

Nassau County School District

Callahan Middle School



2018-19 School Improvement Plan

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Callahan Middle School

450121 OLD DIXIE HWY, Callahan, FL 32011

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Middle School 6-8	No	57%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	10%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	B	B	B*

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 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>.

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

Nassau County's 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.

At Callahan Middle School our mission is to provide students with high quality educational experiences that stimulate their desire to gain knowledge and equip students with the necessary skills to become productive citizens in a global society.

Provide the school's vision statement

A caring faculty and staff at Callahan Middle School is committed to the facilitation of authentic student achievement through academic, social-emotional, and physical/ developmental growth.

School Leadership Team

Membership

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

Name	Title
Devereaux, Rhonda	Principal
Giles, Sandra	Guidance Counselor
Ginder, Michele	Teacher, K-12
Duncan, Ruth	Teacher, K-12
Jadoo, Melissa	Teacher, ESE
VanSickle, Lacy	Instructional Media
Amos, Lori	Assistant Principal
Henderson, Kristin	Teacher, K-12
Brahlek, Amanda	Teacher, K-12
Way, Kyanne	Teacher, ESE
Thomas, Sarah	Teacher, K-12

Duties

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

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

The MTSS core team consists of: administrator, school counselor, literacy coach, department heads,

and instructional coach. The MTSS leadership team is responsible for ensuring that the school has in place a system that provides increasingly intense and individualized interventions, resources and support needed to meet the unique needs of its students.

Early Warning Systems

Year 2017-18

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	47	58	79	0	0	0	0	184
One or more suspensions	0	0	0	0	0	0	2	23	25	0	0	0	0	50
Course failure in ELA or Math	0	0	0	0	0	0	1	5	2	0	0	0	0	8
Level 1 on statewide assessment	0	0	0	0	0	0	10	51	70	0	0	0	0	131

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	0	0	0	0	0	0	6	27	31	0	0	0	0	64

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected

Friday 9/14/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	48	59	65	0	0	0	0	172
One or more suspensions	0	0	0	0	0	0	7	3	4	0	0	0	0	14
Course failure in ELA or Math	0	0	0	0	0	0	0	2	1	0	0	0	0	3
Level 1 on statewide assessment	0	0	0	0	0	0	68	117	112	0	0	0	0	297

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	0	0	0	0	0	0	18	28	9	0	0	0	0	55

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	48	59	65	0	0	0	0	172
One or more suspensions	0	0	0	0	0	0	7	3	4	0	0	0	0	14
Course failure in ELA or Math	0	0	0	0	0	0	0	2	1	0	0	0	0	3
Level 1 on statewide assessment	0	0	0	0	0	0	68	117	112	0	0	0	0	297

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	0	0	0	0	0	0	18	28	9	0	0	0	0	55

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

CMS has scored the lowest in the FSA ELA Assessment for the last two years. In 2017, the school had 57% of students meeting proficiency, 49% of students made learning gains, and only 39% of the lowest quartile made a learning gain. Gains were made on the FSA ELA assessment in 2018, however ELA is still the lowest data component for CMS. The school had 61% of students meeting proficiency, 57% of students made learning gains, and 50% of the lowest quartile made learning gains.

Which data component showed the greatest decline from prior year?

CMS has 3 areas that showed decline.
 FSA Math learning gains for the lowest quartile went from 48% in 2017 to 42% in 2018.
 FCAT Science Achievement went from 68% in 2017 to 61% in 2018.
 Social Studies Achievement went from 68% in 2017 to 56% in 2018.

Which data component had the biggest gap when compared to the state average?

Social Studies had the biggest gap when compared to the state average:
 CMS 56% State 72%
 Mathematics learning gains also had a significant gap when compared to the state average:
 CMS 48% State 57%

Which data component showed the most improvement? Is this a trend?

ELA Learning gains and lowest quartile learning gains showed the most improvement from 2017 to 2018:

ELA Learning gains

2017- 49%

2018 57%

ELA Lowest Quartile Learning Gains

2017-47%

2018- 50%

Describe the actions or changes that led to the improvement in this area

Faculty attributes this increase in gains to the before school tutoring program and collaborative team planning.

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	2018			2017		
	School	District	State	School	District	State
ELA Achievement	61%	63%	53%	57%	63%	52%
ELA Learning Gains	57%	56%	54%	49%	57%	54%
ELA Lowest 25th Percentile	50%	48%	47%	39%	42%	44%
Math Achievement	68%	68%	58%	68%	68%	56%
Math Learning Gains	48%	57%	57%	49%	57%	57%
Math Lowest 25th Percentile	42%	46%	51%	48%	45%	50%
Science Achievement	61%	61%	52%	68%	68%	50%
Social Studies Achievement	56%	66%	72%	68%	73%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	47 (48)	58 (59)	79 (65)	184 (172)
One or more suspensions	2 (7)	23 (3)	25 (4)	50 (14)
Course failure in ELA or Math	1 (0)	5 (2)	2 (1)	8 (3)
Level 1 on statewide assessment	10 (68)	51 (117)	70 (112)	131 (297)

Grade Level Data

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

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
WHT	60	57	50	68	49	43	62	56	48		
BLK	59	53		59	41		55				
HSP	71	55		71	50						
MUL	64	61		68	39			50			
SWD	28	49	48	33	31	30	20	39			
FRL	54	55	46	64	45	38	56	56	41		

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
WHT	57	49	37	68	49	47	67	67	58		
BLK	44	25		39	50			82			
HSP	57	59		65	73		73				
MUL	72	63		78	50		85		73		
SWD	16	33	33	24	46	47	17	16			
FRL	48	43	36	61	48	45	57	63	58		

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	ELA Achievement, Lowest Quartile and Lowest 25th Percentile
Rationale	Results from the FSA ELA assessment indicate Callahan Middle School performed below the District average.
Intended Outcome	Increase FSA ELA scores 5 to 8 percent in the following areas: ELA Achievement - 61% to 69% ELA Learning Gains- 57% to 65% ELA Lowest 25th Percentile - 50% to 58%
Point Person	Rhonda Devereaux (devereauxrh@nassau.k12.fl.us)
Action Step	
Description	<ol style="list-style-type: none">1. Implement block scheduling model in all 6th grade ELA classrooms and 7th and 8th grade lowest quartile ELA classrooms. Teachers will provide differentiated instruction using a small group reading model.2. Create school/district curriculum pacing guides for ELA courses.3. Provide teachers professional development in the following areas: Unpacking the Florida ELA Standards ELA (differentiation and small group instruction) Kagan Structures- active engagement strategies Project Based Learning4. Purchase supplies and resources for small group instruction that align with the Florida ELA Standards5. Provide teacher collaborative planning time.
Person Responsible	Rhonda Devereaux (devereauxrh@nassau.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Lesson plans, Collaborative team meeting agendas, classroom observations, workshop agenda and sign in sheets, curriculum pacing guides.
Person Responsible	Rhonda Devereaux (devereauxrh@nassau.k12.fl.us)

Activity #2	
Title	Math Achievement, Lowest Quartile and Lowest 25th Percentile
Rationale	Results from the FSA Math assessment indicate Callahan Middle School performed at or below the District average.
Intended Outcome	Increase FSA Math scores 5 to 8 percent in the following areas: Math Achievement - 68% to 76% Math Learning Gains- 48% to 56% Math Lowest 25th Percentile - 42% to 50%
Point Person	Rhonda Devereaux (devereauxrh@nassau.k12.fl.us)
Action Step	
Description	1. Create school/district curriculum pacing guides for math course. 2. Implement block scheduling model in all 6th grade Math classrooms. 3. Teachers will provide differentiated instruction using a small group math model. 4. Provide teachers professional development in the following areas: Unpacking the Florida Math Standards Math (differentiation and small group instruction) Kagan Structures- active engagement strategies Project Based Learning 5. Purchase supplies and resources for small group instruction that align with the Florida Math Standards. 6. Provide teacher collaborative planning time.
Person Responsible	Rhonda Devereaux (devereauxrh@nassau.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Lesson plans, Collaborative team meeting agendas, classroom observations, workshop agenda and sign in sheets, curriculum pacing guides
Person Responsible	Rhonda Devereaux (devereauxrh@nassau.k12.fl.us)

Activity #3	
Title	FCAT Science Achievement
Rationale	Results from the FCAT Science assessment indicate Callahan Middle School decreased in proficiency from 2017 to 2018 scoring 68% in 2017 and 61% in 2018
Intended Outcome	Increase student proficiency on the FCAT Science assessment 5 to 8 percent. 61% to 69%
Point Person	Rhonda Devereaux (devereauxrh@nassau.k12.fl.us)

Action Step	
Description	Create school/district curriculum pacing guides Provide teacher professional development using Kagan active engagement structures and Project Based learning. Provide teachers collaborative planning time. Provide teachers vertical articulation planning.
Person Responsible	Rhonda Devereaux (devereauxrh@nassau.k12.fl.us)

Plan to Monitor Effectiveness	
Description	Workshop sign in sheets, lesson plans, classroom observation
Person Responsible	Rhonda Devereaux (devereauxrh@nassau.k12.fl.us)

Activity #4	
Title	Social Studies Achievement
Rationale	Results from the Social Studies assessment indicate Callahan Middle School performed below the District average. (District 66%, CMS 56%)
Intended Outcome	Increase student proficiency on the Social Studies Assessment 5 to 8% From 56% to 64%
Point Person	Rhonda Devereaux (devereauxrh@nassau.k12.fl.us)

Action Step	
Description	1. Extend Civics courses from semester to year long courses 2. Have teacher create curriculum pacing guides for Civics courses 3. Provide teachers collaborative planning time. 4. Provide teachers with professional development for increasing student engagement using Kagan active engagement structures and Project Based learning.
Person Responsible	Rhonda Devereaux (devereauxrh@nassau.k12.fl.us)

Plan to Monitor Effectiveness	
Description	Curriculum pacing guides, lesson plans, classroom observations, workshop agenda and sign in sheets
Person Responsible	Rhonda Devereaux (devereauxrh@nassau.k12.fl.us)

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

School staff, faculty, and administrators strive to strengthen family involvement and family empowerment in the school. The school will coordinate and integrate parental involvement strategies with School Improvement, Strategic Planning, Title I, Title II, Title IV, Title VI, Community Involvement Programs, Business Partnerships, and other community involvement activities.

The school will provide the coordination, technical assistance, and other support necessary to assist in planning and implementing effective and comprehensive parent involvement programs, based on the National Standards for Parent/Family Involvement Programs, which include:

- A. Communication between home and school is regular, two-way, and meaningful.
- B. Responsible parenting is promoted and supported.
- C. Parents play an integral role in assisting student learning. The School will help parents understand the state's academic standards, student progression requirements, and how to monitor their children's progress.
- D. Parents are welcome in school, treated with courtesy and respect, and their support and assistance is encouraged and welcomed.
- E. Parents are full partners in the decisions that affect children and families.
- F. Community resources are utilized to strengthen school programs, family practices, and student learning.

The school will communicate parental choices and responsibilities to parents. Emphasis will be placed on active parent involvement at each school. The following are examples of family and community involvement communication:

- Open House and Family Nights throughout the school year
- Callahan Middle School App Link / Blackboard Phone Messaging System and Web Page/ PTO FB page
- FOCUS
- Newsletters, Teacher Websites, Flyers communicating classroom and school news/ events to parents,
- Parent phone calls and conferences

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. Communities In Schools serves as a resource for reading tutoring, homework support, and mentors. Instructional safety nets and various campus activities are offered to address social/emotional needs of students.

Connect students to agencies with resources on campus and off campus through supporting agencies. School counseling program with dedicated time to: 1. Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making), 2. Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and 3. Evaluate your intervention (Evaluation)

Engage with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need. Support is provided through two guidance counselors and an on-site counseling service provided by a district social worker. Communities in Schools program provides academic, as well as social and emotional support to students.

Character education is part of the daily morning news show and also part of the school issued student planners. Physical Education classes also address components of character education through lessons, guest speakers, and supplemental programs.

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

The following activities are implemented to assist students with transitioning from elementary school to middle school: teacher collaboration, orientations, parent teacher Family Nights, scheduling sessions, IEP transition meetings.

The following activities are implemented to assist students with transitioning from middle school to high school:

Parent/ Student Orientation

Open House

Communication of Student Progression Plan

Spring Scheduling

AVID Parent Nights (incoming and out going)

Transitional Meetings for incoming 6th graders and outgoing 8th graders

Career Planning Curriculum (My Career Shines)

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.

In order to identify those needs, the team must analyze data to determine deficits and other areas in need of improvement. The team looks at academic, attendance and behavior related data. A

Once those areas of need have been identified, the leadership team disseminates this information to the departments, literacy teams and other school based teams. The teams will provide input to the leading questions and assist in determining appropriate research based interventions to remediate specific deficits and identify other available resources to meet individual student needs. The departments/teams oversee the implementation of the interventions and monitor student progress through regularly scheduled meetings. The progress monitoring information will be shared with the leadership team and departments/teams together will monitor the effectiveness of interventions through student progress monitoring data and fidelity checks.

The Problem Solving Process

The Problem Solving process requires the following steps: Problem Identification, Problem Analysis,

Intervention Design/ Implementation, and Evaluation: Response to Intervention.

Data based decisions are expected at all levels of the school: school, grade/departments, classroom, (AYP) subgroups (i.e., race, free/reduced lunch, ELL, ESE). A collaborative approach by school staff for development, implementation, and monitoring of the intervention process is expected.

Title I

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities.

The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to students. Teachers develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

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.

Other Services include:

Head Start
Adult Education
Career and Technical Education
Violence Prevention Programs
School Nutrition Programs

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

Efforts to support the development of students' academic and career plans include large group presentations, classroom presentations, parent workshops and individual conferences with students throughout their secondary school careers. Digital Tools certification courses are also made available to

students in the 8th grade through an elective course. My Career Shines Curriculum is part of the 8th grade curriculum. Additional resources include: student handbooks, student planners, the Student Progression Plan, Registration Guides, College and Career Fairs, and Financial Aid Workshops. Family involvement in the planning process includes notification of activities through Blackboard Messenger, school websites, and school newsletters.

The AVID program has also been implemented school wide to support students with being college and career ready. Currently there are six AVID elective courses, two in each grade level.

Part V: Budget

Total:	\$3,500.00
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