

Cottondale High School



2015-16 School Improvement Plan

Cottondale High School

2680 LEVY ST, Cottondale, FL 32431

<http://chs.jcsb.org>

School Demographics

School Type

High

2014-15 Title I School

No

2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)

70%

Alternative/ESE Center

No

Charter School

No

2015-16 Minority Rate (Reported as Non-white on Survey 2)

30%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	B	C	B

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Jackson County School Board on 10/20/2015.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	1	Melissa Ramsey
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Cottondale High School is committed to providing a safe and challenging environment through a cooperative effort of school and community. This is conducive to the development of life-long learners who are capable of living productive lives in our ever-changing, complex world.

Provide the school's vision statement

Together we learn. Forever we succeed.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

The administration, faculty, and staff of CHS continually commit themselves to meeting the needs of the students through establishing a mutual understanding of cultural differences and individual needs. We are dedicated to working with the students, families, and the community that we serve. CHS continually strives to strengthen existing relationships as well as to build new ones through various methods, including communicating with all involved stakeholders often and through a variety of means, extending ourselves to meet the needs of our students and families where they are, and fostering a sense of family both within and outside of our school community.

Describe how the school creates an environment where students feel safe and respected before, during and after school

CHS is dedicated to fostering a school environment where students can feel safe and respected before, during, and after school. There are various policies and procedures in place in order to ensure that this happens, including school wide behavioral expectations, positive behavior support systems, dress code policies, and disciplinary policies and procedures. Additionally, students are exposed to various campaigns throughout the year regarding bullying, peer pressure, etc., to help promote an environment of acceptance for all students. Faculty and staff members use multiple opportunities to connect with students individually in order to promote an atmosphere of safety, tolerance, and respect.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

CHS has several overlapping policies to help minimize distractions and keep students engaged during instructional time. We have set school-wide behavioral expectations, outlining the types of behaviors and attitudes we expect from our students, as well as a student dress code policy outlining acceptable attire for our students. We have a positive behavior support system, whereby students are rewarded for maintaining and exhibiting these positive behaviors over time. We also have a discipline plan outlining how disciplinary action should be applied both at the classroom level and at a higher level for more aggressive offenses. All staff are trained on the expectations of these policies at the beginning of each school year to ensure that the system is adhered to properly, fairly, and

consistently. These overlapping policies help to minimize distractions during instructional time so that all students are awarded an equal opportunity to learn.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Cottondale High School is committed to meeting the needs of all students, including providing support for their social and emotional needs. The classroom teacher monitors student behaviors and needs, making referrals to the school guidance counselor and/or the school resource officer as needed. Students also have access to the school guidance counselor and/or the school resource officer on an as-needed basis, regardless of teacher referral, and may request to speak with a counselor or school resource officer at any time. In the event that the student needs are beyond the resources available at the school, CHS partners with various agencies to provide students with the appropriate services to help meet the needs of the specific student on an individual basis. Referrals to these agencies are made in accordance with the protocols and procedures established by the Jackson County School district.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Cottondale High School has an early warning system in place for both our middle and high schools. CHS uses a variety of indicators in this system, including the following: student attendance (monitoring students who miss more than 10% of instructional time); student absences; student retentions; office referrals; suspensions; students failing math; students failing language arts; and students performing below proficiency level on standardized assessments. The following table provides a summary by grade band; grades 6-8 are represented in the 8th grade column, and grades 9-12 are represented in the 12th grade column.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level		Total
	8	12	
Attendance below 90 percent	38	97	135
One or more suspensions	13	13	26
Course failure in ELA or Math	3	9	12
Level 1 on statewide assessment	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level						Total
	7	8	9	10	11	12	
Students exhibiting two or more indicators	4	2	4	1	3	1	15

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

CHS makes every effort to intervene when students exhibit early warning systems indicators. Various interventions may be employed based on the particular student case. Typically these students are referred for the MTSS/RtI process to find an intervention fit that works for the individual student. The school leadership team meets on a regular basis to review student data. Intervention strategies may include mentoring, tutoring, remediation, extended time, alternative assignments, etc. Additional strategies may be implemented based on individual student need.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Cottondale High School consistently works at building positive relationships with families to increase involvement through various ways. Communication is a key factor in this process; CHS strives to maintain consistent communication avenues between home and school. These communication avenues include but are not limited to school and/or district publications (newsletters, calendars, progression plans, discipline policies, etc.), progress reports and report cards, marquee announcements, phone contact, and public web page announcements. Periodically CHS requests parental input to school atmosphere surveys to obtain both a qualitative and quantitative assessment of parental involvement. CHS welcomes parental feedback and encourages parents to actively participate in the education of their student(s).

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

CHS builds and sustains relationships with the local community by encouraging an active relationship between the school and community. Community sponsors help to support student development through various means and through various avenues based on both the needs of the students and the resources available within the community and the school. Cottondale High School encourages active community involvement in supporting student achievement and in preparing our students for life after high school.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Granger, Ken	Principal
Warren, Zanda	Assistant Principal
Ohler, Billie	Teacher, K-12
Speers, Liza	Guidance Counselor

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Function of Student Support Team – Uses data-methods of student performance such as universal screening results, standardized tests scores, diagnostic assessment scores, and ongoing progress monitoring reports to determine the percentage of students whose needs are being met in core instruction and to identify those “at risk” in academics and/or behavioral domains.

The student support team (SST), makes data-based decisions for students who are struggling in academic and/or behavioral domains through an ongoing problem solving method. Once “specific” deficits have been identified, the team develops an intervention plan matched to student deficit(s), and determines how student progress will be measured. Teachers/Interventionists implementing T1, T2 and T3 will be provided support/resources needed to implement the intervention plan.

Roles/Responsibilities of the SST

(One person may serve more than one function)

- Instructional Leader/Resource Allocator- (Principal) Ensures fidelity of the MTSS/RtI process. Makes decisions on how T2 and T3 services will delivered to struggling students.
 - MTSS/RtI Team Leader- Directs the activities of the SST. Receives referrals for the SST from staff or parents, sets meeting times and ensures that proper documentation and data collection are maintained. Sets dates/times for review meetings.
 - Data Mentor- Expertise in collecting, organizing, displaying, analyzing and interpreting data. This person should not be the sole person who works with the data, but rather should assist all in understanding and using data. Data mentor should have skills necessary to present data in easily understandable, visual displays.
 - Content Specialist- Assists in making key decisions such as: What are the instructional needs of the student(s)? What evidenced-based interventions are most effective to address the areas of concern? This person also assists in training interventionists in using curricular materials/interventions when necessary.
 - Record Keeper- Documents and completes all paperwork required in the meetings. Also service as timekeeper. Announces agreed-upon time periods for discussion and other activities, and informs team when time is running short.
 - Behavior Specialist- Facilitates collecting data to identify function of behaviors and conducting functional behavior assessments, as well as assists in developing behavior intervention plans. Also aids in training the interventionist on behavioral interventions/strategies when necessary.
- In addition to the core SST, the following individuals should also be invited to SST meetings:
- Teacher of the student whose needs are being addressed
 - Parent/Guardian
 - SLP (as needed)

The SST collaborates with other school-based teams such as SAC, literacy leadership teams, grade group teams, the positive behavior support team, and other professional learning teams to analyze strengths and weaknesses in academic/behavioral domains, to initiate instructional modifications needed to increase student achievement for all students, and to meet SIP goals.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and

supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

A school-based Student Support Team (SST) has been identified for the purpose of implementing a multi-tiered system of supports (MTSS) for all students. Universal screening data at the grade level, classroom level and subgroup level is analyzed to evaluate the effectiveness and needs of core instruction. The SST meets regularly on students identified as needing supplemental instruction beyond core (T2), and those needing more intensive/ individualized (T3) instruction. The frequency of the meetings are determined on a case-by-case basis. Meetings are carried out according to the intervention plan designed by the SST. The SST reviews multiple data sources and engages in a 4 step data-based problem solving method to design and evaluate intervention plans that are targeted to student needs. Resources and service delivery are allocated according to the level of student need.

The person responsible for overseeing this process is the administrator of the school. An inventory of resources are maintained through a variety of ways such as inventory checklists, digital resource guide list, OneNote Notebooks, and the districtwide shared network drive.

Federal, state, and local funds, services, and programs will be implemented at Cottondale High School according to the policies and procedures of the Jackson County School Board. These various services and programs will be implemented in a variety of ways, including but not limited to district consultants in reading and math, federally-funded district reading coaches, professional development and training, student extended learning opportunities, computer based programs for student learning (Lexia, Think Through Math), and various other programs and services as permitted.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Ken Granger	Principal
Billie Ohler	Teacher
Rosie White	Parent
Stan Wisnioski	Business/Community
Heather Braxton	Teacher
Rebecca Dilmore	Teacher
Kelly Tate	Education Support Employee
Cathie Jones	Business/Community
Sherrie Melvin	Teacher
Shanitha Pittman	Teacher
Dexter Roulhac	Parent
Bertha Tanner	Business/Community
Gracie Zick	Student
Mandy Burkett	Parent
Melissa Hargrove	Parent
Yaritza Castro	Parent
Haley Scurlock	Student
McKaylah See	Student
Luke Johnson	Student
Joseph Jackson	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The Cottondale High School SAC committee meets several times during each school year. As part of this process, the committee looks at various aspects of the school improvement process, including evaluating current and past performance as well as planning for the future. In doing so, the SAC committee evaluates the previous school year's plan for effectiveness through a review of the available data in conjunction with the plan components. This evaluation helps to steer the development of subsequent school improvement plans.

Development of this school improvement plan

The Cottondale High SAC is invited to help develop the school improvement plan through input and discussion. SAC members are also provided with draft copies of the plan for review throughout the formative stages and are asked to participate in discussions regarding the development of the plan. All council input is considered in the development of the plan, which must be approved by the council prior to submission. Additionally, council members are invited back at various times of the year for updates regarding progress monitoring, etc., and to review any significant changes or adjustments to the plan.

Preparation of the school's annual budget and plan

The CHS SAC committee is invited to provide feedback and participate in discussions regarding both the School Improvement Plan and negotiable budget items. CHS values the input of the SAC committee in making decisions for the school and for the student body and desires that all SAC members attend scheduled meetings and participate openly and honestly in such discussions.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

SIP funds were neither used nor re-allocated during the 2015-16 school year; however, the remaining budget amount of \$91.40 is available for use as deemed appropriate by the SAC.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Granger, Ken	Principal
Braxton, Heather	Teacher, K-12
Braxton, Tammy	Teacher, K-12
Melvin, Sherrie	Teacher, K-12
Newton, Paul	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The Cottondale High School Literacy Leadership Team meets on a scheduled basis to provide leadership and support in literacy instruction. Team members learn how to use various strategies across the curriculum and grade groups, then they take that information back to other subject or grade-level teachers. The LLT also studies current trends in literacy practices for the classroom, as well as data dissemination and implementation of strategies specific to the needs of Cottondale High School. The Cottondale High School LLT will focus on Florida Standards and the transition to full implementation of these standards, as well as transitioning to End of Course testing in all subject areas and grade levels. Additionally, LLT team members, as well as all school staff, are encouraged to attend NG-CARPD training offered by the district.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Cottondale High School will encourage all teachers to work together in a positive, productive way, including allowing for and providing a means for collaborative planning and instruction when necessary. This will include but is not limited to interdisciplinary planning/collaboration/instruction, alignment of curriculum and instructional materials to the state academic standards, and the use of small learning communities. These collaborative sessions may be administered in various ways, such as common

planning time, professional development days, after school groups, etc., based on the needs and availability of staff members.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

The administrators at Cottondale High School will adhere to district policies regarding the recruitment and retention of highly qualified, certified-in-field, effective teachers. This may include any and/or all of the following strategies: partnering new teachers with a team or subject-area mentor; requiring new teachers to participate in the Jackson County new teacher program; providing ongoing professional development and learning opportunities to retain highly qualified teachers with emphasis on teacher and student performance; and partnering with Chipola College to recruit newly graduated teachers.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Cottondale High School will adhere to the policies and procedures of the Jackson County School Board when partnering new teachers with mentor teachers. New teachers will be paired with a team or subject-area veteran teacher who will act as both a mentor and a contact point. Additionally, new teachers will participate in all district-sponsored new teacher programs as required.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

CHS selects core instructional programs and materials in accordance with the guidelines established by the Jackson County School district and by the State of Florida. These instructional programs are aligned with Florida standards to support student achievement and growth. In addition to selecting those materials aligned with both state and district requirements, CHS will provide opportunities for teachers to work together to ensure that core instructional materials support student learning based on Florida's standards. These opportunities may take place through various means, such as common planning, small-group or grade-group meetings, content area planning, and/or school and district curriculum mapping sessions.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Cottondale High School uses data to provide and differentiate instruction to meet the diverse needs of the students we serve. CHS actively collects and analyzes data from various assessments (formal and informal), as well as early-warning systems data and classroom observations, to provide diverse and varied learning opportunities based on demonstrated student needs. Instruction may be modified or supplemented in various ways to assist students, including the use of supplemental instructional materials, small-group instruction, extended instructional time, one-on-one instruction, computer-based learning, and other methods as necessary to meet demonstrated student needs. For students who are meeting proficiency or advanced levels, CHS offers a selection of honors courses, as well as dual-enrollment opportunities.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 2,280

Students are invited to participate in an after-school tutoring program. The program focuses on math, Algebraic thinking, and reading skill-building strategies for students, as well as academic support in core classes and content areas based on student need. Students will also have the opportunity to receive extra help on assignments or activities that they did not understand in class. Students in grade levels 6-9 are invited to attend.

Strategy Rationale

Extended learning time will give students an opportunity to further develop essential skills to help achieve higher proficiency and performance levels on state assessments.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Warren, Zanda, zanda.warren@jcsb.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data will be collected and analyzed in various ways, including but not limited to pre- and post-testing information, teacher created formative assessments, attendance data, summative assessment data, documentation of skills and strategies, etc.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Cottondale High School provides support to incoming and outgoing cohorts of students in transition from one school level to another through various means. CHS has chosen a pro-active, educative stance to provide students with opportunities to transition smoothly. For example, students entering sixth grade (or the CHS middle school for the first time) are provided with an orientation to the middle school environment as a means of helping them adjust to the school setting and learning what expectations will be required of them. Students entering high school or new to CHS are provided with various opportunities to learn about credit requirements, EOC testing concerns, graduation requirements, etc. Additionally, each student is provided with multiple opportunities to meet with school guidance and career counselors on an individual basis throughout his or her high school career to update and revise all necessary high school completion requirements. The guidance staff at CHS also provides information and updates for students and parents on a regular basis and maintains availability to assist students and families in transitioning from one school level to another.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

All eighth grade students at Cottondale High School must take a semester career planning course. The students use My Career Shines for exploration of career options and skills. This better prepares the students for the course selection process that begins in high school. All students in grades eight through twelve must complete a career education plan based on the goals and interests of the students for graduation. All students in 11th grade have the opportunity to take the ASVAB test and participate in the interpretive follow-up sessions. Additionally, high school students are invited to participate in various career fairs to explore career options for their futures. CHS also hosts a college and career night on a rotating basis. Colleges, military, and career experts are invited to present information to students and families in preparation for post-high school readiness. Students and families are encouraged to attend this event as a means of exploring college and career options in planning for post-high school transitions.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Cottondale High School offers applied and integrated coursework in business and agricultural science. The instructors work with the students and the content area teachers to ensure that the material being presented is relevant to other subject areas and to the needs of the students. Industry certifications may be awarded to individual students who meet the requirements of said certifications.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Cottondale High School makes every effort to integrate career and technical education with academic courses to support student achievement through various means. CHS offers a variety of on-campus courses to prepare students for both career and college. Additionally, CHS partners with local colleges (such as Chipola College), vocational schools and programs (such as Washington-Holmes Technical Center), and online schools and programs (such as district virtual programs and Florida Virtual School) to offer additional courses and preparatory programs not available on the physical campus. Students are encouraged to discuss their career and college plans and needs with the guidance counselor and/or the career specialist. Every attempt is made to match students to the most appropriate academic and/or career/technical placement based on individual student need.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Cottondale High School makes every effort to ensure student readiness for the public post-secondary level. Students attend career and college days at various times throughout the school year in order to explore some of the options that are available after graduation. In addition, a majority of 10th grade students at CHS take the PLAN test every year, and a majority of students also take either the ACT or the SAT. Students are encouraged to speak with both the guidance counselor and career specialist at various times throughout their high school careers. Information regarding scholarships, vocations, and careers is regularly disseminated to the students. Many CHS graduates receive Bright Futures awards and other scholarships and grants. Additionally, CHS has an open door policy for parents and students. They are invited and encouraged to meet with guidance staff to review graduation requirements, scholarship information, and post-graduation plans.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase student achievement on ELA assessments from 54% proficient to 66% proficient (based on AMO targets) during the 2014-15 school year as measured by end of year outcome assessments by providing students with targeted, direct instruction in reading informational text and vocabulary.
- G2.** Increase student achievement on math assessments from 56% proficient to 60% proficient (based on AMO targets) during the 2014-15 school year as measured by end of year outcome assessments by providing students with targeted, direct instruction in math skills.
- G3.** Increase student achievement on 8th grade science assessment from 40% proficient to 50% proficient during the 2015-16 school year as measured by end of year outcome assessments by increasing scientific thinking and logic using "Earth and Space Science" and "Life Science" as the greatest areas of need and as a basis for student learning.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Increase student achievement on ELA assessments from 54% proficient to 66% proficient (based on AMO targets) during the 2014-15 school year as measured by end of year outcome assessments by providing students with targeted, direct instruction in reading informational text and vocabulary. 1a

G075126

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	

Resources Available to Support the Goal 2

- District reading coach to provide teacher support in reading skills and strategies for improved student growth.
- Positive Behavior Support program to provide school-wide motivation and encouragement across all grade-levels and subject areas.
- Technology resources (labs, one-on-one tablets, etc.) to provide real-world examples for students to connect with and to access special programs and projects such as virtual field trips.
- Textbooks and classroom materials to provide students with the appropriately leveled academic materials.
- Highly qualified teachers.
- Media center resources.
- CPALMS resources.
- Remediation and wheel classes to support student learning needs.

Targeted Barriers to Achieving the Goal 3

- Outdated or inadequate curriculum/materials.
- Lack of student background knowledge and/or relevant experiences.

Plan to Monitor Progress Toward G1. 8

CHS will collect and analyze data in various formats to monitor progress, including but not limited to: classroom observations; teacher observations and evaluations (formal and informal); student performance data (progress monitoring and end of year outcome); classroom performance data (formal and informal).

Person Responsible

Ken Granger

Schedule

Quarterly, from 8/18/2014 to 5/27/2016

Evidence of Completion

Lesson plans; documented classroom observations and discourse; data from progress monitoring tools; other evidence as needed.

G2. Increase student achievement on math assessments from 56% proficient to 60% proficient (based on AMO targets) during the 2014-15 school year as measured by end of year outcome assessments by providing students with targeted, direct instruction in math skills. 1a

 G075127

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	

Resources Available to Support the Goal 2

- Highly qualified teachers
- Textbooks and ancillary materials for classroom and student use
- Think Through Math and Algebra Nation, online, self-paced math programs to help students develop essential skills in all areas of math
- Critical thinking skills courses for students to have additional practice during the school day.

Targeted Barriers to Achieving the Goal 3

- Lack of lab time and limited remediation resources at school.

Plan to Monitor Progress Toward G2. 8

CHS administration and staff will review progress monitoring results (formal and informal) and end of year assessment results for improved student performance in math.

Person Responsible

Ken Granger

Schedule

Annually, from 8/18/2014 to 5/27/2016

Evidence of Completion

Student assessment data results (formal and informal); other evidence as needed.

G3. Increase student achievement on 8th grade science assessment from 40% proficient to 50% proficient during the 2015-16 school year as measured by end of year outcome assessments by increasing scientific thinking and logic using "Earth and Space Science" and "Life Science" as the greatest areas of need and as a basis for student learning. 1a

Targets Supported

1b

G075128

Indicator	Annual Target
FCAT 2.0 Science Proficiency	50.0

Resources Available to Support the Goal 2

- Activities/labs where conclusions must be drawn from data.
- Coach workbooks and/or additional supplemental science materials.
- Online resources, including videos, virtual labs, etc.
- Use of learning apps such as Remind, Kahoot, etc.
- Students in grades 6-8 will be provided with a tablet through Digital Jackson.

Targeted Barriers to Achieving the Goal 3

- Low student performance in reading informational text.

Plan to Monitor Progress Toward G3. 8

CHS teachers and administrators will analyze end of year assessment results for effectiveness.

Person Responsible

Ken Granger

Schedule

On 5/27/2016

Evidence of Completion

Increased student performance results on year end assessments; other evidence as needed

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** = Barrier **S** = Strategy

1 = Problem Solving Step  **S123456** = Quick Key

G1. Increase student achievement on ELA assessments from 54% proficient to 66% proficient (based on AMO targets) during the 2014-15 school year as measured by end of year outcome assessments by providing students with targeted, direct instruction in reading informational text and vocabulary. **1**

 **G075126**

G1.B1 Outdated or inadequate curriculum/materials. **2**

 **B196164**

G1.B1.S1 Provide teachers with instructional materials and professional development opportunities as applicable to enable them to better support student learning. **4**

 **S207899**

Strategy Rationale

When teachers have adequate instructional resources and a better understanding of how to teach for meaning and student learning, students will have more opportunities to learn.

Action Step 1 **5**

ELA and content area teachers will seek out instructional materials appropriate to the grade level and learner, with the appropriate level of rigor and complexity and with an emphasis on nonfiction text, through various means, including but not limited to textbook and ancillary materials selection, supplemental materials selection, and materials suggested/recommended by the district reading coach.

Person Responsible

Ken Granger

Schedule

Quarterly, from 8/7/2014 to 5/27/2016

Evidence of Completion

Documentation of lesson plans; sign-in sheets or other evidence documenting professional development and/or consultation with district reading coach; data from classroom observations and progress monitoring; future assessment results.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

CHS administrators will monitor classroom instruction for evidence of use of appropriate instructional materials. Administrators and teachers will monitor student learning and growth through periodic progress monitoring assessments, as well as through formal and informal classroom assessments.

Person Responsible

Ken Granger

Schedule

Quarterly, from 8/18/2014 to 5/27/2016

Evidence of Completion

Documented lesson plans; documented observations; coaching conversations; data from classroom observations and progress monitoring; future assessment results; other evidence as needed.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

CHS administration will monitor classroom instruction through various means, including formal and informal observations, for effectiveness of implementation. Additionally, CHS administrators will provide feedback and support to teachers regarding implementation, as well as suggestions for professional development, etc.

Person Responsible

Ken Granger

Schedule

Quarterly, from 8/18/2014 to 5/27/2016

Evidence of Completion

Teacher evaluation results; ELA end of year test results; other evidence as needed.

G1.B1.S2 Provide teachers in grades 6-8, with professional development through Digital Jackson to enable them to use the one-on-one tablets effectively and efficiently in the classroom and be able to instruct the students on the programs and use. 4

 S207900

Strategy Rationale

When teachers have adequate instructional resources and technology and a better understanding of how to use the technology, students will have more opportunities to learn.

Action Step 1 5

Middle school teachers (all content areas) will attend Digital Jackson training(s) which will enable them to use instructional programs and tools available on the one-on-one tablets for classroom instruction.

Person Responsible

Ken Granger

Schedule

On 5/27/2016

Evidence of Completion

Documentation of lesson plans; sign-in sheets or other evidence documenting professional development and/or consultation with district technology personnel; data from classroom observations and progress monitoring; future assessment results.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

CHS administrators will monitor classroom instruction for evidence of use of appropriate instructional materials. Administrators and teachers will monitor student learning and growth through periodic progress monitoring assessments, as well as through formal and informal classroom assessments.

Person Responsible

Ken Granger

Schedule

On 5/27/2016

Evidence of Completion

Documented lesson plans; documented observations; technology staff conversations; data from classroom observations and progress monitoring; future assessment results; other evidence as needed.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

CHS administration will monitor classroom instruction through various means, including formal and informal observations, for effectiveness of implementation. Additionally, CHS administrators will provide feedback and support to teachers regarding implementation, as well as suggestions for professional development, etc.

Person Responsible

Ken Granger


Schedule

Monthly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Teacher evaluation results; ELA end of year test results; other evidence as needed.

G1.B3 Lack of student background knowledge and/or relevant experiences. 2

 B196166

G1.B3.S1 Provide teachers with professional development opportunities regarding teaching vocabulary and word meaning to students. 4

 S207901

Strategy Rationale

Teachers will be better prepared to teach vocabulary in a meaningful way so that students can obtain word knowledge and own words as a part of their working vocabularies as opposed to memorizing vocabulary long enough to take a test.

Action Step 1 5

CHS will provide professional development for teachers regarding word knowledge and vocabulary acquisition.

Person Responsible

Ken Granger

Schedule

Annually, from 8/7/2014 to 5/27/2016

Evidence of Completion

PD attendance; lesson plans and/or classroom observations documenting use of vocabulary acquisition strategies.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

CHS administrators will evaluate lesson plans and carry out classroom observations, focused specifically on documenting the implementation of vocabulary/word acquisition strategies.

Person Responsible

Ken Granger

Schedule

Quarterly, from 8/18/2014 to 5/27/2016

Evidence of Completion

Documented lesson plans; classroom observations; student performance data; other evidence as needed.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

CHS administrators and teachers will monitor student and classroom performance data (both formal and informal) for evidence of effectiveness, with specific attention to trends in vocabulary, vocabulary acquisition, word use, word knowledge, etc.

Person Responsible

Ken Granger

Schedule

Semiannually, from 8/18/2014 to 5/27/2016


Evidence of Completion

Student and classroom performance data (formal and informal); year end outcome assessment data; other evidence as needed.

G2. Increase student achievement on math assessments from 56% proficient to 60% proficient (based on AMO targets) during the 2014-15 school year as measured by end of year outcome assessments by providing students with targeted, direct instruction in math skills. 1

 G075127

G2.B3 Lack of lab time and limited remediation resources at school. 2

 B196172

G2.B3.S1 Allow math classes to have priority usage of computer labs and/or laptops when available and when applicable to the math skill/application being learned. Also, all middle school students (6-8) will be provided with a tablet through Digital Jackson. 4

 S207903

Strategy Rationale

By having access to online materials and programs at school, students will have more opportunities to learn and practice new skills, and they will have the opportunity to experience instruction via a different format and delivery method.

Action Step 1 5

Under the supervision of the administration, CHS will provide lab opportunities for math classes for skills practice and remediation.

Person Responsible

Ken Granger

Schedule

Quarterly, from 8/18/2014 to 5/27/2016

Evidence of Completion

Classroom observations and lesson plans (documented lab days); lab schedules; other evidence as needed.

Action Step 2 5

Students in grades 6-8 will have a tablet for math classes through Digital Jackson and will be able to take them home and use for additional skills practice and remediation.

Person Responsible

Ken Granger

Schedule

Daily, from 8/10/2015 to 5/27/2016

Evidence of Completion

Classroom observations, FOCUS tablet assignment reports: other evidence as needed.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Administration will monitor classroom/computer lab scheduling for implementation.

Person Responsible

Ken Granger

Schedule

Quarterly, from 8/18/2014 to 5/27/2016

Evidence of Completion

Scheduled lab days for math classes; student access/usage reports; FOCUS reports with assign lists of tablets in grades 6-8 other evidence as needed.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

CHS administration and staff will evaluate student assessment results for math growth and monitor student usage of various math programs (such as Algebra Nation and/or Think Through Math).

Person Responsible

Ken Granger

Schedule

Quarterly, from 8/18/2014 to 5/27/2016


Evidence of Completion

Student assessment data indicating growth in math areas; student usage data; other evidence as needed.

G3. Increase student achievement on 8th grade science assessment from 40% proficient to 50% proficient during the 2015-16 school year as measured by end of year outcome assessments by increasing scientific thinking and logic using "Earth and Space Science" and "Life Science" as the greatest areas of need and as a basis for student learning. **1**

 G075128

G3.B1 Low student performance in reading informational text. **2**

 B196173

G3.B1.S1 Provide professional development for teachers in reading strategies for informational text and vocabulary, followed by student practice opportunities. **4**

 S207904

Strategy Rationale

Teachers will be better prepared to help students struggling with content rich informational text if they have an understanding of research based strategies to help them.

Action Step 1 **5**

CHS teachers will participate in vocabulary development PD.

Person Responsible

Ken Granger

Schedule

Annually, from 8/7/2014 to 5/27/2016

Evidence of Completion

PD attendance/documentation; documented use of strategies in lesson plans; classroom observations; documented coaching conversations.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 **6**

CHS administrators will monitor classroom lesson plans and will carry out formal and informal observations focused on reading informational text and vocabulary acquisition.

Person Responsible

Ken Granger

Schedule

Quarterly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Completed observations and lesson plans; student and classroom performance data (formal and informal); other evidence as needed.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

CHS administrators and teachers will monitor student assessment data for effectiveness.

Person Responsible

Ken Granger

Schedule

Semiannually, from 8/10/2015 to 5/27/2016

Evidence of Completion

Increases in student proficiency levels; other evidence as needed.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	ELA and content area teachers will seek out instructional materials appropriate to the grade level and learner, with the appropriate level of rigor and complexity and with an emphasis on nonfiction text, through various means, including but not limited to textbook and ancillary materials selection, supplemental materials selection, and materials suggested/ recommended by the district reading coach.	Granger, Ken	8/7/2014	Documentation of lesson plans; sign-in sheets or other evidence documenting professional development and/or consultation with district reading coach; data from classroom observations and progress monitoring; future assessment results.	5/27/2016 quarterly
G1.B1.S2.A1	Middle school teachers (all content areas) will attend Digital Jackson training(s) which will enable them to use instructional programs and tools available on the one-on-one tablets for classroom instruction.	Granger, Ken	7/20/2015	Documentation of lesson plans; sign-in sheets or other evidence documenting professional development and/or consultation with district technology personell; data from classroom observations and progress monitoring; future assessment results.	5/27/2016 one-time
G1.B3.S1.A1	CHS will provide professional development for teachers regarding word knowledge and vocabulary acquisition.	Granger, Ken	8/7/2014	PD attendance; lesson plans and/or classroom obseravations documenting use of vocabulary acquisition strategies.	5/27/2016 annually
G2.B3.S1.A1	Under the supervision of the administration, CHS will provide lab opportunities for math classes for skills practice and remediation.	Granger, Ken	8/18/2014	Classroom observations and lesson plans (documented lab days); lab schedules; other evidence as needed.	5/27/2016 quarterly
G3.B1.S1.A1	CHS teachers will participate in vocabulary development PD.	Granger, Ken	8/7/2014	PD attendance/documentation; documented use of strategies in lesson plans; classroom observations; documented coaching conversations.	5/27/2016 annually
G2.B3.S1.A2	Students in grades 6-8 will have a tablet for math classes through Digital Jackson and will be able to take them home and use for additional skills practice and remediation.	Granger, Ken	8/10/2015	Classroom observations, FOCUS tablet assignment reports: other evidence as needed.	5/27/2016 daily
G1.MA1	CHS will collect and analyze data in various formats to monitor progress,	Granger, Ken	8/18/2014	Lesson plans; documented classroom observations and discourse; data from	5/27/2016 quarterly

Jackson - 0251 - Cottondale High School - 2015-16 SIP
Cottondale High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	including but not limited to: classroom observations; teacher observations and evaluations (formal and informal); student performance data (progress monitoring and end of year outcome); classroom performance data (formal and informal).			progress monitoring tools; other evidence as needed.	
G1.B1.S1.MA1	CHS administration will monitor classroom instruction through various means, including formal and informal observations, for effectiveness of implementation. Additionally, CHS administrators will provide feedback and support to teachers regarding implementation, as well as suggestions for professional development, etc.	Granger, Ken	8/18/2014	Teacher evaluation results; ELA end of year test results; other evidence as needed.	5/27/2016 quarterly
G1.B1.S1.MA1	CHS administrators will monitor classroom instruction for evidence of use of appropriate instructional materials. Administrators and teachers will monitor student learning and growth through periodic progress monitoring assessments, as well as through formal and informal classroom assessments.	Granger, Ken	8/18/2014	Documented lesson plans; documented observations; coaching conversations; data from classroom observations and progress monitoring; future assessment results; other evidence as needed.	5/27/2016 quarterly
G1.B3.S1.MA1	CHS administrators and teachers will monitor student and classroom performance data (both formal and informal) for evidence of effectiveness, with specific attention to trends in vocabulary, vocabulary acquisition, word use, word knowledge, etc.	Granger, Ken	8/18/2014	Student and classroom performance data (formal and informal); year end outcome assessment data; other evidence as needed.	5/27/2016 semiannually
G1.B3.S1.MA1	CHS administrators will evaluate lesson plans and carry out classroom observations, focused specifically on documenting the implementation of vocabulary/word acquisition strategies.	Granger, Ken	8/18/2014	Documented lesson plans; classroom observations; student performance data; other evidence as needed.	5/27/2016 quarterly
G1.B1.S2.MA1	CHS administration will monitor classroom instruction through various means, including formal and informal observations, for effectiveness of implementation. Additionally, CHS administrators will provide feedback and support to teachers regarding implementation, as well as suggestions for professional development, etc.	Granger, Ken	8/10/2015	Teacher evaluation results; ELA end of year test results; other evidence as needed.	5/27/2016 monthly
G1.B1.S2.MA1	CHS administrators will monitor classroom instruction for evidence of use of appropriate instructional materials. Administrators and teachers will monitor student learning and growth through periodic progress monitoring assessments, as well as through formal and informal classroom assessments.	Granger, Ken	8/10/2015	Documented lesson plans; documented observations; technology staff conversations; data from classroom observations and progress monitoring; future assessment results; other evidence as needed.	5/27/2016 one-time
G2.MA1	CHS administration and staff will review progress monitoring results (formal and informal) and end of year assessment results for improved student performance in math.	Granger, Ken	8/18/2014	Student assessment data results (formal and informal); other evidence as needed.	5/27/2016 annually
G2.B3.S1.MA1	CHS administration and staff will evaluate student assessment results for math growth and monitor student usage of various math programs (such as Algebra Nation and/or Think Through Math).	Granger, Ken	8/18/2014	Student assessment data indicating growth in math areas; student usage data; other evidence as needed.	5/27/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B3.S1.MA1	Administration will monitor classroom/ computer lab scheduling for implementation.	Granger, Ken	8/18/2014	Scheduled lab days for math classes; student access/usage reports; FOCUS reports with assign lists of tablets in grades 6-8 other evidence as needed.	5/27/2016 quarterly
G3.MA1	CHS teachers and administrators will analyze end of year assessment results for effectiveness.	Granger, Ken	5/27/2016	Increased student performance results on year end assessments; other evidence as needed	5/27/2016 one-time
G3.B1.S1.MA1	CHS administrators and teachers will monitor student assessment data for effectiveness.	Granger, Ken	8/10/2015	Increases in student proficiency levels; other evidence as needed.	5/27/2016 semiannually
G3.B1.S1.MA1	CHS administrators will monitor classroom lesson plans and will carry out formal and informal observations focused on reading informational text and vocabulary acquisition.	Granger, Ken	8/10/2015	Completed observations and lesson plans; student and classroom performance data (formal and informal); other evidence as needed.	5/27/2016 quarterly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Increase student achievement on ELA assessments from 54% proficient to 66% proficient (based on AMO targets) during the 2014-15 school year as measured by end of year outcome assessments by providing students with targeted, direct instruction in reading informational text and vocabulary.

G1.B1 Outdated or inadequate curriculum/materials.

G1.B1.S1 Provide teachers with instructional materials and professional development opportunities as applicable to enable them to better support student learning.

PD Opportunity 1

ELA and content area teachers will seek out instructional materials appropriate to the grade level and learner, with the appropriate level of rigor and complexity and with an emphasis on nonfiction text, through various means, including but not limited to textbook and ancillary materials selection, supplemental materials selection, and materials suggested/recommended by the district reading coach.

Facilitator

Cathi Braxton

Participants

TBD - Opportunities available for reading support and for NG-CARPD

Schedule

Quarterly, from 8/7/2014 to 5/27/2016

G1.B1.S2 Provide teachers in grades 6-8, with professional development through Digital Jackson to enable them to use the one-on-one tablets effectively and efficiently in the classroom and be able to instruct the students on the programs and use.

PD Opportunity 1

Middle school teachers (all content areas) will attend Digital Jackson training(s) which will enable them to use instructional programs and tools available on the one-on-one tablets for classroom instruction.

Facilitator

District technology staff

Participants

Middle school teachers grades 6-8

Schedule

On 5/27/2016

G1.B3 Lack of student background knowledge and/or relevant experiences.

G1.B3.S1 Provide teachers with professional development opportunities regarding teaching vocabulary and word meaning to students.

PD Opportunity 1

CHS will provide professional development for teachers regarding word knowledge and vocabulary acquisition.

Facilitator

Cathi Braxton

Participants

All staff (initially); further participation TBD based on staff development needs.

Schedule

Annually, from 8/7/2014 to 5/27/2016

G3. Increase student achievement on 8th grade science assessment from 40% proficient to 50% proficient during the 2015-16 school year as measured by end of year outcome assessments by increasing scientific thinking and logic using "Earth and Space Science" and "Life Science" as the greatest areas of need and as a basis for student learning.

G3.B1 Low student performance in reading informational text.

G3.B1.S1 Provide professional development for teachers in reading strategies for informational text and vocabulary, followed by student practice opportunities.

PD Opportunity 1

CHS teachers will participate in vocabulary development PD.

Facilitator

Cathi Braxton

Participants

CHS teachers

Schedule

Annually, from 8/7/2014 to 5/27/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

G2. Increase student achievement on math assessments from 56% proficient to 60% proficient (based on AMO targets) during the 2014-15 school year as measured by end of year outcome assessments by providing students with targeted, direct instruction in math skills.

G2.B3 Lack of lab time and limited remediation resources at school.

G2.B3.S1 Allow math classes to have priority usage of computer labs and/or laptops when available and when applicable to the math skill/application being learned. Also, all middle school students (6-8) will be provided with a tablet through Digital Jackson.

PD Opportunity 1

Under the supervision of the administration, CHS will provide lab opportunities for math classes for skills practice and remediation.

Facilitator

TBD - District technology coordinator(s)

Participants

CHS teachers

Schedule

Quarterly, from 8/18/2014 to 5/27/2016

PD Opportunity 2

Students in grades 6-8 will have a tablet for math classes through Digital Jackson and will be able to take them home and use for additional skills practice and remediation.

Facilitator

Participants

Schedule

Daily, from 8/10/2015 to 5/27/2016

Budget

Budget Data

1	G1.B1.S1.A1	ELA and content area teachers will seek out instructional materials appropriate to the grade level and learner, with the appropriate level of rigor	\$0.00
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Budget Data

		and complexity and with an emphasis on nonfiction text, through various means, including but not limited to textbook and ancillary materials selection, supplemental materials selection, and materials suggested/recommended by the district reading coach.				
2	G1.B1.S2.A1	Middle school teachers (all content areas) will attend Digital Jackson training(s) which will enable them to use instructional programs and tools available on the one-on-one tablets for classroom instruction.				\$0.00
3	G1.B3.S1.A1	CHS will provide professional development for teachers regarding word knowledge and vocabulary acquisition.				\$0.00
4	G2.B3.S1.A1	Under the supervision of the administration, CHS will provide lab opportunities for math classes for skills practice and remediation.				\$18,795.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0251 - Cottondale High School	Other Federal		\$13,795.00
			Notes: Project 9508 and Federal Remediation Funds			
			0251 - Cottondale High School	Title VI		\$5,000.00
			Notes: Think Through Math - online math remediation/enrichment program.			
5	G2.B3.S1.A2	Students in grades 6-8 will have a tablet for math classes through Digital Jackson and will be able to take them home and use for additional skills practice and remediation.				\$0.00
6	G3.B1.S1.A1	CHS teachers will participate in vocabulary development PD.				\$0.00
Total:						\$18,795.00