Altha Public School

2018-19 School Improvement Plan

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Altha Public School

25820 NE FUQUA CIR, Altha, FL 32421

www.althaschool.org

School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 3)
Combination School PK-12	Yes	85%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	9%

School Grades History

Year	**2017-18**	**2016-17**	**2015-16**	**2014-15**
Grade	B	B	C	A*

School Board Approval

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

SIP Authority

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.

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 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: School Information

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 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.

School Leadership Team

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

Duties

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 as 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 cooperative

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 he 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 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.

Early Warning Systems

Year 2017-18

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	0	0	1	0	0	0	1	0	0	0	0	1	0	3
One or more suspensions	0	0	0	0	1	1	11	4	8	8	5	7	10	55
Course failure in ELA or Math	0	2	0	0	2	0	0	0	0	3	3	4	7	21
Level 1 on statewide assessment	0	0	0	2	7	12	17	23	12	12	12	7	6	110

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	0	0	0	1	0	2	2	2	5	4	2	6	24

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	12	3	0	0	1	0	0	1	1	0	5	2	3	28
Retained Students: Previous Year(s)	8	6	2	0	1	0	0	0	5	0	3	0	0	25

Date this data was collected

Thursday 11/29/2018

Year 2016-17 - As Reported

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

Year 2016-17 - Updated

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

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

2018 ELA gains for the lowest 25% of students component performed the lowest at 43%. It was also the second lowest performing component in 2017 at 42%.

Which data component showed the greatest decline from prior year?

Graduation rate had the largest decline losing 6 percentage points from 89% in 2017 to 83% in 2018.

Which data component had the biggest gap when compared to the state average?

ELA learning gains for the lowest 25% had the biggest gap at 43% when compared to the state average of 52%

Which data component showed the most improvement? Is this a trend?

The Middle School Acceleration component showed the greatest gains, increasing 13 percentage points from 63% to 76%. Middle school acceleration has been increasing since 2016.

Describe the actions or changes that led to the improvement in this area

More middle school students have been enrolled in Algebra 1 as eight graders.

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	**District**	**State**	**School**	**District**	**State**
ELA Achievement	58%	61%	60%	58%	61%	57%
ELA Learning Gains	53%	57%	57%	47%	51%	57%
ELA Lowest 25th Percentile	43%	44%	52%	42%	39%	51%
Math Achievement	61%	63%	61%	53%	61%	58%
Math Learning Gains	52%	50%	58%	46%	59%	56%
Math Lowest 25th Percentile	49%	40%	52%	41%	52%	50%
Science Achievement	60%	56%	57%	56%	55%	53%
Social Studies Achievement	70%	74%	77%	69%	69%	75%

EWS Indicators as Input Earlier in the Survey

| Indicator | Grade Level (prior year reported) | | | | | | | | | | | | | Total |
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0 (31)	0 (22)	1 (15)	0 (17)	0 (21)	0 (14)	1 (22)	0 (16)	0 (13)	0 (19)	0 (26)	1 (25)	0 (19)	3 (260)
One or more suspensions	0 (0)	0 (0)	0 (2)	0 (0)	1 (1)	1 (1)	11 (0)	4 (3)	8 (0)	8 (0)	5 (1)	7 (0)	10 (0)	55 (8)
Course failure in ELA or Math	0 (0)	2 (3)	0 (1)	0 (0)	2 (0)	0 (0)	0 (0)	0 (5)	0 (3)	3 (0)	3 (3)	4 (5)	7 (0)	21 (20)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	2 (0)	7 (7)	12 (7)	17 (13)	23 (14)	12 (16)	12 (8)	12 (14)	7 (22)	6 (14)	110 (115)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2018	70%	62%	8%	57%	13%
	2017	86%	66%	20%	58%	28%
Same Grade Comparison		-16%				
Cohort Comparison						
04	2018	57%	60%	-3%	56%	1%
	2017	50%	58%	-8%	56%	-6%
Same Grade Comparison		7%				
Cohort Comparison		-29%				
05	2018	40%	52%	-12%	55%	-15%
	2017	41%	46%	-5%	53%	-12%
Same Grade Comparison		-1%				
Cohort Comparison		-10%				
06	2018	49%	51%	-2%	52%	-3%
	2017	41%	56%	-15%	52%	-11%
Same Grade Comparison		8%				
Cohort Comparison		8%				
07	2018	55%	63%	-8%	51%	4%
	2017	54%	61%	-7%	52%	2%
Same Grade Comparison		1%				
Cohort Comparison		14%				
08	2018	63%	70%	-7%	58%	5%
	2017	60%	69%	-9%	55%	5%
Same Grade Comparison		3%				
Cohort Comparison		9%				
09	2018	65%	63%	2%	53%	12%
	2017	59%	55%	4%	52%	7%
Same Grade Comparison		6%				
Cohort Comparison		5%				
10	2018	64%	59%	5%	53%	11%

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
	2017	65%	62%	3%	50%	15%
Same Grade Comparison		-1%				
Cohort Comparison		5%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2018	82%	77%	5%	62%	20%
	2017	82%	67%	15%	62%	20%
Same Grade Comparison		0%				
Cohort Comparison						
04	2018	79%	65%	14%	62%	17%
	2017	64%	67%	-3%	64%	0%
Same Grade Comparison		15%				
Cohort Comparison		-3%				
05	2018	32%	53%	-21%	61%	-29%
	2017	51%	43%	8%	57%	-6%
Same Grade Comparison		-19%				
Cohort Comparison		-32%				
06	2018	47%	63%	-16%	52%	-5%
	2017	26%	53%	-27%	51%	-25%
Same Grade Comparison		21%				
Cohort Comparison		-4%				
07	2018	65%	71%	-6%	54%	11%
	2017	51%	61%	-10%	53%	-2%
Same Grade Comparison		14%				
Cohort Comparison		39%				
08	2018	61%	68%	-7%	45%	16%
	2017	20%	59%	-39%	46%	-26%
Same Grade Comparison		41%				
Cohort Comparison		10%				

BIOLOGY EOC						
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**	
2018	73%	69%	4%	65%	8%	
2017	70%	72%	-2%	63%	7%	
Compare		3%				

CIVICS EOC						
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**	
2018	69%	77%	-8%	71%	-2%	
2017	66%	78%	-12%	69%	-3%	

CIVICS EOC

Year	School	District	School Minus District	State	School Minus State
Compare		3%			

HISTORY EOC

Year	School	District	School Minus District	State	School Minus State
2018	73%	73%	0%	68%	5%
2017	71%	76%	-5%	67%	4%
Compare		2%			

ALGEBRA EOC

Year	School	District	School Minus District	State	School Minus State
2018	48%	62%	-14%	62%	-14%
2017	50%	64%	-14%	60%	-10%
Compare		-2%			

GEOMETRY EOC

Year	School	District	School Minus District	State	School Minus State
2018	59%	62%	-3%	56%	3%
2017	50%	54%	-4%	53%	-3%
Compare		9%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
WHT	57	52	43	60	52	47	56	72	75	81	59
HSP	63	57		48	36		80				
MUL	62	55		86	82						
SWD	20	34	38	32	46	45	31	50			
FRL	53	51	49	57	54	54	50	68	80	71	60

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
WHT	57	47	41	52	44	39	55	67	59	88	60
HSP	59	59		59	64		50				
MUL	75	30		55							
SWD	27	31	39	22	37	33	17	38		90	
FRL	51	42	38	46	41	37	55	68	50	86	56

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title

Rationale

Intended Outcome

Point Person	[no one identified]

Action Step

Description

Person Responsible	[no one identified]

Plan to Monitor Effectiveness

Description

Person Responsible	[no one identified]

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

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

Altha Public School understands and appreciates the power of parental involvement and its relationship in building a successful academic program. At all times, parents have access to the parent portal of FOCUS to monitor student attendance and grades. Paper progress reports are issued at the midpoint of each grading period for those performing below acceptable levels in an effort to maintain communication with parents. Parent/teacher conferences are encouraged and advocated by parents, teachers, counselors, and administrators when a need for intervention occurs. Additionally, the district Family Liaison completes home visits when applicable and necessary. At the beginning of each school year all families are invited to an open house where they meet their student's teachers, guidance counselors, and administration. Throughout the year families are invited to various other events such as Reading and Math Nights, days recognizing moms and dads, etc. With the goal of increasing parental involvement, the school maintains a website that features a current calendar which informs parents and students of opportunities and events in which they can participate. Communication of our school's vision and mission is also facilitated via phone calls home, newsletters, and the marquee in from of the school. Social media outlets such as Facebook, Instagram, and Twitter are also utilized. Our partnership

with the Parent Teacher organization (PTO) and School Advisory Council (SAC) offers opportunities for parents to become involved in the school's initiatives and goals. They are forums in which parents can make suggestions and ask questions related to all areas of the school.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

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. The district's licensed mental health counselor is also available to students, parents, teachers, and administrators.

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 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 holds a parent/student night for high school grades where they discuss academic requirements and scholarship opportunities.

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.

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.

Part V: Budget

Total:	$0.00