Calhoun County School District

Altha Public School

2017-18 School Improvement Plan

Altha Public School

25820 NE FUQUA CIR, Altha, FL 32421

www.althaschool.org

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 3)
Combination School PK-12	Yes	92%

Primary Service Type (per MSID File)	**Charter School**	**2016-17 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	10%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	C	A*	B

Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan is pending approval by the Calhoun County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Altha Public School

DA Region and RED	DA Category and Turnaround Status
Northwest - [Wallace Selph](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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 student is vital to ensure the success of every child.

Altha Public School recognizes that a Kindergarten through twelfth grade school has 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.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

As students enter our school, parents fill out an enrollment packet. Teachers have access to this information and cumulative folders which helps them build background knowledge of the students' culture and also helps them to start building relationships. We have an open house prior to the beginning of school where all families are invited to meet teachers and the faculty. Teachers schedule conferences throughout the school year and families are encouraged to attend family events that facilitates rapport. Such activities include but are not limited to family book fair nights, PTO, SAC, autumn fest, math and reading nights, and grade level parent nights. Additionally, teacher and student relationships are built through after school activities that meet student interests such as school sponsored clubs, athletic events, and other extracurricular activities and through classroom instruction.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school

Altha Public School strives to create a safe environment for all students so that academic focus is a daily priority. Safety measures range from simple, non-invasive methods such as staff outside to welcome students as they arrive at school in the morning and monitoring hallways as students move about campus, to more involved procedures that include performing regularly scheduled emergency drills. Exterior gates also provide an additional layer of safety and security as well as our open door policy that provides students daily access to support staff such as guidance, a school nurse, the school resource officer, and school administrators. Furthermore, the Media Center is open a half hour prior to school starting daily as well as during middle and high school lunch as a comforting environment or safe haven where students can work, study, or read and all after school events are supervised by administration, staff, or faculty to ensure everyone's safety.The open door policy and administration's strive to set a clear example of respect by demonstrating honesty, listening openly,

and responding compassionately to all is an integral part of the school's culture and ensuring a safe school environment.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Altha Public School uses a district defined disciplinary step system, the Student Code of Conduct and Discipline publication, to minimize disruptions to the learning environment. The Student Code of Conduct and Discipline is provided to each student at the beginning of the year and is reviewed by the principal in large group settings. Parents and students are required to read and sign a form acknowledging receipt of the publication and agreement to abide by the stated rules. Prior to starting the school year, administrators across the district review the code of conduct together and institute changes according to the group's consensus. Training for school personnel to ensure the Code of Conduct is fairly and consistently enforced is accomplished through school level meetings during preschool that are led by administration. During disciplinary proceedings, the school's administrators frequently consult with each other, guidance counselors, teachers, and parents to ensure that discipline is just, accurate, fair, and clearly understood. Discipline data is kept and monitored to provide feedback on student behavior and discipline procedures.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Altha Public School endeavors to meet the social emotional 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. A teacher is frequently the first contact to whom a student reaches out for assistance and support, Teachers then make contact with the guidance department who in turn assesses 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 provided emergency contact numbers and are trained and supported by guidance counselors concerning mandatory reporting of suspected abuse or neglect.

3. Early Warning Systems
The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system

The FOCUS student database compiles student data related to attendance, course failures, standardize test results, suspensions, and how many students exhibit more than one indicator. The indicators include attendance below 90%, one or more suspensions, course failure in English Language Arts and Math,a Level 1 score on state assessments,students who score below grade level in the beginning of the year(BOY) iReady diagnostic in math and reading, and students who have more than one indicator.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	31	22	15	17	21	14	22	16	13	19	26	25	19	260
One or more suspensions	0	0	2	0	1	1	0	3	0	0	1	0	0	8
Course failure in ELA or Math	0	3	1	0	0	0	0	5	3	0	3	5	0	20
Level 1 on statewide assessment	0	0	0	0	7	7	13	14	16	8	14	22	14	115
iReady Reading (below grade level)	0	3	4	14	12	20	23	20	13	0	0	0	0	109
iReady Math (below grade level)	0	2	8	10	14	15	17	18	12	0	0	0	0	96

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	2	3	0	5	2	4	10	7	6	10	12	10	71

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Each teacher records attendance including tardies on a period by period basis. An absence from school results in an automatic call to the student's home informing them of the absence. At the start of the school year administration reviews the attendance policy with all students. Administration makes contact with parents through letters and phone calls weekly of students whose attendance if failing. If attendance fails to improve after parent contact is made, our district Family Liaison becomes involved to work on remedying attendance obstacles.

Teachers are expected to regularly record student grades in FOCUS. Parents and students are provided access to their grades. Progress reports are sent or mailed home once every nine week period for those in threat of failing. Students that have failed a core subject are referred to the MTSS process for student progress monitoring and specific interventions aimed at increased student academic performance.

Standardize test results are analyzed and students receive additional supports through iReady instructional software. Students in middle and high school grades are assigned an additional reading or math class as indicated by low FSA scores per subject. Teachers monitor student progress of those who scored below grade level on the iReady diagnostic and will put interventions in place to support the students' needs as deemed necessasry.

Every student discipline referral results in a call home by the administrator. The Exceptional Student Education district staff is notified when any ESE student receives any type of suspension.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/451223.

2. Description
A PIP has been uploaded for this school or district - see the link above.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Many school activities and events are possible at Altha Public School due to the support we receive from our Parent Teacher Organization (PTO) and local business partners. Our PTO's main function is fundraising. The group's proceeds provide an array of supplemental resources for teachers and students.The combination of parents, teachers, and community members in our School Advisory Council (SAC) facilitates communication of our community's hope for career-ready and work-force ready graduates. Altha School currently partners with Pizza Hut's Book It program, the local 4-H program and the Tropicana Speech contest, the County Health Department who sponsors the yearly school drive, as well as Ramsey's Cash Saver through their receipt contest, and local businesses that sponsor student scholarships.

C. Effective Leadership

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Price, Sue	Principal
Barber, Link	Assistant Principal
McCroan, Treva	Assistant Principal
Tatum, Zoe	Guidance Counselor
Yon, Charlene	Guidance Counselor
Ridley, Cassie	Teacher, K-12
Henson, Meagan	Teacher, ESE
Alday, Cindy	Instructional Coach

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The principal, Sue Price serves a instructional leader as she communicates the school's vision and mission to all stakeholders and functions as the school's primary spokesperson. She establishes high,clearly defined, measurable instructional expectations and models open communication. Mrs. Price creates a highly collaborative atmosphere where the sharing of ideas is encouraged and she is the school's liaison to the District Leadership Team. She oversees the school's budget, makes final decisions regarding facility usage, teacher assignments, and master scheduling. Mrs. Price also provides coverage and security at school sponsored events, conducts staff and teacher evaluations, and serves as the school's contact for professional development.
Assistant Principals, Link Barber and Treva McCroan also serve as instructional leaders and practice

shared decision making as it relates to various aspects such as discipline, student attendance, conducting teacher observations, overseeing textbook adoptions and the approval/purchasing of instructional materials, facilitating the writing of the School Improvement Plan, and overseeing parent involvement activities.

Guidance Counselors, Zoe Tatum and Charlene Yon oversee student enrollment and ESE services at the school level. They also establish all standardized testing schedules and coordinate the use of computers to meet all online testing requirements.

Curriculum Coach, Cindy Alday serves as an instructional leader and shares in decision making as she mentors beginning teachers and monitors the implementation of curriculum across all grade levels. She also facilitates the MTSS/RTI process with teachers and parents and maintains all required documentation.

Teachers, Cassie Ridley and Meagan Henson serve as instructional leaders and represent the interest of all teachers on the leadership team. They are model teachers as they daily exhibit best practices.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Through the use of FOCUS and its various reports regarding retention, referrals, ESE and ESOL status, attendance, academic performance across all subjects, and standardized test history; administrators review data to determine needs and align resources. Critical decisions regarding the master schedule, teacher assignments and certifications, personnel changes, course offerings, textbook materials, technology, and supplemental materials are discussed yearly as well as times when additional needs arise. When a need is determined, the request for resources is placed before the district for consideration and funding. The school leadership team brings leaders together in order to share information, brainstorm ideas to further student achievement, and review resources. District leaders also visit the school to meet formally and informally with staff to provide support, and discuss concerns.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Meagan Henson	Teacher
Cassie Ridley	Teacher
Linda Graham	Teacher
Jessica Olson	Teacher
Sara Kay Waldorff	Teacher
Amber Barth	Teacher
Sue Price	Principal
Mary Frank Brooks	Education Support Employee
Georgia Granger	Education Support Employee
Tonya Rowe	Education Support Employee
Max Scott	Student
Anna Alday	Student
Garrett Martin	Student
April Adkins	Business/Community
Linda Martin	Business/Community
Bobby Rowe	Parent
Tanice McClain	Parent
Beth Waldron	Parent
Brittny Bodiford	Parent
Carol Finuff	Business/Community

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

At the end of each school year, information pertaining to student achievement results and the extent of achieving the school improvement goals are shared with the SAC committee as well as the strategies that were implemented.

b. Development of this school improvement plan

Teachers are asked for input and suggestions on goals as well as strategies and interventions to use in establishing the goals for the school year. The SAC team offers input and suggestions based on questions asked of them and data from previous school years performance. Once the plan is finalized, the SAC committee votes on approval of the plan.
The SAC committee plays an important role in making and approving decisions that involve our teachers and students learning. They are actively involved in holding our faculty accountable to the school improvement plan and for promoting student growth and achievement.

c. Preparation of the school's annual budget and plan

The SAC members are presented with certain initiatives and/or funds that are allocated to be spent on particular items such as technology and are asked to give approval for the funds to be spent as

stated. SAC members will vote on their desire of how the monies should be spent. Major initiatives are increased technology, parental involvement, and student engagement.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

School improvement funds were spent to support the goals within the plan.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Price, Sue	Principal
Alday, Cindy	Instructional Coach
McGill, Missy	Teacher, ESE
Moore, Jaycee	Teacher, K-12
Hatcher, Shannan	Teacher, K-12
Stokes, Amber	Teacher, K-12
Basford, Tracy	Teacher, K-12
Pleasant, Kristy	Teacher, K-12
Waldorff, Sara	Instructional Media

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

The team's main initiative is to ensure that every teacher contributes to the reading improvement of every student.
Thus The team members will identify items to be discussed from various grade levels and special area teachers and implement strategies for improvement such as arrange for teachers to partner with other teachers across grade levels and subject areas on our campus and in other schools in the district. The team will initiate peer classroom observation time allowing teachers to share best classroom practices and model lessons and use of new materials that are a part of the text book series as needed. The team will also monitor and assist with incorporating the technology that is available for any given subject or textbook series. They will also conduct professional development as needed to assist in making the best use of the textbook series. Another priority will be to discuss and implement the FSA standards. The team will meet with other schools in the district to incorporate best practices and share ideas with the reading series and develop curriculum maps in regards to the Florida Standards.

D. Public and Collaborative Teaching
The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Positive working relationships between teachers are encouraged through a variety of means at each grade level and in each subject area.At Althat School, grade level teachers have the same planning period to collaborate and participate in team meetings as well as subject area teachers when the master schedule allows. During preschool the district also held grade alike and subject areas collaborations that included all schools. Teachers are encouraged to attend professional development activities and participate in Professional Learning Communities that are school and district based events for collaborative instruction and planning. Opportunities are provided for experienced and skilled teachers to mentor and coach new teachers. Positive interactions are also promoted by allowing input into the development of school based instructional initiatives.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

The school principal is committed to recruiting and retaining highly qualified teachers. A variety of techniques are used to identify and attract qualified applicants. These include soliciting names of prospective applicants, encouraging qualified educators to apply. Provision of mentoring, training and coaching are provided for first and second year new teachers and professional development with ESOL and Reading Teachers in the process of earning an Endorsement. The principal conducts a post conference with teachers whose overall evaluation rating is Needs Improvement or Unsatisfactory to determine specific goals and needs for professional development, in addition to needs for classroom strategies and behaviors. The district provides resources, coaching, and professional development to teachers in support to schools to develop and retain highly qualified effective teachers. Resources and/or professional development are provided to support the skills and knowledge needed to increase the number of In-field/Highly qualified/Effective teachers. Records are efficiently and effectively managed of the professional development activities to ensure teachers maintain their certification and remain up to date in their areas of certification.
We have partnered with Chipola College of Education and participate in Clinical Education training for mentor teachers. Principals have also participated in the college's interview training which allows principals to meet prospective teachers.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Teachers enrolled in the Calhoun Beginning Teacher Program are assigned a mentor. Principals pair the new educators with a novice and veteran at the school who typically is on the same grade level or subject area and has proven to be a peer educator who can be relied on. Mentors are provided with training and on-going support throughout the year. New educators attend orientation at the beginning of the year which includes introduction to District Staff as well as Calhoun School District's mission and values, common policies and procedures. The Calhoun Beginning Teacher Program is developed around the Marzano Evaluation Framework. Professional Development is provided to principals and teachers on the Framework. New Educators meet regularly with the District Coordinator of the program as well as their Mentor and discuss topics such as Florida Standards, Lesson Planning, The Florida Educator Code of Ethics, conducting effective parent conferences, district E-mail protocol and technology –based curriculum programs, Professional Education Competencies, Classroom and Behavior Management. The planned mentoring activities provide on-going and regularly scheduled opportunities for classroom visits, observations, Video Taped Lessons, self-reflection, coaching and feedback as well as collaboration in Professional Learning Communities for professional development in best practices and highly effective instructional strategies. The purpose of the on-going support strategies is to increase teacher effectiveness and ultimately increase student achievement.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The core instructional programs which Altha Public School uses are the adopted district materials that are aligned with the Florida Standards.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

In the process of starting a new school year, we analyzed student FSA/EOC data and district EOC test results to assign students to classes based on their Reading and math scores. As a result students were scheduled into remediation, regular or advance courses. During pre-school administrators presented school grade information and student test results to teachers discussing grade specifics such as proficiency and learning gains. Throughout the year, teachers use progress monitoring tools to determine their students level of achievement and what instruction (whole group and differentiated) is needed to help them advance. teachers make adjustments within the classroom setting to fit the needs of their students. Some of the adjustments include reteach, practice and enrichment. iReady and Write Score are used to differentiate instruction and remediate skills specific to each student's need. Students are also given the opportunity to attend boot camps/tutoring sessions throughout the year as they strive to meet state testing standards.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Before School Program

Minutes added to school year:

Students have the opportunity to go to the computer lab and receive differentiated ELA and math instruction through iReady five days a week.

Strategy Rationale

Provide students with additional differentiated instruction in addition to normal classroom hours.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Alday, Cindy, cindy.alday@calhounflschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

iReady reports will be analyzed by individual teachers and the curriculum coach to determine if gains are being made.

Strategy: Summer Program

Minutes added to school year:

Credit Recovery

Strategy Rationale

Allowing students the opportunity to retrieve missing credits

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Yon, Charlene, charlene.yon@calhounflschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Percent correct is analyzed at the end of each course attempted to determine if it is a passing grade.

Strategy: Extended School Year

Minutes added to school year:

Third grade summer reading camp

Strategy Rationale

Provide students with additional instruction and skills practice.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Tatum, Zoe, zoe.tatum@calhounflschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

At the end of the reading camp students take the SAT10 and results are analyzed to determine if students attained the concordant score for FSA ELA.

Strategy: Summer Program

Minutes added to school year:

Algebra I Bootcamp/ Tutoring

Strategy Rationale

Provides students additional instruction and skills practice.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Price, Sue, sue.price@calhounflschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Algebra I EOC and PERT scores will be analyzed for greater student achievement/proficiency.

Strategy: After School Program

Minutes added to school year:

Tutoring Sessions for FSA Math , ELA, Science, and EOCs

Strategy Rationale

Provides students additional instruction and skills practice.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
McCroan, Treva, treva.mccroan@calhounflschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

FSA ELA, Math, Science, and EOC scores will be analyzed for greater student achievement/ proficiency and learning gains.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

As new students are enrolled at Altha Public School, their cumulative records are reviewed by the school guidance department and are shared with teachers to help ensure a smooth transition

between schools. Kindergarten registration takes place in February/March of each year. Parents of incoming kindergarten students are encouraged to register their child for the upcoming school year. A class is offered through the Panhandle Area Educational Consortium (PAEC) to fifth grade students and their parents that addresses and provides strategies to possible transition issues that can occur between elementary and middle school. Zoe Tatum is also the guidance counselor for K-7th grade thus ensuring continuity in students' transitions from elementary to middle grades. Charlene Yon, our secondary level guidance counselor, works with eighth graders ensuring a smooth transition to high school. Orientation and classes are offered through our guidance department to students transferring to sixth grade as well as for ninth grade students entering from our feeder school. Guidance also has a parent/student night for high school grades where they discuss academic requirements and scholarship opportunities.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Altha School offers courses in technology, culinary, and agriculture that provide students the opportunity to achieve industry certifications. Dual Enrollment is also available through Chipola College with classes offered on Altha School's campus, online, and through attending Chipola College's campus. Representatives from Chipola College and Rex Lumber, a local business, meet with seniors yearly to inform them of programs of study and work opportunities with their industries. Seniors also have the opportunity to tour Chipola's campus and become acquainted with various programs that are offered. Altha school Students are encouraged to take the PERT, ACT, SAT, ASVAB, and other tests that are pertinent to their post secondary goals.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Students are able to earn certifications through the Culinary, Technology, and Agriculture courses offered at Altha School. These include SafeServe, Microsoft Office certifications, Software Development Fundamentals, Adobe Illustrator, Adobe InDesign, Adobe Photoshop, Certified Internet Web, IC3 Spark, and Agricultural Science Technology.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

In a small school setting, course offerings are limited to core curriculum and focused electives. Where possible, we do offer integrated and applied courses. However, mush of the integration is infused into the curriculum. There is a school wide effort, across the board, in core and elective classes to help students connect the subject matter to their future and possible careers. Real world applications of lessons taught and connection to careers are just two of the ways teachers help bridge the now and later relevance.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Based on the High School Feedback Report and working closely with Chipola College, reflections are made on our schedule and curriculum. Both are updated yearly to best serve the population of students in order to best prepare them for transition into post secondary education—whether it be academic or vocational programs. We encourage students to take Honors, Dual Enrollment and even AP courses through teacher guidance and having opportunities for students and parents to meet with guidance for individual planning. Florida Virtual School, along with Calhoun Virtual School, is offered as an option to meet the needs of individual students. The guidance counselor tracks graduation requirements and Bright Future Requirements and communicates these to the students so they may

take an active role in their own education and working toward future goals. Florida Shines .org is introduced to students in middle school and revisited at least yearly for students to review their own information and to remind students that they have access to their information. Students are offered the PSAT, PERT, and ASVAB tests starting in 10th grade and all students are encouraged to take the ACT, SAT, TABE, or FBAT prior to graduation. These scores are reviewed with the students and used to help them reflect on their learning and to plan for future learning. Seniors attend Senior Day and Career Day sponsored by Chipola College and also participate in a Senior Shadow Day, of an occupation of their choice. Even though students no longer have to choose a major area of interest, we encourage students to begin early working toward their career goals and making course selections that are meaningful to their goals. Career guidance is conducted yearly in a group setting using career curriculum. Seniors are provided opportunities to meet individually with guidance counselors, military recruiters, etc. Parent meetings are held with Senior and Freshmen to inform parents of high school requirements, scholarships and resources available to help their children plan their future. Math for college readiness has been implemented for help in the area of Math. This provides students who struggle in math an opportunity to sharpen their math skills before entering a post secondary institution. Also, our English 3 and 4 teacher has experience in providing instruction for English AP courses. Therefore, a conscious effort is made to prepare our students in the regular and honors English for the rigor of the college courses. Our social science teacher also teaches a dual enrollment World History, therefore, she teaches all courses with the rigor to help prepare all students for success in their postsecondary choice.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

School_Grade_2016-17.pdf
2016-2017 School Grade Report

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Altha Public School received a school grade of B for the 2016-2017 school year. School grade data indicates achievement above the state level in our Graduation Rate and College and Career acceleration. Additionally, student scores met or exceeded state averages in the area of student achievement in all categories except mathematics. Overall math achievement is slightly lower (5% points) when compared to overall ELA student achievement. Learning gains for ELA and Math are 47% and 46% and learning gains of the lowest 25% of students in ELA and math are 42% and 41%. After analysis it was determined that students entering middle school math this school year had learning gains that were lower in comparison to other grade levels.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

While Altha school believes that parent involvement is essential to student success, we experience little parent involvement despite providing opportunities. According to our Title 1 parent surveys our parents indicate the need for support and help to aid their students yet they also indicate that they can not attend opportunities provided by the school citing work schedules as the most common obstacle. Additionally, there is a higher percentage of ESE students in the middle school grades as opposed to grade levels.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   By the end of the 2017-2018 school year, we will improve our instructional effectiveness and student academic success through the use of student engagement strategies.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. By the end of the 2017-2018 school year, we will improve our instructional effectiveness and student academic success through the use of student engagement strategies. 1a

🔍 G094112

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	60.0
FSA Mathematics Achievement	55.0
Statewide Science Assessment Achievement	58.0
ELA/Reading Gains	49.0
Math Gains	48.0
ELA/Reading Lowest 25% Gains	44.0
Math Lowest 25% Gains	43.0
U.S. History EOC Pass	71.0
Civics EOC Pass	67.0

Targeted Barriers to Achieving the Goal 3

- A true understanding of student engagement versus student compliance.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Title 1 support

- Professional Development: Student Engagement by Susan Hentz and Lisa Dieker

- Professional Development: Greg Tang Math: Smart Strategies

- Eleot Tool

- Hacking Engagement book study

- Professional Development: Accountable Talk

- Collaborative Planning in the elementary grade levels

- Marzano teacher videos

- Teaching Channel, TedEd videos

Plan to Monitor Progress Toward G1. 8

Data from walkthroughs will be analyzed to determine teachers' effectiveness in student engagement.

Person Responsible
Sue Price

Schedule
Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion
The principal and assistant principals will meet/discuss with teachers to reflect and give feedback based on observation data.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

[1] = Problem Solving Step   🔑 S123456 = Quick Key

G1. By the end of the 2017-2018 school year, we will improve our instructional effectiveness and student academic success through the use of student engagement strategies. [1]

🔑 G094112

G1.B1 A true understanding of student engagement versus student compliance. [2]

🔑 B252789

G1.B1.S1 Teachers will attend professional development related to student engagement. [4]

🔑 S268123

Strategy Rationale

To ensure that each teacher has the background knowledge to implement student engagement activities aimed at increasing student achievement

Action Step 1 [5]

Teachers will be provided with a variety of activities related to student engagement

Person Responsible

Sue Price

Schedule

Annually, from 8/2/2017 to 5/25/2018

Evidence of Completion

Teachers will produce and demonstrate lesson plans and activities that foster student engagement.

Action Step 2 [5]

Teachers will attend professional development pertaining to accountable talk.

Person Responsible

Sue Price

Schedule

Daily, from 8/7/2017 to 5/25/2018

Evidence of Completion

Evidence of accountable talk will observed during classroom walkthroughs.

Action Step 3 `5`

Teachers will be provided with a variety of activities related to student engagement

Person Responsible

Sue Price

Schedule

Annually, from 8/3/2017 to 5/25/2018

Evidence of Completion

Teachers will produce and demonstrate lesson plans and activities that foster student engagement.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Classroom walkthroughs will be conducted periodically throughout the school year.

Person Responsible

Sue Price

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Informal classroom walkthrough observations

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Student achievement will be monitored through data analysis.

Person Responsible

Cindy Alday

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Data will be collected through a variety of assessments including but not limited to: iReady, Science benchmarks, STAR Reading and Math, STAR Early Literacy, classroom assessments, district writing assessments

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1 🔑 M378114	Data from walkthroughs will be analyzed to determine teachers' effectiveness in student engagement.	Price, Sue	8/10/2017	The principal and assistant principals will meet/discuss with teachers to reflect and give feedback based on observation data.	5/25/2018 monthly
G1.B1.S1.MA1 🔑 M381231	Student achievement will be monitored through data analysis.	Alday, Cindy	8/10/2017	Data will be collected through a variety of assessments including but not limited to: iReady, Science benchmarks, STAR Reading and Math, STAR Early Literacy, classroom assessments, district writing assessments	5/25/2018 monthly
G1.B1.S1.MA1 🔑 M381227	Classroom walkthroughs will be conducted periodically throughout the school year.	Price, Sue	8/10/2017	Informal classroom walkthrough observations	5/25/2018 monthly
G1.B1.S1.A1 🔑 A356857	Teachers will be provided with a variety of activities related to student engagement	Price, Sue	8/2/2017	Teachers will produce and demonstrate lesson plans and activities that foster student engagement.	5/25/2018 annually
G1.B1.S1.A2 🔑 A356858	Teachers will attend professional development pertaining to accountable talk.	Price, Sue	8/7/2017	Evidence of accountable talk will observed during classroom walkthroughs.	5/25/2018 daily
G1.B1.S1.A3 🔑 A356866	Teachers will be provided with a variety of activities related to student engagement	Price, Sue	8/3/2017	Teachers will produce and demonstrate lesson plans and activities that foster student engagement.	5/25/2018 annually

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. By the end of the 2017-2018 school year, we will improve our instructional effectiveness and student academic success through the use of student engagement strategies.

G1.B1 A true understanding of student engagement versus student compliance.

G1.B1.S1 Teachers will attend professional development related to student engagement.

PD Opportunity 1

Teachers will be provided with a variety of activities related to student engagement

Facilitator

Susan Hentz

Participants

Teachers K-5

Schedule

Annually, from 8/2/2017 to 5/25/2018

PD Opportunity 2

Teachers will attend professional development pertaining to accountable talk.

Facilitator

Cindy Alday, Paulette Bryant,and Tracie Taylor

Participants

All teachers

Schedule

Daily, from 8/7/2017 to 5/25/2018

PD Opportunity 3

Teachers will be provided with a variety of activities related to student engagement

Facilitator

Lisa Dieker

Participants

Teachers 6-12

Schedule

Annually, from 8/3/2017 to 5/25/2018

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Teachers will be provided with a variety of activities related to student engagement	$0.00
2	G1.B1.S1.A2	Teachers will attend professional development pertaining to accountable talk.	$0.00
3	G1.B1.S1.A3	Teachers will be provided with a variety of activities related to student engagement	$0.00
		Total:	$0.00