

Jackson County School Board

Cottondale High School



2018-19 Schoolwide Improvement Plan

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Cottondale High School

2680 LEVY ST, Cottondale, FL 32431

<http://chs.jcsb.org>

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 6-12	Yes	90%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	30%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	B	C	C*

School Board Approval

This plan was approved by the Jackson County School Board on 9/18/2018.

SIP Authority

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>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

Together we learn. Forever we succeed.

School Leadership Team

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

Duties

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

Ken Granger/Zanda Warren- *Principal/Assistant Principal (in absence of Principal) - Leads all school wide leadership team meetings.

*Ensures that information and actions developed during /Rtl/MTSS Leadership Team meetings or activities are communicated to all staff in a timely manner

*Leads School Leadership Team members in preparing and finalizing agenda for SLT team meetings.

*Leads Team Members in establishing meeting agenda and focusing discussion by prioritizing efforts, and keeping team on topic.

*Leads Team to ensure that School Improvement Action Plans are continuously updated and that staff are following through with agreed-upon tasks, interventions, and strategies.

*Assigns staff to enter academic and behavior data into appropriate databases at least weekly.

Communicates and plans for the involvement of families and community regarding schoolwide goals and activities.

*Billie Ohler- Chairperson - Collaborates with Principal and School Leadership Team Members to set dates, times, locations, for school wide meetings and communicates this information to team members, faculty, and other stakeholders as needed.

*Coordinates with School Leadership Team Members to ensure timely Team communication (reminders for meetings, professional development, what data to bring, etc.)

*Facilitates/supports the development of the School Improvement Plan and ensures the plan addresses critical areas of need.

- *Assists in data interpretation by linking data to overall school needs and goals.
- * Ensures that action plan, task lists, and meeting minutes are distributed or otherwise made available to team members for use at meetings.
- * Prompts the principal and leadership team to ensure implementation of the action plan
- * Ensures that communication and opportunities for planning and involvement exist with families and community regarding school wide goals and activities.

*Liza Speers- Guidance Counselor - Participates fully on the team.

*Assist in interpretation of behavior-related data

*Guiding Team regarding implementation of Schoolwide Positive Behavior Support Practices

*Ensuring communication and opportunities for planning and involvement exist with families and community

*Clay Dillmore and Rebecca Dillmore – Lead Teachers/Literacy and Math Coaches

*Assisting in interpretation of schoolwide literacy and math data.

*Helping team with training, implementation and fidelity checks regarding evidence-based schoolwide literacy and math practices.

*Ensuring communication and opportunities for planning and involvement exist with families and community regarding schoolwide goals and activities.

Early Warning Systems

Year 2017-18

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	22	32	25	25	23	32	28	187
One or more suspensions	0	0	0	0	0	0	1	0	1	0	3	0	0	5
Course failure in ELA or Math	0	0	0	0	0	0	5	4	9	2	2	5	3	30
Level 1 on statewide assessment	0	0	0	0	0	0	17	38	15	17	17	17	10	131

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	10	14	15	9	8	13	6	75

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	1	5	3	1	0	1	0	11
Retained Students: Previous Year(s)	0	0	0	0	0	0	2	5	3	3	1	0	0	14

Date this data was collected

Tuesday 7/3/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
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	

Year 2016-17 - Updated

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
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	

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Lowest 25% Math

Yes, based on historical data

Which data component showed the greatest decline from prior year?

Social Studies Achievement

Which data component had the biggest gap when compared to the state average?

Social Studies Achievement

Which data component showed the most improvement? Is this a trend?

ELA achievement

Yes

Describe the actions or changes that led to the improvement in this area.

The ELA teachers began having department meetings every Tuesday, extensive professional development is provided for ELA area, MS has additional instructional time in their daily schedule, increased use of small group instruction, CHS ELA teachers participate in map development

School Data

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

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	55%	55%	56%	55%	50%	52%
ELA Learning Gains	55%	58%	53%	62%	42%	46%
ELA Lowest 25th Percentile	41%	58%	44%	53%	29%	38%
Math Achievement	49%	58%	51%	48%	48%	43%
Math Learning Gains	52%	53%	48%	49%	40%	39%
Math Lowest 25th Percentile	38%	41%	45%	36%	35%	38%
Science Achievement	52%	96%	67%	52%	64%	65%
Social Studies Achievement	45%	73%	71%	58%	71%	69%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
Attendance below 90 percent	22 (20)	32 (19)	25 (27)	25 (26)	23 (23)	32 (25)	28 (32)	187 (172)
One or more suspensions	1 (3)	0 (0)	1 (2)	0 (4)	3 (0)	0 (2)	0 (0)	5 (11)
Course failure in ELA or Math	5 (1)	4 (7)	9 (9)	2 (4)	2 (4)	5 (1)	3 (1)	30 (27)
Level 1 on statewide assessment	17 (22)	38 (7)	15 (21)	17 (15)	17 (34)	17 (21)	10 (25)	131 (145)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	60%	58%	2%	52%	8%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2017	53%	50%	3%	52%	1%
Same Grade Comparison		7%				
Cohort Comparison						
07	2018	44%	45%	-1%	51%	-7%
	2017	53%	51%	2%	52%	1%
Same Grade Comparison		-9%				
Cohort Comparison		-9%				
08	2018	62%	59%	3%	58%	4%
	2017	58%	53%	5%	55%	3%
Same Grade Comparison		4%				
Cohort Comparison		9%				
09	2018	57%	50%	7%	53%	4%
	2017	61%	51%	10%	52%	9%
Same Grade Comparison		-4%				
Cohort Comparison		-1%				
10	2018	54%	55%	-1%	53%	1%
	2017	52%	51%	1%	50%	2%
Same Grade Comparison		2%				
Cohort Comparison		-7%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	63%	52%	11%	52%	11%
	2017	53%	50%	3%	51%	2%
Same Grade Comparison		10%				
Cohort Comparison						
07	2018	40%	49%	-9%	54%	-14%
	2017	62%	49%	13%	53%	9%
Same Grade Comparison		-22%				
Cohort Comparison		-13%				
08	2018	18%	45%	-27%	45%	-27%
	2017	41%	50%	-9%	46%	-5%
Same Grade Comparison		-23%				
Cohort Comparison		-44%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	28%	45%	-17%	50%	-22%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	91%	82%	9%	65%	26%
2017	54%	58%	-4%	63%	-9%
Compare		37%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	34%	57%	-23%	71%	-37%
2017	49%	62%	-13%	69%	-20%
Compare		-15%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	57%	66%	-9%	68%	-11%
2017	69%	61%	8%	67%	2%
Compare		-12%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	45%	61%	-16%	62%	-17%
2017	76%	67%	9%	60%	16%
Compare		-31%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	74%	57%	17%	56%	18%
2017	39%	46%	-7%	53%	-14%
Compare		35%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	18	38	32	21	30	29					
BLK	23	35	35	17	38	37		21		80	17
HSP	42	50									
MUL	68	55		65	58			70			
WHT	61	59	41	54	52	40	56	48	67	81	38
FRL	48	54	40	41	51	39	47	42	56	79	13

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	35	45	31	25	56	55	20	50			
BLK	28	46	54	20	40	44	20	45		79	27
HSP	69	92		44	53						
MUL	52	50		46	71			36			
WHT	62	59	39	58	56	48	63	66	57	84	34
FRL	49	55	44	46	54	55	48	48	45	81	10

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Math Learning Gains
Rationale	This area is one of the lowest score components of the school grade and in need of improvement.
Intended Outcome	Cottondale High School's Math Learning Gains of the lowest 25% for grades 6-10, will increase from 38% of gains in the 2017-18 school year to 42% gains (10% increase) in the 2018-19 school year as measured by end of year assessments.
Point Person	Missy Rogers (missy.rogers@jcsb.org)
Action Step	
Description	<p>1) Intensive Math courses scheduled in 2018-19 school year for lowest performing students on 2017-18 Algebra 1 EOC, 2017-18 8th grade Math FSA, and 2017-18 7th grade math FSA.</p> <p>2) Rtl Resource Teacher hired for 2018-19 school year to help with remediation/pull-out interventions for lower performing students on Algebra EOC and Math FSA tests.</p> <p>3) Math Dept. teachers meet the first Monday of each month after school hours for professional development, collaborative instruction, and planning.</p> <p>4) Textbooks and ancillary materials for classroom and student use (workbooks 6-8 math, Algebra-Geometry-Algebra II Nation)</p> <p>5) Online math curriculum (algebra Nation, Geometry Nation, Algebra II Nation online), Middle School Math-New Jersey Math correlated to Florida Standards, Imagine Math-self paced programs to help students develop essential skills in all areas of math).</p> <p>6) MTSS/Rtl and PBS programs to provide school-wide motivation, encouragement and academic help across all grade-levels and subject areas and improve attendance.</p>
Person Responsible	Ken Granger (ken.granger@jcsb.org)
Plan to Monitor Effectiveness	
Description	CHS administration will review progress monitoring results (formal and informal) and end of year assessment results for improved student performance in math.
Person Responsible	Ken Granger (ken.granger@jcsb.org)

Activity #2	
Title	College and Career Acceleration
Rationale	Cottondale High School (CHS) earned 31% (from seniors who graduated in 2016-17) in this score component of the 2017-18 school grade. This equates to an F for the College and Career component of the school grade and needs to be improved.
Intended Outcome	Cottondale High School's College and Career Acceleration component will increase from 31% in the 2017-18 school grade to 54% in the 2019-20 school grade.
Point Person	Ken Granger (ken.granger@jcsb.org)
Action Step	
Description	1) Students will be scheduled into dual enrollment courses (off campus and on campus) for the 2018-19 school year. 2) Students will be scheduled into industry certification courses on the CHS campus for the 2018-19 school year and take certification tests as they complete required work for testing. 3) Students will be tracked/monitored for completion/progress throughout the year.
Person Responsible	Liza Speers (liza.speers@jcsb.org)
Plan to Monitor Effectiveness	
Description	Cottondale High School guidance dept., along with administration will monitor progress of graduating seniors towards completion of certifications and successful completion of dual enrollment courses (grade of "C" or higher) throughout the year.
Person Responsible	Ken Granger (ken.granger@jcsb.org)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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).

PFEP Link

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

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.

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/outgoing cohorts of students to transition smoothly from one school level to another through various means. The 5th grade students from Cottondale Elementary School that will be entering sixth grade (CHS middle school) the following school year, visit CHS during the last three weeks of school, to experience an "open house" type visit where they meet School Administrators, Guidance Counselors and Teachers. They take a tour of the entire campus to familiarize themselves with all areas, including the office 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. CHS is a 6-12 school, therefore 8th grade students are acclimated to the campus. All students in grades 6-12 at CHS, have an opportunity to attend an open house, with their parents, before school begins each year. This provides an opportunity to meet teachers, administration, guidance and staff as well as tour the campus to familiarize themselves with locations of classrooms and buildings. Students entering high school or those new to CHS are provided with various opportunities to learn about credit requirements, EOC testing, graduation requirements, etc. 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, diploma options, helping schedule college campus visits as requested by the students/parents, and helping students with college applications/entrance requirements.

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.

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

The Guidance Department at Cottondale High School meets with all 8th grade students to discuss graduation requirements and options, scholarship criteria, future dual enrollment requirements, and scheduling procedures for the upcoming year. 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.

Part V: Budget

Total:

\$116,160.65