

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM

2009 - 2010 SCHOOL IMPROVEMENT PLAN

School Name: ALTHA PUBLIC SCHOOL

District Name: Calhoun

Principal: Mrs. Ladona Kelley

SAC Chair: Mr. Russell Baggett

Superintendent: Mr. Wilson T. McClellan

Date of School Board Approval: September 8, 2009

Last Modified on: 09-11-2009



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VISION and MISSION STATEMENTS

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 allowed to perform at full potential academically, emotionally, and socially – regardless of race, gender, ethnic or social background, religious beliefs, or ability.

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

Altha Public School recognizes that a Pre-K 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.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

Altha School had its beginnings over a century ago in 1906 when Martin Richards donated three acres of 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. By

1919 enrollment was 276 and many students aspired to graduate from high school. At the request of several parents, the School Board granted high school status to the Altha School on June 2, 1919. The first high school diplomas were awarded in 1922 to Miss Lucille Langford and Miss Mae Peacock. By 1926, enrollment grew and classes overflowed into the adjacent Masonic Lodge and Methodist Church. Area citizens petitioned the Calhoun County School Board to have a Freeholders' election for the purpose of bonding themselves to pay an additional two mills in taxes to raise \$20,000 to build a larger school. Sixty-six freeholders voted for and only one voted against the measure. The result was the construction of a two-story red brick school built on a five-acre plot at the corner of Glisson and Main Streets (today the "white building"). In 1927, Avie Baggett, Ester Brooks, Willie B. Denham, Florence Martin, Annie Kingry, Leonard Dunlap, Otis Peacock, and James Troupe received their diplomas at the first graduation exercise to be held at the new red brick school. In 1939-1940 the building received its first renovation when Roosevelt's Public Works Administration assisted in renovating the 1926 red brick building. A pitched roof with gabled ends replaced the flat roof which had developed 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 were 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 vacant houses about town, junior high students met in the Methodist Church, and the senior high classes (except for agriculture and physical education) met in the Baptist Church. The school plant was enlarged in 1950 with the addition of the gymnasium. Altha Wildcats now had an indoor court, bleachers, and lights. The entire 1st - 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 white school building. In June of 1999, 27 acres of land east of the present campus were purchased. Coach Arthur Faurot promptly broke ground to turn this piece of ground into a much needed regulation size baseball field. His efforts were rewarded in 2002 when "The Cotton Patch" was named the Florida Baseball Field of the Year. In 2007, a new weightroom facility was completed, the "white building" Building One was repainted, the front of the building was landscaped, trees were planted along Highway 71, and concrete foundations were placed for the "senior 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. Portables were brought in to house the students that normally occupy these classroom wings. The school district has received funding from Florida DEP to build new classrooms to replace those two wings. Due to budget issues both at the State and Local levels, construction has been postponed at this time. During the summer of 2009, more renovations occurred around the campus which included extending the administration wing to accommodate a teacher work area away from the main part of the school office and painting inside the old white building. Also, the gymnasium underwent remodeling with an updated AC/Heater System, removal of the old heating pipes and the covering of the outdated windows with an insulated wall. Portables brought in during the DEP cleanup of 2008 were removed and those classes were absorbed into existing classrooms around the campus. Inside the White Building a fresh coat of paint covers all the walls and the lockers were given structural updates.

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

Unique School Strengths for Next Year

This school year, the faculty and staff of Altha Public School has endeavored to become a Positive Behavior Support school to increase academic performance, increase safety, decrease problem behavior, and establish positive school cultures. This school year we also have both a new principal and a new assistant principal. Altha Public School continues to offer Intensive Reading Classes for Level 1 and 2 Disfluent and Fluent Readers. Level 3 9th Graders are enrolled in a Reading Class designed to incorporate reading strategies to help enhance their progress in all areas. Also incorporated into the Master Schedule was a Speech Class which incorporates higher level reading strategies for the Level 4 and Level 5 Readers in order to advance their progress. Also there is an Intensive Math Class for the 11th and 12th Graders who have not pass the FCAT Math Test and a College Prep Math Class to prepare students for entering College Mathematics. All

Students With Disabilities at the Middle and High School Level continue to be placed in General Education classes with support facilitation being provided by a certified Exceptional Student Education Teacher.

Students with Disabilities Made AYP in Reading.

Unique School Weaknesses for Next Year

The unique weaknesses of Altha Public School for this school year include:

- *There are new faculty members in key positions such as Intensive Reading.
- *There is a new administration with both a new Principal and a new Assistant Principal.
- *The main focus of attention for our administration is on the Middle School/High School for our school is a PreK to 12th Grade Campus.
- *The teachers in the Middle School and High School share dual grade level teaching duties with teachers having both middle and high school classes.
- *There are activities that are not appropriate for every grade level on the campus such as those appropriate for Elementary might not be appropriate for High School and vice versa.
- *The scheduling of classes for Middle School/High School is difficult when trying to make a master schedule but made more so when having to add the Elementary to accomodate lunch, music, P.E. and other pertinent aspects of our students daily activities.

Student Demographics

Altha Public School serves a school population that consists of 627 students from a small, rural community in Northwest Florida. According to the 2007-2008 State Public Accountability Report 96.8% of students are White, 1.8% are Hispanic, 0.8% are American Indian, and 0.6% are Multi-racial. Economically disadvantaged students account for 43.7% of the population. Additionally, 18.2% of students are Students with Disabilities (SWD), 0.2% are classified as English Language Learners (ELL), and 1.9% of students are gifted.

Student Attendance Rates

According to the Florida School Indicators Report in 2007-2008 which is the latest data, Altha Public School had 12.2% of its school population absent 21+ days.

Student Mobility

According to the Florida School Indicators Report in 2007-2008 which is the latest data, the mobility rate of the school is 2.7%.

Student Suspension Rates

According to the Florida School Indicators Report which is the latest data, Altha Public School's percent suspension rate in 2007-2008 was: In-school 8%, Out-of-school 3%; In 2006-2007 the data was divided into three categories (Elementary, Middle and High respectively): In-school 0%, 18.0%, 10.7%, Out-of-school 1.7%, 8.6%, 4.7%. In 2005-2006 again the data was divided into three categories (Elementary, Middle and High respectively) In-school 0%, 23.5%, 12.2%, Out-of-school 0.3%, 13.7%, 5% The suspension rates have diminished over the past three years.

Student Retention Rates

The student retention rate at Altha Public School for the past school year was 4% The district offers credit recovery during the summer and then during the school year for students who fail courses.

Class Size

The average class size at Altha Public School for 2008-2009 in general education classes in Pre-K-3 is 14.88, in Grades 6-8 it is 18.14, and in Grades 9-12 it is 11.91 students.

Altha Public School is unique for we are a PreK to 12th Grade combination school with all three grade levels housed on one campus. The school maintained high academic standards over the last several years and has been an A school for the past 3 years. However we have not met AYP status under federal guidelines since 2006.

We also receive students from Carr School (K-8) has been an A school for the last seven years. For the last six years Carr School has earned an A school grade from Florida's A+ program and for the last five years, achieved AYP status under federal guidelines.

Partnerships and Grants

Partnerships and Grants

1. The school has an articulation agreement with Chipola College which allows our students access to Dual Enrollment courses.

2. Take Stock in Children-Role: Provide mentors and post-secondary scholarships for selected Altha Public School Students.

Altha Public School is fortunate to have strong partnerships with our local business community. They provide much needed resources and support to our school on a regular basis throughout the school year.

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

[School Grades Trend Data](#)

[Adequate Yearly Progress \(AYP\) Trend Data](#)

[Florida Comprehensive Assessment Test \(FCAT\) Trend Data](#)

HIGHLY QUALIFIED ADMINISTRATORS

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record *
Principal	Mrs. Ladona Kelley	Education: AA Chipola Junior College BS Elementary Education Florida State University MS Educational Leadership FAMU Certifications/ Endorsements: Primary Education, Elementary Education, Middle Grades Integrated Curriculum, Reading Endorsement, ESOL, Educational Leadership	2	2	2008-2009: Assitant Principal of Altha Public School; Grade A
Assis Principal	Mrs. Stephanie Brogden	Education: AA Chipola Junior College BS Florida State University			2008-2009: Guidance Counselor of Blountstown Middle School; Grade A

		MS Troy State University Certification/ Endorsements: Educational Leadership University of West Florida			
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* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

HIGHLY QUALIFIED INSTRUCTIONAL COACHES

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as a Coach	Prior Performance Record *
Reading	Wretha Webb	BS in Elementary Education, MS in Educational Leadership, EDS in Elementary Education with a Reading Endorsement	21	4	2008-2009: Grade A
Reading	Kay Tipton	Masters degree in Elementary Education and Ed. Leadership, Reading Endorsed	3	5	2008-2009: Grade A; 2008: Grade A.
Reading	Russell Baggett	BS in Social Science, MS in Elementary Education with a Reading Endorsement	19		2008-2009: Grade A

* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

HIGHLY QUALIFIED TEACHERS

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
The district and school will recruit and retain highly qualified reading teachers by advertising for available positions, providing reading endorsement training, paying stipends for attending reading endorsement classes, paying bonuses for completion of the reading endorsement, providing reading professional development to all teachers, and providing support through reading coaches.	Wilson T. McClellan, Superintendent Vicki Davis, Assistant Superintendent Wynette Peacock, Director of Curriculum and Instruction Kay Tipton, District Reading Coach	Ongoing	
Partnering new teachers with trained, experienced mentors	Principal	Ongoing	
Utilize district support to assist with experienced teachers needing further support.	Principal	Ongoing	

Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Laura Sullivan	Varying Exceptionalities K-12	Middle School Reading	Presently in the process of completing Reading Endorsement
Christina Proctor	Elementary Education Grade 6-12, Exceptional Student Education Grade K-12	Middle School Intensive Reading	Presently in the process of completing Reading Endorsement

Staff Demographics

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed
49	8	27	24	41	31	96	12	6	6

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Cindy Alday	Rebekah Orama	Experienced, Trained mentor at the Elementary Level	Completing a program designed by the district for beginning teachers
Russell Baggett	Tyler Stoutamire	Experienced, Trained Mentor at the High School Level	Completing a program designed by the district for beginning teachers
Sherry Joyner	Laura Cunningham	Experienced, Trained Mentor at the Middle/High School Level	Completing a program designed by the district for beginning teachers
Alysha Edenfield	Nicole Tuszynski	Experienced, Trained Mentor at the Primary Level	Completing a program designed by the district for beginning teachers

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

Ladona Kelley, Stephanie Brogden, Kennesse Dew, Loraine McClellan, Teresa Estes,

Describe how the school-based RtI Leadership Team functions (e.g. meeting processes and roles/functions).

The team will meet once a month to engage in the following activities: Review universal screening data and link 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 role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan

The RtI Leadership Team takes an active role in the development and implementation of the SIP. The problem-solving process utilized by the RtI team is essential to both problem identification and implementation of effective solution focused interventions necessary for school improvement. The RtI 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 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.

RtI Implementation

Describe the data management system used to summarize tiered data.

Baseline data: Progress Monitoring and Reporting Network (PMRN), FAIR, mini-assessments given from Instructional Focus Calendars developed by the state, and FCAT
 Midyear: Florida Assessments for Instruction in Reading (FAIR), mini-assessments given from Instructional Focus Calendars, Progress Monitoring data
 End of Year: FAIR, Calhoun Writes, FCAT

Describe the plan to train staff on RtI.

Professional development will be provided to teachers throughout the year. One session was held last May to introduce teachers to the RTI process. The RtI 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 Coach or Guidance Counselor will deliver the professional development.

School Wide Florida's Continuous Improvement Model

Plan

Data Disaggregation 2008-2009 FCAT Data

What strengths and weaknesses were identified in the 2009 data by grade level, subject area, and clusters/strands?

Strengths:

ELEMENTARY:

Reading-Words and Phrases

Mathematics-Number Sense, Concepts and Operations, Data Analysis and Probability

Writing-Narrative Writing

Science-Earth and Space Sciences

MIDDLE SCHOOL:

Reading-Main Idea and Details, Plot and Purpose

Mathematics-Data Analysis and Probability

Writing-Persuasive

Science-Life and Environmental Sciences

HIGH SCHOOL:

Reading-Reference and Research, Comparison/Contrast, Cause and Effect

Mathematics-Geometry and Spatial Sense

Writing-Expository

Science-Life and Environmental Science

Weaknesses:

ELEMENTARY:

Reading-Comparison/Contrast, Cause and Effect

Mathematics-Measurement

Writing-Expository

Science-Scientific Thinking

MIDDLE SCHOOL:

Reading-Words and Phrases, Main Idea and Details

Mathematics-Geometry and Spatial Sense, Measurement

Writing-Expository

Science-Earth and Space Sciences

HIGH SCHOOL:

Reading-Reference and Research, Comparison/Contrast, Cause and Effect

Mathematics-Measurements, Number Sense, Concepts and Operations

Writing-Persuasive

Science-Physical and Chemical Science

Instructional Calendar Development

What is the process for developing, implementing, and monitoring an Instructional Focus Calendar for reading, writing, mathematics, and science?

The instructional focus calendars were created in July 2009. The instructional focus calendars will be updated in October 2009 as determined by disaggregated data results from the September Math and Science Baseline Tests and FAIR assessments. We will reevaluate again in January 2010 as determined by the disaggregate data results from the December Math and Science Baseline Tests and FAIR assessment.

The 2009 FCAT result were utilized to develop the instructional focus calendars. Data results from the September and December Math and Science Baseline Tests and FAIR assessments will also be utilized.

Teachers will be responsible for determining the instructional focus of whole group lessons, and small group/differentiated instruction.

Benchmarks were selected as indicated by students' strengths and weaknesses, which were measured by progress on class work assignments, formal and informal assessments, and data results.

The duration of instruction for each Benchmark was determined by the amount of time allotted in the instructional focus calendar to ensure that students are exposed to all tested Benchmarks prior to FCAT testing. Within the amount of time allotted in the instructional focus calendar, teachers will provide instruction on each tested Benchmark, allow the students an opportunity to practice, assess the students' knowledge, and then re-teach the Benchmark as indicated by student progress, either in a whole group or small group setting.

Administration will conduct classroom observations, evaluating lesson plans, monitoring teacher data, and conducting meetings with teachers to ensure that the instructional focus calendar is being utilized and implemented effectively. The RTI Coach will assist teachers who are demonstrating signs of struggling with instructional focus calendar implementation.

Teachers who are struggling with implementing the instructional focus calendar will be provided additional opportunities to attend professional development sessions, have a mentor assigned to them, and participate

in the process of observing other teachers who are successful. The Rtl coach will provide additional assistance to the teacher.

Which instructional Benchmarks will be given priority focus, based on need, for each content area (reading, writing, mathematics, and science)?

ELEMENTARY:

Reading-Comparison/Contrast, Cause and Effect

Mathematics-Measurement

Writing-Expository

Science-Scientific Thinking

MIDDLE SCHOOL:

Reading-Words and Phrases, Main Idea and Details

Mathematics-Geometry and Spatial Sense, Measurement

Writing-Expository

Science-Earth and Space Sciences

HIGH SCHOOL:

Reading-Reference and Research, Comparison/Contrast, Cause and Effect

Mathematics-Measurements, Number Sense, Concepts and Operations

Writing-Persuasive

Science-Physical and Chemical Science

What is the process to ensure instruction is based on individual students' needs, as opposed to the master schedule?

As teachers work through the instructional focus calendar and assess students' mastery of the skills, they will reteach to the students who have not mastered the assessed benchmark. Other students will be offered enrichment opportunities.

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

Teachers work to integrate lessons that demonstrate real world applications into the instructional calendar. Nonfiction articles are used to incorporate current events into lessons.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

Students are required to select a Major Area of Interest before entering 9th grade. All 9th, 10th, and 11th grade students work through CHOICES, a program to help them identify career interests. Each student is assisted by the guidance counselor and career specialist on which classes to take in support of his or her Major Area of Interest. The 12th grade students also participate in Career Fair in Jackson County and Career Shadowing.

DO

Direct the Instructional Focus

How are lesson plans and instructional delivery aligned across grade levels and subject areas?

Subject area teachers and Grade Level Teachers will meet to determine the areas of students' strengths and weaknesses as demonstrated by class assignments and assessment results. Lesson plans will be created for differentiated instruction, which provides lessons for all levels of students, below mastery, at mastery, and above mastery. Teachers will meet to share best practices and curriculum resources.

How are instructional focus lessons developed and delivered?

Focus lessons will be developed for each subject area based on the review of previous assessments of the students to determine the areas where they are weakest. The focus lessons selected are aligned to the Benchmarks that are annually assessed on the FCAT and will be a 5-10 minute focus lesson taught at the beginning of each class period.

How will instructional focus lessons be revised and monitored?

Student mastery on mini-assessments based on the focus lessons will determine if the focus lessons need to be revised and/or re-taught. Teachers and administrators will ensure the effectiveness of the focus lessons by analyzing data results from focus lessons as they are re-assessed intermittently throughout the year. Proficiency of skills and benchmarks should also be evident in skills and Benchmarks that are taught as part of the whole group instruction.

CHECK

Assessment

Describe the types of ongoing formative assessments to be used during the school year to measure student progress in core, supplemental, and intensive instruction/intervention.

Monthly mini-assessments based on the focus lessons will be administered with approximately 10 questions per Benchmark.

How are assessments used to identify students reaching mastery and those not reaching mastery?

Mastery will be set at 80%. Mastery is set at higher than the traditional score of 70% to ensure student proficiency of each benchmark. The assessment results will be used to determine the instructional focus of whole group lessons. Teachers will differentiate their instruction as indicated by assessment results to provide intensive instruction to those student earning less than 50%, additional instruction and practice opportunities for those students earning between 50 – 70%, and enrichment/advance instruction to students earning 80-100%

Maintenance

How is ongoing assessment and maintenance of Benchmark mastery for each grade level and content area built into the Instructional Focus Calendar?

Students at and above mastery level will receive opportunities to enhance or enrich current skills by participating in project activities, hands-on activities, or other supplemental lessons which will reinforce the skill and maintain the level of mastery/proficiency.

Describe the process and schedule for teams to review progress monitoring data (summative and mini assessments) to identify the required instructional modifications that are needed to increase student achievement.

Teachers will meet weekly. The meetings will either be grade level or content areas. These meetings will continue throughout the year.

A teacher will be designated to record notes from the meeting, and the notes will be submitted to the administrative staff. Members of the administrative staff will attend meeting on a rotating basis.

Monitoring

Describe the Principal's and Leadership Team's roles as instructional leaders and how they will be continuously involved in the teaching and learning process.

The Principal and Leadership Team will meet with teachers either during weekly meetings, or one-on-one to discuss assessment results and student progress. During these meetings, lesson plans, data binders, and student portfolios will be utilized to provide evidence of instruction, assessment, and differentiation to address individual student needs.

The instructional coaches will assist teachers with providing instruction on the focus lessons either by modeling whole group instruction or assisting the teacher in providing small group instruction. The instructional coach will also help with the process of grading, recording, and charting student scores.

ACT

Supplemental and Intensive Instruction/Interventions

Identify the core, supplemental, and intensive instruction and interventions.

ELEMENTARY:

Core: Reading – Scott Foresman Florida Reading Street

Intensive Instruction and Interventions: My Sidewalks on Scott Foresman Reading Street; SRA Reading Mastery, and SRA Corrective Reading

Core: Math – Harcourt

Core: Science – Scott Foresman Science

Core : Social Studies - Scott Foresman: The United States

MIDDLE SCHOOL AND HIGH SCHOOL: Read 180, Reading Advantage, Impact, Rev It Up, Jim Burke's 50 Essentials`

ALL:

Supplemental: Math – Accelerated Math, Mascot Math

Supplemental: Reading - Accelerated Reader: Elements of Reading; Mascot Reading; Buckle Down Reading, Successful Reader, Leap Track Assessment & Instruction System, Six Minute Solution, Rewards, Great Leaps Reading; FCAT Explorer, Earobics, Florida Achieves; Reading Plus/PAVE; and Headsprout.

How are supplemental and intensive instruction/interventions and tutorials structured to re-teach non-mastered target areas?

Resources from the state adopted textbooks which are designed for intensive instruction will be utilized. Computerized programs or instructional software in addition to Internet instructional Web sites such as FCAT Explorer will be utilized. Teachers will utilize instructional strategies or best practices discussed in professional development workshops to provide different methods of providing instruction to students in non-mastered areas.

How does the school identify staff's professional development needs to improve their instructional strategies?

Common areas of concern in the areas of instructional delivery, classroom management, etc., as evidenced by administrators' observations, teacher surveys, and student performance/data analysis, will determine the need for professional development sessions.

Which students will be targeted for supplemental and intensive instruction/interventions?

As a result of progress monitoring (class work assignments and assessment results) and observations (classroom teacher, administrators, instructional coach, counselors, etc.) students who consistently demonstrate academic difficulty will receive supplemental and intensive instruction/interventions.

How will the effectiveness of the interventions be measured throughout the year?

All personnel providing services to a student not making mastery will meet to discuss their evidence and/or documentation of strategies and interventions that have previously been utilized. Factors hindering implementation of a strategy (attendance, behavior, etc.) will be addressed and resolved. Strategies that are unsuccessful will be discontinued and replaced with alternative interventions. DA Baseline assessments from the Instructional Focus Calendar will also be utilized to determine the effectiveness of supplemental instruction.

Enrichment

Describe alternative instructional delivery methods to support acceleration and enrichment activities.

Students who typically exceed mastery levels participate in the school's gifted, honors, dual enrollment, and advanced placement classes. Students may also enroll in elective classes that include foreign language, music, vocational courses, etc.

Describe how students are identified for enrichment strategies.

FCAT results, in addition to student progress in a specific course, as well as assessment results (ACT, SAT, CPT) that demonstrate consistent proficiency/mastery are used to determine placement in higher level courses and academic programs. Teacher recommendation is also taken into consideration. If students indicate proficiency on benchmarks, teachers will incorporate advanced academic materials.

Professional Learning Communities

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
School Wide	Principal/Assistant Principal/Highly Qualified Teachers	Ongoing	Before/After school planning time	Lesson studies on the books "Tools for Teachers", "Training Camp", "Professional Practices of Ethical Conduct" and "Bullying"
School Wide	Principal/Assistant Principal/Highly Qualified Teachers	Ongoing	Before/After school planning time	6 + 1 Traits of writing will be revisited for more indepth writing strategies.
K-12 Reading	Wretha Webb, Russell Baggett	Ongoing	Before/After school planning time	Analyze the effectiveness of the Reading FCIM calendars, mini-lessons, mini-assessments, progress monitoring data, maintenance, tutorials, and enrichments to determine any necessary revisions.
K-12 Mathematics	Elementary: Dottie Wiltse Middle/High School: Debbie Griswold	Ongoing	Before/After school planning time	Analyze the effectiveness of the Math FCIM calendars, mini-lessons, mini-assessments, progress monitoring data, maintenance, tutorials, and enrichments to determine any necessary revisions.
K-12 Social Studies	Elementary: Melba Adkins Middle/High School: Jackie Humphreys	Ongoing	Before/After school planning time	Analye progress monitoring data, effectiveness of reading strategies in the content area, and collaboration within the social studies content.
K-12 Science	Elementary: Cindy Alday Middle/High School: Kevin Hand	Ongoing	Before/After school planning time	Analyze the effectiveness of the Science FCIM calendars, mini-lessons, mini-assessments, progress monitoring data, maintenance, tutorials, and enrichments to determine any necessary revisions.
K-12 Language Arts/English	Elementary: Jan Chambers Middle/High School: Sherry Joyner	Ongoing	Before/After school planning time	Analyze the effectiveness of the Reading FCIM calendars, mini-lessons, mini-assessments, progress monitoring data, maintenance, tutorials, and enrichments to determine any necessary revisions.
Literacy	Principal, Reading Coaches	Monthly	Before/After school planning time	Analyze the effectiveness of instruction on student achievement using progress monitoring results. Results will be utilized to implement changes in instruction.
Positive Behavior Support Team	Sally Sims	Monthly	Before/After school planning time	School-wide behavior decision making based on research, information from classroom walkthroughs, and data analysis.

NCLB Public School Choice

Note: For Title I schools only

Notification of (School in Need of Improvement) SINI Status

No Attached Notification of (School in Need of Improvement) SINI Status

Public School Choice with Transportation (CWT) Notification

No Attached Public School Choice with Transportation (CWT) Notification

Notification of (School in Need of Improvement) SINI Status
No Attached Supplemental Educational Services (SES) Notification

Pre-School Transition

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

Eligibility for the PK Handicapped Program:

In conjunction with our FDLRS Center at PAEC, we host at least two Child Find PK screenings per year. During the screening process children are screened in the areas of motor, concepts, speech/language, vision, and hearing. The assessment tool used is the DIAL-3. If a child scores below the required criteria, he or she is referred for an in depth evaluation. Evaluations include but are not limited to: Vineland Adaptive, Developmental Profile, Goldman Fristo for articulation, PLS-4 for language, and the Stanford Binet. Our personnel responsible for the evaluations include Speech Language Pathologists, psychologist, guidance counselors, ESE teachers and other staff as needed. Personnel responsible for the implementation of the appropriate programs are our PK teachers, SLPs and support staff. If the child meets eligibility for one of our Exceptional Student Education programs, he or she may attend the PK Handicapped Program once a formal 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 1st. Calhoun County and Altha Public School provides a VPK Program in conjunction with our PK Handicapped Programs. We also host a VPK 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 at least one time per year. Parent Child Connection activities are held at each school in conjunction with our parent services project. Our parent liaison plans up to two events at each school per year which target our PK students and parents.

Funding:

The funding for our PK programs comes from state and federal entitlement projects. We also receive VPK 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 screenings. The Early Steps Program also works closely with the school district to identify children who need special education 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 trainings, observations, materials, etc.

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.

Altha Public School will focus on encouraging students to take Honors, AP, or Dual Enrollment courses by conducting more teacher discussion on these courses as well as having each student speak with the guidance counselor regarding their postsecondary plans. This will include sharing information and requirements to become eligible for Bright Futures. The guidance counselor will track graduation requirements and Bright Futures requirements and intervene as necessary. The PSAT will be given to all tenth graders and the CPT will be given to all eleventh graders. All college bound students are encouraged to take Spanish I and Spanish II. The Seniors yearly participate in local College days and the Armed Services Recruiters regularly visit our campus. All students in Grades 9-12 have developed an ePep which is reviewed yearly by students, parents, and the guidance counselor. This is a plan of high school curriculum where a major area of interest is declared and careers are explored to help students focus on post secondary preparations. An exit interview is conducted by the guidance counselor with each senior individually to discuss and assist with post secondary transitions plans. Parents meetings are conducted with 9th, 10th, 11th, and 12th grades yearly to inform parents as well as students of the high school requirements and also to assist parents in the role of helping their children plan for the future.

PART II: EXPECTED IMPROVEMENTS

Reading Goal

Needs Assessment:	<p>Based on School Grade and Adequate Yearly Progress Data:</p> <p>Did the total percent proficient increase or decrease? What is the percent change?</p> <p>What clusters/strands, by grade level, showed decrease in proficiency?</p> <p>Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?</p> <p>Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?</p> <p>Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?</p>
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Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2008-2009 NCLB AYP Report, Altha Public School failed to make AYP in reading for the subgroup Economically Disadvantaged with 38% of the students scoring below grade level.		At Altha Public School at least 74% of students will score at or above grade level on the 2010 FCAT Reading Test as evidenced by the 2010 NCLB AYP school report or students will show at least 10% decrease in the number students showing below grade level.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	All students in Grade 3-10 will be administered the Florida Assessment for Instruction in Reading (FAIR) 3 times a year.	Reading Coach and Classroom Teachers	Reading Coach will review the assessment data to see if the instructional calendar is being followed.	Results of FAIR will be shared with Faculty and focus calendars will be revisited and updated
2	FCAT Reading Data will be analyzed to determine at risk students and possible weaknesses in the curriculum.	Teachers, Guidance Counselors, Principal, and Reading Coach	Review FCAT Reading data to see that teachers have identified at-risk students and strands of difficulty.	Print out of disaggregated data listing weak strands.
3	Students will be placed in the appropriate reading class according to the district reading plan.	Guidance Counselor, Reading Teachers, and Reading Coach.	FCAT Reading scores and other reading assessment scores from the 2008-2009 school year will be revisited to ensure students are appropriately placed in classes.	Master Schedule, Student Schedules

4	Use the Instructional Focus Calendar for reading provided by the state.	Teachers, Principal, Reading Coach	The Principal will be aware of the instructional focus calendar and monitor implementation through Classroom Walkthroughs.	Copies of Focus Calendars
5	Content area teachers will provide specific skill instructions in targeted areas (clusters/strands) based on the 2009 FCAT Data and FAIR	Content Area Teachers, Reading Teachers	Teacher Lesson Plans and Fidelity Checks	2010 FCAT Reading Data and FAIR
6	Fidelity checks will be conducted.	District Reading Coach, Principal	District Reading Coach/Principal will monitor.	District Reading Coach/Principal logs
7	Teachers receive monthly training in the use of strategies addressing the five areas of reading	Principal, Reading Coach	Principal will monitor	Reading Coach Log
8	All Students With Disabilities at the Middle and High School Level will continue to be placed in General Education classes with support facilitation being provided by a certified Exceptional Student Education Teacher.	Principal, Guidance Counselor, and teachers	The master schedule will reflect the classes where support facilitation is needed and teachers will be given a list of accommodations that can be used with students with disabilities.	Master schedule and a check for teacher accommodations folder

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
At Altha Public School at least 74% of students will score at or above grade level on the 2010 FCAT Reading Test as evidenced by the 2010 NCLB AYP school report or students will show at least 10% decrease in the number students showing below grade level.	Effective Implementation of the Instructional Focus Calendar	Dr. Oropallo, Reading Coach	Ongoing	Lesson Plans, Follow-up Visits	Principal, Reading Coach
At Altha Public School at least 74% of students will score at or above grade level on the 2010 FCAT Reading Test as evidenced by the 2010 NCLB AYP school report or students will show at least 10% decrease in the number students showing below grade level.	The school will implement the new FAIR assessments to monitor student progress.	Reading Coach	August, 2009	Print out of FAIR Assessment Results.	Principal, Reading Coach

For Schools with Grades 6-12, Describe the Plan to Ensure the Responsibility of Teaching Reading for Every Teacher

All teachers will address reading in their Individual Professional Development Plan during the 2009-2010 School Year. Reading Coaches will conduct monthly huddles where researched based reading strategies will be shared with content area teachers. Principal/Assistant Principal will conduct fidelity checks with content area teachers. Also Reading teachers have a common planning time in which to meet and share strategies as well as to plan curriculum.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Jim Burke Materials		\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Reading Consultant: Dr. Kathy Oropallo		\$4,000.00
		Total: \$4,000.00
Other		

Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$4,000.00

End of *Reading* Goal

Mathematics Goal

Needs

Based on School Grade and Adequate Yearly Progress Data:

Assessment:

Did the total percent proficient increase or decrease? What is the percent change?

What clusters/strands, by grade level, showed decrease in proficiency?

Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?

Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?

Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on 2008-2009 NCLB AYP Report, Altha Public School failed to make AYP in mathematics for the subgroups Economically Disadvantaged with 40% of the students scoring below grade level and the subgroup Students With Disabilities with 69% of students scoring below grade level.		At Altha Public School as evidenced by the 2010 NCLB AYP school report, the subgroups Economically Disadvantaged and Students With Disabilities will show at least a 10% decrease in the number of students scoring below grade level.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Administer the DA baseline assessments for math three times a year to monitor student progress.	Teachers, Reading Coach, Principal	Review DA Baseline assessment results to ensure teachers are assessing students according to the created schedule.	Print out of DA Baseline Assessment results
2	Use the Instructional Focus Calendar provided by the state.	Teachers, Principal	Principal will monitor through classroom walkthroughs.	Copies of Focus Calendar
3	FCAT Mathematics Data will be analyzed to determine at risk students and possible weaknesses in the curriculum.	Teachers, Guidance Counselors, and Principal	Review FCAT Mathematics data to see that teachers have identified students and strands of difficulty	Print out of disaggregated data listing weak strands
4	Continue Intensive Basic Skills classes for	Guidance Counselor,	FCAT Mathematics scores and other Math	Master schedule and student schedules

	9-12th Grade students who scored below Level 3 on FCAT Mathematics.	Mathematics Teacher	scores from 2009 school year will be revisited to ensure students are appropriately placed in classes.	
5	All students in Grades 1-8 will receive remediation during a specified time or their Wheel Class via CCC/FCAT Explorer.	Elementary/Math Teachers	Review of Mathematics data to address weak areas for students.	Print out of disaggregated data.
6	All Students With Disabilities at the Middle and High School Level will continue to be placed in General Education classes with support facilitation being provided by a certified Exceptional Student Education Teacher.	Principal, Guidance Counselor, and teachers	The master schedule will reflect the classes where support facilitation is needed and teachers will be given at list of accommodations that can be used with students with disabilities.	Master schedule and a check for teacher accommodations folder

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
At Altha Public School as evidenced by the 2010 NCLB AYP school report, the subgroups Economically Disadvantaged and Students With Disabilities will show at least a 10% decrease in the number of students scoring below grade level.	Effective implementation of the practices presented by Math consultant.	Linda Walker, Principal	Ongoing	Lesson plans and classroom walkthroughs	Principal/Assistant Principal
At Altha Public School as evidenced by the 2010 NCLB AYP school report, the subgroups Economically Disadvantaged and Students With Disabilities will show at least a 10% decrease in the number of students scoring below grade level.	Effective design and use of the Instructional Focus Calendar.	Principal, Core Teacher	Ongoing	Lesson plans and classroom walkthroughs	Principal/Assistant Principal

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00

		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Mathematics Consultant: Linda Walker		\$3,000.00
		Total: \$3,000.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$3,000.00

End of Mathematics Goal

Science Goal

Needs Assessment: Based on School Grade Data:

Did the total percent proficient increase or was the percent proficient maintained?

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2008-2009 Altha Public School FCAT Science Data, 53% of the students scored at or above grade level which is an increase from 48% in 2007-2008.		At Altha Public School as evidenced by the 2010 FCAT Science Test scores, at least 50% of the students will score at or above grade level.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Science teachers will participate in science training to learn strategies for teaching science.	Teachers and Principal	The Principal will be aware of the strategies to teach science standards and monitor implementation through classroom walkthroughs.	Effectiveness will be determined through Thinklink and classroom assessments.
2	Analyze FCAT Science data to determine at-risk students and possible weaknesses in the curriculum.	Science teachers and Principal	Review FCAT Reading data to see that teachers have identify at-risk students and strands of difficulty.	Print out of disaggregated data listing weak strands.

3	Science teachers will provide opportunities for students to conduct lab experiments for scientific investigation.	Teachers and Principal	The Principal will be aware of the schedule for conducting lab experiments and monitor implementation through classroom walkthroughs.	Effectiveness will be determined through classroom assessments.
4	Science teachers will continue to implement district curriculum maps developed through a collaborative effort of Science teachers and Science Consultant.	Teachers and Principal	The principal will be aware of curriculum through documentation in lesson plans	Documented lesson plans
5	All Students With Disabilities at the Middle and High School Level will continue to be placed in General Education classes with support facilitation being provided by a certified Exceptional Student Education Teacher.	Principal, Guidance Counselor, and teachers	The master schedule will reflect the classes where support facilitation is needed and teachers will be given at list of accommodations that can be used with students with disabilities.	Master schedule and a check for teacher accommodations folder

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
At Altha Public School as evidenced by the 2010 FCAT Science Test scores, at least 50% of the students will score at or above grade level.	Science teachers will learn strategies to teach science	Dr. Szpyrka	August 2009	Lesson plans and classroom visits	Principal

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		

Description of Resources		Funding Source	Available Amount
Science Consultant: Dr. Szpyrka			\$8,000.00
			Total: \$8,000.00
Other		Funding Source	Available Amount
Description of Resources		Funding Source	Available Amount
No Data		No Data	\$0.00
			Total: \$0.00
			Final Total: \$8,000.00

End of Science Goal

Writing Goal

Needs Assessment: Based on School Grade Data:

Did the total percent proficient increase or was the percent proficient maintained?

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2008-2009 FCAT Writes, 74% of the students at Altha Public School scored a level 3.5 or above which is a drop from 79% on the 2007-2008 FCAT Writes.		As evidenced by the 2010 FCAT Writes, at least 76% of the students at Altha will achieve a score of 3.5 or above.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Calhoun Writes will be used to assess growth in writing.	Principal and English teachers	Data presented to administration showing progress	Data reports
2	Teachers will follow the Curriculum Map for Writing that was developed by the district.	Principal	Students will keep writing portfolios that will be monitored by the teacher.	Portfolios
3	Revision and editing process will be taught and observed in student writing drafts.	Principal and English teachers	Administration will monitor revision and editing process by classroom walkthroughs	Classroom walkthroughs
4	All Students With Disabilities at the Middle and High School Level will continue to be placed in General Education classes with support facilitation being provided by a certified Exceptional	Principal, Guidance Counselor, and teachers	The master schedule will reflect the classes where support facilitation is needed and teachers will be given at list of accommodations that can be used with	Master schedule and a check for teacher accommodations folder

Student Education Teacher.

students with disabilities.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
As evidenced by the 2010 FCAT Writes, at least 76% of the students at Altha will achieve a score of 3.5 or above.	Effective Implementation of Writing Program	Dr. Oropallo	Ongoing	Classroom Observations	Dr. Oropallo, Principal

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Writing Consultant: Dr. Kathy Oropallo		\$4,000.00
		Total: \$4,000.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$4,000.00

End of Science Goal

Parent Involvement Goal

Needs Assessment: Based on information from School Grade and Adequate Yearly Progress Data:

Were parent involvement activities and strategies targeted to areas of academic need?

Based on information from surveys, evaluations, agendas, or sign-ins:

Was the percent of parent participation in school activities maintained or increased from the prior year?

Generally, what strategies or activities can be employed to increase parent involvement?

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on parent surveys administered at the end of the 2008-2009 school term, the percentage of parents answering negatively or with a no response to the communication sections of the parent survey increased from 19% to 24%.		The percentage of parents answering negatively or with a no response to the communication sections of the 2010 Parent Survey will decrease by at least 4%.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Update and keep current the school web page.	Media Productions Class, Media Productions Teacher	Keep website current by updating upcoming events.	Viewing website to make sure old dates are deleted from website.
2	EdLine and GradQuick will be used to offer parent portals to student data such as assignments, grades and conduct information.	Teachers, Principal, Assistant Principal	Up-to-date assignments, grades and information on the data portals.	Viewing EdLine and GradeQuick for current student and teacher data
3	The school will host a parent/family night every nine weeks.	Teachers, Guidance Counselors, Principal	Calendars with Parent Nights Scheduled, Parent Night Sign In Sheets	Keep Calendars and Sign In Sheets
4	Continue to use Connect Ed Phone Information system to notify parents of information pertinent to their child.	Teachers, Principal	Log of information that is transmitted through Connect Ed	Periodic parent questionnaire
5	Purchase a new electronic school sign to inform parents and community of dates and events happening at the school.	Principal	Log of dates and events programmed onto the sign.	Periodic parent questionnaire

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
No data submitted					

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Fred Jones "Tools For Teaching, Parent Edition"		\$300.00
		Total: \$300.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$300.00

End of Parent Involvement Goal

Other Goals

No Other Goals were submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Jim Burke Materials		\$0.00
Parental Involvement	Fred Jones "Tools For Teaching, Parent Edition"		\$300.00
			Total: \$300.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Total: \$0.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Reading Consultant: Dr. Kathy Oropallo		\$4,000.00
Mathematics	Mathematics Consultant: Linda Walker		\$3,000.00
Writing	Writing Consultant: Dr. Kathy Oropallo		\$4,000.00
Science	Science Consultant: Dr. Szyrka		\$8,000.00
			Total: \$19,000.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Total: \$0.00
			Final Total: \$19,300.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

- Intervene
 Correct II
 Prevent II
 Correct I
 Prevent I
 NA

No Attached school's Differentiated Accountability Checklist of Compliance

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 the principal and 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 ethnic, racial, and economic community served by the school.

X No. Disagree with the above statement.

Measures Being Taken to Comply with SAC Requirement

Projected use of SAC Funds	Amount
No data submitted	

Describe the Activities of the School Advisory Council for the Upcoming Year

SAC Members

Members

- 1) Ladona Kelley, Principal
- 2) Russell Baggett, SAC Chair
- 3) Catie Bruner, Student
- 4) Brett Floyd, Student
- 5) Madelyn Lytle, Student
- 6) Marie Granger, Teacher
- 7) Alice Marshall, Teacher
- 8) Maggie Sewell, Teacher
- 9) Sara Kay Waldorff, Teacher
- 10) Earl Hunt, Business Member
- 11) Shelly Sale, Parent
- 12) Melissa Boggs, Parent
- 13) Paige White, Parent
- 14) Michelle Lytle, Parent
- 15) Suzette Price, Parent
- 16) Bobby Rowe, Parent

- 17) Mark Brogdon, Community Member
- 18) Daniel Middleton, Community Member
- 19) Marcia Edenfield, School Support Personnel
- 20) Phyllis Lord, School Support Personnel
- 21) Rhonda O'Bryan, School Support Personnel

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2	Calhoun ALTHA PUBLIC SCHOOL 0101
Number of students enrolled in the grades tested:	
Click here to see Number of students in each group	

SCHOOL GRADE DATA

												Read: 360 Math: 360	2008-2009 School Grade ¹ : A	Did the School make Adequate Yearly Progress? NO												
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c²).												This section shows the improvement for each group used to determine AYP via safe harbor (Part b²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.								
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N
TOTAL ⁴	100	Y	99	Y	68	Y	68	Y	93	88	N	71	88	Y	32	32	NA	30	32	NA	63	NA	66	NA		
WHITE	100	Y	100	Y	67	Y	68	Y	94	87	N	70	88	Y	33	33	NA	30	32	NA	63	NA	66	NA		
BLACK		NA		NA		NA		NA			NA			NA			NA			NA						
HISPANIC		NA		NA		NA		NA			NA			NA			NA			NA						
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA						
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA						
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	62	N	60	N	88	89	Y			NA	41	38	N	37	40	N	60	N	58	N		
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA			NA			NA			NA						
STUDENTS WITH DISABILITIES	99	Y	99	Y	41	N	31	N			NA			NA	68	59	Y	67	69	N	40	NA	29	N		

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2												Calhoun ALTHA PUBLIC SCHOOL 0101														
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 School make Adequate Yearly Progress? NO												
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c²).												This section shows the improvement for each group used to determine AYP via safe harbor (Part b²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.								
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 of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008
TOTAL ⁴	100	Y	100	Y	68	Y	70	Y	86	93	Y	80	71	N	37	32	NA	33	30	NA	64	NA	73	NA		
WHITE	100	Y	100	Y	67	Y	70	Y	86	94	Y	80	70	N	37	33	NA	33	30	NA	64	NA	73	NA		
BLACK		NA		NA		NA		NA			NA			NA			NA			NA						
HISPANIC		NA		NA		NA		NA			NA			NA			NA			NA						
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA						
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA						
ECONOMICALLY DISADVANTAGED	99	Y	100	Y	59	Y	63	Y	77	88	Y			NA	44	41	NA	41	37	NA	57	NA	65	NA		
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA			NA			NA			NA						
STUDENTS WITH DISABILITIES	100	Y	100	Y	32	N	33	N			NA			NA	66	68	NA	64	67	NA	41	NA	43	NA		

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2													Calhoun ALTHA PUBLIC SCHOOL 0101														
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 School make Adequate Yearly Progress?			NO											
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).													This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.								
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 of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math			Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	
TOTAL ⁴	100	Y	100	Y	63	Y	67	Y	92	86	N	93	80	N	40	39	NA	35	33	NA	57	NA	68	NA			
WHITE	100	Y	100	Y	63	Y	67	Y	91	86	N	93	80	N	39	39	NA	35	33	NA	57	NA	68	NA			
BLACK		NA		NA		NA		NA			NA			NA			NA			NA							
HISPANIC		NA		NA		NA		NA			NA			NA			NA			NA							
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA							
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA							
ECONOMICALLY DISADVANTAGED	99	Y	100	Y	56	Y	59	Y	88	77	N	75	67	NA	44	46	NA	44	41	NA	59	NA	63	NA			
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA			NA			NA			NA							
STUDENTS WITH DISABILITIES	99	Y	100	Y	34	N	36	N			NA	67	50	NA	78	69	NA	62	64	NA	38	NA	51	NA			

Calhoun School District ALPHA PUBLIC SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	74%	76%	74%	53%	277	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	60%	67%			127	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 or 2
Adequate Progress of Lowest 25% in the School?	65% (YES)	66% (YES)			131	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake					NA	If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
Points Earned					535	
Percent Tested = 99%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

Calhoun School District ALPHA 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 account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the 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 within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	59% (YES)	67% (YES)			126	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake					NA	If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, 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 progress, and % of students tested

Calhoun School District ALPHA 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 account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the 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 within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	60% (YES)	72% (YES)			132	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake					NA	If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, 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 progress, and % of students tested