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School Board Approval

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

SIP Authority

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

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

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Altha Public School strives to provide every student the opportunity to excel academically, emotionally, and socially in a safe, positive environment.

Provide the school's vision statement

Altha Public School believes each student should be recognized as a unique individual who should be allowed to perform at their full potential academically, emotionally, and socially - regardless of race, gender, ethnic or social background, religious beliefs, or ability.

Altha Public School believes that a caring relationship between teachers and students is vital to ensure the success of every child.

Altha Public School recognizes that a Pre-Kindergarten through twelfth grade school has a greatly varied age differences and needs, which provide unique opportunities and challenges. Therefore, Altha Public School believes it is crucial for teachers, parents, and community members, collaboratively, to provide students with experiences that will enable them to become productive citizens.

B. School Leadership Team

School Leadership Team

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

Leadership Team Member #1

Employee's Name

Patrick Jones

Position Title

Principal

Job Duties and Responsibilities

Patrick Jones serves as instructional leader as he communicates the school's vision and mission to all stakeholders and functions as the school's primary spokesperson. He establishes high, clearly

defined, measurable instructional expectations and models open communication. He creates a cooperative atmosphere where the sharing of ideas is encouraged. Mr. Jones oversees the school budget, makes decisions regarding faculty usage, teacher assignments, and scheduling. He conducts staff and teacher evaluations, provides coverage and security at school sponsored events, and serves as the school's contact for professional learning.

Leadership Team Member #2

Employee's Name

Carla Daniels

Position Title

Assistant Principal

Job Duties and Responsibilities

Mrs. Daniels serves as an instructional leader and practices shared decision making as it relates to various aspects such as discipline, conducting teacher observations, overseeing text book adoptions, and the approval and purchasing of instructional materials. She facilitates the writing of the School Improvement Plan and oversees Title I and parent involvement activities.

Leadership Team Member #3

Employee's Name

LeAnna Hall

Position Title

Assistant Principal

Job Duties and Responsibilities

Assistant LeAnna Hall serves as an instructional leader and practices shared decision making as it pertains to discipline, student attendance, conducting teacher observations, and the monitoring of student progress data. She serves as the lead for the MTSS process as well as oversees the schools' various student sports and ensures that all student safety regulations are followed.

Leadership Team Member #4

Employee's Name

Charlene Yon

Position Title

School Counselor

Job Duties and Responsibilities

Mrs. Yon oversees student enrollment for 6 - 12th grade and Exceptional Student Education at the

school level. She also establishes standardized testing schedules and coordinates online requirements.

Leadership Team Member #5

Employee's Name

Zoe Tatum

Position Title

School Counselor

Job Duties and Responsibilities

Mrs. Tatum oversees student enrollment for K - 5th grades and Exceptional Student Education at the school level. She also establishes standardized testing schedules and coordinates online requirements.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

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

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

The Student Advisory Council is used to involve all stakeholders in the SIP development process. The Student Advisory Council is comprised of the school leadership team, teachers, staff, parents, students, and business and community leaders. The SAC meets to discuss and determine the needs of the school using current school data. Once the needs of the school have been identified, then discussion is held to determine the best practices to implement in order to meet the needs for all students. The SIP is then developed. Once developed, the SIP is reviewed and approved by the Student Advisory Council.

SIP Monitoring

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

The SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students by conducting classroom walkthroughs and regular progress monitoring assessments. The school will review data after each progress monitoring assessment to continue identification of learning gaps and/or issues to address in the classroom or with after school tutoring. The progress monitoring data as well as any data gathering via classroom walkthroughs will be used to revise the SIP in order to ensure continuous improvement.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	COMBINATION PK-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	10.3%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	90.3%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: B 2022-23: B* 2021-22: B 2020-21: 2019-20:

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	30	20	17	8	10	16	17	9	18	145
One or more suspensions	1	1	1	0	0	4	0	8	10	25
Course failure in English Language Arts (ELA)	0	2	1	1	0	2	0	1	2	9
Course failure in Math	0	0	2	1	1	0	0	0	0	4
Level 1 on statewide ELA assessment	2	5	5	6	5	10	11	9	7	60
Level 1 on statewide Math assessment	6	6	5	2	3	6	8	6	3	45
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	19	3	8	14						44
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	1	2	0	2					5

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	5	4	6	2	6	8	7	7	8	53

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	7	3	0	2	2	0	0	0	2	16
Students retained two or more times	0	0	0	0	1	0	0	0	0	1

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

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

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

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

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

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Students with two or more indicators										0

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

The number of students retained:

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

2. Grades 9-12 (optional)

Current Year (2024-25)

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days	19	31	16	16	82
One or more suspensions	9	14	9	5	37
Course failure in English Language Arts (ELA)	0	1	1	1	3
Course failure in Math	0	0	0	1	1
Level 1 on statewide ELA assessment	3	20	10	10	43
Level 1 on statewide Algebra assessment					0

Current Year (2024-25)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	17	24	11	10	62

Current Year (2024-25)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year	0	0	0	0	0
Students retained two or more times	0	2	2	0	4

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	55	56	58	52	54	53	56	50	55
ELA Grade 3 Achievement **	54	60	59	67	63	56			
ELA Learning Gains	54	55	59				49		
ELA Learning Gains Lowest 25%	52	64	54				42		
Math Achievement *	59	59	59	52	54	55	55	34	42
Math Learning Gains	55	58	61				55		
Math Learning Gains Lowest 25%	61	56	56				47		
Science Achievement *	66	60	54	53	54	52	57	53	54
Social Studies Achievement *	72	68	72	59	59	68	71	54	59
Graduation Rate	95	96	71	93	94	74	91	47	50
Middle School Acceleration	41	56	71	57	63	70	81	49	51
College and Career Readiness	68	78	54	55	71	53	67	68	70
ELP Progress			59			55		61	70

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

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

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

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

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	61%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	732
Total Components for the FPPI	12
Percent Tested	99%
Graduation Rate	95%

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
61%	61%	61%	51%		61%	61%

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

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	52%	No		
Hispanic Students	60%	No		
Multiracial Students	64%	No		
White Students	61%	No		
Economically Disadvantaged Students	54%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	40%	Yes	1	
Hispanic Students	40%	Yes	1	
Multiracial Students	54%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
White Students	62%	No		
Economically Disadvantaged Students	57%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	42%	No		
English Language Learners				
Native American Students				
Asian Students				
Black/African American Students				
Hispanic Students	42%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Multiracial Students	62%	No		
Pacific Islander Students				
White Students	61%	No		
Economically Disadvantaged Students	57%	No		

D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	55%	54%	54%	52%	59%	55%	61%	66%	72%	41%	95%	68%	
Students With Disabilities	38%		44%	52%	35%	47%	50%	50%	55%		100%	50%	
Hispanic Students	47%		63%		54%	75%							
Multiracial Students	71%		75%		47%	64%							
White Students	55%	54%	52%	49%	61%	54%	62%	68%	71%	45%	96%	70%	
Economically Disadvantaged Students	49%	50%	52%	51%	58%	57%	60%	58%	68%	40%			

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	52%	67%			52%			53%	59%	57%	93%	55%	
Students With Disabilities	40%				28%			30%	21%		83%	40%	
Hispanic Students	38%				41%								
Multiracial Students	58%				50%								
White Students	53%	69%			52%			53%	60%	62%	92%	53%	
Economically Disadvantaged Students	45%	63%			44%			43%	55%	50%	96%	57%	

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	56%		49%	42%	55%	55%	47%	57%	71%	81%	91%	67%	
Students With Disabilities	34%		41%	42%	36%	37%	29%	50%	64%				
English Language Learners													
Native American Students													
Asian Students													
Black/African American Students													
Hispanic Students	29%		33%		47%	57%							
Multiracial Students	75%		70%		42%								
Pacific Islander Students													
White Students	57%		49%	39%	56%	55%	46%	58%	71%	83%	93%	66%	
Economically Disadvantaged Students	49%		47%	45%	47%	48%	38%	53%	70%	70%	86%	72%	

E. Grade Level Data Review – State Assessments (pre-populated)

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

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

SUBJECT	GRADE	2023-24 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	10	62%	53%	9%	53%	9%
Ela	3	54%	62%	-8%	55%	-1%
Ela	4	48%	51%	-3%	53%	-5%
Ela	5	48%	49%	-1%	55%	-7%
Ela	6	55%	58%	-3%	54%	1%
Ela	7	64%	65%	-1%	50%	14%
Ela	8	58%	54%	4%	51%	7%
Ela	9	40%	50%	-10%	53%	-13%
Math	3	61%	64%	-3%	60%	1%
Math	4	61%	56%	5%	58%	3%
Math	5	46%	43%	3%	56%	-10%
Math	6	55%	71%	-16%	56%	-1%
Math	7	64%	69%	-5%	47%	17%
Math	8	54%	53%	1%	54%	0%
Science	5	54%	51%	3%	53%	1%
Science	8	58%	54%	4%	45%	13%
Civics		75%	74%	1%	67%	8%
Biology		75%	62%	13%	67%	8%
Algebra		47%	47%	0%	50%	-3%
Geometry		64%	54%	10%	52%	12%
History		66%	62%	4%	67%	-1%

2023-24 WINTER

SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
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Algebra		9%	10%	-1%	16%	-7%
Biology		<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
Geometry		<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				

2023-24 FALL

SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
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Algebra		10%	8%	2%	17%	-7%
Geometry		7%	7%	0%	16%	-9%

III. Planning for Improvement

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

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

Most Improvement

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

The data component that showed the most improvement was Grade 8 ELA. Spring 2024 Grade 8 ELA FAST test showed a 58% proficiency, which was 7% above the State proficiency rate. This proficiency score was also a 27% increase from the previous years (2023) Grade 8 ELA FAST test. The Spring 2024 8th grade cohort also saw a 17% increase in their proficiency levels from their Grade 7 ELA FAST test to the Grade 8 ELA FAST test.

There were several new actions taken last year that contributed to the improvement of this data component such as teacher changes, new curriculum that provided more individual support for students, and data chats/conferences held with students to set achievable goals.

Lowest Performance

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

Grade 5 ELA and Math showed the lowest performance for Spring 2024 FAST testing. ELA scores for grade 5 decreased by 18% from Spring 2023 ELA FAST testing to the Spring 2024 ELA FAST test, scoring them at 48% proficient. This proficiency score is 7% below the State, as well as establishing a downward trend for grade 5 ELA and this particular cohort of students.

Grade 5 math has a similar downward trend for the Spring 2024 Grade 5 Math FAST test and for this same cohort of students. Grade 5 Math FAST test had an 18% decrease from Spring 2023 to Spring 2024, as well as scoring 10% below the State in proficiency.

Greatest Decline

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

The data component with the greatest decline from Spring 2023 testing to Spring 2024 testing was the Grade 9 ELA. The proficiency for Grade 9 ELA decreased by 20% from 2023 to 2024. Factors that contributed to this decline are attendance concerns, high suspension rate, and a high percentage of substantial reading deficiency students in this grade group.

Greatest Gap

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

The Grade 9 ELA data had the greatest gap when compared to the state average. The contributing factors remain attendance concerns, high suspension rate, and a high percentage of substantial reading deficiency students in the grade group cohort.

The trend for this grade group cohort is positive, despite the low proficiency scores. There was a 9% proficiency growth made for this cohort from their Grade 8 ELA (2023) to the Grade 9 ELA (2024), showing an upward trend we hope to continue.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

In reflecting on the EWS data, attendance is an area of concern. Data shows that in grades K-12 there were 35% of our students missing 10% or more school days. The 2024 Grade 10 cohort has the largest attendance concern with 47% of the class missing 10% or more days of school.

A second area of concern would be the Substantial Reading Deficiency. The 2024 Grade 4 cohort has 15 out of 35 (43%) students that are considered to have a substantial reading deficiency. School wide the substantial reading deficiency for our students is at 23%.

Highest Priorities

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

1. Increase student attendance. In Grades K-12, the percentage of students absent 10% or more of school days is 35%. In grades K-5 alone, 35% of students are below 90% attendance for the school year. Grades 6 - 12 attendance rates are the same.
2. Grade 5 ELA. The proficiency for Grade 5 ELA was 48%, placing Altha Public School on the RAISE list. This proficiency score shows a decrease from Spring 2023 to Spring 2024 of 18% and also shows this grade group cohort to have three years of declining FAST scores.
3. Grade 4 ELA. The FAST scores from Grade 4 ELA also placed Altha Public School on the RAISE list with 48% proficiency. This was a decrease of 7% from Spring 2023 to Spring 2024.
4. Grade 9 ELA. The Grade 9 ELA proficiency for Spring 2024 was 40%, a 20% decrease from 2023. However, this cohort of students has a trend of low scores and will now be taking the Grade 10 ELA FAST test, which is a graduation requirement.
5. Grade 5 Math. Math proficiency scores from 2023 to 2024 decreased 18%, having only 46% score Level 3 or above. This also shows a trend with the grade group cohort as their math scores have decreased each year.

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

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

Area of Focus #1

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

Instructional Practice specifically relating to ELA required by RAISE (specific questions)

Area of Focus Description and Rationale

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

Our area of focus this year is improving student performance in Grades 4 and 5 ELA. This focus is important because strong literacy skills are foundational for success across all subject areas. Proficiency in English Language Arts enhances student abilities to understand complex text and helps them to engage more in classroom discussions and improve overall academic performance. Grade 5 ELA was identified as a crucial need for several reasons. Data shows that Grade 5 ELA scores not only were below the State by 7%, but also below the 50% threshold of proficiency necessary to remain off the RAISE list. Proficiency scores also decreased by 18% from 2023 to 2024, showing a three year downward trend.

Grade 4 ELA is also identified as a crucial need due to performing below the 50% threshold of proficiency required of RAISE. There was also a 7% decrease in proficiency from 2023 to 2024. This grade group cohort also decreased in proficiency by 16% from 3rd to 4th grade ELA FAST testing.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Our K-2 instructional practices are grounded in research based approaches that align with the Science of Reading, ensuring with fidelity to proven methods that promote literacy development. Altha Public School utilizes explicit, systematic, and multi-sensory reading instruction. Reading horizons, along with our core curriculum, allows for consistent application of these strategies. Additionally, these practices are aligned with the B.E.S.T standards which emphasize foundational skills and help to improve students literacy.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

Altha Public School instructional practices for grades 3-5, are grounded in research based approaches that align with the Science of Reading, ensuring with fidelity to proven methods that promote literacy development. Our school utilizes explicit, systematic, and multi-sensory reading instruction. Reading horizons, along with our core curriculum, allows for consistent application of these strategies. Students that have been identified as having a reading deficiency are also

supported through the use of Amira Learning. Additionally, these practices are aligned with the B.E.S.T. standards which emphasize foundational skills and help to improve students literacy.

Grades K-2: Measurable Outcome(s)

Kindergarten students scoring Level 3 or higher on the STAR Early Literacy will increase from 67% to 72%.

Grade 1 students scoring Level 3 or higher on the STAR Reading will increase from 66% to 71%.

Grade 2 students scoring Level 3 or higher on the STAR Reading will increase from 75% to 80%.

Grades 3-5: Measurable Outcome(s)

The percent of students scoring Level 3 or higher will increase from 54% to 59% on the Grade 3 ELA FAST test.

The percent of students scoring Level 3 or higher will increase from 48% to 53% on the Grade 4 ELA FAST test.

The percent of students scoring Level 3 or higher will increase from 48% to 55% on the Grade 5 ELA FAST test.

Monitoring

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

The Area of Focus - Grades 4 and 5 ELA - will be closely monitored using a variety of tools. Regular diagnostic assessments through iReady and STAR will provide ongoing insight into student progress. This will allow data to be easily assessed for targeted interventions and instruction. Professional Learning Communities will also be a way to collaboratively analyze student data, share best practices, and plan interventions based on progress monitoring results. These communities will help ensure consistency and fidelity in instructional practices. The administrative team will also conduct regular walk throughs as well as participate in PLC meetings. This multi-layered approach will help meet our goals in ELA.

Person responsible for monitoring outcome

District and School Personnel

Evidence-based Intervention:

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

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:**Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1**Person Monitoring:****By When/Frequency:**

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

IV. Positive Culture and Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

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

Altha Public School area of focus is student attendance. The percent of students absent 10% or more school days for grades K-5 is 35%, grades 6 - 8 is 31%, and grades 9 - 12 is 38%, giving an overall school percentage of 35%. Poor attendance can hinder the development of foundational literacy and math skills, as well as a students ability to engage in complex content. Chronic absenteeism leads to lower proficiency in core subjects such as ELA and Math and is a factor in underperformance of many grade levels.

Measurable Outcome

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

In 2022-2023 the attendance rate for those students that were absent 10% or more school days was 28%, with the 8th grade having the highest rate of absences. In 2023-2024, that attendance rate increased to 35%, with the same grade group cohort having the highest rate of absences. The goal for this school year is to improve the attendance rate from 35% to 25%, as decrease in absences of 10%.

Monitoring

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

Altha Public School attendance data will be monitored weekly, with reports to track the percentage of students attending regularly and those at risk of chronic absenteeism. This data will be broken down by grade level and individual classes for more targeted interventions as necessary. We will post weekly attendance data on a visible platform for the community and staff. We will celebrate attendance with a variety of incentives throughout the year and will work to build community awareness of the importance of regular attendance and its impact on learning.

Person responsible for monitoring outcome

School Administration Team

Evidence-based Intervention:

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

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Person Monitoring:

By When/Frequency:

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

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

Dissemination Methods

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

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

Altha Public School provides all stakeholders with the Schoolwide Improvement Plan at School Advisory Council meetings. The SAC, which is composed of the school leadership team, teachers, staff, parents, students, and business and community members, meets to discuss and approve the Schoolwide Improvement Plan. The SIP is then discussed at later meetings in order to monitor the progress of said plan. The SIP is also available to disseminate through Parent Square in order for stakeholders to have a digital copy.

Positive Relationships With Parents, Families and other Community Stakeholders

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

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

Altha Public School plans to build positive relationships with parents, families, and other community stakeholders in a variety of ways. The school utilizes tools such as Parent Square, parent conferences, open house, literacy night, family breakfast, honor assemblies, and SAC meetings in order to promote communication, collaboration, and positive relationships. These tools provide opportunities for parents and families to be active participants in their child's education.

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include

the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)(ii))

Altha Public School plans to strengthen the academic program in the school by improving student attendance rates, which will allow for less loss of instructional time, thereby improving student achievement. Altha provides advanced courses for 8th grade through offering Algebra I to students scoring Level 3 or above on their math assessment. The school has also implemented an art class for an elective, which provides more enrichment and incentive for students. Field trips for 5th grade, 7th grade, and 11th to local colleges and university are also used to encourage students academically.

How Plan is Developed

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

The Calhoun County School District creates a K-12 Reading Plan each year. This plan is developed in coordination with local programs and services, as well as our CTE programs. All schools within our district carry out this plan.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

Altha Public School strives to meet the needs of all our students. The school offers guidance services and counseling at each grade level and each grade is assigned a certified guidance counselor. Student access to support begins in the classroom, as a teacher is frequently the first contact to whom a student reaches out for assistance and support. Teachers are required to participate in Youth Mental Health First Aid Training where they learn best practices to support students. Teachers also refer students to the guidance department, who in turn assess the level of need required by the situation. From there, interventions take many forms, such as student/parent meetings with a school counselor, social worker, or school psychologist. Counseling services are provided to students who require ongoing one on one services. Teachers are also supported by guidance counselors concerning mandatory reporting of suspected abuse or neglect. The district's licensed mental health counselor is also available to students, parents, teachers, and administrators. Threat assessment team meetings are also conducted monthly to discuss any mental health concerns we may have for our students with the district mental health counselor.

Preparing for Postsecondary Opportunities and the Workforce

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

Students at Altha Public School are provided with many opportunities to prepare for the workforce and/or postsecondary education. Altha Public School partners with Chipola College to allow students to earn college credit via dual enrollment. The school also utilizes the CTE program to assist students with certifications in culinary, welding, and technology. These certifications are beneficial to students who are seeking to join the workforce after graduation. In addition, middle grades students are enrolled in a college and career planning course and Seniors have the opportunity to tour Chipola College campus and become acquainted with various programs they offer. High School students also have the opportunity to take the DCT course and work in their chosen industry.

Addressing Problem Behavior and Early Intervening Services

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

Altha Public School follows the Calhoun County School District Code of Conduct to address behavior and the consequences for problem behavior. Students who are identified as showing signs of problem behavior can be recommended for counseling services. IEP teams also meet as necessary, if a qualifying student shows signs of problem behavior, to discuss plans to put in place to support students.

Professional Learning and Other Activities

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

Throughout the year, all teachers, paraprofessionals, and other school personnel have the opportunity to attend and participate in professional learning. Preplanning days at the start of the school year, as well as teacher planning days, are utilized to schedule professional learning opportunities on topics such as Marzano, Renaissance, and iReady. Grade group meetings for K-5 are held weekly to provide an opportunity to review data, instructional strategies, etc. Secondary teachers also participate in periodic meetings to discuss data, student concerns, etc. Administration attends most meetings to ensure teachers are supported in an effort to recruit and retain effective teachers.

Strategies to Assist Preschool Children

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

Altha Public School assists preschool children in the transition from early childhood education programs to local elementary school programs in several ways. A parent night, Soaring into Kindergarten, for upcoming Kindergarten students and families is held to explain the expectations and standards that will be taught. There is also a Kindergarten camp during the month of June that assists with transitions for future Kindergarten students. During this camp, students are taught the routines necessary to be successful the coming school year.

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

No Answer Entered

Specifics to Address the Need

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

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

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