

Calhoun County School District

Altha Public School



2019-20 School Improvement Plan

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Altha Public School

25820 NE FUQUA CIR, Altha, FL 32421

www.althaschool.org

Demographics

Principal: Sue Price

Start Date for this Principal: 9/10/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Economically Disadvantaged Students Hispanic Students Students With Disabilities White Students
School Grade	2018-19: B
School Grades History	2017-18: B 2016-17: B 2015-16: C 2014-15: A 2013-14: B
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Jeff Sewell
Turnaround Option/Cycle	
Year	
Support Tier	NOT IN DA
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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 students is vital to ensure the success of every child.

Altha Public School recognizes that a Pre-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	Job Duties and Responsibilities
Price, Sue	Principal	<p>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 the school's contact for professional development.</p> <p>Assistants Treva McCroan and Patrick Jones 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.</p> <p>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 online requirements.</p> <p>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.</p> <p>Teachers, Meagan Henson serve as an instructional leader and represents the interest of all teachers on the leadership team. She is a model teacher and exhibits best practices daily.</p>
McCroan, Treva	Assistant Principal	
Tatum, Zoe	Guidance Counselor	
Yon, Charlene	Guidance Counselor	
Henson, Meagan	Teacher, ESE	
Alday, Cindy	Instructional Coach	
Jones, Patrick	Assistant Principal	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	54	53	44	43	49	50	54	55	51	66	41	52	47	659
Attendance below 90 percent	9	3	9	12	6	6	13	11	11	10	7	14	12	123
One or more suspensions	0	0	0	0	0	0	10	2	4	2	0	4	0	22
Course failure in ELA or Math	0	1	2	0	0	0	0	3	1	0	4	4	2	17
Level 1 on statewide assessment	0	0	0	0	5	9	12	15	11	5	8	13	7	85

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	0	0	1	2	4	5	4	1	6	7	2	33

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	4	0	0	1	0	0	2	0	1	1	0	24
Students retained two or more times		0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

Date this data was collected or last updated

Tuesday 9/10/2019

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	1	0	2	2	2	5	4	2	6	24

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	1	0	2	2	2	5	4	2	6	24

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	63%	62%	61%	58%	61%	60%
ELA Learning Gains	62%	61%	59%	53%	57%	57%
ELA Lowest 25th Percentile	47%	50%	54%	43%	44%	52%
Math Achievement	60%	64%	62%	61%	63%	61%
Math Learning Gains	53%	61%	59%	52%	50%	58%
Math Lowest 25th Percentile	41%	45%	52%	49%	40%	52%
Science Achievement	64%	57%	56%	60%	56%	57%
Social Studies Achievement	78%	75%	78%	70%	74%	77%

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	
Number of students enrolled	54 (0)	53 (0)	44 (0)	43 (0)	49 (0)	50 (0)	54 (0)	55 (0)	51 (0)	66 (0)	41 (0)	52 (0)	47 (0)	659 (0)
Attendance below 90 percent	9 (0)	3 (0)	9 (1)	12 (0)	6 (0)	6 (0)	13 (1)	11 (0)	11 (0)	10 (0)	7 (0)	14 (1)	12 (0)	123 (3)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)	0 (1)	0 (1)	10 (11)	2 (4)	4 (8)	2 (8)	0 (5)	4 (7)	0 (10)	22 (55)
Course failure in ELA or Math	0 (0)	1 (2)	2 (0)	0 (0)	0 (2)	0 (0)	0 (0)	3 (0)	1 (0)	0 (3)	4 (3)	4 (4)	2 (7)	17 (21)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (2)	5 (7)	9 (12)	12 (17)	15 (23)	11 (12)	5 (12)	8 (12)	13 (7)	7 (6)	85 (110)

Grade Level Data

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	76%	62%	14%	58%	18%
	2018	70%	62%	8%	57%	13%
Same Grade Comparison		6%				
Cohort Comparison						
04	2019	54%	61%	-7%	58%	-4%
	2018	57%	60%	-3%	56%	1%
Same Grade Comparison		-3%				
Cohort Comparison		-16%				
05	2019	62%	57%	5%	56%	6%
	2018	40%	52%	-12%	55%	-15%
Same Grade Comparison		22%				
Cohort Comparison		5%				
06	2019	56%	60%	-4%	54%	2%
	2018	49%	51%	-2%	52%	-3%
Same Grade Comparison		7%				
Cohort Comparison		16%				
07	2019	61%	53%	8%	52%	9%
	2018	55%	63%	-8%	51%	4%
Same Grade Comparison		6%				
Cohort Comparison		12%				
08	2019	64%	70%	-6%	56%	8%
	2018	63%	70%	-7%	58%	5%
Same Grade Comparison		1%				
Cohort Comparison		9%				
09	2019	54%	64%	-10%	55%	-1%
	2018	65%	63%	2%	53%	12%
Same Grade Comparison		-11%				
Cohort Comparison		-9%				
10	2019	70%	66%	4%	53%	17%
	2018	64%	59%	5%	53%	11%
Same Grade Comparison		6%				
Cohort Comparison		5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	67%	67%	0%	62%	5%
	2018	82%	77%	5%	62%	20%
Same Grade Comparison		-15%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						
04	2019	75%	70%	5%	64%	11%
	2018	79%	65%	14%	62%	17%
Same Grade Comparison		-4%				
Cohort Comparison		-7%				
05	2019	62%	56%	6%	60%	2%
	2018	32%	53%	-21%	61%	-29%
Same Grade Comparison		30%				
Cohort Comparison		-17%				
06	2019	38%	64%	-26%	55%	-17%
	2018	47%	63%	-16%	52%	-5%
Same Grade Comparison		-9%				
Cohort Comparison		6%				
07	2019	69%	68%	1%	54%	15%
	2018	65%	71%	-6%	54%	11%
Same Grade Comparison		4%				
Cohort Comparison		22%				
08	2019	45%	54%	-9%	46%	-1%
	2018	61%	68%	-7%	45%	16%
Same Grade Comparison		-16%				
Cohort Comparison		-20%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	70%	56%	14%	53%	17%
	2018	52%	62%	-10%	55%	-3%
Same Grade Comparison		18%				
Cohort Comparison						
08	2019	54%	56%	-2%	48%	6%
	2018	48%	56%	-8%	50%	-2%
Same Grade Comparison		6%				
Cohort Comparison		2%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	64%	76%	-12%	67%	-3%
2018	73%	69%	4%	65%	8%
Compare		-9%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	73%	74%	-1%	71%	2%
2018	69%	77%	-8%	71%	-2%
Compare		4%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	81%	78%	3%	70%	11%
2018	73%	73%	0%	68%	5%
Compare		8%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	63%	66%	-3%	61%	2%
2018	48%	62%	-14%	62%	-14%
Compare		15%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	45%	57%	-12%	57%	-12%
2018	59%	62%	-3%	56%	3%
Compare		-14%			

Subgroup Data

2019 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
SWD	30	42	35	28	33	16	44	59			
HSP	59	63		61	67			70			
WHT	63	61	44	60	51	39	65	78	61	85	53
FRL	55	56	47	58	49	38	55	74	50	79	42

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 2015-16	C & C Accel 2015-16
SWD	20	34	38	32	46	45	31	50			
HSP	63	57		48	36		80				
MUL	62	55		86	82						
WHT	57	52	43	60	52	47	56	72	75	81	59
FRL	53	51	49	57	54	54	50	68	80	71	60

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	61
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	667
Total Components for the Federal Index	11
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	64
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	60
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	55
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

The lowest area is math learning gains of the lowest 25% students which is 41% with English Language Arts learning gains of the lowest 25% students being next to lowest at 47%. One contributing factor is the loss of at least a month worth of instruction due to Hurricane Michael. Also, teacher turn over and lack of teachers that are certified in middle and high school mathematics.

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

The math learning gains of the lowest 25% of students in the data component that showed the greatest decline. As a school we dropped 8 percentage points in 2018. A contributing factor is the loss of at least a month worth of instruction due to Hurricane Michael. Also, teacher turn over and lack of teachers that are certified in middle and high school mathematics.

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

The math learning gains of the lowest 25% of students has the greatest gap when compared to the state average which is eleven percentage points below the state average. Again, the contributing factors are a loss of a month's worth of instruction due to Hurricane Michael and the lack of math certified teachers as well as teacher turnover.

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

The English Language Arts learning gains increased nine percentage points in the last school year. More focus was placed on progress monitoring with iReady and providing interventions.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

A potential area of concern is attendance being below 90%.

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

1. Students with disabilities -the students with disabilities subgroup is 36% which is below the 41% threshold set by ESSA.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Students with Disabilities
Rationale	The students with disabilities subgroup is below the federal index of 41% (36%). The students that make up the subgroup of students with disabilities are also students that are included in the school's lowest 25% subgroup.
State the measureable outcome the school plans to achieve	Altha Public School's students with disabilities subgroup federal index achievement measure will increase from 36%(2019) to 38% in 2020.
Person responsible for monitoring outcome	Sue Price (sue.price@calhounflschools.org)
Evidence-based Strategy	Implement small group instruction using the SPIRE program to close instructional gaps among our students with disabilities.
Rationale for Evidence-based Strategy	The SPIRE program is a research-proven intervention program for our lowest performing students. The program provides differentiated/leveled instruction that is data driven, also systematic with continual practice, and has sequentially structured lessons to ensure mastery of concepts.
Action Step	
Description	<ol style="list-style-type: none"> 1. Inclusion teachers providing small group instruction. 2. The addition of a Title 1 resource teacher 3. Change/updates in math curriculum: <ol style="list-style-type: none"> a. Increase the rigor in 4th & 5th grade math curriculum b. Pre-K change to the NY Engage math curriculum c. Concentration of number sense in K-1 4. Increase the use of Math fluency in elementary levels 5. Progress monitor in high school math for college readiness 6. Intensive math courses in middle and high school grade levels. 7. Morning computer lab for targeted instruction and extra practice .
Person Responsible	Sue Price (sue.price@calhounflschools.org)

#2

Title

Rationale

State the measureable outcome the school plans to achieve

Person responsible for monitoring outcome [no one identified]

Evidence-based Strategy

Rationale for Evidence-based Strategy

Action Step

Description

- 1.
- 2.
- 3.
- 4.
- 5.

Person Responsible

[no one identified]

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

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. 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, grade level parent meetings, and 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 front 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 strives 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. Students also have access to a licensed mental health counselor through TeleHealth. The Sanford Harmony curriculum is utilized in Kindergarten through second grades to foster social and emotional growth. Teachers also participated in the Rufus Lott training that provided instruction and strategies on creating a positive culture. Teachers are supported by guidance counselors concerning mandatory reporting of suspected abuse or neglect. The district's licensed mental health counselor is also available to students, parents, teachers, and administrators. Threat assessment team meetings are also conducted monthly to discuss any mental health concerns we may have for our students with the district mental health counselor.

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 hold 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 and agriculture that provide students the opportunity to achieve industry certifications. Students are also able to attend CNA nursing courses offered through a partnership with Blountstown High School. STEM camps are also offered for 4th through middle school students to provide hands on science and technology experiences. Middle grades students are also enrolled in a college and career planning course. Dual Enrollment is 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. High school students also have the opportunity to take the DCT course and work in their chosen industry. 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			
1	III.A	Areas of Focus: Students with Disabilities	\$0.00
2	III.A	Areas of Focus:	\$0.00
Total:			\$0.00