

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

Dr. Mike Grego, Chancellor  
K-12 Public Schools  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

School Name: CALLAHAN INTERMEDIATE SCHOOL

District Name: Nassau

Principal: Lee Ann Jackson

SAC Chair: Rhonda Devereaux

Superintendent: Dr. John Ruis

Date of School Board Approval:

Last Modified on: 10/15/2012

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

*Note: The following links will open in a separate browser window.*

<a href="#">School Grades Trend Data</a>
<a href="#">Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data</a>
<a href="#">High School Feedback Report</a>
<a href="#">K-12 Comprehensive Research Based Reading Plan</a>

### ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
					2011 – 2012 School Grade: A Reading: 69% of students at or above grade level 70% of students making a year's worth of progress 64% of struggling students making a year's worth of progress Math: 73% of students at or above grade level 80% of students making a year's worth of progress 67% of students making a year's worth of progress Writing 84% of the students met state standards in writing Science 65% of students above grade level  2010 – 2011 School Grade: A AYP: No- 95% (Only 78 % of Economically Disadvantaged students scored at or above grade level in Reading and Math and they

Degrees:  
Bachelor of Arts  
in Elementary

are required to score 79% and 80% respectively.)  
Reading: 83% of students at or above grade level  
67% of students making a year's worth of progress  
55% of struggling students making a year's worth of progress  
Math: 83% of students at or above grade level  
65% of students making a year's worth of progress  
64% of students making a year's worth of progress  
Writing 87% of the students met state standards in writing  
Science 57% of students above grade level

2009-2010  
School Grade: A  
AYP: YES- 100%  
Reading: 85% of students at or above grade level  
67% of students making a year's worth of progress  
55% of struggling students making a year's worth of progress  
Math: 87% of students at or above grade level  
65% of students making a year's worth of progress  
63% of students making a year's worth of progress  
Writing 85% of the students met state standards in writing  
Science 57% of students above grade level

2008 – 2009  
School Grade : A  
AYP: Yes – 100 %  
Reading: 83% of students at or above grade level  
67% of students making a year's worth of progress  
63% of struggling students making a year's worth of progress  
Math: 87% of students at or above grade level  
69% of students making a year's worth of progress  
70% of struggling students making a year's worth of progress  
Writing: 90% of the students met state standards in writing  
Science: 49% of students above grade level

2007 - 2008  
School Grade : A  
AYP: No – 95 %  
Reading: 88% of students at or above grade level  
70% of students making a year's worth of progress  
61% of struggling students making a year's worth of progress  
Students with disabilities need improvement in Reading  
Math: 85% of students at or above grade level  
69% of students making a year's worth of progress  
69% of struggling students making a year's worth of progress  
Students with disabilities need improvement in Math  
Writing: 77% of the students met state standards in writing  
Science: 52% of students above grade level

Principal	Lee Ann Jackson	Education; Masters in Administration & Supervision; Juris Doctorate Certification: Early Childhood Education (Nursery - Kindergarten); Elementary Education (Grades 1-6); Mathematics (Grades (5-9); School Principal (All Levels)	21	21	<p>2006 – 2007  School Grade : A  AYP: Yes – 100 %  Reading: 91% of students at or above grade level  80% of students making a year’s worth of progress  74% of struggling students making a year’s worth of progress  Math: 85% of students at or above grade level  71% of students making a year’s worth of progress  75% of struggling students making a year’s worth of progress  Writing: 88% of the students met state standards in writing  Science: 58% of students above grade level</p> <p>2005-2006  School Grade : A  AYP: Yes – 100 %  Reading: 86% of students at or above grade level  62% of students making a year’s worth of progress  62% of struggling students making a year’s worth of progress  Math: 82% of students at or above grade level  70% of students making a year’s worth of progress  Writing: 87% of the students met state standards in writing</p> <p>2004-2005  School Grade : A  AYP: Yes – 100 %  Reading: 84% of students at or above grade level  72% of students making a year’s worth of progress  67% of struggling students making a year’s worth of progress  Math: 81% of students at or above grade level  72% of students making a year’s worth of progress  Writing: 74% of the students met state standards in writing</p> <p>2003-2004  School Grade : A  AYP: No – 97 %  Reading: 82% of students at or above grade level  63% of students making a year’s worth of progress  57% of struggling students making a year’s worth of progress  Math: 73% of students at or above grade level  63% of students making a year’s worth of progress  Writing: 84% of the students met state standards in writing</p> <p>2002-2003  School Grade : A  Reading: 79% of students at or above grade level  71% of students making a year’s worth of progress  67% of struggling students making a year’s worth of progress  Math: 71% of students at or above grade level  76% of students making a year’s worth of progress  Writing: 86% of the students met state standards in writing</p> <p>2001 – 2002  School Grade : B  Reading: 73% of students at or above grade level  60% of students making a year’s worth of progress  50% of struggling students making a year’s worth of progress  Math: 68% of students at or above grade level  72% of students making a year’s worth of</p>
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					<p>progress Writing: 77% of the students met state standards in writing</p> <p>2000 – 2001 School Grade : A 69+% of students Level 3 and above in FCAT Reading 57+% of students Level 3 and above in FCAT Math 91+% of students Level 3 and above in FCAT Writing</p> <p>1999– 2000 School Grade : A 65+% of students Level 3 and above in FCAT Reading 57+% of students Level 3 and above in FCAT Math 84+% of students Level 3 and above in FCAT Writing</p> <p>1998-1999 School Grade : B</p>
Assis Principal	Rhonda Devereaux	Degrees: Bachelors Degree Elementary Education; Masters in Elementrary Education Certification: Elementary Education, Educational Leadership	13	5	<p>2011 – 2012 School Grade: A Reading: 69% of students at or above grade level 70% of students making a year's worth of progress 64%of struggling students making a year's worth of progress Math: 73% of students at or above grade level 80% of students making a year's worth of progress 67% of students making a year's worth of progress Writing 84% of the students met state standards in writing Science 65% of students above grade level</p> <p>2010 – 2011 School Grade: A AYP: No- 95% (Only 78 % of Economically Disadvantaged students scored at or above grade level in Reading and Math and they are required to score 79% and 80% respectively.) Reading: 83% of students at or above grade level 67% of students making a year's worth of progress 55%of struggling students making a year's worth of progress Math: 83% of students at or above grade level 65% of students making a year's worth of progress 64% of students making a year's worth of progress Writing 87% of the students met state standards in writing Science 57% of students above grade level</p> <p>2009-2010 School Grade: A AYP: YES- 100% Reading: 85% of students at or above grade level 67% of students making a year's worth of progress 55%of stuggling students making a year's worth of progress Math: 87% of students at or above grade level 65% of students making a year's worth of progress 63% of students making a year's worth of progress Writing 85% of the students met state standards in writing Science 57% of students above grade level</p> <p>2008 – 2009 School Grade : A AYP: Yes – 100 % Reading: 83% of students at or above grade level 67% of students making a year's worth of progress</p>

					63% of struggling students making a year's worth of progress Math: 87% of students at or above grade level 69% of students making a year's worth of progress 70% of struggling students making a year's worth of progress Writing: 90% of the students met state standards in writing Science: 49% of students above grade  2007 - 2008 School Grade : A AYP: No – 95 % Reading: 88% of students at or above grade level 70% of students making a year's worth of progress 61% of struggling students making a year's worth of progress Students with disabilities need improvement in Reading Math: 85% of students at or above grade level 69% of students making a year's worth of progress 69% of struggling students making a year's worth of progress Students with disabilities need improvement in Math Writing: 77% of the students met state standards in writing Science: 52% of students above grade
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### INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
	N/A				

### EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1.Our school supports the County Beginning Teacher program provides each beginning teacher program with an appropriate mentor.	Joyce Menz, Jean Lamar, Administration, Teachers	On-going through out the year	
2	2.Partnering new teachers with veteran teachers in similarly suited positions. These mentor teachers help new teachers with school policies and procedures.	Lee Ann Jackson; Rhonda Devereaux	On-going through out the year	
3	Participate in Education Career Day at Local Colleges and Universities as needed	Lee Ann Jackson; Rhonda Devereaux	Spring 2013	
4	Soliciting referrals and recommendations from present staff members	Lee Ann Jackson; Rhonda Devereaux	As necessary	
5	Review applications on file in the county Personnel Office when positions are open	Lee Ann Jackson, Rhonda Devereaux	As necessary	

### Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an

effective rating (instructional staff only).

\*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
0	

### Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

\*When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
40	12.5%(5)	25.0%(10)	45.0%(18)	17.5%(7)	42.5%(17)	100.0%(40)	7.5%(3)	7.5%(3)	40.0%(16)

### Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Janet Crosby	Melissa O'Grady	Mr. Simmons teaches in a similar setting and works in close proximity to Mr. Kerfoot's classroom. Mr. Simmons is very familiar with policies and procedures. The two teachers will be an asset to each other.	Complete introductory checklist of school personnel, routines, and procedures. Mentor provides instructional leadership and facilitates with planning and instructional strategies
Sarah Ray	Dana Newinski	Ms. Newinski is not new to Callahan Intermediate School as she completed her internship at CIS. Ms. Newinski teaches 4th grade and shares a pod with Ms. Ray. Ms. Ray has extensive experience and worked with Ms Newinski last year. She will be a great resource for school policies and procedures as well.	Complete introductory checklist of school personnel, routines, and procedures. Mentor provides instructional leadership and facilitates with planning and instructional strategies.
		Ms. Hagins has demonstrated enthusiasm and creativity in her	

Jennifer Hagins	Rachel Mayer	teaching. She is familiar with school policies and procedures. She also teaches in third grade; therefore, she will be a great support with her fellow teacher.	Complete introductory checklist of school personnel, routines, and procedures. Mentor provides instructional leadership and facilitates with planning and instructional strategies.
Miranda Thompson	Autumn Nicks	Ms. Thompson is an experienced teacher who came to CIS last year. She is familiar with concerns new teachers may face. Ms. Nicks is a very talented young teacher who may need guidance with Callahan Intermediate policies and procedures. Ms. Thompson and Ms. Nicks are in the same office and work well together.	Complete introductory checklist of school personnel, routines, and procedures. Mentor provides instructional leadership and facilitates with planning and instructional strategies.
Patricia Bullard	Patricia Locklear	Ms. Bullard is an experienced teacher with a varied background to draw from. She works on the same grade level and can assist with pertinent issues. These two teachers are also in the same pod and work well together.	Complete introductory checklist of school personnel, routines, and procedures. Mentor provides instructional leadership and facilitates with planning and instructional strategies.

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

#### Title I, Part A

The school needs assessment process that is included in the Title I Part A project requires an extensive self analysis of student performance data, attitudinal and quantitative data from all areas of the school self evaluative process. The results of this self study drive the goals and activities as reflected in the Title I Part A project as well as providing the basis for all expenditures. The School Improvement Plan is the state reporting mechanism to reflect the required federal elements as the federal assurances state.

#### Title I, Part C- Migrant

Currently, there are no identified migrant students enrolled at Callhan Intermediate School.

#### Title I, Part D

The Nassau School District does not house any juvenile justice facilities; however, as a result of a prior year facility being shut down, funds still flow to the district for 2012-2013 school year. These funds will be utilized to target students who are identified as being in the "at risk" population through the provision of supplemental academic services.

#### Title II

Title II funds are utilized to provide teachers and paraprofessionals ongoing staff development/training in the areas of reading assessment and progress monitoring, RTI/PS model implementation, reading, science, and mathematics differentiated instruction, utilizing technology, transition to Common Core Standards for literacy, science, and math instruction.

#### Title III

The supplemental academic instruction to students who are English Language Learners is augmented through funding from Title III that provides additional support to middle and high school students during the school day as well as after school tutoring for primary school ELLs.

#### Title X- Homeless

A portion of the Title I Part A funds as well as the Title I Part D funds are set aside and reserved to meet the academic and personal needs of identified homeless families. These needs could include academic supplies or assistance with personal hygiene items, or referrals to social service agencies.

#### Supplemental Academic Instruction (SAI)

The SAI funds are utilized to provide supplemental academic reading coaches, and supplemental extended day tutoring.

#### Violence Prevention Programs

All students at Callahan Intermediate are made aware of the detrimental effects of violent behaviors. These behaviors may be student to student, student to family member, adult to student, or any combination of these. The LEA has established, and is addressed in the Code of Student Conduct, an anti bullying or culture of caring expectation. This purposeful expectation is communicated from the first day of school to the last day of school, with consequences identified for non compliance.

#### Nutrition Programs

Callahan Intermediate School utilizes the Nutri-Kids program to provide well balanced nutritious meals to our students. Nutrition information labels are provided to faculty and students to enable them to make well-informed, nutritional decisions to meet individual needs. This has been a great hit for all cafeteria patrons.

#### Housing Programs

There are no federally subsidized housing units within the attendance boundaries of Callahn Intermediate School. However, there is a shelter for abused women and their children. The student services department serves as the conduit for identifying students who are under protective services and for whom interventions are required.

#### Head Start

The Nassau Schools that contain primary grades work in concert with Episcopal Childrens Services, Child Find, and other service agencies in order to strengthen curriculum offerings, provide ease of transition to kindergarten, increase community involvement, and increase meaningful parent involvement.

#### Adult Education

There are no opportunities for collaboration with the adult program in regard to student services, but our personnel do offer opportunities to publicize adult programs that might be taken advantage of by our parents. We provide an outlet for flyer distribution and information dissemination.

#### Career and Technical Education

With the current full blown implementation of the Common Core State Standards, CTE is a focus of all integration efforts within the scope and sequence of the curriculum. Text selections in primary grades are heavily influenced by subject matter that supports the tenets of providing for successful articulation into postsecondary experiences. As students move into the intermediate grades, text accountability is utilized to guarantee a fusion of literature supporting career and technical fields. The social studies curriculum is highly infused within the reading genre that are used to teach the Common Core Standards.

#### Job Training

There are no opportunities for job training within the LEA other than the Florida State College at Jacksonville. Callahan Intermediate School is able to provide bulletin board space, flyer dissemination and information posting upon request by FSCJ. The student services department regularly refers parents to Work Source, located nearby, for employment opportunities.



Other

## Multi-Tiered System of Supports (MTSS)/Response to Instruction/Intervention (RtI)

### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal  
Assistant Principal  
Guidance Counselor  
Grade Level Chairpersons (Regular Education and ESE)  
Additional Exceptional Education personnel as needed.

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The Leadership Team meets as needed to review progress monitoring data, to identify instructional, curriculum and student needs as well as strengths. We discuss program effectiveness towards addressing identified needs and explore additional instructional processes. We identify professional development and resources needed to accomplish identified needs. The team problem solves, discusses effective practices and make decisions that will impact student learning. Our leadership team, under the leadership of our guidance counselor will work with RtI teams to ensure student growth and success.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

Some of the leadership team also serves on the SAC to provide that a seamless flow of data analysis, student performance, strategy development, priority of need, priority of expenditures, is a built-in bridge to make the School Improvement Plan reflective of the academic focus needed.

The synchronization of the two student centered processes enables the School Improvement Plan to be a document that is meaningful from the community, parent, administrative and instructional perspective. All stakeholders are able to develop "ownership" of the School Improvement Plan and able to assist in the successful implementation of the identified strategies.

### MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Data Management is accomplished by utilizing several sources and systems. During the summer, the data provided in reports is generated by the Florida Department of Education (FCAT disaggregated reports), Stanford 10 disaggregated data provided by NEFEC, and Annual Measure Objective Report provided by FLDOE. These reports are evaluated to implement necessary curricular planning at the district and school level. This planning must be in place prior to the first day of school. Subsequent to this initial data collection and analysis, the LEA utilizes the FAIR assessment data as reported by the PMRN, IDMS Baseline Data, the FCAT DATA STAR reports, the FOCUS System, textbook diagnostic and periodic assessments, locally developed rubrics, and teacher generated informal assessment systems.

Describe the plan to train staff on MTSS.

The Nassau School District has identified a cadre of district level trainers, led by an RTI District Specialist. This cadre of trainers provides the mechanism to train school site staff. This cadre has developed a training component, District RTI Implementation Manual, purchased resources to support the training component, and scheduled training sessions for all school sites, grades K-5.

Describe the plan to support MTSS.

CIS has developed a process where RtI team leaders will meet with RtI teams on a regular basis to serve as a support for the group of teachers in planning for struggling students. This team will share ideas and problem solve to most effectively meet student needs.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

Our Reading Curriculum committee serves in a dual capacity as the Literacy Leadership team at CIS. It includes members from each grade level and department in the school. The administration works closely with this team to address school-based literacy needs.

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

The Reading Curriculum committee meets at least once a month to fine tune plans for literacy activities and to promote literacy in the school throughout the year. The LLT has planned a variety of literacy activities for the students and families. They also have led the faculty in literacy promotions and development.

What will be the major initiatives of the LLT this year?

Our goal is to involve the entire family in the literacy process and to develop a love of reading in our students that will carry on with them for the rest of their lives. The LLT will work to smoothly incorporate the Common Core Standards into the Reading Curriculum. They will promote increased rigor and relevance in the Reading Curriculum to enhance student understanding and critical thinking. The team will be looking at Text Complexity and will delve into how this is effecting our student progress.

## Public School Choice

Supplemental Educational Services (SES) Notification  
No Attachment

### \*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

Services for early childhood programs, ages 3-pre kindergarten, are funded through Episcopal children's Services and delivered by private providers, which includes the State of Florida Voluntary Pre Kindergarten Program. Students who are identified through Child Find as having a developmental delay are served through the LEA IDEA project. Each primary school conducts planning meetings, collaboration in staff development, and effective parental communication efforts with the existing private providers in each community.

### \*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

not applicable

### \*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

not applicable

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

not applicable

## Postsecondary Transition

Note: Required for High School - Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report

not applicable

## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading.  Reading Goal #1a:	Callahan Intermediate School will work to help all students achieve proficiency in the Reading Curriculum.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2011 - 2012, 69%(425)of students(620) grades 3-5 met high standards on the Reading FCAT. (Level 3,4,5)	For the 2012 - 2013 school year, our goal is to maintain within 5% or increase the percentage of students meeting high standards on the Reading FCAT (Level 3,4,5)(64% or greater)

#### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Some students enter our school or the next grade with significant deficits in reading skills and are working below grade level.	Provide supplemental assistance and individual/group instruction to meet needs. Additional tutorial services are provided for third grade students that have exhibited low performance in reading. Motivate students to read through reading activities and promotions. Additional tutorial services are available SIS for students who scored Level 1 or Level 2 on the FCAT Reading.	Administration, Teachers, Guidance Counselor	Formative and Summative Assessments, Baseline/Mid-Year Data, Progress Monitoring Plans, RtI log	RtI plans, PMRN reports, Benchmark Testing data, FCAT results, AR Reading data, lesson plans, tutorial documentation
2	Often times it is difficult for parents to participate in school activities and to monitor student progress.	We will continue to strive to keep parents abreast of expectations and student progress utilizing multiple sources. We will provide parents with tools which will enable them to better assist their children through a variety of meaningful parental involvement activities at times that are convenient for families to attend.	Administration, Teachers, Guidance Counselor	Parents will receive information in a variety of formats. (School Reach, FOCUS, School Planners, School/Home Communication Folders, Monthly School Newsletter/Calendar, Weekly Classroom Newsletters) Parental Involvement Activities will be documented on the School Calendar and on the school webpage. Sign-in sheets and parent feedback will be given at each event.	Parent Feedback, School and classroom newsletters, FOCUS, School/Home Communication folder, Parent Activity Documentation

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.  Reading Goal #1b:
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2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.  Reading Goal #2a:	Callahan Intermediate School will provide meaningful enrichment to high achieving students to challenge and ensure growth in the Reading Curriculum.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Approximately 37%(228) of the students (620)at Callahan Intermediate School achieved Level 4 and Level 5 on the Reading FCAT.	For the 2012 - 2013 school year, it is our goal that at least 37% (or within 5 percentage points -32%)students will achieve Level 4 and Level 5 on the Reading FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Required focus on low performing students demands significant resources and effort on the part of the teacher. These demands tend to pull focus away from on level and above level students.	Identify high performing students and target those students for enrichment. Ensure that high performing students are motivated, encouraged and challenged to achieve high standards. Continue to utilize flexible ability groups to motivate and challenge high performing students.	Administration, Teachers, Guidance Counselor	Discuss and evaluate data analysis, lesson plans and classroom observations to ensure that high performing students are being challenged.	Lesson Plans, Teachers Observations, Data Analysis, Grade Level Meeting Minutes

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading.  Reading Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading.  Reading Goal #3a:	Callahan Intermediate School will seek to ensure that all students make Learning Gains in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
For the 2011 - 2012 school year 69% (300) of the students (435) made Learning Gains in Reading.	Our goal is to maintain within 5% or increase the percentage of students making a Learning Gain in Reading (64% or above)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time required to plan, prepare and deliver the required differentiated instruction to meet all individual needs.	Provide weekly planning time for planning, collaboration and review of data analysis. Also full implementation of the 90 minute reading block will ensure that students are receiving explicit instruction on their ability level.	Administration, Teachers, Guidance Counselor	Review and discussion of lesson plans, RtI and Grade Level Meeting documentation. Observation of 90 minute reading block to ensure a variety of teaching strategies that address all ability groupings.	Lesson plans, Grade Level Meeting Minutes, RtI logs, Observation
2	Teachers have very limited amount of time to share with colleagues and discuss recent research and teaching strategies.	Implement regularly scheduled Professional Learning Communities where teachers have an opportunity to learn and share in small groups. Also provide relevant professional inservice opportunities to strengthen teacher resources.	Administration, PLC leaders	Teachers will provide feedback following each Professional Learning Community opportunity. Teachers will also receive Inservice points for professional development.	Professional Development points, Survey from teachers

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.  Reading Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  Reading Goal #4:	Students scoring in the lowest 25% will make adequate yearly progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
For 2011-2012 school year, approximately 62% of students scoring in the lowest quartile for reading, made a learning gain.	Callahan Intermediate would like to maintain (within 5 percentage points) or increase the number of students in the lower quartile who make a learning gain on the Reading FCAT (57% or higher)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students in the lowest quartile are frequently below grade level and require additional time to master required skills.	Provide additional strategies and time above and beyond general instruction for students to master skills. (small group/individual instruction and after school tutorial services for most needy students)	Teachers	Utilize benchmark assessments, basal assessments and teacher observation of student progress.	Benchmark assessments, Basal Assessments, Ongoing progress monitoring tools, RtI Logs teacher observation

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # It is the goal of Callahan Intermediate School to continue to improve the level of performance of all students including in reading. 5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	69	73	75	78	81	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.  Reading Goal #5B:	It is the goal of Callahan Intermediate School to continue to improve the level of performance of all students in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
For the 2011-2012 school year, the Black/African American	

(30%), White(71%)and Students with Disabilities (33%) Subgroups did not meet the Target AMO. The White subgroup did improve while the other two subgroups did not.

For the 2012-2013 school year, students will continue to make progress towards the state AMO.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students in our community frequently come from families who often are unable to attend school activities and after-school activities or provide supplemental materials to assist the students. On the same note, a handful of our parents may not have educational background to assist students with school work.	We will provide parent activities where the whole family can attend and we will provide a meal for the family. Families will be provided with hands-on learning activities which can be utilized to assist students with their school assignments. Families will also receive information to help their child via the classroom newsletter and the class Edline page.	Administration, Reading Curriculum	Committee Events will be scheduled on the school master calendar and will be advertised in newsletters and on the school webpage. Parents will provide suggestions and feedback at each activity.	Parent surveys, sign in sheets, Committee minute
2	Students on a variety of levels require individual or remedial instruction to address specific learning needs.	Provide small group instruction to meet all students' needs.	Administration, teachers, Reading Curriculum Committee	Teachers work in small groups daily. Teachers are working with Debbie Diller (consultant) to create meaningful literacy stations. Lesson Plans, Observations, RtI documentation, PMPs should reflect strategies that meet individual needs.	Lesson Plans, Observations, RtI documentation, PMPs, and individual student progress

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading.  Reading Goal #5C:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.  Reading Goal #5D:	It is the goal of Callahan Intermediate School to continue to improve the level of performance of all students including our Students with Disabilities in reading.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
For the 2011-2012 school year, Students with Disabilities did not make satisfactory progress in reading (33%).	For the 2012-2013 school year, students will continue to make progress towards the state AMO.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Most students with disabilities enter our program with significant deficiencies and are frequently multiple years below grade level.	Teachers will differentiate curriculum and instruction for all students in the ESE program. Small ability group instruction will be utilized on a daily basis to maximize student growth.	Teachers, Administration	Observation, lesson plans, and evaluation of individual student progress.	Teacher observation, Curriculum assessments, Benchmark assessment, and state assessments
2	Our students with disabilities are much more likely to have family dynamics that prevent families from attending school and after-school activities or provide supplemental materials to assist the students. On the same note, a handful of our parents may not have the educational background to assist students with school work.	We will provide parent activities where the whole family can attend and we will provide a meal for the family. Families will be provided with hands-on learning activities which can be utilized to assist students with their school assignments. Families will also receive information to help their child via the classroom newsletter and the class Edline page.	Administration, Reading Curriculum Committee	Events will be scheduled on the school master calendar and will be advertised in newsletters and on the school webpage. Parents will provide suggestions and feedback at each activity.	Parent surveys, sign in sheets, Committee minute

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading.  Reading Goal #5E:	Callahan Intermediate School will continue to strive to improve progress of all students including the Economically Disadvantaged students in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
For the 2011-2012 school year, 60% of the Economically Disadvantaged students scored a Level 3 or higher in Reading.	For the 2012 - 2013 school year, students will continue to make progress towards the state AMO.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Economically disadvantaged students are much more likely to have family dynamics that prevent families from attending school activities or providing supplemental materials to assist the student. On the same note, a handful of parents of economically disadvantaged students	We will provide parent activities where the whole family can attend and we will provide a meal for the family. Families will be provided with hands-on learning activities which can be utilized to assist students with their school assignments. Families will also receive information to help their child via the	Administration, Reading Curriculum Committee	Events will be scheduled on the school master calendar and will be advertised in newsletters and on the school webpage. Parents will provide suggestions and feedback at each activity.	Parent surveys, sign in sheets, Committee minute

may not have capability to assist students with school work.	classroom newsletter and the class Edline page.		
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Adding Rigor & Relevance to Literacy Workstations	3-5	Debbie Diller	School-wide	Dec.5, 2012	Lesson plan implementation; Observations, Grade Level Minutes	Teachers, Administration
Practicing with Purpose	3-5	Debbie Diller	School-wide	Dec. 6, 2012	Lesson plan implementation; Observations, Grade Level Minutes	Teachers, Administration
Making the Most of Small Reading Instruction	3-5	Debbie Diller	School-wide	Dec. 7, 2012	Lesson plan implementation; Observations, Grade Level Minutes	Teachers, Administration
Professional Learning Communities - Practice with A Purpose, Making the Most of Small Group Reading Instruction, Higher Order Questioning,	3-5	Teacher Leaders	School-wide	Sept - May - ongoing	Lesson plan implementation; Observations, Grade Level Minutes	Teachers, Presenters, Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide supplemental assistance and individual/group instruction to meet needs. Additional tutorial services are provided for third grade students that have exhibited low performance in reading. Motivate students to read through reading activities and promotions.	Core Curriculum Reading Program (replacement costs only)	Textbook Funds	\$5,000.00
Provide supplemental assistance and individual/group instruction to meet needs. Additional tutorial services are provided for third grade students that have exhibited low performance in reading. Motivate students to read through reading activities and promotions.	Accelerated Reading Program and supplies for student achievement	Title 1, A School Monies, Internal Account	\$7,000.00
Subtotal:			\$12,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Provide supplemental assistance and individual/group instruction to			

meet needs. Additional tutorial services are provided for third grade students that have exhibited low performance in reading.	Assorted software programs to enhance instruction	Technology, Title 1	\$3,000.00
			Subtotal: \$3,000.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Implement regularly scheduled Professional Learning Communities where teachers have an opportunity to learn and share in small groups. Also provide relevant professional inservice opportunities to strengthen teacher resources.	Debbie Diller Reading Workshops Professional Learning Communities	Title 1, Professional Development (Title II)	\$20,000.00
			Subtotal: \$20,000.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Provide supplemental assistance and individual/group instruction to meet needs. Additional tutorial services are provided for third grade students that have exhibited low performance in reading.	SES Tutoring, Third Grade After School Tutorial Program	SES, SAI, Title I	\$3,000.00
			Subtotal: \$3,000.00
			<b>Grand Total: \$38,000.00</b>

End of Reading Goals

## Comprehensive English Language Learning Assessment (CELLA) Goals

\* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.				
1. Students scoring proficient in listening/speaking.		N/A		
CELLA Goal #1:				
2012 Current Percent of Students Proficient in listening/speaking:				
N/A				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading.	N/A
CELLA Goal #2:	
2012 Current Percent of Students Proficient in reading:	

N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing.

CELLA Goal #3:

N/A

2012 Current Percent of Students Proficient in writing:

N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00

Subtotal: \$0.00  
Grand Total: \$0.00

*End of CELLA Goals*

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# Elementary School Mathematics Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.  Mathematics Goal #1a:	Callahan Intermediate School will work to help all students achieve proficiency in the Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2011-2012, 73%(453)of students(620) grades 3-5 met high standards on the Math FCAT. (Level 3,4,5)	For the 2012 - 2013 school year, our goal is to maintain within 5% or increase the percentage of students meeting high standards on the Math FCAT (Level 3,4,5)(68% or greater)

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Some students exhibit significant deficits in math skills and are working below grade level.	Provide supplemental assistance utilizing researched based materials and individual/group instruction to meet needs. Additional tutorial services are provided for fifth grade students that have exhibited low performance in math.	Administration, Teachers, Guidance Counselor	Formative and Summative Assessments, Baseline/Mid-Year Data, Progress Monitoring Plans, RtI log	RtI plans, PMRN reports, Benchmark Testing data, FCAT results, AR Math data, lesson plans, tutorial documentation
2	Integration of the Common Core Standards into the New Generation Standard Curriculum has presented challenges for teachers, parents, and students.	Provide materials and resources for teachers to enhance their understanding of the Common Core Standards in relation to the Next Generation Standards. Provide parents with up-to-date information about standards and expectations.	Administration, Teachers, Guidance Counselor	Examine Instructional Focus Calendar and lesson plans for new standards. Parent feedback	Instructional Focus Calendar, lesson plans, School Calendar, Parent Surveys and feedback, Classroom observations

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.  Mathematics Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

### Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.  Mathematics Goal #2a:	Callahan Intermediate will provide meaningful enrichment to high achieving students to challenge and ensure growth.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Approximately 39%(239) of students (620) at Callahan Intermediate achieved Level 4 and Level 5 on the FCAT Math test.	For the 2012 - 13 school year, it is our goal that at least 39%(or within 5% point-34%) students will achieve Level 4 and Level 5 on the math FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Significant focus on low performing students draws much attention and effort from the teacher.	Ensure that high performing students are motivated, encouraged and challenged to achieve high standards.	Administration, Teachers, Guidance Counselor	Discuss and evaluate data analysis, lesson plans and classroom observations to ensure that high performing students are being challenged	Lesson Plans, Teacher Observations, Data Analysis, Grade Level Meeting Minutes

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics.  Mathematics Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Callahan Intermediate School will seek to ensure that all students make Learning Gains in Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
For the 2011 - 2012 school year 79% (344) of the students (435) made Learning Gains in Math.	Our goal is to maintain within 5% or increase the percentage of students making a Learning Gain in Math(54% or above)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited amount of time for teachers to develop their knowledge and understanding of the the Common Core Standards in order to provide high quality instruction while transitioning from New Generation Math Standards.	Provide time for teachers to meet weekly in Professional Learning Communities to discuss the standards and perform data analysis of student progress and adjust instrucional focus calendar as needed.	Adminstration, Teachers	Teachers will meet weekly to review and have discussion of new standards. During this time they will also analyze student progress and adjust instrucional focus calendar to address student needs.	PLC meeting minutes, Instructional Focu Calendar, Lesson Plans, Data Analysis spreadsheets

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Students scoring in the lowest 25% will make adequate yearly prgress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
For 2011 - 2012 school year, approximately 65% of students	Callahan Intermediate would like to maintain (within 5 percentage points) or increase the number of students in th



scoring in the lowest quartile for math, made a learning gain. | lower quartile who make a learning gain on the Math FCAT. (60% or higher)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students in the lowest quartile are frequently below grade level and require additional time to master required skills.	Teachers will complete detailed data analysis of students and provide meaningful instruction using research based strategies. Fifth grade students scoring in the lower quartile will be invited to participate in after school math tutoring.	Administration, Teachers	Utilize benchmark assessments, basal assessments and teacher observation of student progress	Bechmark assessments, Bas Assessments, Ongoing progress monitoring.

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Elementary School Mathematics Goal # It is the goal of Callahan Intermediate School to ensure that all students increase performance in mathematics.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	70	73	75	78	81	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.  Mathematics Goal #5B:	It is the goal of Callahan Intermediate School to continue to improve the level of performance of all learners in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
For the 2011-2012 school year, all subgroups met the state AMO target except for the Black/African American subgroup (35%).	For the 2012-2013 school year, students will continue to make progress towards the state AMO.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students in our community frequently come from families who often are unable to attend school activities and after-school activities or provide supplemental materials to assist the students. On the same note, a handful of our parents may not have educational background to assist students with school	We will provide parent activities where the whole family can attend and we will provide a meal for the family. Families will be provided with hands-on learning activities which can be utilized to assist students with their school assignments. Families will also receive information to help their child via the classroom newsletter and	Administration, Math Curriculum Committee	Committee Events will be scheduled on the school master calendar and will be advertised in newsletters and on the school webpage. Parents will provide suggestions and feedback at each activity.	Parent surveys, sign in sheets, Committee minute

	work.	the class Edline page.			
2	Students on a variety of levels require individual or remedial instruction to address specific learning needs.	Provide small group instruction to meet all students' needs	Administration, Teachers, Math Curriculum Committee	Teachers will utilize small group instruction daily to provide strategies that meet individual needs	Lesson plans, Observations

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	It is the goal of Callahan Intermediate School to continue to improve the level of performance of all students including our Students with Disabilities in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
For the 2011-2012 school year, Students with Disabilities did not make satisfactory progress in math (34%).	For the 2012-2013 school year, students will continue to make progress towards the state AMO.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Most students with disabilities enter our program with significant deficiencies and are frequently multiple years below grade level.	Teacher will differentiate curriculum and instruction for all students in the ESE program. Small ability group instruction will be utilized on a daily basis to maximize student growth.	Teachers, Administration	Observation, Lesson Plans, IEP's	Observations, Benchmark assessments, and state assessments
2	Our students with disabilities are much more likely to have family dynamics that prevent families from attending school and after school activities or provide supplemental materials to	Parental activities will be provided. Families will be provided hands on learning activities to assist students with their school assignments.	Administration, Math Curriculum Committee	Newsletter, Master school calendar, SAC meetings	Parents surveys, sign in sheets, curriculum committee notes

assist students. Some parents may not have the educational background needed to assist students.			
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	Callahan Intermediate School will continue to strive to help Economically Disadvantaged students achieve proficiency in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
For the 2011-2012 school year, 66% of the Economically Disadvantaged students scored a Level 3 or higher in Math.	For the 2012 - 2013 school year, our goal is to maintain or increase the percentage of Economically Disadvantaged Students achieving a Level 3 or higher in Math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Economically disadvantaged students are frequently the students whose families can not attend school activities or provide supplemental materials to assist the student learn. On the same note, parents of economically disadvantaged students may not have capability to assist students with school work.	We will provide parent activities where the whole family can attend and we will provide a meal for the family. Families will be provided with hands-on learning activities which can be utilized to assist students with their school assignments. Parents will provide suggestions and feedback at each activity.	Administration, Reading Curriculum Committee	Events will be scheduled on the school master calendar and will be advertised in newsletters and on the school webpage.	Parent surveys, sign in sheets, Committee minute

End of Elementary School Mathematics Goals

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Professional Learning Communities - Higher Order Questioning	All grades	Hursey / Barnes	1/4th of the school faculty	Ongoing throughout the school year	Observations, professional development plans and lesson plans	Teachers, Administration
Math Workstations by Diller Associates	All grades	Christine Wilson	School-wide	August 16th & 17th, 2012	Observations and lesson plans	Teachers, Administration
Spaces and Places by Diller Associates	All grades	Christine Wilson	School-wide	October 15th and 16th, 2012	Observations, lesson plans, participant surveys	Teachers, Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide supplemental assistance utilizing researched based materials and individual/group instruction to meet needs. Additional tutorial services are provided for third grade students that have exhibited low performance in math.	Textbooks, Teacher Editions, Student Editions, workbooks and assessments.	Textbook Monies, Title I	\$5,000.00
			Subtotal: \$5,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Ensure that high performing students are motivated, encouraged and challenged to achieve high standards.	IXL Math Program, Brain Pop, Textbooks Online Resources	Title I	\$2,200.00
			Subtotal: \$2,200.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Provide time for teachers to meet on a regular basis in Professional Learning Communities to discuss the standards and perform data analysis of student progress and adjust instructional focus and calendar as needed.	Substitutes, Workshops, Materials to implement strategies	Staff Development, Title I	\$20,000.00
			Subtotal: \$20,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$27,200.00

End of Mathematics Goals

## Elementary and Middle School Science Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science.  Science Goal # 1a:		Callahan Intermediate School will work to help all students achieve proficiency in the Science Curriculum.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
In 2011-2012, 64% (140) of fifth grade students(218) grade 5 met high standards on the Science FCAT. (Level 3,4,5)		For the 2012 - 2013 school year, our goal is to maintain within 5% or increase the percentage of students meeting high standards on the Science FCAT (Level 3,4,5)(59% or greater)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Time required to plan,	Teachers will use	Administration,	Utilize benchmark	Lesson Plans,

1	prepare and deliver the required instruction to meet student needs.	Common Core Standards to identify ways to integrate science curriculum into all areas of the curriculum on a daily basis to meet student needs and provide meaningful instruction.	Teachers	assessments, basal assessments, teacher observation of student progress.	Instructional Focus Calendar Benchmark assessments
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.  Science Goal # 1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.  Science Goal #2a:	Callahan Intermediate School will provide meaningful enrichment to high achieving students to challenge and ensure growth.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Approximately 21%(46)of the fifth grade students (218) at Callahan Intermediate School achieved Level 4 and Level 5 on the Science FCAT.	For the 2012 - 2013 school year, it is our goal that at least 16% (or within 5 percentage points)students will achieve Level 4 and Level 5 on the Science FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students often do not have sufficient background knowledge or life experiences to fully comprehend science concepts.	Ensure that high performing students are motivated, encouraged and challenged to achieve high standards. Provide hands-on and virtual experiences for students to enhance background knowledge.	Administration, Teachers	Discuss and evaluate data analysis, lesson plans and classroom observations to ensure that high performing students are being challenged.	Lesson plans, Teachers observations, Data Analysis, Grade Level Meeting Minutes

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define

areas in need of improvement for the following group:				
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science.  Science Goal #2b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Higher Order Thinking in Everyday Instruction	ALI Grades	Hursey/Barnes	1/4 of faculty	Ongoing all year	observations, Lesson Plans	Teachers, Administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Ensure that high performing students are motivated, encouraged and challenged to achieve high standards.	Researched based core curriculum, Consumable materials in science kits	Textbook Monies	\$500.00
			Subtotal: \$500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Ensure that high performing students are motivated, encouraged and challenged to achieve high standards.	Discovery Education, Brain Pop, Enchanted Learning	District Funds, Title I, Media	\$500.00
			Subtotal: \$500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers will use benchmark assessment data to adjust			

instructional focus calendar to integrate science curriculum into other areas of the curriculum on a daily basis to meet student needs and provide meaningful instruction.	Higher Order Thinking Professional Learning Community	N/A	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$1,000.00</b>

End of Science Goals

## Writing Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.  Writing Goal # 1a:		Callahan Intermediate School will work to help all students achieve proficiency in the Writing Curriculum.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
In 2011-2012, 82%(175)of students(213) in fourth grade met high standards (Level 3,4 or 5) on the Writing FCAT.		For the 2012 - 2013 school year, our goal is to maintain within 5% or increase the percentage of students meeting high standards on the Writing FCAT (Level 3,4,5) (77% or greater)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Often times teachers do not utilize a common language to teach writing.	Writing Curriculum committee will promote activities that encourage use of a common "writing language" for instruction.	Writing Curriculum Committee, Teachers, Administration	Examine lesson plans and Instructional Focus Calendar for inclusive coverage of necessary of writing skills. Classroom observation. Activities will be documented on the school calendar and in Writing Curriculum Committee minutes.	Lesson plans, instructional Focus Calendar, observations, Committee Minutes
2	Increased expectation by state to include writing conventions in works of writing	Discuss in Leadership Team to encourage inclusion in the Instructional Focus Calendar. Promote through Writing Curriculum Committee and Extension Program	Leadership Team, Curriculum Committee, Extension and Classroom Teachers, Administration	Observation and inclusion in lesson plans, Committee and grade level minutes	Lesson Plans and committee/grade level minutes

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.  Writing Goal #1b:	

2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Professional Learning Community addressing Literacy which will also include writing	All	Teachers	1/4 of faculty	Ongoing	Observations and lesson plans	Teachers & Administration
Literacy Workshops with that will discuss Rigor & Relevance as well as Practicing with a Purpose	3-5	Debbie Diller	School Wide	Dec. 5-6	Observation and lesson plans	Teachers & Administration

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00



Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Writing Goals

## Attendance Goal(s)

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Attendance Attendance Goal #1:	It is our goal to teach students the importance of punctuality and dependability. We know that students can not learn if they are not in school. We will strive to make the school environment a safe, welcoming environment where children wish to be.				
2012 Current Attendance Rate:	2013 Expected Attendance Rate:				
The CIS attendance rate for the 2011 - 2012 school year was 85.8%.	We would like to maintain our percentage rate from 90% - 100%.				
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)				
86% (534) of our student population(622) did not have more than 10 unexcused absences.	We expect to maintain( within 5%) or increase our percentage of students having less than 10 unexcused absences this school year.				
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)				
During the 2011 - 2012 school year, approximately 22% (138) of our students had more than 10 tardies.	We would like to maintain the number of students that have ten or more tardies to 25% or less.				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Some parents do not understand the importance of students being present for the entire day every day. Much instruction is covered and students who are absent, miss out.	Frequent parent communication and notification with parents regarding absences and tardies.	Attendance Committee, Teachers, Administration	Decreased tardies and absenteeism	Student Check-in system and teacher attendance data
2	Transportation	Encourage parents to allow students to ride the bus	Administration	Decrease in the number of days missed	Monitor attendance reports

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

*End of Attendance Goal(s)*

## Suspension Goal(s)

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Callahan Intermediate School has very few significant discipline issues. We always strive to motivate students to accept responsibility and to maintain good citizenship.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
0	0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0	0

2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions				
There were 18(622) out-of-school suspensions during the 2011-2012 school year.	We would like to keep the number of students that are suspended out-of-school below 25 this year.				
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School				
Less than 3%(17) of the school population (622) were suspended out-of-school during the 2011-12 school year.	We would like to reduce the number of students that are suspended out of school but at any rate, we would like to keep that number to 5% of the school population or below.				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	We do not foresee an anticipated barrier to prevent student achievement.	Continue with the Cooperative Discipline Plan and parent communication.	Administration, Guidance, Classroom Teachers	Evaluation of our Cooperative Discipline Forms and RtI Behavior Logs as a tool, Guidance Counselor classroom instruction and conference logs	Aforementioned documents, climate surveys and observation

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Suspension Goal(s)

## Parent Involvement Goal(s)

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:

<p>1. Parent Involvement</p> <p>Parent Involvement Goal #1:</p> <p><i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i></p>	<p>It is our goal to keep the lines of communication with our parents open and to actively include parents in the education process of their children. We feel that parents can participate on many levels by keeping informed about their child's progress, staying in touch with the teacher, volunteering in the classroom as well as participating in school activities.</p>
<p>2012 Current Level of Parent Involvement:</p> <p>We have an extremely large number of parents who attend the Title I Annual Meeting/Meet the Teacher - approximately 70% of parents; however, other school activities experience significantly less participation. Approximately 40% (260) of our parents actively participate in school activities with probably 70% (456) or more participating in one or more.</p>	<p>2013 Expected Level of Parent Involvement:</p> <p>We would like to maintain and increase the number of parents who participate in school activities with their children.</p>

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Many children come from single parent homes or homes where both parents work.	We will strive to maintain positive communication with parents on a regular basis. We will utilize multiple methods for keeping parents abreast of their child's progress and school activities.	Administration, Teachers, Guidance counselor	Parent feedback and increased participation on Edline and in school activities	Edline utilization, Parent surveys and feedback
2	Parents often do not understand the role of the school, the Title I program, and even the role they need to play in their child's education	We will hold an annual Title I meeting to inform parents about the Title I program and the roles of all stakeholders in the educational process. Parents will be involved in the development of the School Compact and Parental Involvement Plan.	Administration, SAC Chair, SAC committee, teachers	Parent feedback and surveys	Parent Involvement Plan, School/Parent Compact, Parent Surveys
3	Parents do not feel comfortable in the school setting.	We will hold several family events in which the whole family works together in the school setting to help parents understand the expectations and to help parents feel more comfortable in the	Administration, SAC Committee, Curriculum Committees	Parent feedback and participation in aforementioned activities.	Parent surveys and feedback on activities

		school setting with school personnel.			
4	Parents may not have available information necessary to guide their children in making healthy lifestyle choices or to assist with class assignments.	We will provide information to parents concerning ways that they can help their children be more physically active and to help their children make healthy food choices. We will also provide parents with information to online resources. We will also provide newsletters that give parents information to help them guide their children with their studies.	SAC Chair, School Administration, Teachers	Parent feedback on climate survey and informal communication with parents.	Climate surveys, Newsletters, School Web Page

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g. , frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
We will strive to maintain positive communication with parents on a regular basis. We will utilize multiple methods for keeping parents abreast of their child's progress and school activities.	Newletters, School Reach, FOCUS	Title I	\$250.00
			Subtotal: \$250.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
We will strive to maintain			

positive communication with parents on a regular basis. We will utilize multiple methods for keeping parents abreast of their child's progress and school activities.	Materials for family nights, meals and prizes Parent Communication Folders Student Planners Monthly newsletters	Title I, School Internal Accounts, Grants	\$5,050.00
Subtotal: \$5,050.00			
Grand Total: \$5,300.00			

*End of Parent Involvement Goal(s)*

## Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:		It is the goal of Callahan Intermediate School to provide quality instruction that promotes opportunities for problem solving, discovery learning, collaboration, communication, and critical thinking skills threaded through the science, mathematics, technology and engineering curriculum.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	CIS is in the initial implementation of threading a "STEM" minded philosophy throughout our instructional focus calendar. We need to continue to increase the rigor of the curriculum by adding quality "STEM" instruction.	Provide curriculum driven by problem solving, discovery exploratory learning that requires students to actively engage a situation in order to find its solution	Teachers, Administration	Lesson plans, observation, student performance outcomes	Lesson plans, classroom observation
2	Need to continually maximize the current infrastructure in order to assist teachers to better implement stem instruction	Help teachers to translate difficult STEM topics into interesting and engaging grade-level appropriate curriculum. Design the delivery of content that best suits the teacher's instructional needs and captures students' attention.	Teachers, Administration	Lesson plans	Lesson plans

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Text Complexity	3-5	Joan Warrick	School-wide	September 2012	Lesson Plans	Teachers, Administration
Common Core Summer Institute	3-5	State of Florida	Grade Level Representatives	Summer 2012	Documentation of discussion in Grade Level and Faculty Meetings	Teachers, Administration

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school



# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide supplemental assistance and individual/group instruction to meet needs. Additional tutorial services are provided for third grade students that have exhibited low performance in reading. Motivate students to read through reading activities and promotions.	Core Curriculum Reading Program (replacement costs only)	Textbook Funds	\$5,000.00
Reading	Provide supplemental assistance and individual/group instruction to meet needs. Additional tutorial services are provided for third grade students that have exhibited low performance in reading. Motivate students to read through reading activities and promotions.	Accelerated Reading Program and supplies for student achievement	Title 1, A School Monies, Internal Account	\$7,000.00
Mathematics	Provide supplemental assistance utilizing researched based materials and individual/group instruction to meet needs. Additional tutorial services are provided for third grade students that have exhibited low performance in math.	Textbooks, Teacher Editions, Student Editions, workbooks and assessments.	Textbook Monies, Title I	\$5,000.00
Science	Ensure that high performing students are motivated, encouraged and challenged to achieve high standards.	Researched based core curriculum, Consumable materials in science kits	Textbook Monies	\$500.00
				Subtotal: \$17,500.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide supplemental assistance and individual/group instruction to meet needs. Additional tutorial services are provided for third grade students that have exhibited low performance in reading.	Assorted software programs to enhance instruction	Technology, Title 1	\$3,000.00
Mathematics	Ensure that high performing students are motivated, encouraged and challenged to achieve high standards.	IXL Math Program, Brain Pop, Textbooks Online Resources	Title I	\$2,200.00
Science	Ensure that high performing students are motivated, encouraged and challenged to achieve	Discovery Education, Brain Pop, Enchanted Learning	District Funds, Title I, Media	\$500.00

Parent Involvement	high standards. We will strive to maintain positive communication with parents on a regular basis. We will utilize multiple methods for keeping parents abreast of their child's progress and school activities.	Newletters, School Reach, FOCUS	Title I	\$250.00
				Subtotal: \$5,950.00
<b>Professional Development</b>				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Implement regularly scheduled Professional Learning Communities where teachers have an opportunity to learn and share in small groups. Also provide relevant professional inservice opportunities to strengthen teacher resources.	Debbie Diller Reading Workshops Professional Learning Communities	Title 1, Professional Development (Title II)	\$20,000.00
Mathematics	Provide time for teachers to meet on a regular basis in Professional Learning Communities to discuss the standards and perform data analysis of student progress and adjust instructional focus calendar as needed.	Substitutes, Workshops, Materials to implement strategies	Staff Development, Title I	\$20,000.00
Science	Teachers will use benchmark assessment data to adjust instructional focus calendar to integrate science curriculum into other areas of the curriculum on a daily basis to meet student needs and provide meaningful instruction.	Higher Order Thinking Professional Learning Community	N/A	\$0.00
				Subtotal: \$40,000.00
<b>Other</b>				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide supplemental assistance and individual/group instruction to meet needs. Additional tutorial services are provided for third grade students that have exhibited low performance in reading.	SES Tutoring, Third Grade After School Tutorial Program	SES, SAI, Title I	\$3,000.00
Parent Involvement	We will strive to maintain positive communication with parents on a regular basis. We will utilize multiple methods for keeping parents abreast of their child's progress and school activities.	Materials for family nights, meals and prizes Parent Communication Folders Student Planners Monthly newsletters	Title I, School Internal Accounts, Grants	\$5,050.00
				Subtotal: \$8,050.00
				<b>Grand Total: \$71,500.00</b>

## School-level Differentiated Accountability Compliance

Priority

Focus

Prevent

NA

Are you a reward school:  Yes  No

A reward school is any school that improves their letter grade or any school graded A.

No Attachment (Uploaded on 9/7/2012)

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount
No data submitted	

Describe the activities of the School Advisory Council for the upcoming year

Callahan Intermediate School will continue to keep parents abreast of school progress and student activities.

# AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012  
 Adequate Yearly Progress (AYP) Trend Data 2010-2011  
 Adequate Yearly Progress (AYP) Trend Data 2009-2010

## SCHOOL GRADE DATA

No Data Found

Nassau School District CALLAHAN INTERMEDIATE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	88%	88%	87%	57%	320	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	69%	64%			133	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	65% (YES)	64% (YES)			129	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					582	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Nassau School District CALLAHAN INTERMEDIATE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	85%	87%	85%	57%	314	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	67%	65%			132	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	55% (YES)	63% (YES)			118	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					564	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested