

Cottondale High School



2017-18 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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 6-12	Yes	84%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	29%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	C	C*	B

**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 10/17/2017.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Cottondale High School

DA Region and RED	DA Category and Turnaround Status
Northwest - Rachel Heide	- 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. Cottondale High School has an open house every year before school begins. Open house gives the teachers, parents and students the opportunity to meet each other, discuss each individual student's family dynamic, learn of any concerns the parent(s) may have about their child's education and it also serves as a starting point to building a relationship between the child, the parent, and the teacher. As the faculty and staff interact with students throughout the school year, they build upon these relationships. CHS teachers get to know students within the classroom, as homeroom sponsors, also as team and club sponsors. As relationships build, teachers become aware of areas in which students excel and activities they enjoy doing and can then help the students find/join organizations on campus that they can participate in and in turn, develop a sense of pride and belonging within the school. Another opportunity to build relationships between teacher and students occurs at Cottondale High School Parent Nights. During the school year, CHS hosts parent nights where not only parents, but students are encouraged to attend. The events are held to present the families with information on many topics including, academic standards, technology, safety, colleges and careers, and also to have staff available to speak with students and parents. 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. At the beginning of each school year, the teachers and administration review the Jackson County Student Code of Conduct and the Cottondale High School Student Handbook with students, both of which include policies, procedures, and rules, the students are to follow in order to maintain a safe and orderly campus. 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. In addition to the aforementioned

campaigns, the students are exposed to internet safety information and underage drinking programs. Along with the school having a School Safety Plan, various safety and emergency drills are performed during the school year to keep the students informed on how to proceed if there were to be a real emergency or safety concern. Faculty and staff members use multiple opportunities to connect with students individually in order to promote an atmosphere of safety, tolerance, and respect. For example, faculty and staff are assigned to duty stations before and after school to help deter discipline issues and in order to respond quickly in the event of a discipline issue arising. The school also has a Resource Officer present on campus whenever students are scheduled to be in attendance. The officer is also present for some extracurricular activities held outside of regular school hours. The principal and assistant principal continuously monitor the school camera system and are present throughout the day in classrooms, in the hallway, and across campus, which also helps promote a safe environment.

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. 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. Administration refers to the Student Code of Conduct to ensure equitable application of disciplinary actions for similar offenses. Students with multiple or severe offenses are sent to the short term program at an alternate school (JAS) within the county. If disciplinary action results in a student missing classroom time, assignments, notes, etc., are sent by the teacher, to the office, for the student to complete at JAS, in order to keep the student on track with peers. 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. Also, students know they have additional daily access to the school resource officer and an administrator if they need to talk to them, as they are in the cafeteria each day during lunchtime and in the hallways during class changes. 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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	20	19	27	26	23	25	32	172
One or more suspensions	0	0	0	0	0	0	3	0	2	4	0	2	0	11
Course failure in ELA or Math	0	0	0	0	0	0	1	7	9	4	4	1	1	27
Level 1 on statewide assessment	0	0	0	0	0	0	22	7	21	15	34	21	25	145

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	7	5	16	8	16	13	19	84

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. There is an attendance staff member who 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. Administration periodically reviews progress reports and report cards throughout the year, making comments on them, before they are sent to students. 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. Imagine Learning Math is used to supplement classroom instruction as well. Whole class and small groups instructional strategies are used within classrooms, 6-8 grade use Spring Board in ELA classes, county created curriculum maps are used in math and reading in all grades, ELA and English classes use Accelerated Reader, I-Ready is used with all students in grades 6-8, with level 1 and 2 students in 9th and 10th and with Intensive Reading students in grades 11 and 12. School and district wide assessments are in place and used for progress monitoring. MTSS is also in place. The school leadership team meets on a regular basis to review student data. Intervention strategies used for students identified as Tier II and Tier III, may also include mentoring, tutoring, remediation, extended

time, alternative assignments, etc. Increased frequency, duration, monitoring of interventions and additional strategies may be implemented based on individual student need.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/446259>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

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 works together with local businesses to provide students an opportunity to career shadow in different career fields. Students sign up in guidance and appointments are made so they can intern for the day with someone in their chosen career field to help assist the student to make more informed career decisions. Cottondale High also has different business and community individuals as guest speakers in the classrooms to inform students of career opportunities. CHS hosts a college/career night that businesses and individuals participate and talk with students and parents. Cottondale High has many volunteers that support the school. For the 2016-2017 school year Cottondale High School had 155 volunteers totaling 2,905 hours. These volunteers include, senior citizens, peer students, mentors and business partners. We contact various businesses via letter from the school. The Jackson County Teachers Credit Union (JCTCU) has responded with support. In 2016-17, the JCTCU provided snacks for the 5th grade tour here at CHS. They have committed \$1,500 to the school for the 2017-18 school year to purchase supplies. Cottondale High School encourages active community involvement in supporting student achievement and in preparing our students for life after high school.

C. Effective Leadership

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
Dilmore, Clay	Teacher, K-12
Dilmore, Rebecca	Teacher, K-12

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, Imagine Learning 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
Tara Addison	Teacher
Rebecca Dilmore	Teacher
Kelly Tate	Education Support Employee
Cathie Jones	Business/Community
Shanitha Pittman	Teacher
Dexter Roulhac	Parent
Bertha Tanner	Business/Community
Trisha Pumphrey	Parent
Melissa Hargrove	Business/Community
Yaritza Castro	Parent
Nancy Deese	Business/Community
Gabriela Aguillon-Tovar	Student
Lilly Ball	Student
Mary Haser	Student
Addison Griffin	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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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
Addison, Tara	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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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 includes 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. Math and ELA/English teachers (grades 6-12) meet with district coaches throughout the summer and school year to discuss/review the Florida Standards, develop/improve curriculum maps and nine weeks assessments, and support and encourage collaborative planning and instruction. The Cottondale High School ELA department meets every Tuesday after school and the math department meets on the first Monday of each month after school to collaborate and reflect on lessons and give input that helps improve instruction. The Marzano Mentor Teacher meets with teachers at the beginning of and throughout each school year to assist with furthering the understanding of the Marzano framework. The CHS staff meets continuously throughout the year at staff meetings, school socials (four times a year) and faculty inservice days (as a whole and departments) which also helps improve and increase instructional skills and positive working relationships between teachers.

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 teacher work days or inservice, 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: 4,320

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. 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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, middle school classrooms and locker area. 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. CHS is a 6-12 school, so the 8th grade students are already acclimated to the campus with no separate orientation being necessary. 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 and diploma types. All CHS students, in grades 8-12, have the opportunity to attend a College and Career Fair on campus (every other year) and seniors go to an off-campus career fair every year. 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 transitioning from one school level to another. Examples of this include: FAFSA completion with students, meetings with parents/students, high school course completion track, helping schedule college campus visits as requested by the students/parents, and helping students with college applications/entrance requirements.

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. College representatives and representatives from the armed forces make regular classroom visits throughout the school year.

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. Industry certifications may be awarded to individual students who meet the requirements of said certifications. Digital Design and Digital Information Technology students are able to work toward a Microsoft Office (MOS) Industry Certification. Students in the agriculture classes are able to work toward Agricultural Technology Industry Certification or Agricultural Communication Certification.

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. In grade 8, the US History course integrates career standards with the required history standards throughout the year. 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. Advisors from Chipola College come to meet with the 10th and 11th grade students about dual enrollment requirements, courses available, important deadlines, and to answer any other questions the students may have concerning dual enrollment through the college. CHS also offers ENC 1101 and 1102 on campus to help students who may not have transportation available for off-campus dual enrollment. 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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase student achievement on ELA assessments (grades 6-10) from 55% proficient in the 2016-17 school year to 60% proficient (goal 10% increase) during the 2017-18 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 6-10) from 54% proficient during the 2016-17 school year to 60% proficient (goal 10% increase) during the 2017-18 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 55% proficient in the 2016-17 school year to 60% proficient (goal 10% increase) during the 2017-18 school year as measured by end of year outcome assessments by providing students with targeted, direct instruction in reading/vocabulary skills and standards. **1a**

 G094674

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - All Students	

Targeted Barriers to Achieving the Goal **3**

- Lack of opportunity (no common planning) for teacher collaboration within subject area groups during the regular school day.

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.
- MTSS/RTI and Positive Behavior Support programs to provide school-wide motivation, encouragement and academic help across all grade-levels and subject areas and improve attendance.
- 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 Administration
- Progress Monitoring Tools/Programs (STAR/AR, i-Ready, District Created Interim Assessments)
- Dedicated and Motivated teachers

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), and attendance reports.

Person Responsible

Ken Granger

Schedule

Quarterly, from 8/14/2017 to 5/22/2018

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 6-10) from 54% proficient during the 2016-17 school year to 60% proficient (goal 10% increase) during the 2017-18 school year as measured by end of year outcome assessments by providing students with targeted, direct instruction in math skills and standards. 1a

G094675

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	

Targeted Barriers to Achieving the Goal 3

- Lack of opportunity (no common planning) for teacher collaboration within subject area groups, during the school day.

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.
- Motivated and dedicated teachers.
- MTSS/RTI and Positive Behavior Support programs to provide school-wide motivation, encouragement and academic help across all grade-levels and subject areas and improve attendance.

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 8/14/2017 to 5/22/2018

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 55% proficient in the 2016-17 school year to 60% proficient (goal 10% increase) during the 2017-18 school year as measured by end of year outcome assessments by providing students with targeted, direct instruction in reading/vocabulary skills and standards. **1**

 **G094674**

G1.B7 Lack of opportunity (no common planning) for teacher collaboration within subject area groups during the regular school day. **2**

 **B254518**

G1.B7.S1 ELA subject area teachers are committed to meeting once a week after school for professional development/collaborative instruction and planning. **4**

 **S268832**

Strategy Rationale

When teachers collaborate on a continuous basis, the collective effort pulls forth new ideas for instruction, allows for reflective moments that encourages change and/or improvements in instruction, and ensures that instruction is cohesive and follows a logical transition from one grade level to the next.

Action Step 1 **5**

Teachers will meet after school every Tuesday to work collaboratively.

Person Responsible

Clay Dilmore

Schedule

Weekly, from 8/14/2017 to 5/22/2018

Evidence of Completion

Teacher calendars documenting meeting days/times.

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

Administration will stop by meetings after school and provide a place for teachers to meet.

Person Responsible

Ken Granger

Schedule

Every 3 Weeks, from 8/15/2017 to 5/22/2018

Evidence of Completion

Administration observation

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

Administration will do a classroom walk-through to observe improved instruction and determine effectiveness.

Person Responsible

Ken Granger

Schedule

Biweekly, from 8/14/2017 to 5/28/2018

Evidence of Completion

Teacher evaluations

G2. Increase student achievement on FSA Math and FSA/EOC assessments (grades 6-10) from 54% proficient during the 2016-17 school year to 60% proficient (goal 10% increase) during the 2017-18 school year as measured by end of year outcome assessments by providing students with targeted, direct instruction in math skills and standards. **1**

 G094675

G2.B6 Lack of opportunity (no common planning) for teacher collaboration within subject area groups, during the school day. **2**

 B254524

G2.B6.S1 Math subject area teachers are committed to meeting once a month after school for professional development/collaborative instruction and planning. **4**

 S268837

Strategy Rationale

When teachers collaborate on a continuous basis, the collective effort pulls forth new ideas for instruction, allows for reflective moments that encourages change and/or improvements in instruction, and ensures that instruction is cohesive and follows a logical transition from one grade level to the next.

Action Step 1 **5**

Teachers will meet, after school hours, the first Monday of each month, to work collaboratively.

Person Responsible

Rebecca Dilmore

Schedule

Monthly, from 8/14/2017 to 5/7/2018

Evidence of Completion

Teacher calenders documenting meeting days/times.

Plan to Monitor Fidelity of Implementation of G2.B6.S1 **6**

Administration will stop by meetings after school and will provide a place for teachers to meet.

Person Responsible

Ken Granger

Schedule

Monthly, from 8/14/2017 to 5/7/2018

Evidence of Completion

Administration observation

Plan to Monitor Effectiveness of Implementation of G2.B6.S1 7

Administration will do classroom walk-through to observe instruction and determine effectiveness of collaborative meetings.

Person Responsible

Ken Granger

Schedule

Biweekly, from 8/14/2017 to 5/22/2018

Evidence of Completion

Teacher evaluations

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G2.B6.S1.MA1 M383112	Administration will stop by meetings after school and will provide a place for teachers to meet.	Granger, Ken	8/14/2017	Administration observation	5/7/2018 monthly
G2.B6.S1.A1 A358619	Teachers will meet, after school hours, the first Monday of each month, to work collaboratively.	Dilmore, Rebecca	8/14/2017	Teacher calendars documenting meeting days/times.	5/7/2018 monthly
G1.MA1 M383104	CHS teachers and administration will collect and analyze data in various formats to monitor...	Granger, Ken	8/14/2017	Lesson plans; documented classroom observations and discourse; data from progress monitoring tools; other evidence as needed.	5/22/2018 quarterly
G2.MA1 M383113	CHS administration and staff will review progress monitoring results (formal and informal) and end...	Granger, Ken	8/14/2017	Student assessment data results (formal and informal); other evidence as needed.	5/22/2018 quarterly
G1.B7.S1.MA1 M383103	Administration will stop by meetings after school and provide a place for teachers to meet.	Granger, Ken	8/15/2017	Administration observation	5/22/2018 every-3-weeks
G1.B7.S1.A1 A358615	Teachers will meet after school every Tuesday to work collaboratively.	Dilmore, Clay	8/14/2017	Teacher calendars documenting meeting days/times.	5/22/2018 weekly
G2.B6.S1.MA1 M383111	Administration will do classroom walk-through to observe instruction and determine effectiveness of...	Granger, Ken	8/14/2017	Teacher evaluations	5/22/2018 biweekly
G1.B7.S1.MA1 M383102	Administration will do a classroom walk-through to observe improved instruction and determine...	Granger, Ken	8/14/2017	Teacher evaluations	5/28/2018 biweekly