

Calhoun County School District

Altha Public School



2021-22 Schoolwide Improvement Plan

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Altha Public School

25820 NE FUQUA CIR, Altha, FL 32421

www.althaschool.org

Demographics

Principal: Patrick Jones

Start Date for this Principal: 8/2/2010

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	90%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (61%) 2017-18: B (61%) 2016-17: B (57%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Calhoun County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

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

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

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

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www.althaschool.org

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Combination School PK-12</p>	<p>2020-21 Title I School</p> <p>Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>85%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>9%</p>

School Grades History

	2020-21	2019-20	2018-19	2017-18
Year				
Grade		B	B	B

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

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

Altha Public School recognizes that a Pre-Kindergarten through twelfth grade school has greatly varied age differences and needs, which provide unique opportunities and challenges. Therefore, Altha Public School believes it is crucial for teachers, parents, and community members, collaboratively, to provide students with experiences that will enable them to become productive citizens.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Price, Sue	Principal	Sue Price serves as instructional leader as she communicates the school's vision and mission to all stakeholders and functions as the school's primary spokesperson. She establishes high, clearly defined, measurable instructional expectations and models open communication. She creates a cooperative atmosphere where the sharing of ideas is encouraged. Mrs. Price oversees the school budget, makes decisions regarding facility usage, teacher assignments, and scheduling. She conducts staff and teacher evaluations, provides coverage and security at school sponsored events, and serves as the school's contact for professional development.
McCroan, Treva	Assistant Principal	Assistant Treva McCroan serves as instructional leader and practices shared decision making as it relates to various aspects such as discipline, conducting teacher observations, over seeing textbook adoptions, and the approval and purchasing of instructional materials. She facilitates the writing of the School Improvement Plan and oversees Title 1 and parent involvement activities.
Jones, Patrick	Assistant Principal	Mr. Jones serves as instructional leader and practices shared decision making as it pertains to discipline, student attendance, conducting teacher observations, and the monitoring of student progress data. Mr. Jones also oversees MTSS and the school's various student sports and ensures that all student safety regulations are followed.
Tatum, Zoe	School Counselor	Mrs. Tatum oversees student enrollment PK-7th grade, Exceptional Education Education, and participates in MTSS at the school level. She also establishes standardized testing schedules and and coordinates online requirements.
Yon, Charlene	School Counselor	Charlene Yon oversees student enrollment 8- 12th grade and Exceptional Education Education and participates in MTSS at the school level. Mrs. Yon also oversees the various aspects associated with graduation, establishes standardized testing schedules, and coordinates online testing requirements.

Demographic Information

Principal start date

Monday 8/2/2010, Patrick Jones

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

4

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

43

Total number of teacher positions allocated to the school

47

Total number of students enrolled at the school

648

Identify the number of instructional staff who left the school during the 2020-21 school year.

5

Identify the number of instructional staff who joined the school during the 2021-22 school year.

6

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	60	44	44	50	43	39	55	48	58	40	50	60	36	627
Attendance below 90 percent	32	10	22	13	12	14	17	10	10	9	15	17	13	194
One or more suspensions	0	0	0	0	0	0	2	1	2	1	1	2	0	9
Course failure in ELA	0	2	1	1	0	3	4	3	10	3	3	1	1	32
Course failure in Math	0	1	1	0	0	4	6	0	3	3	4	9	0	31
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	7	4	11	12	11	9	9	11	5	79
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	10	9	12	11	11	9	8	2	1	73
Number of students with a substantial reading deficiency	0	0	10	8	12	12	21	23	18	0	0	0	0	104

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	1	0	2	6	7	4	8	6	7	4	0	46

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	5	4	1	0	0	0	3	1	8	0	2	0	0	24
Students retained two or more times	0	0	0	0	0	0	2	1	1	0	1	0	0	5

Date this data was collected or last updated

Friday 9/10/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	44	41	48	40	36	46	49	54	53	39	53	31	40	574
Attendance below 90 percent	7	10	6	10	7	10	42	43	47	28	35	21	15	281
One or more suspensions	0	0	0	0	0	0	1	3	0	3	3	0	0	10
Course failure in ELA	0	0	0	1	0	1	0	1	1	0	0	0	0	4
Course failure in Math	0	0	0	0	0	1	0	1	6	0	4	2	0	14
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	2	9	5	8	9	6	4	6	49
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	4	4	9	14	8	4	1	3	47

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	4	9	10	17	8	9	3	4	64

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	5	0	1	0	0	0	0	1	3	0	4	4	0	18
Students retained two or more times	0	0	0	0	0	0	0	1	0	0	1	2	0	4

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	44	41	48	40	36	46	49	54	53	39	53	31	40	574
Attendance below 90 percent	7	10	6	10	7	10	42	43	47	28	35	21	15	281
One or more suspensions	0	0	0	0	0	0	1	3	0	3	3	0	0	10
Course failure in ELA	0	0	0	1	0	1	0	1	1	0	0	0	0	4
Course failure in Math	0	0	0	0	0	1	0	1	6	0	4	2	0	14
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	2	9	5	8	9	6	4	6	49
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	4	4	9	14	8	4	1	3	47

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	4	9	10	17	8	9	3	4	64

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	5	0	1	0	0	0	0	1	3	0	4	4	0	18
Students retained two or more times	0	0	0	0	0	0	0	1	0	0	1	2	0	4

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				63%	62%	61%	58%	61%	60%
ELA Learning Gains				62%	61%	59%	53%	57%	57%
ELA Lowest 25th Percentile				47%	50%	54%	43%	44%	52%
Math Achievement				60%	64%	62%	61%	63%	61%
Math Learning Gains				53%	61%	59%	52%	50%	58%
Math Lowest 25th Percentile				41%	45%	52%	49%	40%	52%
Science Achievement				64%	57%	56%	60%	56%	57%
Social Studies Achievement				78%	75%	78%	70%	74%	77%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	76%	62%	14%	58%	18%
Cohort Comparison						
04	2021					
	2019	54%	61%	-7%	58%	-4%
Cohort Comparison						
05	2021					
	2019	62%	57%	5%	56%	6%
Cohort Comparison						
06	2021					
	2019	56%	60%	-4%	54%	2%
Cohort Comparison						

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2021					
	2019	61%	53%	8%	52%	9%
Cohort Comparison		-56%				
08	2021					
	2019	64%	70%	-6%	56%	8%
Cohort Comparison		-61%				
09	2021					
	2019	54%	64%	-10%	55%	-1%
Cohort Comparison		-64%				
10	2021					
	2019	70%	66%	4%	53%	17%
Cohort Comparison		-54%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	67%	67%	0%	62%	5%
Cohort Comparison						
04	2021					
	2019	75%	70%	5%	64%	11%
Cohort Comparison		-67%				
05	2021					
	2019	62%	56%	6%	60%	2%
Cohort Comparison		-75%				
06	2021					
	2019	38%	64%	-26%	55%	-17%
Cohort Comparison		-62%				
07	2021					
	2019	69%	68%	1%	54%	15%
Cohort Comparison		-38%				
08	2021					
	2019	45%	54%	-9%	46%	-1%
Cohort Comparison		-69%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	70%	56%	14%	53%	17%
Cohort Comparison						
08	2021					
	2019	54%	56%	-2%	48%	6%
Cohort Comparison		-70%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	64%	76%	-12%	67%	-3%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	73%	74%	-1%	71%	2%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	81%	78%	3%	70%	11%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	63%	66%	-3%	61%	2%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	45%	57%	-12%	57%	-12%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

iReady for K-8 Math and Reading (Fall-Diagnostic 1, Spring- Diagnostic 3)

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	3/8%		22/56%
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	4/10%		24/62%
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	11/24%		41/84%
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	8/17%		41/85%
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 3					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		19/49%		33/80%
	Economically Disadvantaged				
	Students With Disabilities English Language Learners				
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		2/5%		25/61%
	Economically Disadvantaged				
	Students With Disabilities English Language Learners				

Grade 4					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		9/25%		17/50%
	Economically Disadvantaged				
	Students With Disabilities English Language Learners				
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		2/6%		18/55%
	Economically Disadvantaged				
	Students With Disabilities English Language Learners				

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	18/41%		29/62%
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	8/18%		33/70%
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	17/37%		14/32%
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	8/18%		21/47%
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	15/31%		16/35%
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	12/26%		21/47%
	Economically Disadvantaged Students With Disabilities English Language Learners			
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	19/40%		14/29%
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0/0%		2/6%
	Economically Disadvantaged Students With Disabilities English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 12				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	30	36	30	25	26	25	52	55			
HSP	50	45		43	20						
WHT	54	45	30	47	32	24	56	65	52	90	65
FRL	44	35	25	36	20	9	47	54		86	53

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	30	42	35	28	33	16	44	59			
HSP	59	63		61	67			70			
WHT	63	61	44	60	51	39	65	78	61	85	53
FRL	55	56	47	58	49	38	55	74	50	79	42
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	20	34	38	32	46	45	31	50			
HSP	63	57		48	36		80				
MUL	62	55		86	82						
WHT	57	52	43	60	52	47	56	72	75	81	59
FRL	53	51	49	57	54	54	50	68	80	71	60

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	561
Total Components for the Federal Index	11
Percent Tested	97%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	40
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	51
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	41
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

All grade levels with exception of 8th grade and sixth grade are at or above the 2021 state average in language arts and mathematics. All grade levels with the exception of 8th grade are at or above the 2021 state average in science and biology. Civics, US History are above the state average while Algebra 1 and Geometry are below the state average for 2021. There was an overall decline in FSA ELA, Math, Science, and EOC proficiency percentages (third through tenth grade) except in fourth grade which had a 3 percentage point gain from 2019 to 2021 and biology which had an 8 point percentage gain from 2019 to 2021.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based on the first progress monitoring data (iReady) for the current 2021-2022 school year, first grade's ELA overall proficiency and the proficiency of the economically disadvantaged is the lowest when compared to first through eighth grade results. Progress monitoring proficiency data from the 2020-2021 school year indicates the greatest needs to be in the middle grades for ELA and for eighth grade math.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The Covid-19 pandemic caused students, as well as teachers, to undergo quarantines (Multiple quarantines per student in some cases). This caused a substantial disruption in the otherwise seamless and fluid instruction that occurs in a face to face environment. During quarantines, instruction was delivered through google classroom which was less effective and problematic on many levels. In the case of further disruptions dur to the pandemic, there is a need for greater availability of videoed instruction and greater parent support for facilitating instruction through the use of technology.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

When comparing the 2019 FSA data to the 2021 FSA data, Biology showed the greatest improvement followed by fourth grade's English Language Arts. Progress monitoring data for the 2020-2021 school year indicated that second grade English Language Arts and Math made the most improvement. Second grade's ELA proficiency increased from the fall to the spring by 60 percentage points and increased proficiency in math by 68 percentage points.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The 2020-2021 second grade teachers were model and veteran teachers that have a firm understanding of the ELA and math standards. They communicate effectively with one another as well as with the first grade teachers. Second grade teachers met at the beginning of the school year with first grade teachers to determine the gaps in instruction that were created due to the pandemic and being out of school for several months the year before. The teachers developed a plan and modified their curriculum to cover essential first grade material that was not covered due to an abrupt end to the pervious school year and also provide essential instruction on the second grade standards.

What strategies will need to be implemented in order to accelerate learning?

The utilization of model classrooms and mentor teachers, the use of evidence based curriculum in classrooms, the use of SPIRE, a differentiated curriculum aimed at closing gaps, offer after school tutoring as a tool to help close academic gaps, and the use of literacy coaches to support effective instruction.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Model classrooms and mentor teachers will be utilized to support teachers. Training on the B.E.S.T Standards. Ongoing training is occurring for K-12 ELA teachers on the new English Language Arts series. Progress monitoring data will be reviewed three times throughout the year and professional development will be offered as needed based on the data. Literacy/Curriculum coaches will be visiting classrooms and providing instructional support to teachers.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Grade level PLC's on the school and district level will be implemented throughout the year. In these PLC's instructional goals will be set and student data will be monitored and discussed. As a result, instructional strategies will be discussed and adjusted based on the data. Support through Title 1 and Inclusion will be provided to students throughout the year.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Student success in education is contingent on a strong foundation in Kindergarten thru second grade. First grade is vital as students start to read and begin to gain the basic knowledge of phonics, phonological awareness, and developing vocabulary. These skills affect student success in all other disciplines as well. Based on the 2021-22 first progress monitoring data, first grade's over all proficiency in English Language Arts is at 7%. This is twenty-eight percentage points lower than the previous first grade's first progress monitoring scores.

Measurable Outcome: Proficiency in first grade English Language Arts will increase from 7% on the Fall progress monitoring (proctored iReady) to 50% on the Spring progress monitoring test (proctored iReady) for the 2021-2022 school year.

Monitoring: Progress monitoring will occur in the winter and the data will be studied to determine if adequate progress is being made towards the goal. A final progress monitoring test will be administered in the Spring to determine if the goal has been met.

Person responsible for monitoring outcome: Treva McCroan (treva.mccroan@calhounflschools.org)

Evidence-based Strategy: The new ELA curriculum will be implemented with fidelity. After school tutoring will utilized evidence based curriculum materials. SPIRE groups will be utilized to provide individualized instruction.

Rationale for Evidence-based Strategy: The SAAVAS ELA curriculum provides phonics, phonemic awareness, and vocabulary instruction that is researched based. SPIRE provides individualized (Tier 3) instruction that is aimed at closing academic gaps. The after school tutoring provides extended skills practice and instruction using research based materials.

Action Steps to Implement

Fall and Spring after school tutoring sessions.

Person Responsible Treva McCroan (treva.mccroan@calhounflschools.org)

Professional development on implementing the SAAVAS Reading series.

Person Responsible Sue Price (sue.price@calhounflschools.org)

Utilize the Literacy Coaches to ensure effective implementation of the new ELA series.

Person Responsible Cindy Alday (cindy.alday@calhounflschools.org)

Professional development on the B.E.S.T. standards

Person Responsible Sue Price (sue.price@calhounflschools.org)

Provide mentor teachers for support and model classrooms for observations as needed.

Person Responsible Sue Price (sue.price@calhounflschools.org)

PLCs on the district and school level to discuss best practices.

Person Responsible Sue Price (sue.price@calhounflschools.org)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Altha Public School understands and appreciates the power of parental involvement and its relationship in building a successful academic program. Although the ongoing pandemic has hindered the level of parent and community participation that is normal at Altha School, the administration and faculty continue to provide alternative ways to communicate with all stake holders and provide supports to parents as they strive to be involved in their child's educational endeavors. Many programs are in place to help facilitate communication between school and stakeholders related to curriculum, attendance and progress monitoring. For example, parents have access to the parent portal of FOCUS which allows them to monitor student attendance and grades. Progress reports are issued at the midpoint of each grading period for those performing below acceptable levels as an effort to maintain communication with parents. parent-teacher conferences are held where parents are kept abreast of student progress. Progress monitoring results are shared with parents as well as suggestions on how to support their student based on their individual academic needs. Parents are also given the opportunity to participate in Literacy nights and grade level parent meetings where specifics of curriculum and grade level expectations and resources are shared. These include but not limited to 9th grade orientation, Senior Breakfast, and Open House, Communication of Altha School's vision and mission are facilitated through consistent communication through the use of Parent Square, social media accounts, classroom newsletters, participation in the Parent Teacher Organization (PTO), and the School Advisory Council (SAC). The PTO and SAC are forums where parents can make suggestions and ask questions related to all areas of the school.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Parents
Administration
Teachers
SAC Members
PTO Members

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
Total:			\$0.00