

# 2015-2016 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):

<b>Name</b>	<b>Title</b>
<b>Sue Price</b>	<b>Principal</b>
<b>Link Barber</b>	<b>Assistant Principal</b>
<b>Zoe Tatum</b> <b>Charlene Yon</b>	<b>Guidance</b>
<b>Russell Baggett</b> <b>Meagan Henson</b>	<b>Teachers</b>
<b>Cindy Alday</b>	<b>Curriculum Coach</b>

#### District-Level Information

**District:** Calhoun

**Superintendent:** Ralph Yoder

**Date of School Board Approval:** Pending



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

**Administration:**

Sue Price/Link Barber

**School Related Employee:**

Mary Frank Brooks, Dawn Herring, Rhonda O'Bryan

**Students:**

Sawyer O'Bryan, Anna Alday, Maddyson Granger

**Parents & Business/Community Sponsors:**

Georgia Granger, Dallas Jones, Linda Martin, Bobby Rowe, Tanice McClain, Amber Katch, Brittany Wooten, Carol Finuff

<p><b>Involvement of the SAC in the development of this SIP</b>  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.</p>
<p><b>Activities of the SAC for the upcoming year</b>  The SAC committee plays an important role in making and approving decisions that involve our teachers 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.</p>
<p><b>Projected use of school improvement funds and include</b>  There are no funds; therefore there is no projected use to report.</p>
<p><b>..... is in compliance with Section 1001.452 F.S., regarding the establishment duties of the School Advisory Council</b>  We are in compliance with Section 1001.452.,F.S.</p>

## 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%),
<b>Principal</b>	<b>Sue Price</b>	BS Elementary Ed, BS Elementary Ed Early Childhood, English 6-9, Educational Leadership (all grades)	<b>4</b>	<b>6</b>	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: TBD
<b>Assistant Principal</b>	<b>Link Barber</b>	AA Chipola Junior College BS Florida State University (Mathematics Education 6-12) MS University of West Florida (Educational Leadership)	<b>2</b>	<b>6</b>	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—Earnedschool grade of a B. 2014-2015--TBD

# 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%))																														
<b>Reading</b>	Robin Richards	Degrees AA-Chipola BS-Florida State University MS-Florida State University  Certifications Elem. Ed. (1-6) Ed. Leadership Reading Endorse.	3	3	<p>School Grades</p> <table border="1" style="font-size: small;"> <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> </tbody> </table> <p>Third 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
	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																														
Cindy Alday	AA-Wallace College BS—Troy State University MS-FSU (Elementary Ed. Reading Endorsement	21	1	<p>2013-2014 Scores—4<sup>th</sup> 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: TBD</p>																															

## Classroom Teachers

	#	%
# of classroom teachers	46	100
# receiving effective rating or higher	46	100
# Highly Qualified Teachers	46	100
# certified in-field	42	91
# ESOL endorsed	17	37
# reading endorsed	12	26
# with advanced degrees	13	28
# National Board Certified	0	0
# first-year teachers	1	2
# with 1-5 years of experience	11	24
# with 6-14 years of experience	16	35
# with 15 or more years of experience	19	41

## Educational Paraprofessionals

	#	%
# of paraprofessionals	6	100
# of Highly Qualified	3	50

## Other Instructional Personnel

	#	%
# of other instructional personnel	2	100
# receiving effective rating of higher	2	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 schools 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
None	None		Completing a program designed by the district for beginning teachers. Introduction and implementation of the Florida Standards.

## 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, 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, mini-assessments given from Florida Achieves Website, STAR, Benchmark Assessments, Progress Monitoring Assessments, and FSA

Midyear: Florida Assessments for Instruction in Reading (FAIR), mini-assessments given from Florida Achieves Website, 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 1 Boot Camp**

4 hours a day, four days a week for 1 week to review for the Algebra EOC. Designed to aide students who are taking Alg 1 EOC for the first time or who are taking the Alg 1 EOC retake exam.

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

The data is collected once the results come back from the Alg 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 oversaw 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):**

<b>Name</b>	<b>Title</b>
<b>Sue Price</b>	<b>Principal</b>
<b>Cindy Alday</b>	<b>Curriculum Coach</b>
<b>Missy McGill</b>	<b>Teacher</b>
<b>Julia Bentley</b>	<b>Teacher</b>
<b>Erin Walker</b>	<b>Teacher</b>
<b>Mollie Branton</b>	<b>Teacher</b>
<b>Tracy Basford</b>	<b>Teacher</b>
<b>Gwen Barwick</b>	<b>Teacher</b>
<b>Sara Waldorff</b>	<b>Media Specialist</b>

### **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 common core 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 new Florida Standards. A school goal will also be to incorporate a book study on the book "Mindset". A book study will take place throughout the school year that focuses on differing "mindsets" that we deal with each and every day. Also curriculum mapping will take place throughout the year 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 see reading strategies are being incorporated into all subject areas. Book study on "Mindset" 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 K-12 school, we have the unique opportunity to begin working with our middle school students in the 7th grade Career explorations component of Civics class. Being on the same campus gives us the means to have our high school guidance counselor and career counselor begin working with our middle school students on Choices, ePep, career exploration and research. This continues into the 8th grade where the focus shifts to making a connection between their high school course selections and their future plans. 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 take the PLAN test in 10th grade, CPT and ASVAB in the 11th grade and 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. Facts.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 at their fingertips. Students are given the PLAN test in 10th grade, CPT and ASVAB in the eleventh grade, and all students are encouraged to take the ACT, 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. All 8th-12th grade students develop an ePep which is reviewed yearly by students, guidance, and parents and updated if necessary. 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 Choices and career curriculum. Seniors are provided opportunities to meet individually with Career Guidance and other 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 teachers 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**

#### **Annual Measureable Objectives (AMOs)**

<b>Group</b>	<b>2015 Target %</b>	<b>2015 Actual %</b>	<b>Target Met?</b>	<b>2016 Target %</b>
<b>All Students</b>	<b>60</b>	<b>?</b>	<b>?</b>	<b>60</b>
<b>American Indian</b>				
<b>Asian</b>				
<b>Black/African American</b>				
<b>Hispanic</b>	<b>80</b>	<b>?</b>		
<b>White</b>	<b>60</b>	<b>?</b>	<b>?</b>	<b>60</b>
<b>ELL</b>				
<b>SWD</b>	<b>50</b>	<b>?</b>	<b>?</b>	<b>60</b>
<b>ED</b>	<b>50</b>	<b>?</b>	<b>?</b>	<b>60</b>

## Florida Standards Assessment Test (FSA)

	2015 Actual #	2015 Actual %	2016 Target %
Students scoring at Achievement Level 3	?	?	<b>30</b>
Students scoring at or above Achievement Level 4	?	?	<b>35</b>

## Florida Alternate Assessment (FAA)

	2015 Actual #	2015 Actual %	2016 Target %
Students scoring at Levels 4, 5, and 6	<b>0</b>	<b>0</b>	<b>100</b>
Students scoring at or above Level 7	<b>0</b>	<b>0</b>	<b>100</b>

## Learning Gains

	2015 Actual #	2015 Actual %	2016 Target %
Students making learning gains (FSA and FAA)	?	?	<b>60</b>
Students in lowest 25% making learning gains (FSA)	?	?	<b>60</b>

## Comprehensive English Language Learning Assessment (CELLA)

	2015 Actual #	2015 Actual %	2016 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students).	<b>0</b>	<b>0</b>	<b>100/NA</b>
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students).	<b>0</b>	<b>0</b>	<b>100/NA</b>
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students).	<b>0</b>	<b>0</b>	<b>100/NA</b>

## Postsecondary readiness

	2015 Actual #	2015 Actual %	2016 Target %
On time graduates scoring "college ready" on the PERT or any college placement test.	<b>31</b>	<b>74</b>	<b>80</b>

## Area: Elementary/Middle School Mathematics Annual Measureable Objectives (AMOs)

Group	2015 Target %	2015 Actual %	Target Met?	2016 Target %
All Students	<b>60</b>	?	?	<b>60</b>
American Indian				
Asian				
Black/African American				
Hispanic	<b>78</b>	?	?	
White	<b>60</b>	?	?	<b>60</b>

<b>ELL</b>				
<b>SWD</b>	<b>50</b>	<b>?</b>	<b>?</b>	<b>50</b>
<b>ED</b>	<b>60</b>	<b>?</b>	<b>?</b>	<b>60</b>

### Florida Standards Assessment Test (FSA)

	<b>2015 Actual #</b>	<b>2015 Actual %</b>	<b>2016 Target %</b>
<b>Students scoring at Achievement Level 3</b>	<b>?</b>	<b>?</b>	<b>30</b>
<b>Students scoring at or above Achievement Level 4</b>	<b>?</b>	<b>?</b>	<b>30</b>

### Florida Alternate Assessment (FAA)

	<b>2015 Actual #</b>	<b>2015 Actual %</b>	<b>2016 Target %</b>
<b>Students scoring at Levels 4, 5, and 6</b>	<b>0</b>	<b>0</b>	<b>NA</b>
<b>Students scoring at or above Level 7</b>	<b>0</b>	<b>0</b>	<b>NA</b>

### Learning Gains

	<b>2015 Actual #</b>	<b>2015 Actual %</b>	<b>2016 Target %</b>
<b>Learning gains</b>	<b>?</b>	<b>?</b>	<b>60</b>
<b>Students in lowest 25% making learning gains (FSA)</b>	<b>?</b>	<b>?</b>	<b>60</b>

### Middle School Acceleration

	<b>2015 Actual #</b>	<b>2015 Actual %</b>	<b>2016 Target %</b>
<b>Middle school participation in high school EOC and industry certification (15 out of all 8<sup>th</sup> graders)</b>	<b>15</b>	<b>38</b>	<b>35</b>
<b>Middle school performance on high school EOC and industry certification---Passed</b>	<b>15</b>	<b>38</b>	<b>100</b>

### Florida Standards Assessment Test (FSA)

	<b>2015 Actual #</b>	<b>2015 Actual %</b>	<b>2016 Target %</b>
<b>Students scoring at Achievement Level 3</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>
<b>Students scoring at or above Achievement Level 4</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>

### Florida Alternate Assessment (FAA)

	<b>2015 Actual #</b>	<b>2015 Actual %</b>	<b>2016 Target %</b>
<b>Students scoring at Levels 4, 5, and 6</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>
<b>Students scoring at or above Level 7</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>

## Learning Gains

	2015 Actual #	2015 Actual %	2016 Target %
Learning gains	NA	NA	NA
Students in lowest 25% making learning gains (FSA)	NA	NA	NA

## Postsecondary Readiness

	2015 Actual #	2015 Actual %	2016 Target %
On-time graduates scoring "college-ready" on the PERT or any college placement test.	31	74	80

## Algebra I EOC

	2015 Actual #	2015 Actual %	2016 Target %
Students scoring at Achievement Level 3 or above	33	94	75
Students scoring at or above Achievement Level 4	-----	-----	-----

## Geometry EOC

	2015 Actual #	2015 Actual %	2016 Target %
Students scoring at Achievement Level 3	?	?	40
Students scoring at or above Achievement Level 4	?	?	25

## Area: Elementary Science FSA/FCAT 2.0

	2015 Actual #	2015 Actual %	2016 Target %
Students scoring at Achievement Level 3	16	41	30
Students scoring at or above Achievement Level 4	11	28	35

## FAA

	2015 Actual #	2015 Actual %	2016 Target %
Students scoring at Levels 4, 5, 6	NA	NA	NA
Students scoring at or above Level 7	NA	NA	NA

**Area: Middle School Science  
FSA/FCAT 2.0**

	<b>2015 Actual #</b>	<b>2015 Actual %</b>	<b>2016 Target %</b>
<b>Students scoring at Achievement Level 3</b>	<b>9</b>	<b>20</b>	<b>30</b>
<b>Students scoring at or above Achievement Level 4</b>	<b>11</b>	<b>25</b>	<b>30</b>

**FAA**

	<b>2015 Actual #</b>	<b>2015 Actual %</b>	<b>2016 Target %</b>
<b>Students scoring at Levels 4, 5, 6</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>
<b>Students scoring at or above Level 7</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>

**Area: High School Science  
FAA**

	<b>2015 Actual #</b>	<b>2015 Actual %</b>	<b>2016 Target %</b>
<b>Students scoring at Levels 4, 5, 6</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>
<b>Students scoring at or above Level 7</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>

**Biology I EOC**

	<b>2015 Actual #</b>	<b>2015 Actual %</b>	<b>2016 Target %</b>
<b>Students scoring at Achievement Level 3</b>	<b>17</b>	<b>49</b>	<b>50</b>
<b>Students scoring at or above Achievement Level 4</b>	<b>11</b>	<b>31</b>	<b>25</b>

**Area: Middle School Civics**

**Civics EOC**

	<b>2015 Actual #</b>	<b>2015 Actual %</b>	<b>2016 Target %</b>
<b>Students scoring at Achievement Level 2</b>	<b>18</b>	<b>35</b>	<b>40</b>
<b>Students scoring at Achievement Level 3</b>	<b>21</b>	<b>41</b>	<b>35</b>

**Area: High School History**

**US History EOC**

	<b>2015 Actual #</b>	<b>2015 Actual %</b>	<b>2016 Target %</b>
<b>Students scoring at Achievement Level 3</b>	<b>20</b>	<b>40</b>	<b>50</b>
<b>Students scoring at or above Achievement Level 4</b>	<b>20</b>	<b>40</b>	<b>25</b>

## Area: Science, Technology, Engineering, and Mathematics (STEM)

### All levels

	2015 Actual #	2015 Actual %	2016 Target %
# of STEM-related experiences provided for students	<b>10</b>	<b>NA</b>	
Participants in STEM-related experiences provided for students (13+ students for 10 activities)	<b>131</b>	<b>70</b>	<b>80</b>

### High Schools

	2015 Actual #	2015 Actual %	2016 Target %
Students enrolling in one or more accelerated STEM-related courses	<b>90</b>	<b>48</b>	<b>50</b>
Completion rate (%) for students enrolled in accelerated STEM-related courses	<b>85</b>	<b>94</b>	<b>95</b>
Students taking one or more advanced placement exams for STEM-related courses	<b>0</b>	<b>0</b>	<b>0</b>
CTE-STEM program concentrations	<b>0</b>	<b>0</b>	<b>0</b>
Students taking CTE-STEM industry certifications exams	<b>0</b>	<b>0</b>	<b>0</b>
Passing rate (%) for students who take CTE-STEM industry certification exams	<b>0</b>	<b>0</b>	<b>90</b>

## Area: Career and Technical Education (CTE)

	2015 Actual #	2015 Actual %	2016 Target %
Students enrolling in one or more CTE courses	<b>130</b>	<b>70</b>	<b>75</b>
Students who have completed one or more CTE courses who enroll in one or more accelerated courses	<b>85</b>	<b>65</b>	<b>70</b>
Completion rate (%) for CTE students enrolled in accelerated courses	<b>83</b>	<b>98</b>	<b>100</b>
Students taking CTE industry certification exams	<b>30</b>	<b>16</b>	<b>50</b>
Passing rate (%) for students who take CTE-industry certification exams	<b>18</b>	<b>72</b>	<b>75</b>
CTE program concentrators	<b>3</b>	<b>NA</b>	<b>NA</b>
CTE teachers holding appropriate industry certifications	<b>1</b>	<b>33</b>	<b>100</b>



## Area: Early Warning Systems Elementary

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

## Middle School

	2015 Actual #	2015 Actual %	2016 Target %
Students who miss 10% or more of available instructional time	<b>33</b>	<b>23</b>	<b>20</b>
Students retained	<b>1</b>	<b>1</b>	<b>0</b>
Students who are not proficient in reading in fifth grade	<b>TBD</b>	<b>TBD</b>	<b>10</b>
Students who receive two or more behavior referrals	<b>19</b>	<b>13</b>	<b>20</b>
Students who receive one or more behavior referrals that leads to suspension.	<b>34</b>	<b>23</b>	<b>20</b>

## High School

	2015 Actual #	2015 Actual %	2016 Target %
Students who miss 10% or more of available instructional time	<b>63</b>	<b>34</b>	<b>10</b>
Students retained	<b>0</b>	<b>0</b>	<b>0</b>
Students who are not proficient in reading in eighth grade	<b>TBD</b>	<b>TBD</b>	<b>10</b>
Students who receive two or more behavior referrals	<b>10</b>	<b>5</b>	<b>10</b>
Students who receive one or more behavior referrals that leads to suspension.	<b>36</b>	<b>20</b>	<b>10</b>

## Graduation

	2015 Actual #	2015 Actual %	2016 Target %
Students dropping out of school	<b>1</b>	<b>2</b>	<b>0</b>
Students graduating in 4 years	<b>40</b>	<b>98</b>	<b>100</b>
Academically at-risk students graduating in 4 years	<b>6</b>	<b>86</b>	<b>100</b>
Students graduating in 5 years	<b>0</b>	<b>0</b>	<b>0</b>

# Problem Solving

## English/Language Arts Goal (ELA)

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

**Area Identified for Improvement:** The goals set by the Florida Annual Measurable Objectives Report stated that 72% of our students would score proficient in Reading. During the 2013-2014 school year, 62% of our students scored proficient in reading. While only 62% scored proficient in reading, it should be noted that 65% of the students tested did show learning gains in reading (up 10% from last year) and 53% of our struggling readers (lowest 25%) showed learning gains as well. It should be noted that 2014-2015 scores have not been released at this time therefore; at this time we do not know the number of students who scored proficient, what strategies worked or what areas need focused attention for the upcoming school year (in regards to testing data).

**Objective Linked to Area of Improvement:** The Altha School Goal for the 2015-2016 will be that at least 60% of our students (grades 3-12) will score proficient on the Florida Standards Assessment (FSA) in English Language Arts (ELA). (Method of scoring not yet determined at this point)

**Action/Strategies:** The schools needs assessment profile has been analyzed to identify areas of weakness. Objectives for improving ELA scores have been written and are being implemented. Teachers from all schools in our district have collaborated to develop curriculum maps to assure the new Florida Standards are being taught. District grade level meetings were conducted last year to develop pacing guides and a consistent, concrete curriculum—the meetings will continue to take place again this school year.

## Professional Development Aligned with Objectives

**Objective addressed:** The Altha School Goal for the 2015-2016 will be that at least 60% of our students (grades 3-12) will score proficient on the Florida Standards Assessment (FSA) in English Language Arts (ELA).

**Topic:** Effective instruction to help raise student achievement in reading and utilization of curriculum maps.

**Topic:** Focus on understanding and gather content to meet the new Florida Standards—Book study, classroom observations, higher order questioning in all classrooms.

**Topic:** Open lines of communication with teachers in other schools in the district—planning meetings, curriculum mapping, and professional development.

**Facilitator:** Sue Price/Robin Richards/Cindy Alday/Kay Tipton/Teachers

**Target Date:** District scheduled classroom visits throughout the year. District scheduled meetings throughout the year. Classroom observations---May 2016

**Strategy for Follow-up:** Lesson observations and classroom observations

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

## Reading Budget

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
		0.00
		<b>Total: \$0.0</b>
Other		
Description of Resources	Funding Source	Available Amount
		0.00
		0.00
		<b>Total:\$0.00</b>

## MATH GOAL

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

**Area Identified for Improvement:** The goals set for 2013-2014 school year stated that 66% of the students at Altha School taking the FCAT would score proficient. During the 2013-2014 school year, 60% of the students scored proficient in math. On the 2015 Algebra EOC, 94% of the students scored proficient. It should be noted that 2014-2015 scores have not been released at this time therefore; at this time we do not know the number of students who scored proficient, what strategies worked or what areas need focused attention for the upcoming school year (in regards to testing data).

**Objective Linked to Area of Improvement:** The Altha School Goal for the 2015-2016 will be that at least 60% of our students (grades 3-12) will score proficient on the Florida Standards Assessment (FSA) in Mathematics. (Method of scoring not yet determined at this point) In Algebra, our goal is that 75% of the students taking the Algebra EOC will score proficient.

**Action/Strategies:** The schools needs assessment profile has been analyzed to identify areas of weakness. Objectives for improving mathematics scores have been written and are being implemented. Teachers from all schools in our district have collaborated to develop curriculum maps to assure the new Florida Standards are being taught. District grade level meetings were conducted last year to develop pacing guides and a consistent, concrete curriculum—the meetings will continue to take place again this school year.

1. Effective implementation of the Math Series in regards to the NEW Florida Standards

2. Effective implementation of the New Florida Standards in mathematics
3. Provide training to teachers with fellow teachers guiding the way, the district math consultant, throughout the school year.
4. Continue use of the STAR Math assessment program as a tool to monitor progress for students in the RTI process.
5. Continue data analysis of reports from various software programs such as Success Maker, Khan Academy, Study Island, and STAR Math.
6. Use all curriculums available to teacher—Algebra Nation, Everglades Learning, Khan Academy, etc...

**Evaluation Tool:**

Progress monitoring of student results on baseline assessments and 2016 FSA in Mathematics.

## Professional Development Aligned with Objectives

**Topic:** Effective implementation of the Florida Standards in Mathematics

**Topic:** Effective implementation and use of alternative resources (Algebra Nation, Everglades Math, Khan Academy, etc..)

**Facilitator:** Vicki Davis, Kay Tipton, Sue Price, Link Barber, Cindy Alday, Teachers

**Target Date:** Pre-planning as well as district scheduled classroom visits throughout the year. In-service and training will be scheduled throughout the school year.

**Strategy for Follow-up:** Classroom observations and modeling of lessons

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

## Math Budget

Technology		
Description of Resources	Funding Source	Available Amount
		0.00
		<b>Total</b>

# **Science Goal**

**Area Identified for Improvement:** The scores for the 2014-2015 school year showed that 69% of 5<sup>th</sup> grade students at Altha School scored proficient on the science FCAT. The 8<sup>th</sup> grade students had 45% score proficient on FCAT science. On the Biology EOC Exam, 80% of the students taking the test scored proficient.

**Objective Linked to Area of Improvement:** The Altha School Goal for the 2015-2016 will be that at least 60% of our students will score proficient on the 2015-2016 FCAT Science test (grades 5 & 8). Our school goal for the Biology EOC is to maintain the percentage of students scoring proficiency (80%).

**Action/Strategies:** The schools needs assessment profile has been analyzed to identify areas of weakness. Objectives for improving science scores have been written and are being implemented. Continue professional development for science teachers in all grades. Continue outside support with Dr. Spzyrka meeting with science teachers.

1. Effective implementation of the new Science curriculum.
2. Effective implementation of the revised science curriculum map
2. Effective implementation of the Next Generation Sunshine State Science Standards
3. Participate in science professional development and classroom observations with Dr. Szpyrka.
4. Utilize science baseline assessments, district progress monitoring assessments, and Performance Matters to direct instruction

## **Person Responsible for Monitoring the Action Step:**

1. Classroom Teacher
2. Classroom Teacher and Principal
3. Principal and district director of instruction
4. Principal and district director or instruction
5. Classroom Teacher
6. Administration

## **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

## **Evaluation Tool:**

Progress monitoring of student results on baseline assessments and 2015 Science FCAT results.

## **Professional Development Aligned with Objectives**

**Objective addressed:** The Altha School Goal for the 2015-2016 will be that at least 60% of our students will score proficient on the 2015-2016 FCAT Science test (grades 5 & 8). Our school goal for the Biology EOC is to maintain the percentage of students scoring proficiency (80%).

**Topic:** Science Lesson Enhancement

**Topic:** Science Standards for FCAT 2.0 and Curriculum Maps

**Facilitator:** Dr. Szpyrka, Sue Price, Kay Tipton, Link Barber, Vicki Davis, Teachers

**Target Date:** Pre-planning and district scheduled classroom visits throughout the year. May 2016

**Strategy for Follow-up:** Classroom observations and modeling of lessons

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

## Science Budget

Description of Resources	Funding Source	Available Amount
		0.00
		<b>Total \$0.00</b>

## Social Studies Goal

**Area Identified for Improvement:** Based on the 2014-2015 US World History EOC Report, 80% of the students taking the US History EOC passed with a score of 3 or better (which is proficient). On the 2014-2015 Civic EOC, 76% of the students scored a level 2 or 3 on the exam.

**Objective Linked to Area of Improvement:** The Altha School Goal for the 2015-2016 will be that at least 75% of our students will score proficient on the 2015-2016 US History EOC. Our school goal for the Civics EOC is that 75% of the students taking the exam will score proficient (based on whatever scoring system is established at that time).

**Action/Strategies:** The schools needs assessment profile has been analyzed to identify areas of weakness. Objectives for improving US History and Civics scores have been written and are being implemented. Continue professional development for US History and Civics teachers.

## Professional Development Aligned with Objectives

**Objective addressed:** The Altha School Goal for the 2015-2016 will be that at least 75% of our students will score proficient on the 2015-2016 US History EOC. Our school goal for the Civics EOC is

that 75% of the students taking the exam will score proficient (based on whatever scoring system is established at that time).

**Topic:** Effective instruction to help raise student achievement in US History and Civics and with the utilization of curriculum maps.

**Topic:** Focus on understanding and gather content to meet the new Florida Standards –Book study, classroom observations.

**Topic:** Open lines of communication with teachers in other schools in the district—planning meetings, curriculum mapping, and professional development.---Dual enrollment classes through Chipola for BHS and AHS students

**Facilitator:** Civics presenter/Sue Price/Kay Tipton

**Target Date:** District scheduled classroom visits throughout the year. District scheduled meetings throughout the year. Classroom observations---May 2015

**Strategy for Follow-up:** Lesson observations and classroom observations

**Person responsible for Monitoring:** District Director of Instruction/Administration/Curriculum Coach/Mentor Teachers

## **Area: Parent Involvement**

**Area Identified for Improvement:** Due to changes produced by exiting 5<sup>th</sup> graders, 8<sup>th</sup> graders and entering kindergarten students, there is a constant need to make parents aware of opportunities to become involved in their child's education and school activities. Altha Public 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 2016, Altha Public School will provide at least 10 opportunities for parents to become actively involved in school activities. We will communicate, through a variety of means, parent involvement opportunities so that parents are informed and given the opportunity to be involved in their child's education.

**Action/Strategies:** Continue to have a positive working relationship with the SAC Committee, PTO, athletic coaches and various clubs that have 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 8<sup>th</sup> 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

Evidence-Based Programs/Materials		
Description of Resources	Funding Source	Available Amount
District ESE Liaison	No Cost	\$0.00



