horizontal articulation | | | | \$0.00 |
| 8 | G1.B3.S1.A1 | Provide parental involvement opportunities and ongoing communication for parents. | | | | \$0.00 |
| | | | | | Total: | \$4,900.00 |