

Nassau County School District

# Callahan Elementary School



## 2021-22 Schoolwide Improvement Plan

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## Table of Contents

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<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>5</b>
<b>Needs Assessment</b>	<b>8</b>
<b>Planning for Improvement</b>	<b>12</b>
<b>Positive Culture &amp; Environment</b>	<b>15</b>
<b>Budget to Support Goals</b>	<b>16</b>

# Callahan Elementary School

449618 US HIGHWAY 301, Callahan, FL 32011

[ no web address on file ]

## Demographics

**Principal: Melissa Johnson**

Start Date for this Principal: 7/1/2020

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-2
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	<i>[Data Not Available]</i>
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students Hispanic Students Multiracial Students Students With Disabilities White Students
<b>School Grades History</b>	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Dustin Sims</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	N/A
* 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.

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

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

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

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

### School Leadership Team

#### Membership

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

Name	Title	Job Duties and Responsibilities
Johnson, Melissa	Principal	
Thrift, Katherine	Instructional Coach	
Adams, Jenifer	Guidance Counselor	
Collins, Kristy	Assistant Principal	
Pittman, Lindsey	Teacher, K-12	
Ray, Rebecca	Teacher, K-12	
Fowler, Ashley	Teacher, ESE	
Wheeler, Rebecca	Teacher, K-12	

### Demographic Information

#### Principal start date

Wednesday 7/1/2020, Melissa Johnson

**Number of teachers with a 2019 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.*

**Number of teachers with a 2019 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.*

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

47

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

644

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

10

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

10

**Demographic Data**

**Early Warning Systems**

**2021-22**

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	224	203	192	0	0	0	0	0	0	0	0	0	0	0	619
Attendance below 90 percent	56	44	30	0	0	0	0	0	0	0	0	0	0	0	130
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	5	3	0	0	0	0	0	0	0	0	0	0	0	8
Course failure in Math	0	1	2	0	0	0	0	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	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	3	1	0	0	0	0	0	0	0	0	0	0	0	4

**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	28	13	2	0	0	0	0	0	0	0	0	0	0	0	43
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

**Date this data was collected or last updated**

Friday 9/24/2021

**2020-21 - 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		
Number of students enrolled	205	195	215	0	0	0	0	0	0	0	0	0	0	0	615
Attendance below 90 percent	19	16	22	0	0	0	0	0	0	0	0	0	0	0	57
One or more suspensions	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide Math assessment	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	1	0	0	0	0	0	0	0	0	0	0	0	0	1

**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	10	7	2	0	0	0	0	0	0	0	0	0	0	0	19
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**2020-21 - 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		
Number of students enrolled	205	195	215	0	0	0	0	0	0	0	0	0	0	0	615
Attendance below 90 percent	19	16	22	0	0	0	0	0	0	0	0	0	0	0	57
One or more suspensions	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide Math assessment	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	1	0	0	0	0	0	0	0	0	0	0	0	0	1

**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	10	7	2	0	0	0	0	0	0	0	0	0	0	0	19
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

**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).

**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

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

**Grade Level Data Review - Progress Monitoring Assessments**

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Early Literacy (Kindergarten) and Star Reading (1st & 2nd grade) is utilized for the ELA progress monitoring. IREADY math is used to progress monitor Math.



Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

**Subgroup Data Review**

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

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
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

**ESSA Data Review**

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	75
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	522
Total Components for the Federal Index	7
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	62
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	72

Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	86
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	71
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	75
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	70
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Analysis

### Data 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?**

CES continues to increase overall reading and math assessment scores. Showing proficiency growth in these grade levels as well as growth in student class profiles when tracking them throughout multiple school years.

**What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?**

Reading proficiency in Kindergarten demonstrated the greatest need for improvement according to district data.

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

Students missing key academic foundational skills due to absences and school closures from COVID are a large factor to this need. ESE students make up a large percentage of our lower quartile. Utilizing our general education and ESE teachers as well as paraprofessionals to assist teachers with strategies specific to those subgroups is a component of Professional Development that we will be increasing/adding.

**What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?**

According to most recent data, CES 2nd grade showed a 3% growth in both reading and math from the 2019 assessments.

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

Differentiated small group instruction, tutoring programs, data chats and reflection with teachers, professional development with teachers and paraprofessionals.

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

Continued differentiated instruction, tutoring programs, data chats and reflections with teachers, additional professional development with teachers and paraprofessionals, phonics curriculum refresh training, continued support of the MTSS/RTI process, and monthly monitoring of lowest quartile.

**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.**

Data Chats and reflections quarterly, peer observations with focus on differentiation and engagement, standards professional development, Saxon Phonics refresh training, as well as weekly support with RTI process during collaboration meetings.

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

Additional services implemented include:

1. Monthly professional development for instructional and non-instructional staff members to meet the needs of students to ensure their progress.
2. Progress monitoring for students with disabilities and students in the lowest quartile.
3. Monthly meeting with our MTSS team to ensure we are progressing academically.

**Part III: Planning for Improvement**

**Areas of Focus:**

**#1. Culture & Environment specifically relating to Student Attendance**

<b>Area of Focus Description and Rationale:</b>	Our current data reveals that our average daily attendance has fluctuated each month from 95.4% in August to 90.13% in September.
<b>Measureable Outcome:</b>	CES would like to increase the student daily attendance by 2-3% by the end of the school year.
<b>Monitoring:</b>	Student ADA from FOCUS will be reviewed monthly at Threat Assessment Team meetings.
<b>Person responsible for monitoring outcome:</b>	Melissa Johnson (melissa.johnson@nassau.k12.fl.us)
<b>Evidence-based Strategy:</b>	Parent communication will be used to bring awareness of attendance policy to implement student incentives for attendance.
<b>Rationale for Evidence-based Strategy:</b>	It is evident that parent/student communication is needed to express the importance of attendance.

**Action Steps to Implement**

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**            Melissa Johnson (melissa.johnson@nassau.k12.fl.us)

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

**Area of Focus Description and Rationale:** Callahan Elementary School identifies ELA as the focus this year, but will continue to monitor math achievement data based on diagnostic assessments from STAR and progress monitoring. Our 2020-2021 SAT 10 ELA achievement for Kindergarten averaged at 59% total reading percentile ranking. We want to increase the overall ELA achievement.

**Measureable Outcome:** By the end of the 2021-2022 school year, Callahan Elementary School will increase our Kindergarten ELA achievement by 3-5%.  
 ELA achievement increases will be monitored through progress monitoring data collection in phonics, phonemic awareness, fluency, vocabulary and comprehension. We will also utilize monitoring through STAR diagnostic testing throughout the year. We will measure this area of focus by compiling and analyzing our data, then compare progress to make academic adjustments to the instructional strategies utilized.

**Person responsible for monitoring outcome:** Melissa Johnson (melissa.johnson@nassau.k12.fl.us)

**Evidence-based Strategy:** The Evidence-based strategy used is to implement intentional differentiated ELA instruction based on data from diagnostic assessment, daily observations, and benchmark assessments to progress monitor achievement and growth.

**Rationale for Evidence-based Strategy:** Based on previous SAT 10 and various assessments using Lexia, STAR and Benchmarks, our data reveals the need for continued adjustments in differentiating small group instruction and providing additional targeted instruction through intervention blocks such as After School Tutoring and in-school support time for interventions.

**Action Steps to Implement**

1. Differentiated small group instruction
2. Targeted in school intervention
3. Tiered support as indicated in MTSS
4. After school tutoring
5. Collaborative Planning and professional development

**Person Responsible** [no one identified]

**Additional Schoolwide Improvement Priorities**

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforAlex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**According to the safeschoolsforAlex.org data, Callahan Elementary School ranks significantly low compared to other elementary schools in the state of Florida. CES uses PBIS to provide each student with expectations, rewards, and consequences. School discipline data is analyzed each month during our A-Team meetings using our School Discipline Notices and Discipline Referrals from FOCUS. Students are provided interventions based on the data that include: "Check-In Check-Out." If the behavior elevates beyond the use of a Tier 2 intervention, other resources are provided which may include a behavior plan, meetings with the counselor/school psychologist, family support, community outreach, etc.**

#### **Part IV: 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 to employ school improvement strategies that impact the positive school culture and environment are critical. 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.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

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

School staff, faculty, and administrators strive to strengthen parent involvement in the school. The school will coordinate and integrate parental involvement strategies including community involvement opportunities and business partnerships.

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:

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

All stakeholders are invited to attend PTO meetings and SAC meetings to provide feedback and participate in conversations regarding involvement opportunities and academic achievement.

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

Stakeholder groups include instructional and non-instructional staff, students, families of students, volunteers, School Advisory Council members (SAC), 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.

**Part V: Budget**

<b>1</b>	<b>III.A.</b>	<b>Areas of Focus: Culture &amp; Environment: Student Attendance</b>	<b>\$0.00</b>
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: ELA</b>	<b>\$0.00</b>
<b>Total:</b>			<b>\$0.00</b>