

2016-2017 School Improvement Plan Altha Public School



Current School Status

School Information

School Level Information

School Name: Altha Public School

Principal: Sue Price

School Advisory Council Chair: Meagan Henson

Names and position titles of the School-based Leadership Team (SBLT):

| Name | Title |
|--|----------------------------|
| Sue Price | Principal |
| Link Barber Treva McCroan | Assistant Principal |
| Zoe Tatum Charlene Yon | Guidance |
| Russell Baggett Meagan Henson | Teachers |
| Cindy Alday | Curriculum Coach |

District-Level Information

District: Calhoun

Superintendent: Ralph Yoder

Date of School Board Approval: October 13, 2016



District Vision: Calhoun County School District strives to be a world class school system; preparing today's students for tomorrow's world.



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

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 Kg 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 Advisory Council (SAC):

Membership of SAC including position titles:

Teachers:

Meagan Henson, Russell Baggett, Linda Graham, Jessica Olsen, Sara Kay Waldorff, Gwen Barwick , Amber Barth

Adminstration:

Sue Price

School Related Employee:

Mary Frank Brooks, Rhonda O'Bryan

Students:

Max Scott, Dallas Jones, Abbie Edenfield

Parents & Business/Community Sponsors:

| |
|---|
| Georgia Granger, Dallas Jones, Linda Martin, Bobby Rowe, Tanice McClain, Beth Waldron, Brittany Wooten, Carol Finuff |
| Involvement of the SAC in the development of this SIP Teachers were asked for input and suggestions on goals, 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 finalized, the SAC committee votes on approval of the plan. |
| Activities of the SAC for the upcoming year 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. |
| Projected use of school improvement funds and include There are no funds; therefore there is no projected use to report. |
| is in compliance with Section 1001.452 F.S., regarding the establishment duties of the School Advisory Council We are in compliance with Section 1001.452.,F.S. |

HIGHLY QUALIFIED STAFF

Administrators

| Position | Name | Degree(s)/ Certification(s) | # of Years at Current School | # of Years as an Administrator | Prior Performance Record (include prior School Grades, FCAT (High Standards, Learning Gains, Lowest 25%), |
|-----------------------------|----------------------|---|------------------------------|--------------------------------|--|
| Principal | Sue Price | BS Elementary Ed, BS Elementary Ed Early Childhood, English 6-9, Educational Leadership (all grades) | 5 | 7 | Former Calhoun County District Reading Coach 2010-2011, Former Blountstown High School Assistant Principal 2008-2010 School grades by year: 2008 to 2012 =A School also met AYP in 2008 to 2012. 2012 School grade was an A, 2013 School Grade was a C, 2014 School Grade was a B, 2 points from an A, 2015 School Grade was an A. 2016 School Grade was a C. (53.4%-- 6/10 of a point from a B) |
| Assistant Principals | Link Barber | AA Chipola Junior College BS Florida State University (Mathematics Education 6-12) MS University of West Florida (Educational Leadership) | 3 | 7 | Four years @ W.R. Tolar School in Liberty County: 2009-2010—Earned school grade of a C. 2010-2011—Earned school grade of an A. 2011-2012—Earned school grade of a B. 2012-2013—Earned school grade of a C. 2013-2014—Earned school grade of a B. 2014-2015—Earned school grade of an A. 2015-2016—Earned school grade of a C. |
| | Treva McCroan | AA Chipola Junior College BS Troy State University at Dothan, AL (Mathematics Education 6-12) MS University of West Florida (Educational | 0 | 0 | National Board Certified- Adolescence Mathematics 2004-2014 Middle Grades Mathematics teacher for 21 yrs at Carr School. Carr School's School Grade: 2015-2016: B 2014-2015: B 2013-2014: A 2012-2013: B |

| | | | | | |
|--|--|-------------|--|--|---|
| | | Leadership) | | | 2016-Recognized by Commissioner of Education as a Teacher Impacting Student Achievement |
|--|--|-------------|--|--|---|

Instructional Coaches

| Subject Area | Name | Degree(s)/ Certification(s) | # of Years at Current School | # of Years as an Instructional Coach | Prior Performance Record (include prior School Grades, FCAT (High Standards, Learning Gains, Lowest 25%) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--------------|----------------|--|------------------------------|--------------------------------------|--|------|-----|-----|------|-------|-----|------|---|---|---|---|---|------|---|---|---|---|---|------|---|---|---|---|---|------|---|---|---|---|---|------|---|---|---|---|---|------|---|---|---|---|---|
| Reading | Robin Richards | Degrees AA-Chipola BS-Florida State University MS-Florida State University Certifications Elem. Ed. (1-6) Ed. Leadership Reading Endorse. | 4 | 4 | <p>School Grades</p> <table border="1"> <thead> <tr> <th>Year</th> <th>BHS</th> <th>BMS</th> <th>CARR</th> <th>Altha</th> <th>BES</th> </tr> </thead> <tbody> <tr> <td>2011</td> <td>A</td> <td>A</td> <td>A</td> <td>A</td> <td>A</td> </tr> <tr> <td>2012</td> <td>A</td> <td>B</td> <td>A</td> <td>B</td> <td>B</td> </tr> <tr> <td>2013</td> <td>B</td> <td>A</td> <td>B</td> <td>C</td> <td>C</td> </tr> <tr> <td>2014</td> <td>A</td> <td>A</td> <td>A</td> <td>B</td> <td>A</td> </tr> <tr> <td>2015</td> <td>A</td> <td>A</td> <td>B</td> <td>A</td> <td>A</td> </tr> <tr> <td>2016</td> <td>B</td> <td>B</td> <td>B</td> <td>C</td> <td>B</td> </tr> </tbody> </table> <p>Fourth year as the district reading coach. 5 Years Curriculum Coordinator and Dean at CARE: Drop-out Prevention Program 6 Years FLDOE Region 1 School Improvement Facilitator with an emphasis with low performing schools.</p> | Year | BHS | BMS | CARR | Altha | BES | 2011 | A | A | A | A | A | 2012 | A | B | A | B | B | 2013 | B | A | B | C | C | 2014 | A | A | A | B | A | 2015 | A | A | B | A | A | 2016 | B | B | B | C | B |
| | Year | BHS | BMS | CARR | Altha | BES | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2011 | A | A | A | A | A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2012 | A | B | A | B | B | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2013 | B | A | B | C | C | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2014 | A | A | A | B | A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2015 | A | A | B | A | A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2016 | B | B | B | C | B | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Cindy Alday | AA-Wallace College BS—Troy State University MS-FSU (Elementary Ed. Reading Endorsement | 22 | 2 | <p>2013-2014 Scores—4th Grade Teacher 75% Scored 3 or higher on Reading Assessment (FCAT) 84% of the lowest 25% showed learning gains on FCAT No level 1 students. 2014-2015 Scores: School Grade was an A 2015-2016 Scores: School Grade was a C.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Classroom Teachers

| | # | % |
|--|----|-----|
| # of classroom teachers | 43 | 100 |
| # receiving effective rating or higher | 43 | 100 |
| # Highly Qualified Teachers | 43 | 100 |
| # certified in-field | 43 | 100 |
| # ESOL endorsed | 8 | 19 |
| # reading endorsed | 14 | 33 |
| # with advanced degrees | 8 | 19 |
| # National Board Certified | 2 | 5 |
| # first-year teachers | 2 | 5 |
| # with 1-5 years of experience | 9 | 21 |
| # with 6-14 years of experience | 15 | 35 |
| # with 15 or more years of experience | 17 | 40 |

Educational Paraprofessionals

| | # | % |
|------------------------|---|-----|
| # of paraprofessionals | 9 | 100 |
| # of Highly Qualified | 9 | 100 |

Other Instructional Personnel

| | # | % |
|--|---|-----|
| # of other instructional personnel | 3 | 100 |
| # receiving effective rating of higher | 3 | 100 |

Teacher Recruitment and Retention Strategies

| Strategy | Person Responsible | Timeline |
|--|---|----------|
| Partnering new teachers with veteran staff | Principal | Ongoing |
| Beginning Teacher Program & Orientation | District Professional Development Personnel | Ongoing |

Partner with veteran teachers to ensure that guidance and leadership is offered during their beginning years. Beginning teachers also go through the beginning teacher program and orientation which is done at the school/district level (Robin Richards). Altha School always strives to hire highly qualified-in-field teachers during the hiring process.

The school's mentoring plan involves pairing a strong veteran teacher with a beginning teacher so as to provide assistance, input, suggestions, and to be a resource throughout the school year. When possible, beginning teachers are paired with a teacher in the same field and/or grade level (or close). Meetings are scheduled weekly and monthly to discuss observations and to offer assistance as needed. The administration provides coverage for meetings and observations throughout the school year.

Teacher Mentoring Program/Plan

| Mentor Name | Mentee Assigned | Rationale for Pairing | Planned Mentoring Activities |
|---------------|-----------------|---|---|
| Jessica Olsen | Sheila Cook | Both are vocational education teachers and their classrooms are in close proximity. | Completing a program designed by the district for beginning teachers. Introduction and implementation of the Florida Standards. |
| Amy McLeod | Amanda Jansen | Mrs. McLeod is a proven teacher who has teaches the same grade level as Mrs. Jansen teaches. | |
| Cindy Alday | Krystal Yon | Mrs. Alday is a veteran teacher of 22 years teaching various elementary levels. She has also been the curriculum coach for 2 years. | |
| Jaycee Moore | Emily Willis | Mrs. Moore is a veteran English/Reading teacher for 19 years. | |

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

Describe your school's data-based problem solving processes for the implementation and monitoring of your MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), and teacher support systems, and small group and individual student needs.

The team will meet quarterly to engage in the following activities: Review universal screening data and link it to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at the high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation. This will be headed up by our curriculum coach, Cindy Alday.

What is the function and responsibility of each school-based leadership team member as related to the school's MTSS and SIP.

The Leadership Team consists of: Sue Price, Cindy Alday, Zoe Tatum, Charlene Yon, Link Barber, Treva McCroan, Robin Richards and rotating group of grade level and subject matter teachers.

The RtI/MTSS Leadership Team takes an active role in the development and implementation of the SIP. The problem-solving process utilized by the RtI/MTSS team is essential to both problem identification and implementation of effective solution focused interventions necessary for school improvement. The RtI/MTSS Leadership Team has identified a variety of concerns across all tiers, which include not only the academic needs but the social/emotional needs of students as well. To address the needs of students at

Altha Public School, the Rti/MTSS Leadership Team has recommended initial intervention strategies which include, but are not limited to, the following: clear expectations for instruction, alignment of processes and procedures, and increased progress monitoring/data analysis. Programs have been identified for use at each tier. Progress monitoring tools have also been identified.

Describe the systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP.

The team will meet quarterly to engage in the following activities: Review universal screening data and link it to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at the high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance.)

Baseline data: FAIR, STAR, Wonders Diagnostic, Benchmark Assessments, Progress Monitoring Assessments, and FSA

Midyear: Florida Assessments for Instruction in Reading (FAIR), Progress Monitoring Data, Benchmark Assessments, Progress Monitoring Assessments ,STAR

End of Year: FAIR, FSA, STAR, Progress Monitoring Assessments, etc.

Describe the plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents.

Professional development will be provided to teachers throughout the year. The Rti/MTSS team will evaluate additional staff professional development needs during team meetings. Professional Development will be provided during teacher planning time. County staff and the school-based Rti/MTSS Coach or Guidance Counselor will deliver the professional development.

District personnel, Robin Richards, Cindy Nichols, Jackie House, Staci Williams, will assist to provide school and teachers with the information and tools to support the MTSS/RtI process. Cindy Alday, curriculum coach, at Altha School, is also responsible for overseeing the documentation and intervention process.

Increased Learning Time/Extended Learning Opportunities

Describe research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum (e.g., lengthening the school day, week, or year; providing before, after, Saturday, or summer school programs; implementing enrichment programs and activities; allowing teachers to collaborate, plan, and engage in professional development). Describe what data is collected and how it is analyzed to determine effectiveness of strategies, including persons responsible.

Strategy Description: Summer Algebra I Boot Camp

The Summer Algebra I Boot Camp is designed to aide students who are taking Algebra I EOC for the first time or who are taking the Algebra I EOC retake exam. The camp is four days of one week during the summer and last four hours a day.

How is data collected and analyzed to determine the effectiveness of this strategy?

The data is collected once the results come back from the Algebra I EOC exam. We look at the progression of the students taking the test multiple times and the success of the students taking it for the first time.

Who is responsible for monitoring implementation of this strategy?

Sue Price oversees the project with Leanna Hall teaching the classes.

Strategy Description: After school Reading/Math Boot camps for students needing additional help in preparing for the FSA assessment.

Before or After School Program--Teacher collaboration, planning and professional development. After school Reading/Math Boot camps for students needing additional help in preparing for the FSA assessment.

How is data collected and analyzed to determine the effectiveness of this strategy?

Data will be collected from graphs and time on task to determine if the intervention is working to improve the areas of need. Reports will be given to the child's teacher.

Who is responsible for monitoring implementation of this strategy?

Teachers who have a child in the MTSS/RTI process that needs the Lexia program.

Literacy Leadership Team (LLT):

| Name | Title |
|-----------------------|-------------------------|
| Sue Price | Principal |
| Cindy Alday | Curriculum Coach |
| Missy McGill | Teacher |
| Jaycee Moore | Teacher |
| Erin Walker | Teacher |
| Mollie Branton | Teacher |
| Tracy Basford | Teacher |
| Gwen Barwick | Teacher |
| Sara Waldorff | Media Specialist |

Describe how the school-based LLT functions:

The goal of the LLT will be to meet quarterly to discuss areas of concern. The team members will identify items to be discussed from various grade levels and special area teachers.

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

The team's main initiative will be to 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. 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. We will meet with other schools in the district to incorporate best practices and share ideas with the new reading series in regards to the Florida Standards. Also curriculum mapping has taken place with other schools in the district.

Every Teacher Contributes to Reading Improvement

Describe how the school ensures every teacher contributes to the reading improvement of every student.

Through lesson plan checks, classroom visits and with grade level/ departmental meetings, administration will check to ensure reading strategies are being incorporated into all subject areas. Book study on “A Mindset for Learning” will be conducted throughout the school year. The reading coach will also visit weekly (Wednesday) to conduct classroom visits in both reading and other subject area classes to observe the reading strategies being taught. The district reading coach is also available to model strategies in the classroom as teachers and/or administration sees appropriate. Teachers are encouraged to use and teach vocabulary within their discipline and relate the words to real world experiences.

College and Career Readiness

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

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, much of the application and 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. Real world application of lessons taught and connection to careers are just two of the ways teachers help bridge the now and later relevance. In addition to integrated and applied course at our school, this year we are offering several certification and programs that students can use in future careers and endeavors. For example: Microsoft Certification, SafeServe Certifications, Agricultural Science Tech, as well as multiple certifications offered through our partnership with Washington Holmes Technical School in Washington County.

How does the school promote academic and career planning, including advising on course selections, so that each student’s course of study is personally challenging?

Being a Kg to 12 school, we have the unique opportunity to begin working with our middle school students in the 8th grade Career explorations component of US History. Being on the same campus gives us the means to have our high school guidance counselor begin working with our middle school students on Florida My Careers Shines and Career Exploration and research. Throughout high school, students are encouraged to take ownership of their plan of study and to have input throughout the years with opportunities to meet with various counselors. Every year, classes meet to review and update their individual career plans and high school course plans. Having Chipola College, Gulf Coast College, Washington-Holmes Technical School close by, as well as many others, allows students to gather information of different programs of studies so they may work toward their specific post secondary goals to be the best prepared possible. Students can take the PLAN test in 10th grade, PERT, ACT, SAT and ASVAB in the 11th grade and are encouraged to take other tests pertinent to their goals. Scores are used to help students select courses that best serve them in meeting their goals.

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

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, according to their individual postsecondary plans. 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 is also our dual enrollment ENC 1101 and 1102 instructor. 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. In addition to integrated and applied course at our school, this year we are offering several certification and programs that students can use in future careers and endeavors. For example: Microsoft Certification, Safe Serve Certifications, Agricultural Science Tech, as well as multiple certifications offered through our partnership with Washington Holmes Technical School in Washington County.

EXPECTED IMPROVEMENTS

Area: Reading

Florida Standards Assessment Test (FSA)

| | 2016 Actual # | 2016 Actual % | |
|---|------------------|------------------|--|
| Students scoring at Achievement Level 3 | 103 | 29 | |
| Students scoring at or above Achievement Level 4 | 104 | 29 | |

Florida Alternate Assessment (FAA)

| | 2016 Actual # | 2016 Actual % | |
|---|------------------|------------------|--|
| Students scoring at Levels 4, 5, and 6 | NA | NA | |
| Students scoring at or above Level 7 | NA | NA | |

Learning Gains

| | 2016 Actual # | 2016 Actual % | |
|--|------------------|------------------|--|
| | | | |

| | | | |
|---|------------|-----------|--|
| Students making learning gains (FSA and FAA) | 102 | 53 | |
| Students in lowest 25% making learning gains (FSA) | 31 | 52 | |

Area: Elementary/Middle School Mathematics

Florida Standards Assessment Test (FSA)

| | | | |
|---|--------------------------|--------------------------|--|
| | 2016 Actual # | 2016 Actual % | |
| Students scoring at Achievement Level 3 | 87 | 34 | |
| Students scoring at or above Achievement Level 4 | 53 | 21 | |

Florida Alternate Assessment (FAA)

| | | | |
|---|--------------------------|--------------------------|--|
| | 2016 Actual # | 2016 Actual % | |
| Students scoring at Levels 4, 5, and 6 | NA | NA | |
| Students scoring at or above Level 7 | NA | NA | |

Learning Gains

| | | | |
|---|--------------------------|--------------------------|--|
| | 2016 Actual # | 2016 Actual % | |
| Learning gains | 83 | 39 | |
| Students in lowest 25% making learning gains (FSA) | 25 | 36 | |

Middle School Acceleration

| | | | |
|--|--------------------------|--------------------------|--|
| | 2016 Actual # | 2016 Actual % | |
| Middle school participation in high school EOC | 11 | 23 | |
| Middle school performance on high school EOC --- Passed | 9 | 38 | |

Florida Standards Assessment Test (FSA)

| | | | |
|---|--------------------------|--------------------------|--|
| | 2016 Actual # | 2016 Actual % | |
| Students scoring at Achievement Level 3 | NA | NA | |
| Students scoring at or above Achievement Level 4 | NA | NA | |

Florida Alternate Assessment (FAA)

| | | | |
|--|--------------------------|--------------------------|--|
| | 2016 Actual # | 2016 Actual % | |
|--|--------------------------|--------------------------|--|

| | | | |
|---|-----------|-----------|--|
| Students scoring at Levels 4, 5, and 6 | NA | NA | |
| Students scoring at or above Level 7 | NA | NA | |

Learning Gains

| | | | |
|---|--------------------------|--------------------------|--|
| | 2016 Actual # | 2016 Actual % | |
| Learning gains | NA | NA | |
| Students in lowest 25% making learning gains (FSA) | NA | NA | |
| | | | |

Algebra I EOC

| | | | |
|---|--------------------------|--------------------------|--|
| | 2016 Actual # | 2016 Actual % | |
| Students scoring at Achievement Level 3 or above | 20 | 42 | |
| Students scoring at or above Achievement Level 4 | 4 | 8 | |

Geometry EOC

| | | | |
|---|--------------------------|--------------------------|--|
| | 2016 Actual # | 2016 Actual % | |
| Students scoring at Achievement Level 3 | 18 | 50 | |
| Students scoring at or above Achievement Level 4 | 6 | 17 | |

Area: Elementary Science FSA/FCAT 2.0

| | | | |
|---|--------------------------|--------------------------|--|
| | 2016 Actual # | 2016 Actual % | |
| Students scoring at Achievement Level 3 | 9 | 41 | |
| Students scoring at or above Achievement Level 4 | 6 | 27 | |

FAA

| | | | |
|---|--------------------------|--------------------------|--|
| | 2016 Actual # | 2016 Actual % | |
| Students scoring at Levels 4, 5, 6 | NA | NA | |
| Students scoring at or above Level 7 | NA | NA | |

Area: Middle School Science FSA/FCAT 2.0

| | | | |
|--|-------------|-------------|--|
| | 2016 | 2016 | |
|--|-------------|-------------|--|

| | Actual # | Actual % | |
|---|-----------------|-----------------|--|
| Students scoring at Achievement Level 3 | 12 | 29 | |
| Students scoring at or above Achievement Level 4 | 10 | 22 | |

FAA

| | 2016 Actual # | 2016 Actual % | |
|---|--------------------------|--------------------------|--|
| Students scoring at Levels 4, 5, 6 | NA | NA | |
| Students scoring at or above Level 7 | NA | NA | |

Area: High School Science

FAA

| | 2016 Actual # | 2016 Actual % | |
|---|--------------------------|--------------------------|--|
| Students scoring at Levels 4, 5, 6 | NA | NA | |
| Students scoring at or above Level 7 | NA | NA | |

Biology I EOC

| | 2016 Actual # | 2016 Actual % | |
|---|--------------------------|--------------------------|--|
| Students scoring at Achievement Level 3 | 24 | 51 | |
| Students scoring at or above Achievement Level 4 | 10 | 21 | |

Area: Middle School Civics

Civics EOC

| | 2016 Actual # | 2016 Actual % | |
|--|--------------------------|--------------------------|--|
| Students scoring at Achievement Level 2 | 17 | 38 | |
| Students scoring at Achievement Level 3 | 21 | 47 | |

Area: High School History

US History EOC

| | 2016 Actual # | 2016 Actual % | |
|---|--------------------------|--------------------------|--|
| Students scoring at Achievement Level 3 | 10 | 32 | |
| Students scoring at or above Achievement Level 4 | 15 | 48 | |

Area: Early Warning Systems Elementary

| | 2015 Actual # | 2015 Actual % | 2016 Target % | 2016 Actual # | 2016 Actual % |
|---|------------------|------------------|------------------|------------------|------------------|
| Students who miss 10% or more of available instructional time | 95 | 26 | 20 | 75 | 13 |
| Students retained | 13 | 5 | 7.5 | 18 | 7 |
| Students who are not proficient in reading in third grade | 2 | 5 | 5 | 13 | 27 |
| Students who receive two or more behavior referrals | 20 | 7 | 15 | 15 | 5 |
| Students who receive one or more behavior referrals that leads to suspension. | 2 | 1 | 0 | 0 | 0 |

Middle School

| | 2015 Actual # | 2015 Actual % | 2016 Target % | 2016 Actual # | 2016 Actual% |
|---|------------------|------------------|------------------|------------------|-----------------|
| Students who miss 10% or more of available instructional time | 33 | 23 | 20 | 32 | 5 |
| Students retained | 1 | 1 | 0 | 2 | 1 |
| Students who are not proficient in reading in fifth grade | TBD | TBD | 10 | 52 | 34 |
| Students who receive two or more behavior referrals | 19 | 13 | 20 | 27 | 19 |
| Students who receive one or more behavior referrals that leads to suspension. | 34 | 23 | 20 | 39 | 25 |

High School

| | 2015 Actual # | 2015 Actual % | 2016 Target % | 2016 Actual # | 2016 Actual% |
|---|------------------|------------------|------------------|------------------|-----------------|
| Students who miss 10% or more of available instructional time | 63 | 34 | 10 | 59 | 32 |
| Students retained | 0 | 0 | 0 | 4 | 2 |
| Students who are not proficient in reading in eighth grade | TBD | TBD | 10 | 46 | 22 |
| Students who receive two or more behavior referrals | 10 | 5 | 10 | 20 | 11 |
| Students who receive one or more behavior referrals that leads to suspension. | 36 | 20 | 10 | 30 | 15 |

Graduation

| | 2015 Actual # | 2015 Actual % | 2016 Target % | 2016 Actual # | 2016 Actual % |
|--|------------------|------------------|------------------|---------------------|---------------------|
| Students dropping out of school | 1 | 2 | 0 | 11 | 2 |
| Students graduating in 4 years | 40 | 98 | 100 | 46 | 92 |
| Academically at-risk students graduating in 4 years | 6 | 86 | 100 | 3 | 94 |
| Students graduating in 5 years | 0 | 0 | 0 | 0 | 0 |

Problem Solving

English/Language Arts Goal (ELA)

Based on the Needs Assessment, Identify Area(s) for Improvement:

Area Identified for Improvement: : As indicated by the 2016 Florida Standards Assessment, 54% of Altha School students in grades 3 through 8 were proficient in English Language Arts. In those same grade levels, 53% made learning gains while 52% of the lowest 25% of the 3rd through 8th grade students made learning gains. Furthermore, 63% of students in grade 9 and 10 were proficient in English Language Arts. Of those 9th and 10th grade students, 51% made learning gains and 27% of the lowest 25% of the same group of students made learning gains. Improving the number of students who score proficient on the Florida Standards Assessment will also have a positive effect on the number of students making learning gains.

Objective Linked to Area of Improvement:

For the 2016-2017 school year, 56% of the students (grades 3-8) will score proficient on the Florida Standards Assessment (FSA) in English Language Arts (ELA).

For the 2016-2017 school year, 65% of the students (grades 9 & 10) will score proficient on the Florida Standards Assessment (FSA) in English Language Arts (ELA).

Action/Strategies:

1. Analyze and utilize data from STAR Reading, FAIR, and FSA Scores to guide instruction and determine at-risk students.
2. District grade level meetings to refine pacing guides and enhance reading and writing curriculum notebooks.
3. Create standards based assessments using Performance Matters and revise Calhoun Writes.
4. Utilize the Wonders Reading Program for K-5 and the Collections Reading Program for 6-8
5. Utilize student engagement strategies
6. Utilize Write Score and Letter Land

7. Morning lab sessions of Moby Max and Lexia

Person Responsible for Monitoring the Action Step

1. Classroom teachers and Curriculum Coach
2. District Curriculum Coordinator, , District Reading Coach, and teachers
3. District Curriculum Coordinator, District Reading Coach, and teachers
4. Classroom teachers and Curriculum Coach
5. Classroom teachers and Curriculum Coach
6. Classroom teachers and Curriculum Coach
7. Curriculum Coach

Process Used to Determine Effectiveness of Action Step

1. Monitoring student reading assessment results
2. Monitoring student reading assessment results
3. Monitoring student reading assessment results
4. Classroom observations and student performance
5. Classroom observations
6. Monitoring student reading assessment results
7. Monitor student performance

Evaluation Tool:

STAR, FAIR, Performance Matters assessments, district monitoring assessments such as Calhoun Writes, and 2017 FSA ELA results.

Professional Development Aligned with Objectives

Objective addressed: For the 2016-2017 school year, 56% of the students (grades 3-8) will score proficient on the Florida Standards Assessment (FSA) in English Language Arts (ELA).

For the 2016-2017 school year, 65% of the students (grades 9 & 10) will score proficient on the Florida Standards Assessment (FSA) in English Language Arts (ELA).

Topic: Grades 6-8 ELA District Collaboration focused on understanding and gathering content to meet the ELA Florida Standards by creating standards based assessments, enhancing curriculum notebooks, , reviewing verbiage of FSA ELA standards, and revising Calhoun Writes.

Facilitator: Paulette Bryant and Karen Pitts

Target Date: June 1 -3, 2016

Strategy for Followup: Classroom Observations

Person Responsible for Monitoring: District Reading Coach, District Director of Instruction, Administration, Curriculum Coach, Mentor Teachers

Topic: Grades K-3 Writing District Collaboration focused on understanding and gathering content to meet the ELA Florida Standards by enhancing the writing curriculum notebooks through creating writing prompts and reviewing models of various levels of writing across the K-3 grade levels.

Facilitator: Ashley Everett, Renee Wallace, Starla Baggett, and Tracie Taylor

Target Date: June 1, 2016

Strategy for Followup: Classroom Observations

Person Responsible for Monitoring: District Reading Coach, District Director of Instruction, Administration, Curriculum Coach, Mentor Teachers

Topic: Grades 4-5 ELA Writing District Collaboration focused on understanding and gathering content to meet the ELA Florida Standards by enhancing curriculum notebooks, pooling writing resources, creating writing prompts based on passages in the reading curriculum, and compiled anchor papers for referencing in scoring student papers.

Facilitator: Ashley Everett, Renee Wallace, and Cindy Alday

Target Date: June 1 & 2, 2016

Strategy for Followup: Classroom Observations

Person Responsible for Monitoring: District Reading Coach/ District Director of Instruction/Administration/Curriculum Coach/Mentor Teachers

Topic: Grade 2-3 ELA District Collaboration focused on understanding and gathering content to meet the ELA Florida Standards by unpacking the standards, developed a notebook of basic supports for writing, and supports for teaching good Cold Read reading habits.

Facilitator: Cindy Alday and Robin Richards

Target Date: June 9 & 10, 2016

Strategy for Followup: Classroom Observations

Person Responsible for Monitoring: District Reading Coach, District Director of Instruction, Administration, Curriculum Coach, Mentor Teachers

Topic: Grades K-1 ELA District Collaboration focused on instructional reading and writing strategies and LetterLand training and planning to meet the ELA Florida Standards.

Facilitator: Deeanna Golden and Debbie VanLierop

Target Date: June 7 & 8 and July 26 & 27, 2016

Strategy for Followup: Classroom Observations

Person Responsible for Monitoring: District Reading Coach, District Director of Instruction, Administration, Curriculum Coach, Mentor Teachers

Topic: Grades 9-12 ELA District Collaboration focused on understanding and gathering content to meet the ELA Florida Standards. Teachers shared resources, sought out articles as additional resources to the literature text, and mapped out their curriculum for the year.

Facilitator: Tracy Wood and Robin Richards

Target Date: June 1 & 2, 2016

Strategy for Followup: Classroom Observations

Person Responsible for Monitoring: District Reading Coach, District Director of Instruction, Administration, Curriculum Coach, Mentor Teachers

Topic: Instructional strategies designed for continuous student engagement resulting in greater student achievement.

Facilitator: Susan Hentz

Target Date: August 4 & 5, 2016

Strategy for Followup: Classroom Observations

Person Responsible for Monitoring: District Reading Coach, District Director of Instruction, Administration, Curriculum Coach, Mentor Teachers

MATH GOAL

Based on the Needs Assessment, Identify Area(s) for Improvement:

Area Identified for Improvement: As indicated by the 2016 Florida Standards Assessment, 51% of Altha School students in grades 3 through 8 were proficient in Mathematics. In those same grade levels, 39% made learning gains while 36% of the lowest 25% of the 3rd through 8th grade students made learning gains. Furthermore, 43% of the students in Algebra I, Geometry, and Algebra II scored proficient in their respective End of Course exams. Improving the number of students who score proficient on the Florida Standards Assessment will also have a positive effect on the number of students making learning gains.

Objective Linked to Area of Improvement:

For the 2016-2017 school year, 53% of the students (grades 3-8) will score proficient on the Florida Standards Assessment (FSA) in Mathematics.

For the 2016-2017 school year, 45% of the students taking Algebra I, Geometry, and Algebra II will score proficient on their corresponding End of Course Exam.

Action/Strategies:

1. Continued implementation of the Go Math series in K-5.
2. Full implementation of the new Glencoe Math series in 6-8.
3. Continued use of the STAR Math assessment program as a tool to monitor progress of students
4. Analyze and utilize data from STAR Math and FSA Scores to guide instruction and determine at-risk students.
5. Implementation of the new Geometry Math Nation and the Algebra Nation curriculum.

6. District grade level meetings to refine pacing guides and share resources
7. Utilize student engagement strategies
8. Morning lab sessions of Moby Max

Person Responsible for Monitoring the Action Step:

1. Classroom teachers and Curriculum Coach
2. Classroom teachers and Curriculum Coach
3. Classroom teachers and Curriculum Coach
4. Classroom teachers and Curriculum Coach
5. Classroom teachers and Curriculum Coach
6. District Curriculum Coordinator, District Reading Coach, and teachers
7. Classroom teachers
8. Curriculum Coach

Process Used to Determine Effectiveness of Action Step:

1. Classroom observations and student performance
2. Classroom observations and student performance
3. Classroom observations and student performance
4. Monitoring student math assessment results
5. Classroom observations and student performance
6. Monitoring student math assessment results
7. Classroom observations
8. Monitoring student performance

Evaluation Tool:

STAR, district progress monitoring assessments, and the 2017 FSA Math results.

Professional Development Aligned with Objectives

Objective addressed: For the 2016-2017 school year, 53% of the students (grades 3-8) will score proficient on the Florida Standards Assessment (FSA) in Mathematics.

For the 2016-2017 school year, 45% of the students taking Algebra I, Geometry, and Algebra II will score proficient on their corresponding End of Course Exam.

Topic: Effective implementation and use of Algebra Nation and Geometry Nation

Facilitator: Algebra Nation Representative

Target Date: August 4, 2016

Strategy for Follow-up: Classroom observations

Person responsible for Monitoring: Principal, Administration, Curriculum Coaches and District Director of Instruction

Topic: Effective implementation of technology in Algebra I and II and Geometry

Facilitator: Ronda Baggett

Target Date: June 6, 2016

Strategy for Follow-up: Classroom observations

Person responsible for Monitoring: Principal, Administration, Curriculum Coaches and District Director of Instruction

Topic: Grades 4-5 Math District Collaboration focused on understanding and gathering content to meet the Math Florida Standards by developing a notebook of resources and developing a pacing guide/curriculum map.

Facilitator: Sandy Willis and Tiffany Nichols

Target Date: June 1 & 2, 2016

Strategy for Follow-up: Classroom observations

Person responsible for Monitoring: Principal, Administration, Curriculum Coaches and District Director of Instruction

Topic: Grades 4-5 Math Teacher Classroom Observations and Collaboration within and outside of the district.

Facilitator: Tracie Taylor

Target Date: October 11, 2016

Strategy for Follow-up: Classroom observations

Person responsible for Monitoring: Principal, Administration, Curriculum Coaches and District Director of Instruction

Topic: Middle School Math Collaboration for refining pacing guides and sharing resources as well as Glencoe Math Textbook technology training.

Facilitator: Treva McCroan and Glencoe Representative

Target Date: June 7 & 8, 2016

Strategy for Follow-up: Classroom observations

Person responsible for Monitoring: Principal, Administration, Curriculum Coaches and District Director of Instruction

Topic: AIMS Center for Math and Science Education: K-2 and 3-5 teachers

Facilitator: AIMS representatives

Target Date: September 13 & 14, 2016; October 20 & 21, 2016; November 8 & 9, 2016; and January 11 & 12, 2016.

Strategy for Follow-up: Classroom observations

Person responsible for Monitoring: Principal, Administration, Curriculum Coaches and District Director of Instruction

Topic: Instructional strategies designed for continuous student engagement resulting in greater student achievement.

Facilitator: Susan Hentz

Target Date: August 4 & 5, 2016

Strategy for Followup: Classroom Observations

Person Responsible for Monitoring: District Reading Coach, District Director of Instruction, Administration, Curriculum Coach, Mentor Teachers

Science Goal

Based on the Needs Assessment, Identify Area(s) for Improvement:

Area Identified for Improvement: As indicated by the 2016 Florida Standards Assessment, 63% of the Altha school fifth graders and 46% of the eight graders scored proficient on the science FCAT (average of 55%). Of the students taking the 2016 Biology End of Course exam, 72% scored proficient.

Objective Linked to Area of Improvement: For the 2016-2017 school year, at least 56% of the 5th and 8th grade students, as a whole, will score proficient on the FCAT Science Tests (an average of proficiency in grades 5 & 8).

Our school goal for the Biology End of Course Exam is to maintain the percentage of students scoring proficient (72%).

Action/Strategies:

1. Effective implementation of the science curriculum map.
2. Effective implementation of the Next Generation Sunshine State Science Standards
3. Participate in science professional development and classroom observations with the district science consultant, Dr. Szpyrka.
4. Utilize district science baseline assessments to drive instruction.
5. Utilize student engagement strategies

Person Responsible for Monitoring the Action Step:

1. Classroom Teachers and Curriculum Coach
2. Classroom Teachers, Curriculum Coach and Principal
3. Principal and District Curriculum Coordinator
4. Classroom Teachers and Curriculum Coach
5. Classroom Teachers

Process Used to Determine Effectiveness of Action Step:

1. Teacher observation of student performance
2. Classroom observations and monitoring student performance on baseline assessments
3. Classroom observations and monitoring student performance on baseline assessments
4. Monitoring student science assessments results

5. Classroom observations

Evaluation Tool:

Student results on district science baseline and progress monitoring assessments and the 2017 Science FCAT results.

Professional Development Aligned with Objectives

Objective addressed: For the 2016-2017 school year, at least 56% of the 5th and 8th grade students, as a whole, will score proficient on the FCAT Science Tests (an average of proficiency in grades 5 & 8).

Our school goal for the Biology End of Course Exam is to maintain the percentage of students scoring proficient (72%).

Topic: Instructional strategies designed for continuous student engagement resulting in greater student achievement.

Facilitator: Susan Hentz

Target Date: August 4 & 5, 2016

Strategy for Followup: Classroom Observations

Person Responsible for Monitoring: District Reading Coach, District Director of Instruction, Administration, Curriculum Coach, Mentor Teachers

Topic: Grades 4-8: Science Lesson Enhancement based on Benchmark Assessment Data Analysis and Refining of Curriculum Maps

Facilitator: Dr. Szpyrka and Tiffany Nichols

Target Date: June 6-9, 2016 and August 5, 2016

Strategy for Follow-up: Classroom observations and modeling of lessons throughout the year.

Person responsible for Monitoring: Principal, Administration, Curriculum Coach and District Director of Instruction

Topic: High School Science Lesson Enhancement based on Benchmark Assessment Data Analysis and Refining of Curriculum Maps

Facilitator: Dr. Szpyrka

Target Date: August 3, 2016

Strategy for Follow-up: Classroom observations and modeling of lessons throughout the year.

Person responsible for Monitoring: Principal, Administration, Curriculum Coach and District Director of Instruction

Topic: Teachers of all disciplines participated in training focused on strategies designed for continuous student engagement resulting in greater student achievement.

Facilitator: Susan Hentz

Target Date: August 4, 2016

Strategy for Followup: Classroom Observations

Person Responsible for Monitoring: District Reading Coach, District Director of Instruction, Administration, Curriculum Coach, Mentor Teachers

Social Studies Goal

Based on the Needs Assessment, Identify Area(s) for Improvement:

Area Identified for Improvement: Based on the results of the 2016 End of Course Exam for US History, 81% of the Altha students who took the exam scored proficient (Level 3 or higher). On the 2016 End of Course Exam for Civics, 84% scored proficient (Level 3 and higher) as well.

Objective Linked to Area of Improvement: Maintain at least 80% of the students scoring proficient on the Civics and on the US History end of course exams.

Action/Strategies:

1. History teachers will collaborate with Language Arts teachers to incorporate Social Science articles during reading instruction.
2. Utilize student engagement strategies
3. The principal and assistant principals will make classroom visits and observations throughout the year.

Person Responsible for Monitoring the Action Step:

1. Classroom teachers
2. Classroom teachers
3. Principal and Assistant Principals

Process Used to Determine Effectiveness of Action Step:

1. Classroom observations
2. Classroom observations
3. Principal and Assistant Principals

Evaluation Tool:

2017 FSA History and Civics EOC assessments

Professional Development Aligned with Objectives

Objective addressed: Maintain at least 80% of the students scoring proficient on the Civics and on the US History end of course exams.

Topic: Effective instruction to help raise student achievement in US History and Civics and with the utilization of curriculum maps. Teachers participated in training focused on strategies designed for continuous student engagement resulting in greater student achievement.

Facilitator: Susan Hentz

Target Date: August 4 & 5, 2016

Strategy for Followup: Classroom Observations

Person Responsible for Monitoring: District Reading Coach, District Director of Instruction, Administration, Curriculum Coach, Mentor Teachers

Area: Parent Involvement

Area Identified for Improvement: Due to changes experienced by entering kindergarten, and exiting 5th and 8th grade students, there is a constant need to make parents aware of opportunities to become involved in their child's education and school activities. Altha School will continue to provide opportunities for parents to become actively involved in their child's education.

Objective Linked to Area of Improvement: By May 2017, Altha Public School will provide at least 10 opportunities for parents to become actively involved in school activities.

Action/Strategies: We will communicate with parents through a variety of means so that they are informed and given the opportunity to be involved with their child's education. We will continue to promote a positive relationship with the SAC committee, the PTO, and athletic and club sponsors to ensure a positive impact on parental involvement.

1. An Open house will be conducted for the school year's orientation.
2. Grade level nights (for example- Pre-K through 8th grade parent meeting).
3. Parents are asked to be participants in the SACS Committee.
4. Dads Take Your Child to School day.
5. The volunteer program is open to all parents.
6. School conferencing and child study team meetings involve and require parent input.
7. There will be periodic communication with parents from the office.
8. Parents are welcomed to attend assemblies, programs, and field days.
9. Several family ESE reading nights will be held.
10. We will provide family literacy services, through the public library, to empower parents to become active partners in their child's education.

11. Recognize our school's volunteers at the annual awards day program and host a luncheon honoring them during post school.
12. Parents will be offered survey opportunities to give opinions concerning their child's education.
13. Parents will be sent frequent teacher newsletters that often include parenting information to encourage parental involvement and give tips on how to be involved in a child's education.
14. We will use the School Messenger phone system to keep parents aware of school functions and attendance.
15. The parent portal of the FOCUS grade management program will be shared with parents.
16. A school-wide telephoning program is used to inform parents of school activities and announcements.

Person Responsible for Monitoring the Action Step:

1. Teachers, Guidance and administrators

Process Used to Determine Effectiveness of Action Step:

1. Collection of participation data and Parent Surveys

Evaluation Tool:

1. Parent Attendance sign-in sheets, SAC and PTO meeting minutes, Parent Surveys, and records of attendance.

Professional Development Aligned with Objectives

Objective addressed: Provide at least ten parental experiences dealing with several facets of Altha School's educational program.

Topic: Effective two way communication

Facilitator: Administration, Teachers, Sponsors

Target Date: On-going

Strategy for Follow-up: Satisfaction survey from parents

Person responsible for Monitoring: Guidance and Administration