Nassau County School District

CALLAHAN ELEMENTARY SCHOOL

2024-25 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and

monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://cims2.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I. B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II. A-E: Data Review 6A-1.099827(4)(a)(2)		
III.A: Data Analysis/Reflection ESSA 1114(b)(6) 6A-1.099827(4)(a)(4) III.B, IV: Area(s) of Focus ESSA 1114(b)(7)(A)(i-iii)		
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. 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

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!

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name
Melissa Johnson

Position Title
Principal

Job Duties and Responsibilities

Principal

Leadership Team Member #2

Employee's Name
Kristy Collins

Position Title

Assistant Principal
Job Duties and Responsibilities

Assistant Principal

Leadership Team Member #3

Employee's Name
Lindsay Veloz

Position Title
ESE Support Facilitation- ESE Lead Teacher

Job Duties and Responsibilities

ESE Teacher

Leadership Team Member #4

Employee's Name
Katherine Thrift

Position Title
Reading Coach

Job Duties and Responsibilities

Reading Coach

Leadership Team Member #5

Employee's Name
Ashley Taylor

Position Title
1st Grade teacher- Teacher lead

Job Duties and Responsibilities

Teacher

Leadership Team Member #6

Employee's Name
Caitlin Manning

Position Title

Kindergarten Teacher- Lead Teacher

Job Duties and Responsibilities

Teacher

Leadership Team Member #7

Employee's Name
Christa Shipper

Position Title
2nd grade Teacher- Lead Teacher

Job Duties and Responsibilities

Teacher

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. *(ESEA 1114(b)(2))*

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

CES School Advisory Council (SAC) is a team of stakeholders who are: people representing various segments of the community that include parents, teachers, students, administrators, support staff, and interested community members. The purpose of the SAC is to assist in the preparation, development, and evaluation of the results of the School Improvement Plan and to assist the administration with the annual school budget. Our SAC is composed of the principal and an "appropriately balanced" number of stakeholders that are representative of our CES community. Our school improvement is a data-driven decision-making process. Our SAC reviews relevant data (which sometimes involves more than just test scores), identifies problem areas, develops improvement strategies, monitors their implementation, evaluates the outcomes and then begins the process over with the next round of data that is available at mid-year and end-of-year.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. *(ESEA 1114(b)(3))*

The SIP is regularly monitored through observation of strategies being implemented, by engaging in an on-going data disaggregation process with stakeholders, and correlating the achievements or lack of achievements to the action steps outlined on the SIP. This is done through grade level data meetings, individual teacher data chats, student data chats, faculty meetings, and SAC meetings. To ensure continuous improvement, the plan is revised through analyzing areas of concern and developing new implementation steps that will be purposeful in targeting the areas of focus.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **PK-2**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2023-24 TITLE I SCHOOL STATUS	**NO**
2023-24 MINORITY RATE	**11.9%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**53.7%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	**N/A**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **MULTIRACIAL STUDENTS (MUL)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2023-24: A** **2022-23: A*** **2021-22:** **2020-21:** **2019-20:**

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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	
Absent 10% or more school days	36	25	24							85
One or more suspensions	2	1	0							3
Course failure in English Language Arts (ELA)	0	4	3							7
Course failure in Math	0	2	0							2
Level 1 on statewide ELA assessment	15	7	5							27
Level 1 on statewide Math assessment	17	17	5							39
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	14	0	2							16
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	4	8							12

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	9	6	4							19

Current Year 2024-25

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	25	9	1							35
Students retained two or more times	0	0	0							0

Prior Year (2023-24) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	44	32	31							107
One or more suspensions	1									1
Course failure in ELA		1	5							6
Course failure in Math			1							1
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	24	1	17							42

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	7	1	7							15

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	18	2	5							25
Students retained two or more times			1							1

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

> Data for 2023-24 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	71	69	57	68	69	53	65	69	56
ELA Grade 3 Achievement **	72	69	58	68	70	53			
ELA Learning Gains	68	65	60				68		
ELA Learning Gains Lowest 25%	65	57	57				55		
Math Achievement *	81	74	62	81	77	59	84	53	50
Math Learning Gains	83	72	62				80		
Math Learning Gains Lowest 25%	84	65	52				74		
Science Achievement *	66	65	57	76	69	54	70	81	59
Social Studies Achievement *								70	64
Graduation Rate								70	50
Middle School Acceleration								65	52
College and Career Readiness									80
ELP Progress	70	61		50	59				

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	74%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	590
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
74%	73%	71%	74%		75%	78%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

	2023-24 ESSA SUBGROUP DATA SUMMARY			
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	62%	No		
Black/African American Students	69%	No		
Hispanic Students	71%	No		
Multiracial Students	79%	No		
White Students	74%	No		
Economically Disadvantaged Students	68%	No		
	2022-23 ESSA SUBGROUP DATA SUMMARY			
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	42%	No		

| Black/African | 60% | No | | |

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
American Students				
Hispanic Students	70%	No		
Multiracial Students	84%	No		
White Students	73%	No		
Economically Disadvantaged Students	63%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	53%	No		
English				

Language
Learners

Native American
Students

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Asian Students				
Black/African American Students	35%	Yes	1	
Hispanic Students	71%	No		
Multiracial Students	71%	No		
Pacific Islander Students				
White Students	71%	No		
Economically Disadvantaged Students	63%	No		

ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	3 GRADE ELA ACH.	ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	68%	68%			81%			76%					
Students With Disabilities	36%	30%			57%			46%					
Black/African American Students	64%				55%								
Hispanic Students	57%				83%								
Multiracial Students	90%				80%			82%					
White Students	68%	67%			81%			76%					
Economically Disadvantaged Students	59%	53%			73%			65%					

E. Grade Level Data Review – State Assessments (prepopulated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

There is no assessment data available for this school.

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

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

At Callahan Elementary the area that showed the most improvement overall was Kindergarten ELA scores. The score went from BOY 54% proficient to EOY 85% proficient. This is directly related to the intentional data driven gap skill lessons. Students receive gap skill instruction as part of their daily intervention from paras. An additional, step was administration and reading coach worked closely with teachers to monitor student data and develop individual plans for students who were struggle. This data analysis and planning took place once nine weeks, with ongoing monitoring by the teacher.

Lowest Performance

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

At Callahan Elementary the area that showed the lowest performance is kindergarten Math. One factor was 5/12 teachers on the grade level were new. An additional factor was the small group instruction did not align to the curriculum that was taught in whole group math.

Greatest Decline

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

At Callahan Elementary the area that showed the lowest performance is kindergarten Math. One factor was 5/12 teachers on the grade level were new. An additional factor was the small group instruction did not align to the curriculum that was taught in whole group math.

Greatest Gap

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

At this time Callahan Elementary is performing above state avg in both ELA and Math. Some factors that contribute to this success is collaborative planning, small group math and ELA differentiate instruction.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.
Area of concern is the number of students not meeting the 90% attendance.

Highest Priorities

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

1. Kindergarten attendance
2. Kindergarten Math proficiency

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Callahan Elementary In comparison to other K-2 schools in the district CES, performed lower (76%) in Kindergarten. BOY progress monitoring scores for FAST ELA: K- 54% 1st- 60% 2nd- 70%.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Callahan Elementary will increase ELA proficiency rate from 23/24 to 24/25: Kindergarten from 76% to 82% 1st grade from 85% to 90% 2nd grade from 85% to 90% Early warning system indicated that 8 of students that were identified as having a reading deficiency are SWD. Our goal is to decrease the number of SWD students that are identified on the early warning system with reading deficiency from 8 students to 4 students.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Once nine weeks, teachers will meet with admin to review current reading grades and how they correlate to the current star reading score. Students will take the star reading test 3 times a year. We will use this data to plan differentiated lessons and interventions for students not meeting the proficiency rate.

Person responsible for monitoring outcome
Melissa Johnson & Kristy Collins

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific

strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
K-2 students received daily small group differentiated phonics instruction and standards-based remedial core curriculum instruction as part of their 90-minute reading block. The Fountas & Pinnell Leveled Literacy Intervention (LLI) program, Lexia, and Sonday System are also used to provide Tier 3 interventions. Fountas & Pinnell Leveled Literacy Intervention (LLI)-(strong evidence-per Evidence for ESSA) Sonday System program aligns with the IES Practice Guided recommendations. (Foundational Skills to Support Reading for Understanding in Kindergarten Through 5th grade.) Other: After school tutoring is provided for students who demonstrate a reading deficiency. Decreased the percentage of students with disabilities in the least restrictive environment. Provided professional development for teachers in the following area: Behavior Management, Specially Designed Instruction, Data-driven instruction Practice Profiles- Explicit and Scaffolded Instruction Gradual Release Method In-school intervention program.

Rationale:
The purpose of small group instruction is to address learning deficits. When students are placed in small groups of 2 to 6 and provided direct instructional support, student success increases. The use of the Differentiated Instruction Intervention program provides educators effective intervention resources and strategies that allow students to apply each concept in increasingly challenging situations to build accuracy, automaticity, and fluency within the five reading components. By using the Sonday System to target crucial foundational skills to students who are exhibiting extreme deficits in phonics and phonemic awareness

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence **Will this evidence-based intervention be funded with UniSIG?** No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Data Chats **Person Monitoring: By When/Frequency:**
Kristy Collins 1 time a nine weeks

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. Targeted in-school support with small group instruction 2. Tiered support as indicated in MTSS 3. After school tutoring of our lower quartile with specific instruction based on area of need. 4. Intervention Time - utilized with students needing support of specific skills and standards 5. Incorporating a more direct use of the Gradual Release Model in small group instruction, explicit instruction and scaffolded instruction.

Action Step #2

Teacher Action Steps

Person Monitoring: **By When/Frequency:** Melissa Johnson May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Mrs. Johnson and Mrs. Collins will conduct classroom observations and check in with teachers to ensure that teachers are following the plans and working with students in small groups and intervention time.

IV. Positive Culture and Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Kindergarten student attendance is the target area. Through analysis of attendance data for the 23-24, 24.5 % of students at Callahan Elementary did not meet the 90%. Of those 24.5 % 15% of those students were in kindergarten. This is critical in learning foundational skills in kindergarten.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

15% of kindergarten students did not meet the 90% attendance goal. In the 24-25 school year, CES would like to lower this to 10% of students in kindergarten.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Each month during the A team meeting, student attendance data will be pulled. The team will discuss any students on the list. The following interventions will be in place for absences:

1-4 days- teacher contact

5-8 AP contact with parent

10-day letter from district

15-Ap schedule meeting with parent

19+- Home visit from principal & school resource officer

Person responsible for monitoring outcome
Kristy Collins

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
Parent communication will be used to bring awareness of attendance policy and to implement student incentives, as well as classroom regarding attendance.

Rationale:
It is evident that parent/student communication and incentives are needed to express the importance of attendance and the correlation to student achievement.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence **Will this evidence-based intervention be funded with UniSIG?** No

Action Steps to Implement:

Action Step #1
Monitoring Attendance

Person Monitoring: **By When/Frequency:** Kristy Collins   As needed/ Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. Meet monthly to discuss students not meeting 90% attendance target. 2. Classroom who have perfect attendance are recognized daily on the news and bulletin. 3. Provide perfect attendance rewards at the end of the nine weeks. 4. Check in check out with AP for students who are absent for more than two consecutives days without teachers knowledge or more than 2 days in a week. 5. Home visits with the principal and school resource officer 6. Communication logs of parent contact with teacher and AP.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

Callahan Elementary analyzes subgroup achievement data to develop our Title I Comprehensive Needs Assessment (CNA) and School Improvement Plan (SIP). Both plans are discussed, evaluated, and voted on at our School Advisory Council (SAC) meetings. Our Title I CNA outlines how we plan to fund 1.) student needs (e.g., supplies, paraprofessionals, technology programs), 2.) parent and family engagement needs (e.g., parent nights, parent communication), 3.) curriculum development needs (e.g., data chats, planning days), and 4.) professional development needs (e.g., teacher walkthroughs, B.E.S.T. standards and Benchmark training). The CNA must be developed with participation from individuals that carry out school-wide program plans including teachers, administrators, parents, and as appropriate, pupil services personnel, technical assistance providers, school staff, and district staff. Our CNA is available upon request. A paper copy of our SIP is available in our front office and a digital copy can be viewed on our school's website. https://www.nassau.k12.fl.us/domain/336 Both the paper copy and digital copy are referenced on our monthly school calendars, so that all school stakeholders are aware of the various methods of dissemination. Translation services are available upon request for all documentation related to our School-Wide Program Plan

Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

Callahan Elementary School continually strives to build positive relationships with parents, families, and community stakeholders. To achieve our goal in fulfilling our school's mission for parent and family engagement, we follow a process that starts at our spring School Advisory Council (SAC) meeting. At this meeting, we evaluate the results of our current year's Title I Parent Survey and school-level Parent and Family Engagement Plan (PFEP). Topics of discussion include flexible parent nights and meetings, progress monitoring of students, parent communication, barriers to parent

involvement, and professional development to effectively train our staff on bridging the gap between school and home. Additionally, we reflect on parents' survey results indicating if they feel valued, respected, and welcomed at our school. The information gleaned at this meeting, along with insight gathered from weekly collaboration meetings, leadership team meetings, faculty meetings, and parent teacher meetings gives us a comprehensive look into our school's ability to build positive relationships with our school stakeholders. If an area of focus does not meet our level of expectations, we set goals and establish priorities for the upcoming school year and reassess them in the spring. Callahan Elementary School PFEP is available on our school website and in our front office. Our monthly calendars and newsletters state where this plan can be accessed. Our district PFEP is available on our Nassau County School District website. The Title I Handbook-Desk Reference is disseminated to all families at the start of each school year, and it outlines how to access the district PFEP. Translation services are available upon request for all documentation related to our School-Wide Program Plan.

Plans to Strengthen the Academic Program
Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)ii))

Title 1 funds used to hire additional personnel to assist in the classroom with small group ELA and Math instruction and provide academic remediation. Technology programs such as Lexia Core and IXL are utilized to strengthen students' phonics, phonemic awareness and comprehension skills . School-wide tutoring and intervention programs are also in place to provide additional intervention and remediation.

How Plan is Developed
If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

Callahan Elementary School-Wide Program Plan is developed with participation from teachers, administrators, parents, and as appropriate, pupil services personnel, technical assistance providers, school staff, and district staff. We work with our Title I department and Food Service department to determine our school's free and reduced lunch count, which dictates our Title I allocation. Callahan Elementary School and the Title I department work closely with other federal programs, including Title II and Title III to pinpoint staff development opportunities and to improve the achievement of our ELL

student population. We collaborate with Head Start programs to effectively transition our preschool children to kindergarten. We work with our Director of Intervention Prevention, and Safety Services to ensure interventions are in place for our homeless students, foster care students, and neglected and delinquent students. We collaborate with our ESE department to provide specially designed instruction to meet the unique needs of our students.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

The district utilizes the tiered process to provide support to students in need of school-based mental health services and specialized support services in order to help them to access the educational environment. In addition, if a student is experiencing an acute crisis, the mental health provider which is typically the school social worker can connect with the student through a system of care process to determine what supports, if any, may be needed either in or out of the school environment.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

N/A

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

The district utilizes the MTSS approach to prevent and address problem behavior. With PBIS, the school teams provide preventative support. If this is not sufficient, the school based problem solving team will convene to determine additional intervention supports. If these supports need to be ongoing and continuous or significantly differ in intensity and duration from what can be provided solely through general education resources to make or maintain sufficient progress, then the team will consider the need for services via IDEA (e.g., consider need for a psychoeducational evaluation, monitor the need for specialized instruction, etc.).

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii(V)).

Our LEA comingles Title I funds with other state and federal programs including Title II, Title III, Title IV, and IDEA to ensure we provide professional learning activities for our teachers, paraprofessionals, and other school personnel to improve instruction. Teachers have participated in professional learning in the following areas: behavior management, Resiliency, explicit instruction for ELA and Math, New Teacher Orientation programs, Mentoring, Vocabulary, Science textbook training, and writing. *We work closely with our Coordinator of Student Services & Assessments to ensure staff are trained to analyze data and use it to drive instruction. We work alongside our Human Resources Department to recruit and retain effective teachers, particularly those in high needs subjects.*
Annually, schools participate in a recruitment fair to hire qualified applicants early. This year Nassau County will be working with our educational consortium, NEFEC, to provide teachers needing to obtain certification a PLCP (Professional Learning Certification Program).

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

Our LEA assists parents in effectively transitioning their preschool children to kindergarten by:

1.   inviting local prekindergarten students to a kindergarten orientation at the end of each school year.At the orientation, there is a parent meeting where information and literature about preparing for kindergarten is disseminated and questions are welcomed. Students and parents are taken on a campus tour where they are introduced to important personnel, taken through the lunch line, and boarded onto a school bus.

2.   sending postcards to welcome students to school and invite them to the "Back to School Meet andGreet." At this event, students meet their teacher, see their new classroom, and become acquainted with the school environment in preparation for the first day of school.

3.   assessing students on STAR Early Literacy to determine their abilities. This data is shared with parents and is used to drive differentiated instruction, so that a smooth transition into school academics ensues.

4.   having prekindergarten teachers go into the kindergarten classrooms to help the teachers andstudents with the transition. They provide the kindergarten teachers with helpful strategies used the previous year for those students. Sometimes those strategies are even modeled. Throughout the school year, we ensure our primary schools have an established rapport with prekindergarten directors, so that the entire year runs as smoothly as possible.

During June 2024, we hosted a Kinder Readiness camp at each Title I kindergarten school site. We offered the program to all students who were enrolled in kindergarten the upcoming school year. The program consisted of four half-days of instruction. Students rotated between teachers and worked on hands-on activities in ELA and math, which gave them a snapshot of school life. We had over onehundred fifty students in attendance.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

N/A

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

N/A

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen **No** not to apply.

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00