

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM

2008 - 2009 SCHOOL IMPROVEMENT PLAN



School Name: ALTHA PUBLIC SCHOOL

District Name: Calhoun

Principal: Ronnie Hand

SAC Chair: Russell Baggett

Superintendent: Mary Sue Neves

Date of School Board Approval: October 14, 2008

Dr. Eric J. Smit
Florida Department of Education
325 West
Tallahassee

Dr. Frances Ha
K-12 Policy
Florida Department of Education
325 West
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VISION/MISSION/BELIEF STATEMENTS

Note: Required for Title I

District Vision Statement:

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

District Mission Statement:

Calhoun County School District is committed to excellence, ensuring that each student achieves their highest potential in a global society.

School Mission Statement

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

Beliefs

Altha Public School believes each student should be recognized as a unique individual who should be able to perform at full potential academically, emotionally, and socially – regardless of race, gender, social background, religious beliefs, or ability.

Altha Public School believes that a caring relationship between teachers and students is vital to the success of every child.

Altha Public School recognizes that a Pre-K through twelfth grade school has greatly varied ages 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 the support that will enable them to become productive citizens.

SCHOOL PROFILE DEMOGRAPHICS

Altha Public School is a small, rural, Pre-K - 12 school located in northern Calhoun County, Florida. The instructional staff consists of 35 classroom teachers, 3 Part Time classroom teachers, 1 Elementary teacher, 2 Full Time Middle/High School ESE Inclusion Teachers, 3 Part Time classroom/ Middle School ESE Inclusion Teachers, 1 Reading Coach, 2 Media Specialists, 4 P.E. teachers, 1 Music teacher, 1 Speech Therapist, 1 Guidance Counselor for grades Pre-K-7, 1 Guidance Counselor for grades 8-12, a Coordinator/General Support person. 30% of the teachers hold Masters Degrees and 2% have Specialist Degree. Altha Public School received a school grade of "A" in 2008 and in 2007. In 2004 we made a "B", and in 2003 we made an "A".

The 2007-08 SPAR reports the following data: student population was approximately 607 students, of those qualifying for free/reduced lunches, and 18% identified as Students with Disabilities. The student population consisted of 96% Caucasian, 1% Multi-racial, 2% Hispanic, and 1% American Indian. Altha Public School is in compliance with the class size amendment.

In 2006-07, the latest graduation rate data available, Altha Public School's rate was 70.9%, significantly above the state average of 69.8%.

Altha School had its beginnings over a century ago in 1906 when Martin Richards donated the land, and Altha patrons donated \$300 towards construction of a school. The Calhoun County School Board added \$1000 and the first public school was built just south of the present day United Methodist Church. In 1919 enrollment was 276 and many students aspired to graduate from high school. At the request of the parents, the School Board granted high school status to the Altha school on June 2, 1919. The first school diplomas were awarded in 1922 to Miss Lucile Langford and Miss Mae Peacock. By 1924 the school grew and classes overflowed into the adjacent Masonic Lodge and Methodist Church. Area citizens

the Calhoun County School Board to have a Freeholders' election for the purpose of bonding to pay an additional two mills in taxes to raise \$20,000 to build a larger school. Sixty-six freeholders and only one voted against the measure. The result was the construction of a two-story red brick building on a five-acre plot at the corner of Glisson and Main Streets (today the "white building"). In 1881, Baggett, Ester Brooks, Willie B. Denham, Florence Martin, Annie Kingry, Leonard Dunlap, Otis James Troupe received their diplomas at the first graduation exercise to be held at the new school. In 1939-1940 the building received its first renovation when Roosevelt's Public Works Administration was in renovating the 1926 red brick building. A pitched roof with gabled ends replaced the flat roof to develop bad leaks. Covered alcoves with arched portals graced the front entrances and the building gleamed with a coat of white paint. The auditorium was transformed into classrooms, restrooms renovated, steam heat replaced the old hot air system, and the former home economics classroom became the lunchroom serving hot lunches. During the renovation, elementary students attended classes in houses about town, junior high students met in the Methodist Church, and the senior high classes (agriculture and physical education) met in the Baptist Church. The school plant was enlarged with the addition of the gymnasium. Altha Wildcats now had an indoor court, bleachers, and lights. - 12th grades shared the white building until 1985 when construction of new administrative offices and elementary classrooms was completed. In 1990, through the efforts of a group of concerned citizens, the Calhoun County School Board received a grant to restore and preserve the old high school building. In 1999, 27 acres of land east of the present campus were purchased. Coach Arthur Faurot proposed to turn this piece of ground into a much needed regulation size baseball field. His effort was rewarded in 2002 when "The Cotton Patch" was named the Florida Baseball Field of the Year. A weightroom facility was completed, the "white building" Building One was repainted, the front yard was landscaped, trees were planted along Highway 71, and concrete foundations were placed for a picnic area" out front. As well, tile work on the floor of the gym annex and main office area was completed. During the summer of 2008, two of our elementary classroom wings were demolished by the Florida Department of Environmental Protection to clean up a recurring contamination problem. Portable classrooms were brought in to house the students that normally occupy these classroom wings. The school district received funding from Florida DEP to build new classrooms to replace those two wings. Due to budget constraints at both the State and Local levels, construction has been postponed at this time.

Most importantly, our students continue to excel in all areas: high academic achievement, state recognition in sports and extra-curricular activities, and vast numbers of hours invested in volunteer activities.

SCHOOL MATCH

Note: Required for all Assistance Plus Schools

QUALITY STAFF

Highly Qualified Administrators

Note: Required for Title I

Mr. Ronnie Hand serves as the Principal of Altha Public School.

- Graduated from Florida State University in 1971 with a BS Degree in Industrial Arts
- Taught Industrial Arts at Blountstown High School from 1971 to 1974
- Worked in private business for many years while serving as School Board Member in Calhour
- Received a Masters Degree in Educational Leadership from Florida A & M in 1991
- 2000-2003 Principal of the Calhoun County Adult School—During this period of time the number of graduates increased from 13 in 2000 to 37 in 2003.
- 2003-2005 Principal of Blountstown High School---During this time Blountstown High School improved its school grade from a C to a B.
- 2005-Present - Principal of Altha Public School---Prior years' grades were B's, with 2007 and 2008 being an A!

Mrs. Ladona Kelley serves as General Support person at Altha Public School.

- BS Elementary Education - FSU
- Masters Educational Leadership - FAMU
- Certified in Elementary Education grades 1-6 and Primary Education grades K-3
- Reading Endorsement
- ESOL Endorsement
- Middle Grades Integrated Curriculum
- Taught Title I grades 2-8, 3rd grade, and 6-8 grade Intensive Reading
- Employed with Calhoun County School Board since August 1993

Recruitment/Retention of Highly Qualified Teachers

Note: Required for Title I

The district and school will recruit and retain highly qualified teachers by advertising for available positions, providing reading professional development to all teachers, and providing support through reading specialists. Any teacher who is hired and not considered highly qualified must sign a letter of intent to become highly qualified within three academic years.

Also, our school board has adopted the policy of hiring any retired teacher who wishes to return to the classroom at the pay scale of fifteen years experience rather than the beginning teacher level.

The district continues to maintain a district level person, Mrs. Barbara Hathaway, to assist with recruitment and retention of highly qualified teachers.

incentives, etc. to recruit and retain highly qualified teachers.

Show Attached Staff List

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: Required for Title I

School Wide Improvement Model

Note: Required for Title I

Altha Public School implements Florida's Continuous Improvement Model focusing on data-driven research-based School Improvement Planning. Each member of the faculty plays a vital part in a continuous monitoring process to achieve the greatest success for our students.

All Faculty members participate in the selection of "Goals" for every teacher serves on a committee for their subjects and areas of expertise. All faculty members are charged with analyzing the data not limited to, test scores, grades, observations, and surveys to provide input into the school plan. Each committee then identifies objectives for each area of weakness which are outlined and state government. Based on data, each committee then develops strategies to work toward these objectives. Additionally, professional development needs and resources are also identified and presented for faculty & administration approval and goes before the school advisory council, for approval. Next the plan goes before a peer review committee. Once completed, the plan must be approved by the Calhoun County School Board.

The School develops and implements the School Improvement Plans and Activities, the Local Educational Agency oversees and works in consultation with the school in developing and assisting with the School Improvement Plan, so that each school can make Adequate Yearly Progress toward meeting the student academic achievement standards. The State Educational Agency works in conjunction with the Local Educational Agency by providing funds and monitoring progress towards attaining Adequate Yearly Progress.

The SIP assures that each School In Need of Improvement will spend a minimum of 10% of the total allocation for high quality professional development for the instructional staff.

NCLB Public School Choice

Note: Required for Title I

Altha Public School is not a Title I school and therefore not required to provide choice options

However, Altha School realizes that communication with parents/guardians is vital to the success of the school. Parents are contacted regularly as to school-wide events, as well as on an as-needed basis for individual student needs. Our diverse student population - grades Pre-K - 12 presents unique

Altha School communicates with parents/students via the following methods:

- Annual school-wide open-house
- Third grade parent night
- Ninth grade student/parent orientation conducted by the guidance counselor
- Senior Parent Night conducted by the guidance counselor
- Low G.P.A. Notices sent to parents at Beginning of the Year, Mid-year and End of Year
- School news is reported to the two local newspapers in addition to a regular student written class is responsible) column that appears each week.
- School Marquee in front of the campus
- Silent Bulletin Board which runs continuously on school's closed circuit television network
- School wide bulletin boards located around campus and Scholarship Bulletin board located in the guidance office
- Progress reports are sent home every 3rd and 6th Week of grading period.
- Mid-year failure notices
- Weekly Assignment sheets and planners are used with elementary students in grades K - 5
- School website (mass media class is responsible)
- Individual FCAT scores provided by the Florida State Department of Education are sent home annually.
- AR e-mail notices to parents

-Connect Ed communication service used as an outreach communication network tool to keep informed of important announcements as well as student attendance

Upon enrollment, guidance counselors note if communication with parents will require translation needed, alternative communication is made available.

Because Altha Public School failed to make Adequate Yearly Progress for the 2004-2005 school year, students who scored level 1 or 2 on the FCAT were given the option of either remaining at Altha or transferring to another school in the district: K-5 students could transfer to Blountstown Elementary School, 6-8 students could transfer to Carr School, and 9-12 students could transfer to Blountstown High School. Altha Public School is no longer identified as a Title I school; however, students who elected to transfer to another school in the district in previous years may still attend that school, however the district provides transportation.

No Attached Public School Choice Notice to Parents file

No Attached Notification of SINI Status file

Pre-School Transition

Note: Required for Title I

Calhoun County provides full day PK services and programs for students at Altha Public School Elementary School, and CARR School. The district serves children who are ages three and four in the Voluntary Pre-K Program (VPK) and children who are four years old in the Voluntary Pre-K Program (VPH).

Eligibility for the PK Handicapped Program:

In conjunction with our FDLRS Center at PAEC, we host at least two Child Find PK screenings annually. During the screening process children are screened in the areas of motor, concepts, speech/language and hearing. The assessment tool used is the DIAL-3. If a child scores below the required criteria, the child is referred for an in depth evaluation. Evaluations include but are not limited to: Vineland Adaptive Behavior Scales, Goldman-Fristoe Test of Articulation, PLS-4 for language, and the Stanford-Binet Intelligence Test. Personnel responsible for the evaluations include Speech Language Pathologists, psychologists, counselors, ESE teachers and other staff as needed. Personnel responsible for the implementation of appropriate programs are our PK teachers, SLPs and support staff. If the child meets eligibility criteria for Exceptional Student Education programs, he or she may attend the PK Handicapped Program. Staffing is held. Individual screenings are also done on an as needed basis.

Eligibility for the Voluntary Pre-K Program:

Florida provides a Voluntary Pre-K Program for any child who turns four years old by September. Calhoun County provides a VPK Program in conjunction with our PK Handicapped Programs. We also have a Summer Program during the summer months as well.

Curriculum:

The PK programs in Calhoun County use quality, research based educational programs. We are currently using the Early Literacy & Learning Model Plus (ELLM Plus) in conjunction with Saxon Early Learning and Letter Land at BES.

Parent Involvement:

Parents of our PK handicapped children participate in Individual Educational Plan (IEP) meetings one time per year. Parent Child Connection activities are held at each school in conjunction with our special services project. Our parent liaison plans up to two events at each school per year which target parents, students and parents.

Funding:

The funding for our PK programs comes from state and federal entitlement projects. We also receive monies for each child served in our VPK classrooms.

Collaboration with Agencies:

Our local FDLRS Center at PAEC works collectively with the district to host Child Find screening. The Steps Program also works closely with the school district to identify children who need special services by their third birthday. The Technical Assistance and Training System for Programs Serving Prekindergarten Children with Disabilities (TATS) Project also supports the school district through observations, materials, etc.

MENTORING AND EXTENDED LEARNING OPPORTUNITIES

Teacher Mentoring

Note: Required for Title I

Altha School's faculty includes two Nationally Board Certified teachers. These teachers are available to mentor other faculty members.

The district's "Preparing New Educators Program" provides a support network for non-tenured teachers. The district has also employed Mrs. Pat Suggs as a consultant in teacher mentoring/coaching for beginning teachers. This program is called CTIP-Calhoun Teachers Induction Program.

During the 2008-2009 school term, a veteran teacher has been assigned to all new and beginning teachers for mentoring purposes. Each "beginning teacher" is assigned a trained "peer teacher" that serves as a resource person and provides feedback.

Seven teachers have received additional training in Clinical Education and are available for Student Teaching assignments.

A District Reading Coach/Mentor and a school-based Reading Coach/Mentor has been hired to provide guidance to reading teachers and training in reading endorsement competencies to enable teachers to become highly qualified. They are also available to model reading strategies in any content area.

In addition, qualified tutors for teachers of core academic subjects who are not highly qualified are provided, and once they have successfully passed certification exams the teachers will be provided stipend and reimbursement for exam cost.

Show Attached Teacher Mentoring List

Extended Learning Opportunities

Note: Required for Title I

The district provides Summer Reading Camp for students in 3rd grade, 5th - 7th grade, and 11th & 12th grades who have not passed the FCAT are also provided after-school tutoring in English and Math. Extended School Year is also provided for students with disabilities the summer and is facilitated by a certified ESE teacher. Additionally, teachers recommended students who scored below the 35 percentile on the SAT 10 to attend Summer Reading Camp programs are coordinated with Carr Elementary and Middle School, Blountstown Elementary School and Blountstown Middle School. Both programs utilize supplemental, scientific research-based curriculum.

11th & 12th grades who have not passed the FCAT are also provided after-school tutoring in English and Math.

Title I funds are also used to contract with the Calhoun County Public Library to provide Summer Reading Camps at each of the satellite sites, computer classes, and Parent/Student Resource Centers.

SCHOOLS GRADED C OR BELOW

Professional Development

Disaggregated Data

Informal and Formal Assessments

Alternative Instructional Delivery Methods

SCHOOLS OFFERING PRIMARILY GRADES 6 THROUGH 12

Different Innovative Approaches to Instruction

Several methods in which Different Innovative Approaches to Instruction are addressed in the technology as well as with the other goals of mathematics, science, reading and writing. Several campus utilize SmartBoards, Interwrite Tablets, Projector/PowerPoint Presentations along with our mobile laptop labs. We also have a Literacy Team which meets monthly in order to plan implement training to the remaining faculty researched based strategies that work across all grade levels. The Reading Coach also models/assists teachers in strategies to improve student skills and regularly assesses and progress monitors student performance.

Responsibility of Teaching Reading for Every Teacher

This is addressed in the reading goal.

Quality Professional Development for Teachers and Leaders

Professional Development is offered for all faculty and staff through the state, district and school. Each teacher completes an Individual Professional Development Plan based on his/her teaching and individual needs. Specific professional development is addressed in the school improvement goal.

area including reading, writing, mathematics, science, and technology.

Small Learning Communities (SLC)

Teachers will participate in book studies according to their grade level and content area. All faculty will read the book by Jon Gordon entitled "The Energy Bus." Others include but not limited to: Six Plus Writing and Fred Jones-Tools for Teaching. There are also numerous professional books on Instruction. Faculty will be studied with faculty choosing which topic best meets their needs.

Intensive Intervention in Reading and Mathematics

Those students, who in reading and/or mathematics, making a level 1 or 2 on the FCAT are placed in an intensive class. Interventions are further discussed in the respective School Improvement Goals of Mathematics and Reading.

Parental Access and Support

Parental Access and Support is addressed in the Parental Involvement Goal. Information on Calhoun Schools and Altha Public School are easily accessible to parents via the Internet. Altha Public School participates in the EdLine Online Student/Parent portal where student data such as assignments, attendance, and test scores are available to both students and parents. Altha Public School also subscribes to a messaging service which enables school administrators to record, schedule, send, and track personalized messages to students, parents, and staff in minutes.

Applied and Integrated Courses

Students are offered a variety of applied and integrated courses at Altha Public School in Business Technology, Television Productions, Mass Media, Culinary Arts, and Agriculture as well as integrated mathematics and science classes. The Agriculture classes are focused on Horticulture due to the world renowned plant laboratory and nursery being located in our community. Students are also offered courses in mathematics such as Algebra 1A and Algebra 1B as well as science courses such as Anatomy/Physiology and Chemistry.

Course Choice Based on Student Goals / Interests / Talent

Altha Public School reviews the results of all standardized testing and surveys to tailor its curriculum to meet student's interests and desires. Each year, our curriculum is adjusted to reflect these needs. Altha Public School strives to offer courses in a variety of areas, and at levels to meet the needs, interests, and talents of our student population.

We have several academies that are in place to provide students with choice of program of study.

area of interest in their high school career. The goal of these programs is to empower student their skills and knowledge in the major area of interest of their choice. During the scheduling year, students are asked to complete and/or review their Choices interest inventory, their ePe Major Area of Interest. This is done to allow students to update their major area of academics career goals.

The following major areas of interest are available at Altha School: Academy of Communicatio Media Technology, Agricultural Machinery Mechanics, Horticulture Science and Services, Assis Detailing Specialist, Assistant Landscape Technology, Digital Media and Broadcast Communica Theatre Arts, Educational Studies, Culinary Operations, Florist Assistant, Language Arts, Math Choral Music, Physical Education, Salon Services Assistant, Science, and Social Studies.

Students may select from a variety of elective courses at Altha Public School including chorus, technology, mass media, TV productions, agriculture, Spanish, culinary arts, weightlifting, phy education, business technology, speech, leadership skills, law studies, psychology and peer cc Students may also elect to take courses via the Florida Virtual School and/or dual enrollment on both the high school and Chipola College campuses. Students entering 9th grade 2007-08 select a major area of interest that includes four courses in a chosen field. The students' care tracked and updated on a yearly basis through an ePep career plan.

Master Schedules Based on Student Needs

The master schedule is designed with our student population in mind. Priority is given to stud reading and/or mathematics remediation. Altha Public School is providing a reading coach to reading remediation program and is also providing testing for progress monitoring. All the mic school Exceptional Student Education students are being mainstreamed into a regular educati through the Inclusion model where support facilitation is being provided by certified ESE teach

Academic and Career Planning

Career Tracks are developed by the students with help from their parents and the guidance of Seniors participate in Senior Shadow Day and 9-12th Grades attend Career Day in Jackson Cc McClellan, District Career Guidance Counselor, assists students with career exploration and gu Beginning in the January of 2009, our 12th students, 18 years or older, will be able to take ca law enforcement, firefighting, or corrections through Chipola College. Minor details still need t such as the insructor and transportation.

GOALS

Goal: Reading

*Note: Required for Title I
 Scroll down for school data

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- *Needs Assessment:** According to the Spring 2008 FCAT reading scores, only 34% of high standards in reading. There were 68 students in grades 5th make learning gains. We need to focus attention on these students reading instruction.
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- *Objective:** Our objective is for each grade level reading teacher to target the students that did not make reading learning gains in 2008. We will provide students to provide quality reading instruction assuring that all the students will attain reading learning gains in 2009. The 10th not passing the 2008 FCAT Reading portion (11th Grade Students) being provided Intensive Reading Remediation to prepare them for Retakes.
- *Strategies:**
1. All students in grades 3-10 will be administered the Thinklink Assessment 3 times a year. The results will be used for instructional progress monitoring. Reading Coach and Classroom Teacher/September 2009, January 2009, May 2009
 2. Content area teachers will focus on reading strategies in their Reading Coach and Classroom teacher/August 2008-May 2009
 3. Reading and content area teachers will focus on answering FCAT questions. Reading Coach, reading teachers, content area teachers/August 2008-May 2009
 4. Reading Coach and Literacy Team will provide in-service on reading "reading strategies in the content area". Reading Coach and Literacy Team/August 2008-May 2009
 5. A consultant, Dr. Kathy Oropallo, will provide reading instruction on the implementation of reading strategies to Grade 4 and 5 teachers with our Middle and High School Reading Teachers. Consultant and teachers/August 2008-May 2009
 6. All reading teachers will have a common planning time in order to share ideas, progress monitor and etc. Reading teachers/August 2008-May 2009
 7. The Inclusion model of instruction will be implemented where Student Education students are mainstreamed into regular education with a qualified support facilitator providing academic assistance. Content area and ESE teachers/August 2008-May 2009

- *Evaluation:** Evaluations will be on-going with these students, using the Thin Assessment. This assessment informs teachers of students' reading weaknesses and also makes predictions as to how they might perform. The objective will be met if a minimum of 50% of the 68 target grades 5th-10th make learning gains on the Spring 2009 Reading Assessment.
- *Evidence-based Program(s):**
 - FCAT Explorer is a supplemental practice and skills reinforcement program for Florida's Sunshine State Standards
 - Research based strategies are used across the curriculum to support student reading comprehension. Research continues to indicate that research on students' reading abilities when teachers utilize strategies across content areas.
 - Dashboard data analysis tool
 - ThinkLinks progress monitoring
 - Scott Foresman Reading Street Series
 - Read 180
 - Six Minute Solutions
- *Professional Development:**
 - Rock The Block Workshop (Dr. Oropallo)
 - Researched Based Reading strategies
 - Vocabulary Instruction
 - Comprehension Strategies
 - New Reading Series Professional Development (Scott Foresman)

Budget:

Evidence-based Program(s)/Material(s)	
Description of Resources	Funding Source
New Reading Series	
Dr. Oropallo Rock the Block Workshop Materials	Title II Professional Development Fund
	Total
Technology	
Description of Resources	Funding Source
No Data	No Data
Professional Development	
Description of Resources	Funding Source

Rock the Block Reading Workshop, Consultant (Dr. Oropallo)	Title II Professional Development Funds
New Reading Series Training	
Other	
Description of Resources	Funding Source
No Data	No Data
Final Total	

***Non-Highly Qualified Instructors:** Tawnya Traylor is teaching middle school reading. She is in the becoming reading endorsed through our district program.

Goal: Mathematics

*Note: Required for Title I
 Scroll down for school data

***Needs Assessment:** The 2008 FCAT Math results indicated that 30% of students in grade level 1 or level 2 in the area of mathematics. 78% of the students scored above grade level in math. 72% of the students made a year's worth of growth and 67% of struggling students made a year's worth of growth. The 2008 AYP data also indicated that 49% of the 5th Grade students scored in achievement level 3 and above compared to the state average of 61%. AYP data indicated that 33% of students with disabilities scored at or above grade level.

***Objective:** Of the students in grades 3-10 (who count for school grade), 70% will score of level 3 or above, or show a years worth of growth on the FCAT Math.

- *Strategies:**
1. Analyze FCAT Math data to determine at-risk students and place them in the curriculum. Guidance & Math Teachers/August 2008
 2. Continue Intensive Basic Skills classes for 9th - 12th grade students below Level 3 on FCAT Math. IBS Teachers/2008-2009
 3. Identify the lowest quartile and utilize assessment tools and interventions to remediate. Math Teachers/2008-2009
 4. All students in grades 1 through 8 will receive remediation during wheel classes via CCC and/or FCAT Explorer. Math teachers/2008-2009
 5. A paraprofessional will be employed to manage the computer lab and facilitate the implementation of math remediation using CCC and FCAT Explorer.
 6. Monitor all students closely for progress via progress reports weekly. Math Teachers/2008-2009
 7. Monitor all students via ThinkLinks assessment tool, in September.

April, and remediate. Math Teachers/2008-2009 8. Continue to classes such as Algebra 1A and 1B to satisfy credit requirement Math Teachers/2008-2009

10. Provide opportunities for professional development for all m. Calhoun County School Board/2008-2009

11. The 5th Grades will departmentalize with one highly qualifie teacher providing instruction to all 5th Grade students. 5th Grad teacher/2008-2009

12. The Inclusion model of instruction will be implemented wher Student Education students are mainstreamed into regular educ classes with a qualified support facilitator providing academic as

13. Teachers will incorporate weekly lessons designed to provide hands-on experiences in problem solving, higher order thinking critical thinking word problems which connect to other academic taking their mathematics knowledge to a higher level.

***Evaluation:**

Teacher observations and classroom assessments in conjunctor performance data from FCAT Explorer and ThinkLinks will be use progress and provide prescriptive diagnostic information for indi

The objective will be met if 70% of all students in grades 3-10 r or higher or show a year’s worth of growth on the 2009 FCAT.

***Evidence-based Program(s):**

- Harcourt - Elementary Math Series;
- Prentice Hall - Middle School Math Series;
- Houghton Mifflin - Algebra;
- McDougal Littell & Prentice Hall - Geometry;
- McDougal Littell - Integrated Math; Larson, Hostetler, Hodgkins
- Spectrum
- NCS Learns CAI
- FCAT Explorer
- Thinklinks

***Professional Development:**

- Continue training as needed on the use of Thinklinks, NCS Lear Dashboard Data Analysis
- SmartBoard and Interwrite Pad Inservice

Budget:

Evidence-based Program(s)/Material(s)	
Description of Resources	Funding Source
No Data	No Data
Technology	
Description of Resources	Funding Source
No Data	No Data

Professional Development	
Description of Resources	Funding Source
No Data	No Data
Other	
Description of Resources	Funding Source
No Data	No Data
Fi	

*** Non-Highly Qualified Instructors:** All mathematics instructors are highly qualified.

Enc

Goal: Writing

*Note: Required for Title I
 Scroll down for school data

***Needs Assessment:** The 2007-08 FCAT Writes scores indicate that 47% of 4th grade in writing (3.5 and higher) compared to statewide totals of 77%, graders were proficient in writing, and 79% of 10th graders were writing.

***Objective:** The 4th, 8th, and 10th grade FCAT Writing scores (for all student & 10) will increase overall proficiency by 1% or more on the 2008 Writing test.

***Strategies:**

1. Administer Calhoun Writes in grades 2-10 to coordinate with curriculum maps.
2. All language arts teachers are responsible for following the curriculum maps as they relate to the individual grade level expectations.
3. Teachers will demonstrate modeled and shared writing in grades 2-10.
4. Teachers will complete at least one short response or extended response in content areas. This may be independent writing the students shared writing experiences. Short response and extended response included on tests in all content areas. This strategy aligns with the changing to an inclusion classroom environment.
5. All teachers in grades K-12 will include weekly writing lessons in their lesson plans. These writing lessons may be independent writing assignments, writing, or shared writing experiences for all grade levels.

6. The practice of inclusion has been applied to all middle and high school students at our school. ESE Teachers will provide support facilities for students and subject area teachers in the content areas classrooms. This change. A paraprofessional facilitator for inclusion will provide assistance for some content area teachers.

7. 6 plus 1 Traits implementation will be continued Pre-K through 12th grade. Groups based on grade levels will revisit/review/renew the strategies. Additionally, each teacher will create and maintain a personal scrapbook of student papers to represent each trait. Teachers will collect at least one sample paper for each of the six traits. These samples will allow teachers to share positive classroom strategies they have used incorporating writing in their classrooms.

8. All teachers will continue to use research based strategies as a means of enhancing reading, studying and writing skills related to the overall curriculum.

9. At least one class will publish a school newspaper that will include at least 1 trait.

10. Continue to implement Cornell Notes grades 3 – 12 in all content areas.

11. All middle & high school teachers will include a writing assignment in each class each nine week period. Non language arts teachers are responsible for traits of Ideas, Organization and Word Choice. Language arts teachers are responsible for all six traits.

12. The "My Access Writing" program will continue to be used in all grades.

***Evaluation:**

1. Calhoun Writes scores will be documented each administration.
2. Proficiency levels (scores of 3.5 or higher) on the 2008-2009 grades 4, 8, and 10 will increase by 1% or higher when compared to 2008 FCAT Writes scores.

***Evidence-based Program(s):**

- 6 plus 1 Traits of Writing
- Cornell Notes

***Professional Development:**

- School wide incorporation of the principles of Jon Gordon's "The 5 Love Languages of Children" to be used to increase positive thinking and personal interactions.
- ESE Workshop Inclusion 2008-July 2008
- ESE Workshop Inclusion/Co-Teaching-July 2008
- Third and Fourth Grade writing workshop with Dr. Oropallo-Se
- Rock The Block Reading/Writing Workshop with Dr. Oropallo-A

Budget:

Evidence-based Program(s)/Material(s)	
Description of Resources	Funding Source
Dr. Oropallo Workshop Materials	PAEC Grant
	-
Technology	
Description of Resources	Funding Source

No Data	No Data
Professional Development	
Description of Resources	Funding Source
Consultant (Dr. Oropallo)	PAEC Grant
Consultant (Dr. Oropallo) Grade 3-4	Grant
Other	
Description of Resources	Funding Source
No Data	No Data
Final	

Goal: Science

*Note: Required for Title I
 Scroll down for school data

- *Needs Assessment:** Based on 2007-2008 FCAT science scores, students at Altha Puk low in the area of Earth and Space Science. Altha students in th correctly answered only 57% of the Earth and Space Science qu percentage of these questions answered correctly dropped to 55 students and dropped futher to 50% for 11th Grade. Even thoug at or above the state average, they represent the weakest area Altha students. To remedy this weakness, all areas of science w stressed, however special emphasis will be placed on curriculum and Space Science.
- *Objective:** Altha students will correctly answer 60% or more of the questio and Space Science Section of the 2009 Science FCAT.
- *Strategies:**

 1. All General Science Teachers will emphasize Earth and Space curriculum. Science teachers/2008-2009
 2. All General Science Teachers will utilize FCAT practice materi; student knowledge and familiarize students with science test for teachers/2008-2009
 3. When practical, science teachers will incorporate demonstrati on activities into their lessons. Science teachers/2008-2009
 4. Science teachers will continue to implement district curriculur through a collaborative effort of teachers in grades 3-12 and Dr.

teachers/2008-2009

5. Elementary teachers will continue to adjust daily schedules as incorporate curriculum maps. Elementary teachers/2008-2009

6. The 5th Grades will departmentalize with one highly qualified providing instruction to all 5th Grade students. 5th Grade Science teachers/2008-2009

7. Higher level science courses will be offered to the high school instructors. High School Science teachers/ 2008-2009

8. Middle/high school science teachers will be located together in order to increase planning and implementation of science skills. Middle School Science Teachers/2008-2009

9. A science teacher will become a Science Lab Coach to increase Science lab across the grade levels. Science teacher/2008-2009

10. Utilize FCAT Science Explorer across the grade levels as it becomes available. Science teachers/2008-2009

11. The Inclusion model of instruction will be implemented when Special Education students are mainstreamed into regular education classes with a qualified support facilitator providing academic assistance.

***Evaluation:**

Progress will be measured by comparing scores on the Earth and Space area of the 2008-2009 FCAT to scores in the same area on the 2007 FCAT. Student scores on pre/post tests will be used to periodically measure progress.

***Evidence-based Program(s):**

- State adopted curriculum materials.
- FCAT Science Explorer

***Professional Development:**

- Opportunities are available for online courses, school-based inservice provided inservice.
- Curriculum mapping/Science benchmarks
- Sc: iii (Science collaboration: Immersion, Inquiry, Innovation)

Budget:

Evidence-based Program(s)/Material(s)	
Description of Resources	Funding Source
Integration of New Science Standards/ Curriculum Maps	Title II Professional Development Funds
	-
Technology	
Description of Resources	Funding Source
No Data	No Data
Professional Development	
Description of Resources	Funding Source
Consultant (Dr. Szpyrka)	Title II Professional Development Funds

Other	
Description of Resources	Funding Source
No Data	No Data
Final	

*** Non-Highly Qualified Instructors:** All science instructors are highly qualified.

Goal: Parental Involvement

**Note: Required for Title I*

- * Needs Assessment:** Upon review of Parent School Climate Surveys, a total of 19% of surveys responded either negatively or made no response in area of communication, therefore more effective and positive communication to improve communications between home and school.

- * Objective:** The percentage of parents answering negatively or giving no response in communication part of the parent survey will decrease by 2%.
- * Strategies:**
 1. Newsletters and calendars will be sent home and placed in area of communication.
 2. Ed-line and Grade Quick will be used to offer parent portals to access assignments, grades and attendance information.
 3. The school will host a parent/family night every 9-weeks.
 4. Strategies will be used to increase positive communications with parents.
 5. Measures in communication with parents will provide early intervention and prevention.
 6. Provide opportunities for Alumni of Altha Public School to take part in activities at the school.
 7. Research methods to increase participation of both Parents and Teachers in School's Parent Teacher Organization.
- * Evaluation:** Parent School Climate Survey Result-- Decrease in total negative responses in area of communication. Number of parent participants in family/parent events.
- * Evidence-based Program(s):**
 - Climate Survey provided by Calhoun County School Board was several commercially prepared surveys in previous years
- * Professional Development:**
 - Continue with in-house professional development for all teachers and Grade Quick, and parental involvement ideas
 - Utilize county in-service for "Super Users" and train the trainer Grade Quick, as offered

Budget:

Evidence-based Program(s)/Material(s)	
Description of Resources	Funding Source
No Data	No Data
Technology	
Description of Resources	Funding Source
No Data	No Data
Professional Development	
Description of Resources	Funding Source
No Data	No Data
Other	
Description of Resources	Funding Source
No Data	No Data
Fi	

End of Paren

Goal: Return on Investment

Needs Assessment: Altha Public School's 2006-2007 ROI-Percent of highest ROI Value 12 Membership is 624, the Program Cost per WTFE is \$6,123, a Teacher Salary is \$37,766.

Objective: Altha Public School's ROI percentile ranking will increase by at least one point.

Strategies: Strategies to improve annual learning gains:

- Use student data analysis results to find or construct more effective strategies that fit the needs of students and staff
- Identify lowest quartile students early and provide additional as

- Provide strategies to parents for their student's academic impr
- Continue to provide high quality teacher professional developr
its implementation

Strategies to lower the cost per weighted fulltime equivalent stu

- Reallocate school resources to better implement teaching, lear
mandates
- Purchase research-based materials
- Use purchased programs effectively and increase student parti
- Increase participation in programs provided by the Departmen
- Utilize school and district in-service training

Evaluation:

The percentage of students with learning gains will be divided by
costs per weighted FTE students at the school.

End of Return

ADDITIONAL GOALS

Additional Goal: Technology

Needs Assessment: Technology's role in education has increased tremendously in recent years. It is imperative that teachers be technology literate. On the Inventor Technology Skills Test which is administered to our teachers, the "Research" with an average of 84% Correct. It was followed by "Basic Operations" at 88%, "Social, Ethic and Human Issues" at 87%, "Planning Management and Instruction" at 94%. "Communication" area at 95%.

Objective: The Altha Public School faculty will increase their school-wide average technology test to 92.

- Strategies:**
1. Utilize InfoSource for technology professional development
 2. Continue to provide a school representative for the District Technology Committee
 3. Continue to provide school based technology mentoring for teachers
 4. Utilize reporting system for reporting technology problems
 5. Continue to utilize both mobile laptop lab in the classroom
 6. Utilize technology in content area classrooms such as Smartboard tablets, projectors and supplemental online video resources (Un
 7. Teachers will incorporate into their classrooms, aspects of both Grade Quick programs.

Evaluation: Results of 2009 Technology test.

Evidence-based Program(s):

- InfoSource (How to Master)
- Inventory of Teacher Technology Skills Test

Professional Development:

- InfoSource
- School-based Edline training
- School-based GradeQuick training
- School-based technology mentoring

Budget:

Evidence-based Program(s)/Material(s)	
Description of Resources	Funding Source
No Data	No Data
Technology	
Description of Resources	Funding Source

No Data	No Data
Professional Development	
Description of Resources	Funding Source
No Data	No Data
Other	
Description of Resources	Funding Source
No Data	No Data
	Fi

Et

FINAL BUDGET

Evidence-based Program(s)/Material(s)		
Goal	Description of Resources	Funding Source
Reading	New Reading Series	
Reading	Dr. Oropallo Rock the Block Workshop Materials	Title II Professional Development Fund
Writing	Dr. Oropallo Workshop Materials	PAEC Grant
Science	Integration of New Science Standards/ Curriculum Maps	Title II Professional Development Funds
Technology		
Goal	Description of Resources	Funding Source
No Data	No Data	No Data
Professional Development		
Goal	Description of Resources	Funding Source
Reading	Rock the Block Reading Workshop, Consultant (Dr. Oropallo)	Title II Professional Development Funds
Reading	New Reading Series Training	
Writing	Consultant (Dr. Oropallo)	PAEC Grant
Writing	Consultant (Dr. Oropallo) Grade 3-4	Grant
Science	Consultant (Dr. Szyrka)	Title II Professional Development Funds
Other		
Goal	Description of Resources	Funding Source
No Data	No Data	No Data
		Final

SCHOOL ADVISORY COUNCIL

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the racial, and economic community served by the school.

✓ **Yes. Agree with the above statement.**

SAC Involvement

The Altha School Advisory Council operates under a written set of by-laws in accordance with the guidelines. The council meets a minimum of four times per year and assists in preparing and implementing the school improvement plan, and provides assistance in the preparation of the school's annual budget (lottery/school improvement funds, and school recognition funds).

SAC Members

Members

- 1) Ronnie Hand, Principal
- 2) Caitlyn Bruner, Student
- 3) Madelyn Lytle, Student
- 4) Brett Floyd, Student
- 5) Alice Marshall, Teacher
- 6) Sara Waldorff, Teacher
- 7) Maggie Sewell, Teacher
- 8) Marie Granger, Teacher
- 9) Russell Baggett, Teacher

- 10) Earl Hunt, Business Member
- 11) Bobby Rowe, Parent
- 12) Paige White, Parent
- 13) Melissa Boggs, Parent
- 14) Michelle Lytle, Parent
- 15) Suzette Price, Parent
- 16) Mark Brogdon, Community Member
- 17) Daniel Middleton, Community Member
- 18) Shelly Sale, Community Member
- 19) Marcia Edenfield, School Support Personnel
- 20) Phyllis Lord, School Support Personnel
- 21) Rhonda O'Bryan, School Support Personnel

IMPLEMENTATION EVALUATION

Teachers, administrators, guidance counselors, support personnel as well as district personnel to the needs of the students at Altha School. This team works together to see that every student is successful. Classroom, ESE and Title I teachers along with other support personnel diagnose and progress making the required interventions as noted in the students IEP and/or Success Plan.

REPORTING

Baseline Data Report

Note: Baseline Data Report is required for all Repeating F, F schools and D schools that were F all Schools in Need of Improvement (SINI).

FCAT Assessed Grade Level: 3									
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Base Da
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery
	0	0	0	0	0	0	0	0	0
Name of Assessment Used									

FCAT Assessed Grade Level: 4									
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Base Da
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery
	0	0	0	0	0	0	0	0	0
Name of Assessment Used									

FCAT Assessed Grade Level: 5									
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Base Da
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery
	0	0	0	0	0	0	0	0	0
Name of Assessment Used									

Name of Assessment Used					
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FCAT Assessed Grade Level: 6

	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Base Da
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery
	0	0	0	0	0	0	0	0	0
Name of Assessment Used									

FCAT Assessed Grade Level: 7

	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Base Da
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery
	0	0	0	0	0	0	0	0	0
Name of Assessment Used									

FCAT Assessed Grade Level: 8

	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Base Da
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery
	0	0	0	0	0	0	0	0	0
Name of Assessment Used									

FCAT Assessed Grade Level: 9

	Reading	Mathematics	Writing	Science	
--	----------------	--------------------	----------------	----------------	--

	Baseline Data		Baseline Data		Baseline Data		Baseline Data		Baseline Data
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery
	0	0	0	0	0	0	0	0	0
Name of Assessment Used									

FCAT Assessed Grade Level: 10

	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery
	0	0	0	0	0	0	0	0	0
Name of Assessment Used									

FCAT Assessed Grade Level: 11

	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery
	0	0	0	0	0	0	0	0	0
Name of Assessment Used									

Baseline data aggregated at school level

	Reading Baseline Data	Mathematics Baseline Data	Writing Baseline Data	Science Baseline Data	Baseline Data
No data submitted					

End of

Mid-Year Report

2008 SCHOOL IMPROVEMENT MID-YEAR REPORT

Differentiated Accountability Status:

FCAT Assessed Grade Level: 3								
	Reading		Mathematics		Writing		Science	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	% M.
Baseline Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Mid-Year Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.0
% Change from Baseline Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.0

FCAT Assessed Grade Level: 4								
	Reading		Mathematics		Writing		Science	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	% M.
Baseline Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Mid-Year Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.0
% Change from Baseline Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.0

FCAT Assessed Grade Level: 5								
	Reading		Mathematics		Writing		Science	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	% M.
Baseline Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Mid-Year Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.0
% Change from Baseline Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.0

FCAT Assessed Grade Level: 6								
	Reading		Mathematics		Writing		Science	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	% M.
Baseline Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Mid-Year Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
% Change from Baseline Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

FCAT Assessed Grade Level: 7								
	Reading		Mathematics		Writing		Science	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	% M.
Baseline Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Mid-Year Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
% Change from Baseline Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

FCAT Assessed Grade Level: 8								
	Reading		Mathematics		Writing		Science	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	% M.
Baseline Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Mid-Year Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
%								

Change from Baseline Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
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FCAT Assessed Grade Level: **9**

	Reading		Mathematics		Writing		Science	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	% M.
Baseline Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Mid-Year Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
% Change from Baseline Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

FCAT Assessed Grade Level: 10								
	Reading		Mathematics		Writing		Science	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	% M.
Baseline Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Mid-Year Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
% Change from Baseline Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

FCAT Assessed Grade Level: 11								
	Reading		Mathematics		Writing		Science	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	% M.
Baseline Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Mid-Year Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
% Change from Baseline Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Empty data from baseline data aggregated for your school.

Reading Data Analysis

1. Describe the gains and/or decreases in mastery that have occurred since the baseline assess specific information about the grade levels or subgroups where improvements or declines have

2. Describe the specific strategies or school improvement activities that have contributed to increase mastery. Please be specific for each grade level and/or subgroup.

3. What changes to instruction, strategies, and/or school improvement activities will be made by the administration of the FCAT to ensure that students reach mastery? Please be specific for each grade level and subgroup that saw declines.

4. What specific strategies will be used to improve the achievement of non-AYP subgroups?

Mathematics Data Analysis

1. Describe the gains and/or decreases in mastery that have occurred since the baseline assessment. Provide specific information about the grade levels or subgroups where improvements or declines have occurred.

2. Describe the specific strategies or school improvement activities that have contributed to increase mastery. Please be specific for each grade level and/or subgroup.

3. What changes to instruction, strategies, and/or school improvement activities will be made by the administration of the FCAT to ensure that students reach mastery? Please be specific for each grade level and subgroup that saw declines.

4. What specific strategies will be used to improve the achievement of non-AYP subgroups?

Writing Data Analysis

1. Describe the gains and/or decreases in mastery that have occurred since the baseline assessment. Provide specific information about the grade levels or subgroups where improvements or declines have occurred.

2. Describe the specific strategies or school improvement activities that have contributed to increased mastery. Please be specific for each grade level and/or subgroup.

3. What changes to instruction, strategies, and/or school improvement activities will be made prior to the administration of the FCAT to ensure that students reach mastery? Please be specific for each grade level and/or subgroup that saw declines.

Science Data Analysis

1. Describe the gains and/or decreases in mastery that have occurred since the baseline assessment. Provide specific information about the grade levels or subgroups where improvements or declines have occurred.

2. Describe the specific strategies or school improvement activities that have contributed to increased mastery. Please be specific for each grade level and/or subgroup.

3. What changes to instruction, strategies, and/or school improvement activities will be made prior to the administration of the FCAT to ensure that students reach mastery? Please be specific for each grade level and/or subgroup that saw declines.

Extended Learning Programs for Students

Describe the activities (e.g. after school, pull-outs, etc) that have taken place to date.

SUBJECT AREA	FREQUENCY	DURATION	TOTAL # OF LEVEL 1 AND 2 STUDENTS IN THE SCHOOL	AVERAGE # OF LEVEL 1 AND 2 STUDENTS PARTICIPATING	AVERAGE % OF LEVEL 1 AND 2 STUDENTS PARTICIPATING
No data submitted					

Please describe the academic improvement that has occurred for participating students (please data points).

Research-based Professional Development Activities for Teachers

Describe the professional development activities to date that are aligned with the school's instr

NAME OF PROFESSIONAL DEVELOPMENT ACTIVITY	DATE (MM/DD/YYYY)	INSTRUCTIONAL NEEDS ADDRESSED	# OF TEACHERS PARTICIPATING
No data submitted			

Based on the baseline and mid-year data, what additional professional development will be offered to help teachers increase student performance?

Parent Involvement Activities

Describe the parent involvement activities to date that *are aligned with the school's student ac*

ACTIVITY	DATE (MM/DD/YYYY)	ACHIEVEMENT NEED ADDRESSED	# OF PARENTS PARTICIPATI
No data submitted			

Based on the baseline and mid-year data, what additional parent involvement activities will be FCAT to address student achievement needs?

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AYP DATA

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Calhou		
Number of students enrolled in the grades tested: Click here to see Number of students in each group										Read: 368 Math: 368		2007-2008 School Grade ¹ : A		Did the make A Yearly P		
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This sec improv to dete (Part b		
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent Students below grade level in Reading	
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008
TOTAL ⁴	100	Y	100	Y	68	Y	70	Y	86	93	Y	80	71	N	37	32
WHITE	100	Y	100	Y	67	Y	70	Y	86	94	Y	80	70	N	37	33
BLACK		NA		NA		NA		NA			NA			NA		
HISPANIC		NA		NA		NA		NA			NA			NA		
ASIAN		NA		NA		NA		NA			NA			NA		
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA		
ECONOMICALLY DISADVANTAGED	99	Y	100	Y	59	Y	63	Y	77	88	Y			NA	44	41
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA			NA		
STUDENTS WITH DISABILITIES	100	Y	100	Y	32	N	33	N			NA			NA	66	68

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Calhou		
Number of students enrolled in the grades tested: Click here to see Number of students in each group										Read: 380 Math: 380		2006-2007 School Grade ¹ : A		Did the make A Yearly P		
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This se improv to dete (Part b		
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent Student below grade level in Reading	
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007
TOTAL ⁴	100	Y	100	Y	63	Y	67	Y	92	86	N	93	80	N	40	35
WHITE	100	Y	100	Y	63	Y	67	Y	91	86	N	93	80	N	39	35
BLACK		NA		NA		NA		NA			NA			NA		
HISPANIC		NA		NA		NA		NA			NA			NA		
ASIAN		NA		NA		NA		NA			NA			NA		
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA		
ECONOMICALLY DISADVANTAGED	99	Y	100	Y	56	Y	59	Y	88	77	N	75	67	NA	44	46
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA			NA		
STUDENTS WITH DISABILITIES	99	Y	100	Y	34	N	36	N			NA	67	50	NA	78	65

2005-2006 Adequate Yearly Progress (AYP) Report - Page 2

Number of students enrolled in the grades tested: Click here to see Number of students in each group	Read: 414 Math: 414	2005-2006 School Grade ¹ : B
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This section shows the percent tested and performance for each group used to determine AYP (Parts a and c²).

Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		44% scoring at or above grade level in Reading?		50% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?		
	2006	Y/N	2006	Y/N	2006	Y/N	2006	Y/N	2005	2006	Y/N	2004	2005	Y/N
TOTAL ⁴	99	Y	99	Y	63	Y	65	Y	86	92	Y	87	93	Y
WHITE	100	Y	100	Y	64	Y	65	Y	85	91	NA	87	93	NA
BLACK		NA		NA		NA		NA			NA			NA
HISPANIC		NA		NA		NA		NA			NA			NA
ASIAN		NA		NA		NA		NA			NA			NA
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	60	Y	56	Y	83	88	NA			NA
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA			NA
STUDENTS WITH DISABILITIES	99	Y	99	Y	33	N	38	N			NA			NA

SCHOOL GRADE DATA

Calhoun School District ALTHA PUBLIC SCHOOL 2007 - 2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	74%	78%	79%	48%	279	Writing and Science: Takes into scoring 3.5 and above on Writing 3 and above on Science. Sometime writing and/or science average is writing and/or science component
% of Students Making Learning Gains	67%	72%			139	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year w
Adequate Progress of Lowest 25% in the School?	59% (YES)	67% (YES)			126	Adequate Progress based on gains students in reading and math. Yes make gains in both reading and m
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake					NA	If 50% of 11th and 12th graders r requirement on the retake in both ten bonus points are awarded

Points Earned					544	
Percent Tested = 99%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate % of students tested

Calhoun School District ALTHA PUBLIC SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	69%	74%	78%	45%	266	Writing and Science: Takes into scoring 3.5 and above on Writing 3 and above on Science. Sometimes writing and/or science average is writing and/or science component
% of Students Making Learning Gains	61%	68%			129	3 ways to make gains: <ul style="list-style-type: none"> • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year w
Adequate Progress of Lowest 25% in the School?	60% (YES)	72% (YES)			132	Adequate Progress based on gains students in reading and math. Yes make gains in both reading and m
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake					NA	If 50% of 11th and 12th graders r requirement on the retake in both ten bonus points are awarded
Points Earned					527	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate % of students tested

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	Reading	Math	Writing	Grade Points Earned		
% Meeting High Standards (FCAT Level 3 and Above)	70%	71%	82%	223	Writing: Takes into account % scoring 3.5 a Sometimes the District writing average is sub writing average.	
% of Students Making Learning Gains	59%	70%		129	3 ways to make gains: <ul style="list-style-type: none"> • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 	
Adequate Progress of Lowest 25% in the School?	57% (YES)			57	Adequate Progress based on gains of lowest : Yes, if 50% or more make gains .	
Points Earned				409		
Percent Tested = 99%					Percent of eligible students tested	
School Grade				B	Grade based on total points, adequate progre students tested	