FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: CALLAHAN ELEMENTARY SCHOOL

District Name: Nassau

Principal: Susan Howard

SAC Chair: Ila Rene' Corbett

Superintendent: Dr. John Ruis

Date of School Board Approval:

Last Modified on: 10/14/2012

Gerard Robinson, Commissioner
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

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

School Grades Trend Data
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

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)
Principal	Susan Howard	MA/Educational Leadership/ School Principal	7.5	10	Callahan Elementary School's prior performance record is based on Callahan Intermediate School's FCAT scores and learning gains. CES is a feeder school to CIS. School Grade A (2011-2012) Target Goal was met in Math, but not reading. School Grade A (2010-2011) AYP: 95% School Grade: A (2009-2010) AYP: 100% School Grade: A (2008-2009) AYP: 100% School Grade: A (2007-2008) AYP: 95%
					Callahan Elementary School's prior performance record is based on Callahan Intermediate School's FCAT scores and learning gains. CES is a feeder school to CIS. School Grade A(2011-2012)

| Assis Principal | Sabrina Faircloth | MA/Educational Leadership | 24 | 6 | Target Goal was met in Math, but not reading. School Grade A(2010-2011) AYP: 95% School Grade: A (2009-2010) AYP: 100% School Grade: A (2008-2009) AYP: 100% School Grade: A (2007-2008) AYP: 95% |

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	Applicants will submit a portfolio, resume, go through an interview process, and background check to ensure applicant is highly qualified for teaching position.	Principal, Assistant Principal, Grade Level Chair, and district personnel office.	Prior to hire.	
2	To retain highly qualified teachers we have a peer mentoring program, model classroom observations, staff development, and professional learning communities. Teachers are supported and extended opportunities for leadership positions in the school and district.	Principal, Assistant Principal, Grade Level Chair, and District personnel office.	August 2012 through May 2013	

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% (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

| 39 | 5.1%(2) | 20.5%(8) | 38.5%(15) | 35.9%(14) | 43.6%(17) | 71.8%(28) | 2.6%(1) | 7.7%(3) | 33.3%(13) |

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
Ashley Thompson	Elizabeth Peloquin Hughart	New Teacher	Monthly Grade Level Meetings Weekly/Bi-Weekly Planning Meetings Professional Learning Community,and planned activities with District Coach
Ashley Thompson	Kelly Stevens	New to School	Monthly Grade Level Meetings Weekly/Bi-Weekly Planning Meetings Professional Learning Community
David Hyers	Jill Williams	New to Grade Level	Monthly Grade Level Meetings Weekly/Bi-Weekly Planning Meetings Professional Learning Community
David Hyers	Julie Wechter	New to Grade Level	Monthly Grade Level Meetings Weekly/Bi-Weekly Planning Meetings Professional Learning Community
Holly McKinney	Tiffany Woodard	New to School	Monthly Grade Level Meetings Weekly/Bi-Weekly Planning Meetings Professional Learning Community
Katherine Rogers	Victoria Dobrosky	New Teacher	Monthly Grade Level Meetings Weekly/Bi-Weekly Planning Meetings Professional Learning Community,and planned activities with District Coach
Miranda Proffit	Lisa Basham	New to school	Monthly Grade Level Meetings Weekly/Bi-Weekly Planning Meetings Professional Learning Community

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. Callahan Elementary School has a school-wide Title I program. Services are provided to ensure students requiring additional remediation in reading are assisted through an in-school program by highly qualified paraprofessionals during classroom instruction. Students are identified for services through a multiple criteria selection process, FAIR, and FLKRS assessments. Students who are experiencing academic difficulties will have a progress monitoring plan written. Parents and teachers will conference quarterly or "as needed" to develop intervention strategies for the child.

Additional assistance that students may need beyond the classroom setting may be provided by district staff or community agencies. Teachers are available for conferences before and after school.

All teachers are highly qualified. Parents may request information regarding the professional qualifications of their child's teachers and any paraprofessional providing services to their child.
The district coordinates with Title II and Title III in ensuring staff development needs are provided.

The school has a school-parent compact that describes and outlines a partnership between the school, parent, and student. There is an annual meeting for parents to explain the school's participation in Title I. Each parent is also given a "Title One Handbook" that explains the Title I program, district parent involvement policy, adequate yearly progress, FCAT, No Child Left Behind Act, and parent/child activities.

Callahan Elementary School has an extended day tutorial program available for students who are below grade level in reading.

All student academic results,correspondence,and newsletters are in a language that parents can understand.

Title I, Part C- Migrant

Currently, the Nassau County School District reports no students identified as migrant. The Nassau County School District does not receive Title I, Part C funding. However, Callahan Elementary School maintains a process to clearly identify migrant student populations upon initial entry into the school. The student services department screens each parent as they register, determines if the family meets migrant eligibility, and if the family meets migrant eligibility, they notify the Title I Program Compliance Manager. This notification will then collaborate efforts between the student services department, Title I, Part A project director, and the families to provide services.

Title I, Part D

The Nassau County 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 the 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. Callahan Elementary School is not a site that serves delinquent students nor receives a Title I, Part D allocation. However, the district project director for Title I, Part D assists the student services department and our instructional staff in identification of neglected students, referrals for services, and the need for academic interventions. CES has no history of receiving any returning adjudicated youth.

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 the Common Core Standards for literacy, science, and math instruction. Callahan Elementary School receives critically vital funding from the Title II project that enables us to continue to supplement our available staff development that is budgeted through Title I, Part A. This blended funding model enables us to continue to hire, retain, and fully train highly qualified personnel, as well as maintaining our academic achievement.

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. The collaboration that exists with Title III consists mainly in the form of services for our Spanish speaking population. The Title III project collaboration provides Callahan Elementary School with the services of an ESOL coach, translation services if requested, document translations, and language interpreter services for parents upon request.

Title X- Homeless

A portion of the Title 1 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. The LEA does not receive a Title X entitlement grant, so the collaboration in regard to the homeless population is under the Title I, Part A homeless portion of the project application. The student services department screens for students who are eligible under these guidelines. Appropriate academic or immediate needs of homeless students are provided by the Title I, Part A project fund source. In certain circumstances, the homeless liaison services are utilized to assist in referral services for the families and for transportation issues.

Supplemental Academic Instruction (SAI)

The SAI funds are utilized to provide supplemental academic reading coaches and supplemental extended day tutoring. The Supplemental Academic Instruction funds are utilized to fully fund staffing, materials, and supplies for the summer learning academy required for grade 3 students who score a level 1 on the Florida Comprehensive Assessment Test.

Violence Prevention Programs

The Guidance Counselor has continued an anti-bullying awareness campaign and implementation program for the 2012-2013 school year. The Nassau County Sheriff's Office coordinates this program with us. Parents are informed of the anti-bullying program at the Title I Annual Parent Orientation, Open House, and Volunteer Orientation.

Nutrition Programs

Callahan Elementary hosted a summer feeding program for all children in the area ages 17 and under. The Nassau County Health Department has partnered with our school to provide nutrition and health programs to our students during physical education classes (YUM). Yearly health screenings are conducted for all kindergarten and first grade students by the Nassau County Health Department.

Housing Programs

CES does not collaborate with any local housing programs.

Head Start

The Nassau County Schools that contain primary grades work in partnership with Episcopal Children 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. Callahan Elementary School has developed a close collaboration with Episcopal Children's Services, the lead agency for Head Start. CES provides staff training opportunities, assists in family communication via siblings, provides assistance with IEP collaboration for students with disabilities, and schedules school visitations for upcoming kindergarten students.

Adult Education

Callahan Elementary School does not collaborate with any adult education outlets located within Nassau County. These programs are operated after hours and are regionally located within the county.

Career and Technical Education

Career and Technical Education components are integrated in the Common Core Standards. These standards are are being implemented in K-2 at Callahan Elementary 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 experience. 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 and science curriculum is highly infused with in the reading genre that are used to teach the Common Core Standards.

Job Training

CES does not collaborate with the local branch of Work Source or any apprentice type programs available at Florida State College of Jacksonville.

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Jenifer Adams, Guidance Counselor
Ashley Thompson, Kindergarten Grade Level Chair
Kelly Stevens, Kindergarten
Vicki Pornovets, Kindergarten Title I Paraprofessional
Sonia Chancey, First Grade Grade Level Chair
Katherine Rogers, First Grade
Jana Reid, First Grade Title I Paraprofessional
David Hyers, Second Grade Grade Level Chair
Shantel Ferrante, Second Grade
Pam Cato, Second Grade
April Dingman, Second Grade Title I Paraprofessional

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 MTSS Leadership/RtI Team will meet on an as needed basis. Students who are struggling are identified by the classroom

teacher. Information is shared with parents along with their child's PMP data and cumulative records. The teacher provides Tier 1 interventions. If the student is successful then the child is dismissed.

If the student continues to struggle the teacher meets with grade level peers,the guidance counselor, parents and other academic support personnel to implement more intensive interventions. Progress is monitored weekly to asses the results of the interventions. (Tier 2 & 3)

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?

MTSS Leadership/RtI Team provides input for intervention strategies, data, and needs assessments in order to develop intervention strategies to meet individual students' needs and increase student achievement towards academic goals.

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.

CES will have baseline data and students will be assessed at the beginning of the year, middle of the year, and end of the year.(FAIR, IDMS, MOY & EOY basal tests in reading and math, SAT10, EOY assesments in kindergarten. The results will be monitored throughout the school year.

Describe the plan to train staff on MTSS.

The MTSS Leadership/RtI Team will attend training workshops to strengthen and plan appropriate intervention strategies. Professional development will be provided during teachers' common planning time and grade level meetings and PLC's that occur throughout the year.

Describe the plan to support MTSS.

The Nassau County School District provides an RtI Staffing Specialist to help with professional development and assistance as needed. Jenifer Adams, Guidance Counselor, provides assistance to staff through Data Folders, Progress Monitoring, Professional Development, and mentoring. The Title I Team provides instructional support to the lower quartile of students in reading. Collaborative efforts are made with Speech, Language, Occupational, and Physical Therapists for students.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Ashley Thompson, Sonia Chancey, David Hyers, Rene' Corbett, Debbie Armstrong, Alma Bailey, Jenifer Adams, Sarah Hughes, Jill Williams, Denise Bell, Kathy Dubberly, Sabrina Faircloth, Susan Howard, and Kerrie Davis.

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

Reading Council meetings are held once a month. Items from the Reading Council are brought before the Leadership team to consider and make decisions. Reading Council members include: Sarah Hughes, Lindsay Cotton, Sonia Chancey, Amy Calhoun, Beth Nichols, Julia Brown, Michelle Maddox, and Barbara Mikell

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

-Provide one copy of "Whoever You Are" to each family that attends Open House
-Have two Scholastic Book Fairs - October 2012 and March 2013
-School-wide Character Day - October 31, 2012
-Author Visit - February 2013
-Drop Everything and Read - April 2013
-Read Across America Week - March 2013
-Literacy Week - January 2013
-Family Reading Night - October 2012 (Family Building Better Readers)

-Connect 4 Reading - November 2012
-Provide books of the month and a list of activities for each classroom
-Analyze data from basal assessments and FAIR with an emphasis on phonics and reading comprehension
-Staff development on reading and writing connections

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-prekindergarten, 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.
The Kindergarten teachers of CES meet with the area private and public pre-schools and VPK providers to collaborate in staff development, effective parental communication efforts, and to plan for the transition to Kindergarten. The FAIR/FLKRS will be administered after the first month of school and data results will be used to plan daily academic instruction for all students.

*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.

*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?

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?

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

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:	The AMO Target goal in reading for students at Callahan Intermediate is a 73 in reading. Callahan Elementary's target goal is 73% for first grade and 76% for second grade on the SAT 10, based on the renorming of SAT 10 scores during the 2011-2012 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69%(425)of students(620)at Callahan Intermediate in grades 3-5 scored at or above a Level 3 on FCAT. SAT 10 results at Callahan Elementary for first grade was 71% and for second grade, 74%, based on the renorming of SAT 10 scores during the 2011-2012 school year.	Students are expected to increase SAT10 reading scores 2% or more each year.

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 maintaining grade level expectations in reading and math skills.	Provide additional intervention strategies and supplemental assistance to students at grade-level standards to ensure continual reading and math progression. Tutorial assistance is available at Callahan Elementary School for students who begin to struggle with grade level reading expectations. Creating engaging and rigorous lessons for students.	Administration, Teachers, Title I paraprofessionals, Guidance Counselor	Data analysis on RtI intervention logs, PMPs, student grades and results on FCAT and other formal and informal assessments. Evaluation and improvement of lesson plans using data analysis.	FCAT, EOY basal tests, lesson plans, student grades, and retention rates.
2	Attendance	School Reach (parental phone calls) Perfect Attendance Rewards	Teachers	STAR testing, FAIR testing, End of Year Reading Test.	Increased attendance rates for each grade level. STAR testing, FAIR testing, End of Year Reading Test.
3	Lack of time spent reading.	Mandatory sustained silent reading in the classroom.	Teachers	STAR testing, FAIR testing, End of Year Reading Test.	STAR testing, FAIR testing, End of Year Reading Test.
4	Varying levels of reading ability.	Supplemental programs such as LEXIA and Accelerated Reader. Student awards and recognition will be used to increase students' reading participation.	Teachers	STAR testing, FAIR testing, End of Year Reading Test. AR points achieved by class goals and individual student goals.	STAR testing, FAIR testing, End of Year Reading Test.
5	Lack of skills in the five components of reading; phonics, phonemic awareness, fluency, vocabulary, and comprehension.	Teachers will focus on the reading component skills through differentiated instruction. Title I services and before and after school tutoring.	Teachers	End of Year Reading Test, FAIR, SAT 10 and FCAT.	FAIR, End of Year Reading Test, retention rate, SAT 10 scores, and FCAT scores.
	Lack of parental	Increase parental	School-Wide	Sign-in sheets and	Student

6	involvement in our student's education process.	involvement by planning parent participation opportunities in reading to increase communication and relationships with the family.		volunteer hours will be tallied to see if there is a correlation to increased reading scores.	assessment scores.
7	Mobility of Students	Provide Resources from the Department of Intervention and Prevention.	Andreu Powell	Data analysis of student attendance and mobility.	Student assessment scores.

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:	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 group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Callahan Elementary School will provide enrichment and motivation techniques/rewards to high achieving students to challenge them. Students will increase reading scores by 2% or more each year.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
36% of Callahan Intermediate students are at a level 4 or 5 and are above proficiency in reading on FCAT in the 3rd grade. First grade students at Callahan Elementary School scored an average of 71% in reading and second grade students scored 74% in reading on SAT 10. 26% (48)out of 186 of first graders and 27%(50) out of 185 of second graders scored 90% or higher on the SAT10.	Students will be expected to maintain or increase students scoring by 2% or higher on the SAT 10.

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	Lack of Motivation	Accelerated Reader student goal setting and recognition. Independent reading and projects by proficient students by differentiating instruction.	Teachers	Teachers will pull AR reports at the end of each nine weeks.	Accelerated Reader data, grade distribution sheets each nine weeks.
	Lack of Resources	To encourage teachers	Teachers	Teachers will monitor	Teacher

2		to maintain materials for those students who are above proficiency.		usage of materials and evaluate data to determine student progress.	observation, FAIR test, and Accelerated Reader data.

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

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:	For all students to make a 2% or higher learning gain in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% (300) of students at Callahan Intermediate students (435) made learning gains. Callahan Elementary School is a feeder school to CIS. The AMO goal for CIS is for 73% of students to achieve a 3 or above on FCAT. It is important that CES students have strong a strong reading foundation in order that they are successful when they transition to Callahan Intermediate school.	Our goal is to increase student achievment on the SAT10 by 2% or more in grades first and second. It is expected that 80% or more of kindergarten students will score a 65% or above on the district EOY in reading.

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Varying levels of student learning abilities	Students will be screened at the beginning of the school year through the use of a variety of assessments.	Teachers	Student Data	FAIR, STAR, grade distribution data each nine weeks, and assessment data.
2	Processing and organizing of reading skills	Graphic organizers will be used to teach students how to organize the information obtained in reading. Title I Services will be provided to students who show a weakness in reading	Teachers	Teachers will guide and observe student graphic organizers.	Teacher observation

		skills.		

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:	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 group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The percentage of students in the lowest 25% quartile will increase by 2% or more.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% of students in lowest 25% quartile made reading gains at Callahan Intermediate school.	Students will increase by 2% or more the number of students making learning gains.

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	Bridging the gap between higher level students and lower level students	Students will be screened at the beginning of the school year through the use of several screening instruments that include: FAIR, STAR reading, FCAT data, and RtI	Teachers, Paras, Administration	Analyze screening instrument data. Grade level data patterns.	FAIR and STAR, SAT 10 scores, and FCAT data analysis
2	Class size	Small group instruction.	Teachers, Paras	Students in the lowest 25% will be taught in small learning groups with the teacher and/or Title I Para.	FAIR and STAR, SAT 10 scores, and FCAT data analysis

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

	Reading Goal #

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	5A :	The reading goal is for students at CIS to reduce their achievement gap by 50%. Callahan Elementary School's goal is to continue to address reading achievement gaps in our K-2 program. It is our goal that 80% of our students will be

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:	Our goal is for all Black/African American students to be on grade level when they transition to Callahan Intermediate School. Currently,CIS did not meet their annual measurable objective in this area.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% of Black/African American students at Callahan Intermediate School scored satisfacory in reading. The targeted goal was 43%. 80%(4 out of 5)of first graders and 62% (5 out of 8) of second graders scored a 50%(considered on grade level) or above on SAT10.	82% of Black/African American students will be expected to be on grade level based on the SAT10 assessment and kindergarten EOY district assessment. CIS AMO target goal is 48% of Black/African American students will score a 3 or above on 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	Lack of parental involvement.	Increase parental involvement by personally inviting(personal contact) parents/guardians to school events, organizations, and activities. This increase of parental participation will increase knowledge of curriculum standards and expectations.	Teachers, Administration, Volunteer Coordinator, All Pro Dad program facilitator.	Sign-in sheets at school events. Increase in student achievment.	FAIR, SAT10, IDMS, EOY district assessments and data.

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:	Our goal is for students with disabilities to make reading gains when they transition to Callahan Intermediate School. Currently,CIS did not meet their annual measurable objective in this area.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% of Callahan Intermediate students with disabilities made reading gains. The targeted goal was 39%. Callahan Elementary students with disabilities are a concern. None of the 1st grade(4) and 37.5%(3) 2nd grade(8) SWD students scored above the 30th percentile in reading.	Students with disabilities will increase their reading gains by 3% or more on the SAT10 assessment or EOY district assessment.

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	Teachers not being able to develop and devise additinal instructional strategies to increase reading gains.	Teachers will collaborate. (meet with peers, conduct peer/classroom obsrvations, research additional instructional strategies, professional learning groups,)	Administration, ESE department chair, ESE district resource personnell	Increase in reading gains on SAT10, EOY assessments, and FAIR.	FAIR, SAT10, K-EOY district assessments.

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:	To increase the percentage of economically disadvantaged students scoring a 3 or higher or to make learning gains on the FCAT in reading. Callahan Intermediate did meet their AMO target goal. Callahan Elementary School's goal is to increase student skills in reading to enable economically disadvantaged students to score at or above grade-level on FCAT. The goal for CES students is to score 76% or higher on SAT10.
2012 Current Level of Performance:	2013 Expected Level of Performance:
CIS has 60% of economically disadvantages students making progress in reading. Callahan Elementary School has 71% 1st grade and 83.2 % of 2nd grade economically disadvantaged students scoring on grade-level (50% and above) based on SAT10 assessment.	Our expected level for 2012-2013 is that economically disadvantages students will score 2% or higher in reading on the SAT10 and K-EOY district assessment.

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	Lack of knowledge of curriculum standards and parenting skills.	Teachers will include a parent corner in all newsletters with academic tips. Each teacher will send home skills for each nine weeks. Curriculum standards will be included on school website.	Teachers and Administration	FAIR, SAT 10, nine weeks grades, and EOY reading scores.	FAIR, SAT 10, nine weeks grades, and EOY reading scores.
2	Lack of home libraries and resources for academic reinforcement at home.	Students will have access to the school library to check out books each week. Teachers will have classroom libraries available for student use.	Teachers, Title I Paras, and Administration.	FAIR, SAT 10, nine weeks grades, and EOY reading scores.	FAIR, SAT 10, nine weeks grades, and EOY reading scores.

		The Title I room will have educational games and resources available for parent check out.			

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
Reading Rigor	K-2	Julie Warren	Teachers	August 2, 2012	Lesson Plans, Observations	Teachers, Administration
Energizing the Common Core Classroom and Marzano's Best Practices	K-2	Kim Adsit	School-wide	October 16, 2012	Lesson Plans, Observations	Teachers, Administration
Data Analysis	K-2	Administration	School Wide	Summer 2012, January 2013, May 2013	Data reports from assessments.	Leadership Council, Principal, Asst. Principal.
21st Century Skills, Learning Targets, Effective Feedback & Assessment & Rubrics	K-2	Administration & Grade level chairs.	School-wide	July 23,24, 26, 2012.	Lesson Plans, Observations	Teachers, Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
To increase student achievment by providing classroom resources.	Connect 4 (Bingo book night) Family Night (Reading resouces) Books of the Month Reading Council Family Night	Fundraising Box Tops Private Donations	$1,800.00
			Subtotal: $1,800.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
To increase student digital literacy.	I-Pad Apps	Fundraising	$500.00
			Subtotal: $500.00
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

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. CELLA Goal #1:	It is our goal in 2012-2013 to raise the listening and speaking percentages of our ELL students in grades K-2 by 2%.

2012 Current Percent of Students Proficient in listening/speaking:

2012 Current percentage of students proficient in listening/speaking in K-2 is 33%.

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	The lack of fluent speaking teachers of other languages.	To use ESOL teaching ESOL certified teachers.	Administration	Lesson Plans	CELLA Assessment

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	It is our goal in 2012-2013 to raise the reading percentages in grades k-2 by 2%.

2012 Current Percent of Students Proficient in reading:

2012 Current percent of students proficient in reading in k-2 is 33%.

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	Lack of fluent speaking teachers of other languages.	To use ESOL teaching strategies by ESOL certified teachers.	Administration	Lesson Plans	CELLA Assessment

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	It is our goal in 2012-2013 to raise the writing percentages in grades k-2 by 2%.

2012 Current Percent of Students Proficient in writing:

2012 Current percent of strudents proficient in writing in k-2 is 66%.

	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	The lack of fluent speaking teachers of other languages.	To use ESOL teaching strategies by ESOL certified teachers.	Administration	Lesson Plans	CELLA Assessment

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

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 Elementary School will work to help all students achieve proficiency in Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2011-2012, 73% (435)of CIS students (620)grades 3-5 met high standards on the Math FCAT. (Level 3,4,5). At Callahan Elementary School SAT 10 average for 1st grade was 67% and 2nd grade was 77%. Callahan Elementary School is a feeder school to CIS.	For the 2012-2013 school year, our goal is to increase student scores on the SAT 10 and K EOY district assessment by 2% 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 maintaining grade level expectations in reading and math skills.	Provide additional intervention strategies and supplemental assistance to students at grade-level standards to ensure continual reading and math progression. Tutorial assistance is available at Callahan Elementary School for students who begin to struggle with grade level reading expectations. Creating engaging and rigorous lessons for students.	Administration, Teachers, Title I paraprofessionals, Guidance Counselor	Data analysis on RtI intervention logs, PMPs, student grades and results on FCAT and other formal and informal assessments. Evaluation and improvement of lesson plans using data analysis.	FCAT, EOY basal tests, lesson plans, student grades, and retention rates.
2	Some students exhibit significant deficits in math skills and are working below grade level.	Provide supplemental assistance utilizing research based materials and individual/group instruction to meet needs. Utilize online math program,IXL, which is a reinforcement and enhancement program.	Instructional staff, principal, and assistant principal.	Formative and Summative Assessments, Baseline/Mid-Year Data, Progress Monitoring Plans, RtI log, IDMS	RtI, IDMS, FCAT results at Callahan Intermediate, SAT 10 results.
3	Transition to Next Generation Standards and Core Curriculum Standards presents unique challenges for teachers, parents, and students.	Provide professional development for teachers to enhance their understanding of the Common Core Curriculum Standards. Provide parents with up-to-date information about standards and expectations.	Principal, Assistant Principal	Examine Instructional Focus Calendar and lesson plans for new standards.	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 Elementary 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. 16% of 1st grade and 27% of second grade students scored 90 and above on the SAT10.	For the 2012-2013 school year, it is CIS's goal that at least 39%(or within 5% points) students will achieve Level 4 and Level 5 on the FCAT Math. Callahan Elementary's goal is for students to score 70% or higher on SAT 10 and K EOY district assessment and increase the number of students in the upper quartile.

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 teachers from the higher achieving student.	Ensure that high performing students are motivated, encouraged, and challenged to achieve high standards by planning differeniated instruction to increase the number of students in the upper quartile.	Principal, Assistant Principal, and Teachers	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,and Grade Level Meeting Minutes
2	Planning differeniated instruction that makes significant impact on student learning.	Develop lesson plans and teaching strategies to improve student learning.	Teachers, Grade-level chairs, administration, and RTI Team.	Data analysis of formal and informal assessments.	SAT10. K EOY district assessment, teacher assessments, and basal tests.

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:	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 group:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Students scoring in the lowest 25% will increase their proficiency in math objectives.
2012 Current Level of Performance:	2013 Expected Level of Performance:
For the 2011-2012 school year, approximately 79% (344)of students (435)scoring in the lowest quartile for math made learning gains. Callahan Intermediate School met their targeted goal. 72.5% of first grade and 81% of second grade students performed 50%(on grade-level) or higher on the SAT10	Students will increase their math scores by 2% each year on the SAT10 and K EOY district assessment.

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.	Teachers, Principal, and Assistant Principal	Utilize benchmark assessments, basal assessments, and teacher observation of student progress.	Benchmark Assessments, Basal Assessments, and Ongoing progress monitoring.
2	Students in the lowest quartile are frequently below grade level and require additional differeniated instruction.	Increased math remediation using IXL math software program. Small group instruction on remediation of needed skills for students.	Teachers	Utilize benchmark assessments, basal assessments, and teacher observation of student progress.	Sat10 and K EOY district assessment, Benchmark Assessments, Basal Assessments, and Ongoing progress monitoring.

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:	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 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 learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
For 2011-2012 school year approximately 65% of students scoring in the lowest quartile for math on the FCAT at CIS made learning gains. 12% of 1st grade and 6% of second grade students scored below 30% on the SAT10.	Students will increase SAT10 scores in math by 2% yearly.

		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.	Small group instruction and intervention will be used with best practices. IXL math software will be used for remediation of skills.	Teachers, Administration	Lesson Plans, Classroom Observations	IDMS, On going assessments, On going progress monitoring.
2	Teachers will implement additional and differeniated teaching strategies to impact student learning.	Small group instruction, IXL remediation, skill drills, and a variety of targted learning strategies.	Teachers, grade-level chairs and administration.	Lesson plans, RTI team suggestions, grade-level meetings, formal and informal assessments.	IDMS, SAT10, K EOY district assessment, basal tests, progress monitoring process.

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 # 5A : Students will increase their math proficiency and meet the annual measurable objective determined by the Florida Department of Education. The students at Callahan Intermediate School achieved the AMO. 73% of students				
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:	Our goal is for all Black/African American students to be on grade level when they transition to Callahan Intermediate School. Currently, CIS did not meet their annual measurable objective in this area.
2012 Current Level of Performance:	2013 Expected Level of Performance:

35% of Black/African American students at CIS scored satisfactory in math. The targeted goal was 43%. 40% of 1st grade and 50% of second grade students scored a 50% and above on the SAT10.(on grade level)				CIS has a target goal of 48% of Black/African American students scoring a 3 or higher on the FCAT. 60% of Black/African American students are expected to be on grade level based on the SAT10 assessment and kindergarten EOY district assessment.	

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	Lack of parental knowledge of the common core standards.	Increase parental involvement by personally inviting (personal contact) parents/guardians to school events, organizations, and activities. This increase of parental participation will increase knowledge of curriculum standards and expectations.	Teachers, Administration, Volunteer Coordinator, All Pro Dad program facilitator.	Sign-in sheets at schoolevents. Increase in student achievement.	SAT10, FAIR, IDMS, EOY district assesments and data

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:	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:	
5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	To increase the percentage of economically disadvantaged students scoring a 3 or higher or to make learning gains on the FCAT in reading. Callahan Elementary School's goal is to increase student skills in math to enable economically disadvantaged students to score at or above grade-level on FCAT when they transition into third garde at CIS.
2012 Current Level of Performance:	2013 Expected Level of Performance:
CIS has 64% of economically disadvantaged students making progress in math. 52.1% 1st grade and 76.6% of second grade students at Callahan Elementary School scored a 50%(on grade-level) and above on SAT10	Our expected level for 2013 is that economically disadvantaged students will score 2% or higher on the SAT10 or K EOY district assessment.

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	Lack of knowledge of curriculum standards and parenting skills.	Teachers will include a parent corner in all newsletters with academic tips. Each teacher will send home skills for each nine weeks. Curriculum standards will be included on school website.	Teachers and Administration	SAT 10, nine weeks grades, MOY and EOY district math assessments.	SAT 10, nine weeks grades, MOY and EOY district math assessments.
2	Mobility of students.	Call parents for personal meetings and develop teacher/family relationships. Plan school-wide, family dinner nights that will have tips, activities, and packets for parents to help their children with academic skills. Keep guidance counselor aware of family emergency situations so we can offer asssistance through the Office of Intervention and Prevention.	Teachers, Guidance Counselor, Office of Intervention and Prevention, Administration.	Student mobility rate declines.	Attendance data and student entries and withdrawals.

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 Participants	Target Dates (e.g.,	

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	(e.g. , PLC, subject, grade level, or school-wide)	early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
21st Century skills, Learning Targets, Effective Feedback, Assessments and Rubrics.	K-2	Administration and Grade Level Chairs.	School-wide	July 23, 24, 26, 2012	Lesson Plans, Classroom Observations	Administation
Grade level PLC's	K-2	Grade Level Chairs	Teachers	On going throughout the school year.	Lesson Plans, Classroom Observations.	Administration

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Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
To enhance math and science curriculum.	Math/Science Night	Fundraisers SAC	$250.00
			Subtotal: $250.00
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: $250.00

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 Elementary 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% of Callahan intermediate fifth grade students met high standards on the Science FCAT, (Level 3,4,5) Callahan Elementary is a feeder school for Callahan Intermediate School.	Students in grades K–2 will gain proficient knowledge in the foundational skills related to Science. This will serve as a baseline for entrance into the Science curriculum at a school for grades 3 and above. The students will use the foundational knowledge for FCAT preparation to score at or above 59%.
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 instruction to meet students' needs.	Teachers will integrate science concepts into other major curriculum areas to reinforce concepts in day to day living.	The instructional staff at Callahan Elementary School is composed of individuals who are all graduates of accredited universities and are competent and highly qualified to instruct students in science. Each member of the faculty and staff servicing kindergarten through second grade is responsible for the high quality of education for students.	Callahan Elementary students will master Science standards which will be integrated into the Common Core Standards in Reading and Math. Mean score designated for Callahan Intermediate School FCAT Science score is a 59% or above. Formal and informal Student assessments	Teachers' Lesson Plans Student science grades. Parent and Teacher survey Title One survey
2	Students' lack of exposure to science and STEM activities.	Student and parent science and STEM activities. Science and STEM field trips	Jill Williams- Math/Science Chair Susan Howard- Principal Ashley thompson- K Chair	Parent surveys, teacher surveys, continual achievement on the FCAT.	FCAT, science basal assessments and student grades in science.

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

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 an enriched curriculum for high achieving students. Callahan Elementary will provide a challenging science curriculum for students in K-2 to enhance science learning.

	2012 Current Level of Performance:	2013 Expected Level of Performance:
	Approximately 21% (46) of the fifth grade students (218) at CIS achieved a Level 4 or 5 on the Science FCAT.	The goal for CIS is that 2% or more fifth students will achieve a Level 4 or 5 on FCAT. The goal for Callahan Elementary is to provide a strong knowlege base in science for all students.

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	Not providing a challenging and enriched science curriculum to peak the interest of students.	Callahan Elementary School will provide an after-school program, the Einstein Club, for students who show a high interest in Science.	Math/Science Committee, Teachers, and Administration	Student attendance, parent surveys, student science grades. Increase in students who score a level 4 or above at CIS.	School surveys, student final grades.

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:	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				

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						

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
To enhance science and math curriculum.	Math/Science Night	Fundraisers SAC	$250.00
			Subtotal: $250.00
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: $250.00

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 Elementary 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 at Callahan Intermediate School met high standards (Level 3 or above) on the Writing FCAT.	82% of students in grades K, 1, and 2 will meet or exceed 82% Common Core Curriculum Standards as indicated by Writing Rubrics and cumulative grades.

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	Lack of exposure to the writing process.	All instructional staff will utilize the Harcourt Storytown Basal Reading series to reinforce the writing process. The writing process is an integrated portion of the entire reading basal series. Teachers will use minimul writing guidelines set up by the writing council.	Principal, Assistant Principal	Classroom observations and writing portfolios.	Teacher lesson plans
	Lack of consistency	The Writing Council has	Principal,	Classroom observations,	Teacher lesson

2	across the grade levels in grading student writing.	created a writing curriculum standards booklet with graded student samples to improve overall writing in the school. This sets up minimal writing guidelines for each grade level. Utilization of school-wide mail system and monthly writing prompts to increase writing skills.	Assistant Principal, and Teachers.	writing rubrics, and writing portfolios.	plans

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

<div align="center">

Problem-Solving Process to Increase Student Achievement

</div>

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
No Data Submitted						

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
To enhance writing curriculum.	Writing Council	Fundraisers	$500.00
			Subtotal: $500.00

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: $500.00

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:	Attendance is vital to a child's education. Callahan Elementary School's goal is to decrease the number of students who have excessive tardies and absences.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
The current attendance rate is 94.90%.	The expected attendance rate is 96%.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
5.0%	8%
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
13%	10%

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	Kindergarten students are not required by law to attend school and be counted as truant until they turn six years of age.	Attendance intervention program monitoring absences of students.	Data Entry, teachers, and Asst. Principal.	Attendance rate increases	Monthly, weekly, and EOY attendance reports.
	Lack of parent connection to school and school related	Parental Involvement day and night activities to build parent	School-wide	Sign-in sheets, surveys, and volunteer hours.	Increase in parent involvement by

2	activities.	relationships.			counting the number of participants and see if there is a correlation with increased attendance.
3	Health concerns/ communicable diseases. Lack of health care.	Work with the county health department on ways to help our families without health care. Education of students, teachers, and parents on how to prevent the spread of flu and colds.	Health Department, County Office of Intervention and Prevention, Principal, teachers, and school health aide.	Attendance rate increase and the number of school clinic referrals.	Monthly, weekly, and EOY attendance reports.

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						

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
			Grand Total: $0.00

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:	After analyzing suspension data, this is not an area in need of improvement.
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
1	0
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
1	0

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
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:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Callahan Elementary School recognizes the importance of parental involvement. Our goal is to build strong relationships with our parents by providing numerous school events,volunteer program,PTO,parent resources, and services. Communication is vital between home and school.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
82%(492) of parents/guardians have participated in school activities during the school year.	Our goal is to have 85%(510)of our parents/guardians participate in school activities during the school year.

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	Work schedules of parents	Offer parental involvement activites during the day and night. All Pro Dad breakfast will be held before school monthly during the school year. Workshops, student & parent activity nights,and a science night will be held after	Principal, Leadership Council, PTO, SAC	Count the number of attendees	Parent surveys and sign-in sheets

		school during the school year.			
2	Community team sports	Coordinate school activities calendar with sports calendar, schedule events during the day or after practice hours.	Principal, Leadership Council, and School Committee Chairs	Count the number of attendees	Parent surveys and sign-in sheets
3	Parents not feeling welcomed	Provide staff training on the value of parent involvement and create a welcoming environment.	The Principal and All Faculty and Staff	Count the number of attendees	Parent surveys and sign-in sheets
4	Uninterested parents	Conduct parent involvement events that include food, prizes, and interaction with the faculty.	The Principal and All Faculty and Staff	Count the number of attendees	Parent surveys and sign-in sheets

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
The Importance of Parents and Volunteers	K-2	Rebecca Dixon, Abbyjane Kimbrel, Laurie Kepner, Susan Howard and sabrina Faircloth	School-wide	7/2012-5/2013	Climate surveys from faculty and parents	Susan Howard

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
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
The Importance of Parents and Volunteers- PD for teachers at faculty meetings	Handouts	Fundraisers	$100.00
			Subtotal: $100.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
To increase positive relationships and communications with parents.	Volunteer Comittee	Fundraisers	$600.00
To increase positive relationships and communications with parents and family members.	All Pro Dad	Fundraisers and donations	$500.00

	Subtotal: $1,100.00
	Grand Total: $1,200.00

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:	To increase student achievement through the effective integration of science, technology, engineering, and math in an effort that develops a highly skilled 21st Century workforce. To increase STEM literacy so that all students (100%) can think critically when utilizing the STEM components. (science, math, engineering, and technology.)

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	Teachers lack of understanding of the STEM literacy skills to help students practice and deepen new knowledge.	Professional development in critical thinking skills and questioning strategies for teachers in the STEM literacy skills.	Susan Howard-Principal Sabrina Faircloth-Asst. Principal	Increase in student STEM presentations and projects. Use the IXL software program. School Surveys	Student STEM presentations and projects. School climate surveys by faculty and parents. Title I surveys
2	Improving the quality of math and science instruction.	Professional development(PLCs)in math and science utilizing the common core standards. STEM presentations and special activities for students.	Grade-level chairs Susan Howard-Principal Sabrina Faircloth-Asst. Principal	Student math and science grades. SAT10 & IDMS assessments.	School climate surveys by faculty and parents. Title I surveys

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						

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
*See math and science budget.			$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of STEM Goal(s)

Additional Goal(s)

Technology Goal:

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:	
1. Technology Goal Technology Goal #1:	For the students at Callahan Elementary to have more access to technology resources.
2012 Current level:	2013 Expected level:
100% of teachers at Callahan Elementary are using technology in the classroom.	To improve overall student use and activities of technology resources in the classroom.

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	Over 62% of students at Callahan Elementary are on free and reduced lunch. Students living in poverty have fewer opportunities to utilize technology.	Callahan Elementary will be utilizing the district technology resources. (document camera, 3 classroom student computer stations, microphone, teacher laptop). All teachers will take their students to the computer lab weekly for technology instruction. Technology/computer based projects and activities will be emphasized. Students will have access to on-line reading and math programs to enhance their academic skills. (AR,IXL, Harcourt math, science and reading)	Principal, Asst. Principal, Teachers and Technology contact.	Classroom Observations (formal and informal) and student projects.	Classroom observations, monitoring of teacher sign-in sheets at the computer lab and student projects.

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
Energizing the Common Core Classroom using Marzano	Prek-2	Kim Adsit-SDE	School-wide	October, 2012	Implementation report. Walkthroughs	Administration

Strategies						
Peer observations	Prek-2	Susan Howard & Sabrina Faircloth-School administrators	School-wide	September. 2012-April 2013	Reflections,lesson plans, walkthroughs,and student data.	Administration
Reading Rigor	Prek-2	Julie Warren	School-wide	August 2, 2012	Walkthroughs, lesson plans and student data.	

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 Technology Goal(s)

Title I Goal:

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:	
1. Title I Goal Title I Goal #1:	To increase the percentage of economically disadvantaged students scoring a 3 or higher or to make learning gains on the FCAT in reading and math. Callahan Elementary School's goal is to increase student skills in reading and math to enable economically disadvantaged students to score at or above grade-level on the FCAT. The goal is for CES students to score 2% or higher on the SAT 10.
2012 Current level:	2013 Expected level:
CIS has 65% of struggling students making progress in reading and 64% math. Our school average scores were: 1st grade-71 (reading) 67 (math) 2nd grade-74 (reading) 77 (math) on the SAT 10.	Our expected level for 2012 is that students will score a 2% or higher in math and reading on SAT 10.
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
	Lack of student	IXL math software,	Administration,	Analyzing data from	Scores on

| 1 | knowledge and skills in reading and math | LEXIA software,AR program, Parent Workshops, Title I intervention, grade-level pacing guide, and curriculum. | and teachers | local and state assessments to compare and evaluate learning gains. | FCAT,SAT 10, FAIR, IDMS,K EOY assessments and district assessments |

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
Marzano Training-Target Goals and Rubrics	K-2	Susan Howard and Sabrina faircloth	School-wide	Summer, 2012	Walkthroughs, evaluations, and stduent achievement	Administration
Energizing the Common Core Classroom with Marzano Strategies	K-2	Kim Adsit	School-wide	October 16, 2012	Walkthroughs and student achievement	Administration
Reading Rigor	K-2	Julie Warren	School-wide	August 2, 2012	Walkthroughs and student achievement	Administration
AR Training	K-2	Laurie Kepner and Michelle Maddox	School-wide	October 2012	Student AR achievment and meeting goals	Michelle Maddox, grade-level chairs and administration

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 Title I Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	To increase student achievment by providing classroom resources.	Connect 4 (Bingo book night) Family Night (Reading resouces) Books of the Month Reading Council Family Night	Fundraising Box Tops Private Donations	$1,800.00
Mathematics	To enhance math and science curriculum.	Math/Science Night	Fundraisers SAC	$250.00
Science	To enhance science and math curriculum.	Math/Science Night	Fundraisers SAC	$250.00
Writing	To enhance writing curriculum.	Writing Council	Fundraisers	$500.00
				Subtotal: $2,800.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	To increase student digital literacy.	I-Pad Apps	Fundraising	$500.00
				Subtotal: $500.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Parent Involvement	The Importance of Parents and Volunteers- PD for teachers at faculty meetings	Handouts	Fundraisers	$100.00
				Subtotal: $100.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Parent Involvement	To increase positive relationships and communications with parents.	Volunteer Comittee	Fundraisers	$600.00
Parent Involvement	To increase positive relationships and communications with parents and family members.	All Pro Dad	Fundraisers and donations	$500.00
STEM	*See math and science budget.			$0.00
				Subtotal: $1,100.00
				Grand Total: $4,500.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

꙳ɳ Priority	꙳ɳ Focus	꙳ɳ Prevent	ꙵɳ NA

Are you a reward school: ꙵɳ Yes ꙵɳ No

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

No Attachment (Uploaded on 10/4/2012)

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.

Projected use of SAC Funds	Amount
Substitute monies for teachers to attend activites not covered by district funding.	$400.00
Science and Math Family Night activities	$300.00

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

The School Advisory Council will be updating the School improvement Plan, working on the Parent Involvement Plan, Title One documents, improving parent communication, giving input to the family/parent activities, previewing math and reading basals, and making decisions on the use of SAC funds.

AYP DATA

SCHOOL GRADE DATA

No Data Found
No Data Found
No Data Found