

Cottondale High School



2016-17 Schoolwide Improvement Plan

Cottondale High School

2680 LEVY ST, Cottondale, FL 32431

<http://chs.jcsb.org>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 6-12	Yes	68%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	32%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	C*	B	C

**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 is pending approval by the Jackson County School Board.

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 a monitoring status of "Former F" (see page 4). 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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	12
Ambitious Instruction and Learning	13
8-Step Planning and Problem Solving Implementation	18
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	22
Appendix 1: Implementation Timeline	31
Appendix 2: Professional Development and Technical Assistance Outlines	32
Professional Development Opportunities	32
Technical Assistance Items	34
Appendix 3: Budget to Support Goals	34

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Cottondale High School

DA Region and RED	DA Category and Turnaround Status
Northwest - Rachel Heide	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. Provide the school's vision statement.

Together we learn. Forever we succeed.

2. School Environment

a. 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.

b. 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.

c. 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.

d. 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.

3. Early Warning Systems

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

a. 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 and a school-wide total for each category in the final column.

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

1. 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	
Attendance below 90 percent	0	0	0	0	0	0	9	16	21	19	20	23	32	140
One or more suspensions	0	0	0	0	0	0	1	0	4	4	4	3	2	18
Course failure in ELA or Math	0	0	0	0	0	0	1	4	5	2	7	6	10	35
Level 1 on statewide assessment	0	0	0	0	0	0	10	21	18	39	25	32	5	150

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	5	7	14	9	14	20	22	91	

c. 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.

Attendance- Teachers take attendance each period, marking absent students as well as those students who are tardy. Mrs. Tate follows up on attendance issues and calls parents to address them and schedules meetings with parents to discuss attendance issues as needed. The attendance policy is in the student handbook for both student and parent awareness.

Suspensions/Referrals- administration contacts parents regarding discipline issues.

Course Failure in ELA or Math- Guidance schedules conferences with parents as needed and the teachers contact parents through email and phone calls. If students fail an ELA or Math class, guidance sends letters home at the end of the semester and schedules the students in a credit recovery class as needed.

Level 1 on Statewide Assessment- Students scoring a level 1 on ELA assessments are placed in Intensive Reading. Intensive math is also available for some students. Thinkthrough Math is used to supplement classroom instruction as well. MTSS is also in place. The school leadership team meets on a regular basis to review student data. Intervention strategies may also include mentoring, tutoring, remediation, extended time, alternative assignments, etc. Additional strategies may be implemented based on individual student need.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. 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, conferences, and public web page announcements. Open house is held before classes begin at CHS, in order for parents and students to meet teachers and administration. Sign-in sheets are available for parents to leave contact information as well. Teachers also communicate with parents through FOCUS, posting notes/comments that are visible to both student and parent. 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).

2. 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.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

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

b. Duties

1. 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.

2. 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.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Ken Granger	Principal
Billie Ohler	Teacher
Rosie White	Parent
Heather Braxton	Teacher
Rebecca Dilmore	Teacher
Kelly Tate	Education Support Employee
Cathie Jones	Business/Community
Shanitha Pittman	Teacher
Dexter Roulhac	Parent
Bertha Tanner	Business/Community
Mandy Burkett	Parent
Melissa Hargrove	Business/Community
Yaritza Castro	Parent
Nancy Deese	Business/Community
Hannah White	Student
Andrea Sampson	Student
Lilly Ball	Student
Kelsie Barnes	Student

b. Duties

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

a. 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.

b. 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.

c. 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.

2. 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.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Granger, Ken	Principal
Wilkes, Hannah	Teacher, K-12
Braxton, Tammy	Teacher, K-12
Newton, Paul	Teacher, K-12
Dilmore, Rebecca	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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.

D. Public and Collaborative Teaching

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

1. 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.

2. 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.

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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. Teachers use the Florida standards in their lesson planning in addition to the curriculum maps for the core classes. Teachers go to CPalms.org, find their course descriptions and standards and also have access to related resources through the site. Teachers also use curriculum maps that have been developed by district staff and teachers. The maps used by the teachers throughout the year and re-visited for improvements each summer. 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.

b. Instructional Strategies

1. 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, including i-Ready, district nine week tests, STAR, etc.), 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.

2. 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: 3,840

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 6-8 are invited to attend. Algebra 1A and 1B are available for those students that need extra time to master the standards measured by the Algebra 1 FSA. Intensive math is available in high school for those students that have not passed the Alg 1 EOC and in 8th grade for those students struggling with math. Think through math is used throughout the math classes at CHS and also in 6th and 7th grade elective periods. Non-proficient students in reading receive additional skill instruction in Intensive reading courses in grades 6-12. After school help/instruction is available across the curriculum on an as-needed basis.

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.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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, the 5th grade students from Cottondale Elementary School that will be entering sixth grade (or the CHS middle

school) the following school year, visit Cottondale High School sometime during the last two or three weeks of school, to experience an “open house” type visit. It is during this time they meet School Administrators, Guidance Counselors and Teachers. They take a tour of the campus to familiarize them with the location of Front Office, Media Center, Cafeteria, Gym, and classrooms. This orientation to the middle school environment is a means of helping them adjust to the school setting and learning what expectations will be required of them. All students in grades 6-12 at CHS, along with their parents, have an opportunity to attend an open house before school begins each year. At this time both the students and the parents have an opportunity to meet teachers, administration, guidance and all staff as well as tour the campus and familiarize themselves with the location of classrooms and buildings on campus. 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.

b. College and Career Readiness

1. 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. All of these students must complete a career education plan based on their goals and interests. This better prepares the students for the course selection process that begins in high school and helps guide them throughout graduation. The guidance department disseminates information to high school students through classroom presentations and also schedules guests from various colleges and career fields to speak to students throughout the year. All 11th graders 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. Seniors are sent to the Annual Career Fair during the month of November in Jackson County and have the opportunity to shadow possible career choices throughout the year. Guidance Counselors attend the Career Fair with the students. Many vendors of varying job skills and areas are present at this Career Fair to give students a broad approach to career interests and the necessary steps they need to take to gain employment. 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.

2. 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 computer technology 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.

3. 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. CHS also partners with local colleges (such

as Chipola College), vocational schools/programs (such as Florida Panhandle Technical Center), and online schools/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.

4. 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. The guidance counselor and career specialist attends an annual ACT College and Career Readiness Workshop to keep them informed on a variety of topics to include additions or changes in college entrance requirements. Students that have not taken the ACT or have not obtained the required college ready scores take the PERT test in math and reading. If the required score is not achieved, CHS offers Math for College Readiness, a college-prep course that is designed to help increase student achievement in math. They can also be placed in Intensive Reading to help increase their reading scores. For those students that do qualify, dual enrollment is an option. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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

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

Strategic Goals Summary

- G1.** Increase student achievement on ELA assessments (grades 6-10) from 57% proficient to 61% proficient (goal 10% increase) during the 2016-17 school year as measured by end of year outcome assessments by providing students with targeted, direct instruction in reading/ vocabulary skills and standards.
- G2.** Increase student achievement on FSA Math and FSA/EOC assessments (grades 6-11) from 49% proficient to 54% proficient (goal 10% increase) during the 2016-17 school year as measured by end of year outcome assessments by providing students with targeted, direct instruction in math skills and standards.

Strategic Goals Detail

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

G1. Increase student achievement on ELA assessments (grades 6-10) from 57% proficient to 61% proficient (goal 10% increase) during the 2016-17 school year as measured by end of year outcome assessments by providing students with targeted, direct instruction in reading/vocabulary skills and standards. 1a

G086655

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	

Targeted Barriers to Achieving the Goal 3

- Teachers need to understand how to incorporate all of the Florida ELA standards into the curriculum.
- Access to labs/technology

Resources Available to Help Reduce or Eliminate the Barriers 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, laptop carts, 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.(Springboard, novel sets, etc.)
- Highly qualified teachers.
- Media center resources.
- CPALMS resources.
- Remediation and wheel classes to support student learning needs.
- District Curriculum Maps/Pacing Guides
- Supportive Adminstration
- Progress Monitoring Tools/Programs (STAR/AR, i-Ready, District Created Interim Assessments)

Plan to Monitor Progress Toward G1. 8

CHS teachers and administration 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 8/11/2016 to 6/30/2017

Evidence of Completion

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

G2. Increase student achievement on FSA Math and FSA/EOC assessments (grades 6-11) from 49% proficient to 54% proficient (goal 10% increase) during the 2016-17 school year as measured by end of year outcome assessments by providing students with targeted, direct instruction in math skills and standards.

1a

G086656

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	

Targeted Barriers to Achieving the Goal 3

- Lack of lab time and limited remediation resources at school.
- New standards and testing formats

Resources Available to Help Reduce or Eliminate the Barriers 2

- Highly qualified teachers
- Textbooks and ancillary materials for classroom and student use (Workbooks 6-8 math, Algebra, Geometry, Algebra II Nation books)
- Online math curriculum (Algebra Nation, Geometry Nation, Algebra II Nation online); Middle School math: New Jersey Math correlated to new Florida Standards, Think Through Math, , self-paced math programs to help students develop essential skills in all areas of math
- Elective courses for students to have additional practice during the school day.
- Alg. 1A-1B part of curriculum for students struggling to pass Algebra 1 EOC.

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

Quarterly, from 8/11/2016 to 6/30/2017

Evidence of Completion

Student assessment data results (formal and informal); 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 (grades 6-10) from 57% proficient to 61% proficient (goal 10% increase) during the 2016-17 school year as measured by end of year outcome assessments by providing students with targeted, direct instruction in reading/vocabulary skills and standards. **1**

 G086655

G1.B7 Teachers need to understand how to incorporate all of the Florida ELA standards into the curriculum.

2

 B230346

G1.B7.S1 Teachers will use curriculum maps/pacing guides to make daily lesson plans. **4**

 S242997

Strategy Rationale

Curriculum maps/pacing guides were developed based on the Florida ELA standards and help guide timely instruction.

Action Step 1 **5**

Curriculum maps/pacing guides will be implemented in ELA classes.

Person Responsible

Clay Dilmore

Schedule

Daily, from 8/11/2016 to 5/26/2017

Evidence of Completion

Lesson plans should reflect the use of the curriculum guides

Plan to Monitor Fidelity of Implementation of G1.B7.S1 6

Lesson plans will be checked periodically.

Person Responsible

Zanda Warren

Schedule

Monthly, from 8/11/2016 to 5/26/2017

Evidence of Completion

Teacher lesson plans will be submitted and saved for documentation.

Plan to Monitor Effectiveness of Implementation of G1.B7.S1 7

Progress monitoring tools/programs.

Person Responsible

Zanda Warren

Schedule

Quarterly, from 8/11/2016 to 5/26/2017

Evidence of Completion

Student results on I-Ready, district interim assessments, STAR and student nine week grades.

G1.B7.S2 ELA teachers will receive professional development throughout the school year. Cathi Addison, the district reading coach for secondary schools will meet with the teachers to discuss the curriculum map, targeted small group instruction for better understanding, and other instructional strategies. 4

 S242998

Strategy Rationale

When teachers have a better understanding of how to group students and teach for targeted instruction student needs will be met and areas of weakness will improve.

Action Step 1 5

ELA teachers will work with Cathi Addison, the district reading coach, to effectively implement map and to develop instructional strategies such as targeted small group instruction.

Person Responsible

Cathi Addison

Schedule

Monthly, from 8/11/2016 to 5/26/2017

Evidence of Completion

Meeting notes, slides, paperwork used/developed during professional learning

Plan to Monitor Fidelity of Implementation of G1.B7.S2 6

Sign-in for meetings

Person Responsible

Cathi Addison

Schedule

Monthly, from 8/11/2016 to 5/26/2017

Evidence of Completion

Sign in sheets

Plan to Monitor Effectiveness of Implementation of G1.B7.S2 7

Teachers will work with Cathi Addison to determine effectiveness of targeted small group instruction and curriculum map implementation.

Person Responsible

Cathi Addison

Schedule

Monthly, from 8/11/2016 to 5/26/2017

Evidence of Completion

Lesson plans to reflect incorporation of curriculum guide/map and inclusion of small group instruction.

G1.B8 Access to labs/technology 2

 B230347

G1.B8.S1 Administration will secure more laptops/tablets/computers to be used in 9-12 classroom. Middle school tablet carts will be in core classrooms. 4

 S242999

Strategy Rationale

Students will have opportunities to work on on-line programs designed to identify areas of need and practice for improvement of those areas.

Action Step 1 5

Laptops/tablets for grades 9-12 will be stored in library for ELA teacher checkout. ELA/remediation teachers can sign up to use HI-Tech lab on Fridays. Middle school teachers/students will use tablets stored in ELA teacher classrooms. With more access to technology, students will be STAR tested, use AR program, i-Ready, etc. on computers/laptops/tablets to help improve deficient areas.

Person Responsible

Billie Ohler

Schedule

Weekly, from 9/5/2016 to 5/26/2017

Evidence of Completion

Schedule and log of use

Plan to Monitor Fidelity of Implementation of G1.B.8.S1 6

A schedule will be maintained for teachers to checkout available laptops/tablets for use in the classroom and sign-up for lab use.

Person Responsible

Billie Ohler

Schedule

Weekly, from 9/19/2016 to 5/26/2017

Evidence of Completion

Schedule and sign-out sheet with teacher signatures as evidence of checkout and use.
Lesson plans should reflect small group instruction/use of technology during the course of the year.

Plan to Monitor Effectiveness of Implementation of G1.B.8.S1 7

Exam data from ELA assessments

Person Responsible

Zanda Warren


Schedule

On 6/30/2017

Evidence of Completion

ELA exam data for grades 6-10 and ELA retake data

G2. Increase student achievement on FSA Math and FSA/EOC assessments (grades 6-11) from 49% proficient to 54% proficient (goal 10% increase) during the 2016-17 school year as measured by end of year outcome assessments by providing students with targeted, direct instruction in math skills and standards. **1**

 G086656

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

 B230350

G2.B3.S1 Administration will secure more laptops/tablets/computers to be used in 9-12 classrooms. Middle school tablet carts will be in core classrooms. Thinkthrough math done in lab setting middle school. Remedial math courses offered in high school and 8th grade. **4**

 S243001

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. Students will also have more practice on skills they are struggling with during remedial math classes.

Action Step 1 **5**

Laptops/tablets for grades 9-12 will be stored in library for teacher checkout. Middle school teachers/students will use tablets stored in teacher classrooms (tablets for 6-8 through Digital Jackson). The 6th and 7th grade students use Think through math in lab setting or research class up to 3 days a week. Eighth grade will do TTM on tablets in remedial class and/or math class.

Person Responsible

Ken Granger

Schedule

Quarterly, from 9/5/2016 to 5/26/2017

Evidence of Completion

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

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

A schedule will be maintained for teachers to checkout available laptops/tablets for use in the classroom.

Person Responsible

Ken Granger

Schedule

Quarterly, from 9/5/2016 to 5/26/2017

Evidence of Completion

Schedule and log of use

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). FSA/EOC results in math 6-11.

Person Responsible

Ken Granger

Schedule

Quarterly, from 8/11/2016 to 6/30/2017

Evidence of Completion

Student assessment data indicating growth in math areas; student usage data; assessment scores at end of year, other evidence as needed.

G2.B4 New standards and testing formats 2

B230351

G2.B4.S1 Math teachers will receive professional development throughout the school year. Missy Rogers, the district math coach will hold in-services to discuss online curriculum, standards, supplemental programs, progress monitoring and test item specifications in order to help the teachers understand testing formats and implement the standards/curriculum. 4

S243002

Strategy Rationale

When teachers have a better understanding of the curriculum they use, the standards they should cover and programs available to support the curriculum, instruction is more effective and student needs will be met.

Action Step 1 5

Math teachers will work with Missy Rogers to implement online curriculum and discuss standards, test item specs., mapping, etc.

Person Responsible

Missy Rogers

Schedule

Quarterly, from 8/5/2016 to 5/26/2017

Evidence of Completion

In-service sign in sheets

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

In-services and meetings

Person Responsible

Missy Rogers

Schedule

Quarterly, from 8/5/2016 to 5/26/2017

Evidence of Completion

Sign in sheets

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Look at progress monitoring tools/programs

Person Responsible

Ken Granger

Schedule

Quarterly, from 8/11/2016 to 5/26/2017

Evidence of Completion

Student results on math interim assessments, nine weeks grades, and other progress monitoring data.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B7.S1.MA1 M325277	Progress monitoring tools/programs.	Warren, Zanda	8/11/2016	Student results on I-Ready, district interim assessments, STAR and student nine week grades.	5/26/2017 quarterly
G1.B7.S1.MA1 M325278	Lesson plans will be checked periodically.	Warren, Zanda	8/11/2016	Teacher lesson plans will be submitted and saved for documentation.	5/26/2017 monthly
G1.B7.S1.A1 A314426	Curriculum maps/pacing guides will be implemented in ELA classes.	Dilmore, Clay	8/11/2016	Lesson plans should reflect the use of the curriculum guides	5/26/2017 daily
G1.B8.S1.MA1 M325282	A schedule will be maintained for teachers to checkout available laptops/tablets for use in the...	Ohler, Billie	9/19/2016	Schedule and sign-out sheet with teacher signatures as evidence of checkout and use. Lesson plans should reflect small group instruction/use of technology during the course of the year.	5/26/2017 weekly
G1.B8.S1.A1 A314428	Laptops/tablets for grades 9-12 will be stored in library for ELA teacher checkout. ELA/remediation...	Ohler, Billie	9/5/2016	Schedule and log of use	5/26/2017 weekly
G2.B3.S1.MA1 M325287	A schedule will be maintained for teachers to checkout available laptops/tablets for use in the...	Granger, Ken	9/5/2016	Schedule and log of use	5/26/2017 quarterly
G2.B3.S1.A1 A314430	Laptops/tablets for grades 9-12 will be stored in library for teacher checkout. Middle school...	Granger, Ken	9/5/2016	Classroom observations and lesson plans (documented lab days); lab schedules; other evidence as needed.	5/26/2017 quarterly
G2.B4.S1.MA1 M325288	Look at progress monitoring tools/programs	Granger, Ken	8/11/2016	Student results on math interim assessments, nine weeks grades, and other progress monitoring data.	5/26/2017 quarterly
G2.B4.S1.MA1 M325289	In-services and meetings	Rogers, Missy	8/5/2016	Sign in sheets	5/26/2017 quarterly
G2.B4.S1.A1 A314431	Math teachers will work with Missy Rogers to implement online curriculum and discuss standards,...	Rogers, Missy	8/5/2016	In-service sign in sheets	5/26/2017 quarterly
G1.B7.S2.MA1 M325279	Teachers will work with Cathi Addison to determine effectiveness of targeted small group...	Addison, Cathi	8/11/2016	Lesson plans to reflect incorporation of curriculum guide/map and inclusion of small group instruction.	5/26/2017 monthly
G1.B7.S2.MA1 M325280	Sign-in for meetings	Addison, Cathi	8/11/2016	Sign in sheets	5/26/2017 monthly
G1.B7.S2.A1 A314427	ELA teachers will work with Cathi Addison, the district reading coach, to effectively implement map...	Addison, Cathi	8/11/2016	Meeting notes, slides, paperwork used/developed during professional learning	5/26/2017 monthly
G1.MA1 M325283	CHS teachers and administration will collect and analyze data in various formats to monitor...	Granger, Ken	8/11/2016	Lesson plans; documented classroom observations and discourse; data from progress monitoring tools; other evidence as needed.	6/30/2017 quarterly
G2.MA1 M325290	CHS administration and staff will review progress monitoring results (formal and informal) and end...	Granger, Ken	8/11/2016	Student assessment data results (formal and informal); other evidence as needed.	6/30/2017 quarterly
G1.B8.S1.MA1 M325281	Exam data from ELA assessments	Warren, Zanda	No Start Date	ELA exam data for grades 6-10 and ELA retake data	6/30/2017 one-time
G2.B3.S1.MA1 M325286	CHS administration and staff will evaluate student assessment results for math growth and monitor...	Granger, Ken	8/11/2016	Student assessment data indicating growth in math areas; student usage data; assessment scores at end of year, other evidence as needed.	6/30/2017 quarterly

V. 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 (grades 6-10) from 57% proficient to 61% proficient (goal 10% increase) during the 2016-17 school year as measured by end of year outcome assessments by providing students with targeted, direct instruction in reading/vocabulary skills and standards.

G1.B7 Teachers need to understand how to incorporate all of the Florida ELA standards into the curriculum.

G1.B7.S2 ELA teachers will receive professional development throughout the school year. Cathi Addison, the district reading coach for secondary schools will meet with the teachers to discuss the curriculum map, targeted small group instruction for better understanding, and other instructional strategies.

PD Opportunity 1

ELA teachers will work with Cathi Addison, the district reading coach, to effectively implement map and to develop instructional strategies such as targeted small group instruction.

Facilitator

Participants

Schedule

Monthly, from 8/11/2016 to 5/26/2017

G2. Increase student achievement on FSA Math and FSA/EOC assessments (grades 6-11) from 49% proficient to 54% proficient (goal 10% increase) during the 2016-17 school year as measured by end of year outcome assessments by providing students with targeted, direct instruction in math skills and standards.

G2.B4 New standards and testing formats

G2.B4.S1 Math teachers will receive professional development throughout the school year. Missy Rogers, the district math coach will hold in-services to discuss online curriculum, standards, supplemental programs, progress monitoring and test item specifications in order to help the teachers understand testing formats and implement the standards/curriculum.

PD Opportunity 1

Math teachers will work with Missy Rogers to implement online curriculum and discuss standards, test item specs., mapping, etc.

Facilitator

Missy Rogers

Participants

Math teachers

Schedule

Quarterly, from 8/5/2016 to 5/26/2017

VI. Technical Assistance Items

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

G2. Increase student achievement on FSA Math and FSA/EOC assessments (grades 6-11) from 49% proficient to 54% proficient (goal 10% increase) during the 2016-17 school year as measured by end of year outcome assessments by providing students with targeted, direct instruction in math skills and standards.

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

G2.B3.S1 Administration will secure more laptops/tablets/computers to be used in 9-12 classrooms. Middle school tablet carts will be in core classrooms. Thinkthrough math done in lab setting middle school. Remedial math courses offered in high school and 8th grade.

TA Opportunity 1

Laptops/tablets for grades 9-12 will be stored in library for teacher checkout. Middle school teachers/students will use tablets stored in teacher classrooms (tablets for 6-8 through Digital Jackson). The 6th and 7th grade students use Think through math in lab setting or research class up to 3 days a week. Eighth grade will do TTM on tablets in remedial class and/or math class.

Facilitator

TBD - District technology coordinator(s)

Participants

CHS teachers

Schedule

Quarterly, from 9/5/2016 to 5/26/2017

VII. Budget

1	G1.B7.S1.A1	Curriculum maps/pacing guides will be implemented in ELA classes.				\$0.00
2	G1.B7.S2.A1	ELA teachers will work with Cathi Addison, the district reading coach, to effectively implement map and to develop instructional strategies such as targeted small group instruction.				\$0.00
3	G1.B8.S1.A1	Laptops/tablets for grades 9-12 will be stored in library for ELA teacher checkout. ELA/remediation teachers can sign up to use HI-Tech lab on Fridays. Middle school teachers/students will use tablets stored in ELA teacher classrooms. With more access to technology, students will be STAR tested, use AR program, i-Ready, etc. on computers/laptops/tablets to help improve deficient areas.				\$5,621.50
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0251 - Cottondale High School	General Fund		\$5,621.50
Notes: Accelerated Reader/Renaissance PLace						

Jackson - 0251 - Cottondale High School - 2016-17 SIP
Cottondale High School

4	G2.B3.S1.A1	Laptops/tablets for grades 9-12 will be stored in library for teacher checkout. Middle school teachers/students will use tablets stored in teacher classrooms (tablets for 6-8 through Digital Jackson). The 6th and 7th grade students use Think through math in lab setting or research class up to 3 days a week. Eighth grade will do TTM on tablets in remedial class and/or math class.				\$18,795.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			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.B4.S1.A1	Math teachers will work with Missy Rogers to implement online curriculum and discuss standards, test item specs.,mapping, etc.				\$0.00
Total:						\$24,416.50