

Nassau County School District

# Callahan Intermediate School



2022-23 Schoolwide Improvement Plan

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# Callahan Intermediate School

34586 BALL PARK RD, Callahan, FL 32011

[ no web address on file ]

## Demographics

**Principal: Kerri Boatright**

Start Date for this Principal: 7/1/2022

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School 3-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	45%
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2021-22: A (71%) 2020-21: (74%) 2018-19: A (75%) 2017-18: A (78%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

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

## SIP Authority

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

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

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

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

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

## Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

#### Provide the school's mission statement.

Callahan Intermediate is committed to working with the community to create a variety of high quality educational experiences designed to provide each student with the opportunity to develop his or her talents in every area of the curriculum. Students will develop positive learning habits that will enable them to become dependable contributors to a diverse society through challenging programs in a safe, caring environment.

#### Provide the school's vision statement.

Callahan Intermediate visualizes the complex world that our students live in and the many demands that will be placed upon them in a multicultural society and swiftly changing environment. Our vision is for students to develop positive learning habits that will enable them to become dependable contributors to a diverse society.

### School Leadership Team

#### Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Boatright, Kerri	Principal	Coordinates administrative oversight and plans for all phases of instructional leadership for the school including educational programming, administration, budgetary planning, discipline, and counseling services.
Bryant, Terri	Guidance Counselor	
Jackson, Alisa	Teacher, K-12	
Palmer, Sarah	Teacher, K-12	
Simmons, Rachel	Reading Coach	
Simmons, Steven	Teacher, K-12	
Thompson, Desiree	Assistant Principal	
Whitaker, Alisha	Teacher, K-12	
Sauls, Amanda	Teacher, K-12	

### Demographic Information

**Principal start date**

Friday 7/1/2022, Kerri Boatright

**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

**Total number of teacher positions allocated to the school**

38

**Total number of students enrolled at the school**

621

**Identify the number of instructional staff who left the school during the 2021-22 school year.**

12

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**

12

**Demographic Data**

**Early Warning Systems**

**Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	196	209	210	0	0	0	0	0	0	0	615
Attendance below 90 percent	0	0	0	35	50	45	0	0	0	0	0	0	0	130
One or more suspensions	0	0	0	4	11	11	0	0	0	0	0	0	0	26
Course failure in ELA	0	0	0	9	4	4	0	0	0	0	0	0	0	17
Course failure in Math	0	0	0	4	7	4	0	0	0	0	0	0	0	15
Level 1 on 2022 statewide FSA ELA assessment	0	0	6	20	26	0	0	0	0	0	0	0	0	52
Level 1 on 2022 statewide FSA Math assessment	0	0	3	13	12	0	0	0	0	0	0	0	0	28
Number of students with a substantial reading deficiency	0	0	11	6	7	0	0	0	0	0	0	0	0	24

**Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	12	19	20	0	0	0	0	0	0	0	51

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated  
Tuesday 10/11/2022

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	
Number of students enrolled	0	0	0	218	207	200	0	0	0	0	0	0	0	625
Attendance below 90 percent	0	0	0	34	31	26	0	0	0	0	0	0	0	91
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	5	0	1	0	0	0	0	0	0	0	6
Course failure in Math	0	0	0	2	2	3	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	6	17	13	0	0	0	0	0	0	0	36
Level 1 on 2019 statewide FSA Math assessment	0	0	0	2	10	11	0	0	0	0	0	0	0	23
Number of students with a substantial reading deficiency	0	0	0	19	13	11	0	0	0	0	0	0	0	43
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	5	8	8	0	0	0	0	0	0	0	21

**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	6	3	1	0	0	0	0	0	0	0	10
Students retained two or more times	0	0	0	1	1	0	0	0	0	0	0	0	0	2

**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
Number of students enrolled	0	0	0	218	207	200	0	0	0	0	0	0	0	625
Attendance below 90 percent	0	0	0	34	31	26	0	0	0	0	0	0	0	91
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	5	0	1	0	0	0	0	0	0	0	6
Course failure in Math	0	0	0	2	2	3	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	6	17	13	0	0	0	0	0	0	0	36
Level 1 on 2019 statewide FSA Math assessment	0	0	0	2	10	11	0	0	0	0	0	0	0	23
Number of students with a substantial reading deficiency	0	0	0	19	13	11	0	0	0	0	0	0	0	43
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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



Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	5	8	8	0	0	0	0	0	0	0	21

**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	6	3	1	0	0	0	0	0	0	0	10
Students retained two or more times	0	0	0	1	1	0	0	0	0	0	0	0	0	2

**Part II: Needs Assessment/Analysis**

**School Data Review**

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	65%	69%	56%	72%			72%	76%	57%
ELA Learning Gains	68%	66%	61%	74%			68%	65%	58%
ELA Lowest 25th Percentile	55%	54%	52%	55%			55%	54%	53%
Math Achievement	84%	81%	60%	84%			87%	85%	63%
Math Learning Gains	80%	70%	64%	84%			84%	77%	62%
Math Lowest 25th Percentile	74%	64%	55%	71%			76%	67%	51%
Science Achievement	70%	70%	51%	77%			80%	75%	53%

**Grade Level Data Review - State Assessments**

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2022					
	2019	68%	75%	-7%	58%	10%
Cohort Comparison						
04	2022					
	2019	63%	68%	-5%	58%	5%
Cohort Comparison		-68%				
05	2022					
	2019	83%	75%	8%	56%	27%
Cohort Comparison		-63%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2022					
	2019	84%	83%	1%	62%	22%
Cohort Comparison						
04	2022					
	2019	85%	81%	4%	64%	21%
Cohort Comparison		-84%				
05	2022					
	2019	93%	86%	7%	60%	33%
Cohort Comparison		-85%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	80%	73%	7%	53%	27%
Cohort Comparison						

**Subgroup Data Review**

2022 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 2020-21	C & C Accel 2020-21
SWD	39	58	52	68	76	70	11				
BLK	20			50							
HSP	66	67		72	80						
MUL	60	82		70	73						
WHT	66	68	56	86	81	73	70				
FRL	55	61	51	76	73	70	54				
2021 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 2019-20	C & C Accel 2019-20
SWD	44	50	41	59	64	47	48				
BLK	60			60							
HSP	89			83							
MUL	65			74							
WHT	72	75	58	85	85	74	77				
FRL	63	69	50	76	78	67	69				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	48	58	59	75	72	66	58				
BLK	64			79							

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
HSP	90	77		100	77						
MUL	67	64		89	64						
WHT	71	67	56	87	85	76	80				
FRL	65	63	57	82	79	72	73				

**ESSA Data Review**

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	71
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	496
Total Components for the Federal Index	7
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	53
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	35

Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	71
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	71
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	71
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	63
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Part III: Planning for Improvement

**Data Analysis**  
 Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

**What trends emerge across grade levels, subgroups and core content areas?**

Over the last three years, 3rd and 4th grade ELA scores have continued to decline, while being above the state average. 5th grade ELA continues to remain above the district average. However, math in 3-5 all grade levels have been well above the district average for the last three years.

**What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?**

According to 2022 FSA, 4th grade ELA shows the greatest need with only 58% of students having a proficient score.

**What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?**

There was a high number of staff turn over in ELA in 4th grade. In addition to hiring new staff, we have strengthened collaborative planning. There have also been additional curriculum mapping provided for new staff in order to plan effective teaching strategies.

**What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?**

While 3rd and 4th grade ELA scores have declined, 3rd and 5th grade are well above the state average.

**What were the contributing factors to this improvement? What new actions did your school take in this area?**

We continue to utilize small group instruction, targeted in school ELA tutoring in all grade levels, as well as after school tutoring. This year CIS has vertically aligned standards in order to see progression for standard based instruction. In an effort to provide focused standard strategy instruction for students, high performing teachers will collaborate and unpack standards in an effort to effectively provide the best teaching strategy for all teachers and students.

**What strategies will need to be implemented in order to accelerate learning?**

The teachers tailor their instruction to meet the specific needs of students and fill in identified gaps. We provide tutoring during the day as well as after school. We will also provide professional development for teachers monthly.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Teachers will be provided with monthly professional development strategies for ELA standards. CIS has also created a literacy leadership team which will focus on strategies to teach new ELA standards, while being vertically aligned. These strategies will be modeled during collaborative planning.

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

Regular meeting with progress monitoring team to ensure students are progressing academically.

**Areas of Focus**

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

**#1. Instructional Practice specifically relating to ELA**

**Area of Focus Description and Rationale:**  
**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

In 2021-2022 Callahan Intermediate 3rd grade proficiency was at 61% and 4th grade was at 58%. The district average was 64% in 3rd grade and 68% in 4th grade. Therefore, we are performing below the district average in both grade levels.

Proficiency in ELA will increase in 22-23 by 5% in 3rd and 4th grade for students at CIS.

**Measurable Outcome:**  
**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

Student proficiency in ELA 3rd grade BEST Standards as measured by the first and last Progress Monitoring opportunity (PM1 and PM3) will increase from 31% to 70%.

Student proficiency in ELA 3rd grade BEST Standards as measured by the first and last Progress Monitoring opportunity (PM1 and PM3) will increase from 31% to 70%.

**Monitoring:**  
**Describe how this Area of Focus will be monitored for the desired outcome.**

In an effort to monitor student achievement, we will continue to use progress monitoring tools. Students who have been identified in our subgroup, as not performing, will be monitored as well. Progress monitoring team will monitor at risk students monthly and leadership team will meet monthly to evaluate progress toward proficiency.

**Person responsible for monitoring outcome:**

Kerri Boatright (kerri.boatright@nassau.k12.fl.us)

**Evidence-based Strategy:**  
**Describe the evidence-based strategy being implemented for this Area of Focus.**

The Evidence-based strategy used is intentional ELA instruction based on data from diagnostic assessments, daily observations, and Benchmark assessments. Utilization of the Gradual Release Model in small group along with a focused Literacy team to focus on standards strategy, as well as explicit instruction from teachers.

**Rationale for Evidence-based Strategy:**  
**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

Based on previous FSA and various assessments using iReady, and STAR, our data reveals the need for continued adjustments in small group instruction and providing additional targeted instruction through intervention blocks during in-school support time for intervention. In order to meet the needs of all students in each grade, intervention time during school will benefit students. This time is outside of our 90 minute reading block, so it will be an extra layer of support.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Targeted in-school support with small group instruction for each grade level based on progress monitoring and weekly assessments.

**Person Responsible**

Kerri Boatright (kerri.boatright@nassau.k12.fl.us)

After school tutoring program based on student progress monitoring. Differentiated instruction will be provided for students in the area of vocabulary and comprehension. Students will be monitored every six weeks for performance.

**Person Responsible** Rachel Simmons (rachel.simmons@nassau.k12.fl.us)

Tiered supports as indicated in MTSS and supported by progress monitoring team.

**Person Responsible** Terri Bryant (terri.bryant@nassau.k12.fl.us)

Professional development focused on clarification of standards and explicit teacher instruction.

**Person Responsible** Kerri Boatright (kerri.boatright@nassau.k12.fl.us)

## #2. Positive Culture and Environment specifically relating to Attendance

**Area of Focus Description and Rationale:**  
**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Our current data reveals that we have 18% of students not attending school at least 90% of the time.

**Measurable Outcome:**

**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

CIS would like to decrease the number of students not attending school by 5%.

**Monitoring:**

**Describe how this Area of Focus will be monitored for the desired outcome.**

Students ADA from focus will be reviewed monthly at threat assessment meetings.

**Person responsible for monitoring outcome:**

Kerri Boatright (kerri.boatright@nassau.k12.fl.us)

**Evidence-based Strategy:**

**Describe the evidence-based strategy being implemented for this Area of Focus.**

Parent communication will be used to bring awareness of attendance policy and to implement student incentives, as well as classroom regarding attendance.

**Rationale for Evidence-based Strategy:**  
**Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.**

It is evident at parent/student communication and incentives are needed to express the important of attendance and the correlation to student achievement.

### Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. 2-day absenteeism follow-up calls
2. Positive celebrations for students who maintain perfect attendance
3. Increase parent awareness of attendance policy
4. Home visits and parent-teacher conferences regarding poor attendance.
5. Tiered system of support including: letters, phone calls, and building positive relationships.

**Person Responsible** Kerri Boatright (kerri.boatright@nassau.k12.fl.us)

Attendance policy communicated and clarified.

**Person Responsible** Kerri Boatright (kerri.boatright@nassau.k12.fl.us)

Attendance monitored for students who have accumulated multiple days in a 90 day period. Letters send to parents and phone calls regarding multiple absences.

**Person Responsible** Desiree Thompson (thompsonde@nassau.k12.fl.us)



**#3. ESSA Subgroup specifically relating to Black/African-American**

**Area of Focus Description and Rationale:**  
 Include a rationale that explains how it was identified as a critical need from the data reviewed.

Data shows that African American students are not meeting proficiency levels.

**Measurable Outcome:**  
 State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Raise proficiency of the sub group in ELA by 5%.

**Monitoring:**  
 Describe how this Area of Focus will be monitored for the desired outcome.

Students will receive progress monitoring to ensure they are making adequate growth to reach their proficiency by the end of the year.

**Person responsible for monitoring outcome:**

Kerri Boatright (kerri.boatright@nassau.k12.fl.us)

**Evidence-based Strategy:**  
 Describe the evidence-based strategy being implemented for this Area of Focus.

Students identified will be provided intensive intervention during in school time with certified teacher in order to increase student achievement.

**Rationale for Evidence-based Strategy:**  
 Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Students in the subgroup often aren't able to attend after school tutoring. Therefore, they will be offered this support during school.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Progress monitor students every 4 weeks.
2. Discuss and plan instruction based on student data.
3. Communicate with parent's students progress.

**Person Responsible**

Rachel Simmons (rachel.simmons@nassau.k12.fl.us)

**RAISE**

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

**Area of Focus Description and Rationale**

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

**Grades K-2: Instructional Practice specifically relating to Reading/ELA****Grades 3-5: Instructional Practice specifically relating to Reading/ELA****Measurable Outcomes:**

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

**Grades K-2: Measureable Outcome(s)****Grades 3-5: Measureable Outcome(s)****Monitoring:**

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

**Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

**Evidence-based Practices/Programs:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

**Rationale for Evidence-based Practices/Programs:**

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

**Action Steps to Implement:**

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
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**Positive Culture & Environment**

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

**Describe how the school addresses building a positive school culture and environment.**

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, Parent Nights (STEAM, Literacy)
- School Web Page
- Focus
- Newsletters communicating classroom and school news to parents
- Parent phone calls, Blackboard, and conferences, school marquee, Remind

**Identify the stakeholders and their role in promoting a positive school culture and environment.**

Stakeholder groups include instructional staff and non-instructional staff, students, and families of students, volunteers, Student Advisory Council members and District Office personnel. Additional stakeholder groups include after-school care providers, social services, and business partners. Stakeholder groups meet or are consulted to employ school improvement strategies that impact the positive school culture and environment of our schools.