

Jackson County School Board

# Cottondale High School



## 2019-20 Schoolwide Improvement Plan

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# Cottondale High School

2680 LEVY ST, Cottondale, FL 32431

<http://chs.jcsb.org>

## Demographics

**Principal: Zanda Warren**

Start Date for this Principal: 7/24/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 6-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	92%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: B (59%) 2017-18: C (51%) 2016-17: B (54%) 2015-16: C (51%) 2014-15: C (48%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northwest
<b>Regional Executive Director</b>	<a href="#">Rachel Heide</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TS&I

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## School Board Approval

This plan was approved by the Jackson County School Board on 10/15/2019.

## SIP Authority

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

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

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

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

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

## Purpose and Outline of the SIP

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

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## Cottondale High School

2680 LEVY ST, Cottondale, FL 32431

<http://chs.jcsb.org>

### School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	B	C	B	C

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### Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

#### Provide the school's mission statement.

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	Job Duties and Responsibilities
Granger, Ken	Principal	The duties and responsibilities of the principal is to facilitate the communication and collaboration of the school improvement team and to ensure the implementation of the school improvement and parent and family engagement plan.
Warren, Zanda	Assistant Principal	To assist the principal in fulfilling the duties and responsibilities of the principal to facilitate the communication and collaboration of the school improvement team.
Speers, Liza	School Counselor	To provide assistance with school data, promotion and graduation requirements, as well as requirements requested by the state for students to receive credit for classes they have successfully completed
Dilmore, Rebecca	Teacher, K-12	To represent the faculty of CHS in support of improving the school and giving input towards the plan of action in the school improvement plan
Wheatley, Samantha	Teacher, ESE	To act as the chair of the school improvement committee and facilitate communication and collaboration between all parties, as well as represent and give input from the students with disabilities perspective of CHS

### Early Warning Systems

#### Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	20	26	23	19	31	34	37	190
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	16	14	0	0	30
Level 1 on statewide assessment	0	0	0	0	0	0	15	36	43	22	24	23	23	186

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

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

**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	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**FTE units allocated to school (total number of teacher units)**

**Date this data was collected or last updated**

Wednesday 7/24/2019

**Prior Year - 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	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 with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	10	14	15	9	8	13	6	75

**Prior Year - 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	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 with two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	10	14	15	9	8	13	6	75

## Part II: Needs Assessment/Analysis

### 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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	59%	56%	56%	55%	52%	53%
ELA Learning Gains	59%	49%	51%	57%	50%	49%
ELA Lowest 25th Percentile	58%	41%	42%	47%	48%	41%
Math Achievement	46%	43%	51%	50%	47%	49%
Math Learning Gains	46%	39%	48%	54%	43%	44%
Math Lowest 25th Percentile	44%	33%	45%	49%	25%	39%
Science Achievement	43%	66%	68%	54%	61%	65%
Social Studies Achievement	63%	69%	73%	58%	66%	70%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
Number of students enrolled	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Attendance below 90 percent	20 (22)	26 (32)	23 (25)	19 (25)	31 (23)	34 (32)	37 (28)	190 (187)
One or more suspensions	0 (1)	0 (0)	0 (1)	0 (0)	0 (3)	0 (0)	0 (0)	0 (5)
Course failure in ELA or Math	0 (5)	0 (4)	0 (9)	16 (2)	14 (2)	0 (5)	0 (3)	30 (30)
Level 1 on statewide assessment	15 (17)	36 (38)	43 (15)	22 (17)	24 (17)	23 (17)	23 (10)	186 (131)

### Grade Level Data

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

NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	65%	55%	10%	54%	11%
	2018	60%	58%	2%	52%	8%
Same Grade Comparison		5%				
Cohort Comparison						
07	2019	52%	56%	-4%	52%	0%
	2018	44%	45%	-1%	51%	-7%
Same Grade Comparison		8%				
Cohort Comparison		-8%				
08	2019	54%	57%	-3%	56%	-2%
	2018	62%	59%	3%	58%	4%
Same Grade Comparison		-8%				
Cohort Comparison		10%				
09	2019	61%	59%	2%	55%	6%
	2018	57%	50%	7%	53%	4%
Same Grade Comparison		4%				
Cohort Comparison		-1%				
10	2019	57%	49%	8%	53%	4%
	2018	54%	55%	-1%	53%	1%
Same Grade Comparison		3%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	65%	56%	9%	55%	10%
	2018	63%	52%	11%	52%	11%
Same Grade Comparison		2%				
Cohort Comparison						
07	2019	58%	55%	3%	54%	4%
	2018	40%	49%	-9%	54%	-14%
Same Grade Comparison		18%				
Cohort Comparison		-5%				
08	2019	16%	30%	-14%	46%	-30%
	2018	18%	45%	-27%	45%	-27%
Same Grade Comparison		-2%				
Cohort Comparison		-24%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	13%	28%	-15%	48%	-35%
	2018	28%	45%	-17%	50%	-22%
Same Grade Comparison		-15%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	61%	61%	0%	67%	-6%
2018	91%	82%	9%	65%	26%
Compare		-30%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	53%	71%	-18%	71%	-18%
2018	34%	57%	-23%	71%	-37%
Compare		19%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	77%	65%	12%	70%	7%
2018	57%	66%	-9%	68%	-11%
Compare		20%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	46%	50%	-4%	61%	-15%
2018	45%	61%	-16%	62%	-17%
Compare		1%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	41%	44%	-3%	57%	-16%
2018	74%	57%	17%	56%	18%
Compare		-33%			

### Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	19	46	46	12	25	25		40			
BLK	27	43	46	21	35	38	10	48		92	
HSP	44	56		44	53						
MUL	64	71		68	48						
WHT	66	63	63	52	49	46	48	68	85	79	69
FRL	50	57	54	41	42	44	34	58	82	75	47

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

### ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	645
Total Components for the Federal Index	11
Percent Tested	95%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	27
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	36
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	49
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	63
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	63
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	53
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

Science achievement showed the lowest performance. There were more students tested and a greater student variety than the prior year. There was a decrease in teaching time for students because of Hurricane Michael.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

Science achievement showed the greatest decline. There were more students tested and the a greater student variety than the prior year. There was a decrease in teaching time for students because of Hurricane Michael.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

8th grade math had the greatest gap when compared to the state average. The students who scored a level 3 or higher on the previous FSA test were accelerated into a higher math course than previous years.

**Which data component showed the most improvement? What new actions did your school take in this area?**

Middle school acceleration and college and career acceleration were most improved.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

ELA statewide assessment scores for students with disabilities and math statewide assessment scores for African American students.

**Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.**

1. Achieving a higher passing percentage of math statewide assessments for African American students
2. Achieving a higher passing percentage of ELA statewide assessments for students with disabilities
3. Middle school acceleration
4. Improving attendance
5. Maintaining focus on the lower 25% students for learning gains

## Part III: Planning for Improvement

### Areas of Focus:

#### #1

**Title** Math Learning Gains

**Rationale** Cottondale High School's average percentage of African American students scoring a level 3 or above on the statewide assessments is significantly lower than the district average percentage.

**State the measurable outcome the school plans to achieve** Cottondale High School's percentage of African American students who passed the statewide assessment with a level 3 or above was 24.3%. The district's percentage of African American students was 42%. Cottondale High School would like to increase the percentage of students with disabilities, passing the statewide assessment with at least a level 3, to at least 31%.

**Person responsible for monitoring outcome** Missy Rogers (missy.rogers@jcsb.org)

**Evidence-based Strategy** Imagine math, i-Ready, Think through Math

**Rationale for Evidence-based Strategy** These programs provide students with extra support in math.

#### Action Step

**Description**

1. The lowest performing students on 2018-19 Algebra 1 EOC, 2018-19 8th grade Math FSA, and 2018-19 7th grade math FSA will be scheduled for Intensive Math courses for the 2019-20 school year. 8th grade students will have a second class of Think Through Math.
2. The RTI Resource Teacher will help with remediation/ pull-out interventions for lower performing students on Algebra EOC and Math FSA tests.
3. The math department teachers and ESE teachers will meet twice a month, after school hours, for professional development, collaborative instruction, and planning.
4. Online math curriculum will be used to help students develop the essential skills needed in all areas of math.
5. To promote school-wide motivation, encouragement, and academic help across all grade-levels and subject areas, and attendance improvement, MTSS/Rti and PBS programs will be implemented.
6. After school middle school math tutoring will be available for students to attend for extra instruction.

**Person Responsible** Ken Granger (ken.granger@jcsb.org)

#2	
<b>Title</b>	ELA Learning Gains
<b>Rationale</b>	Cottondale High School's percentage of ELA students with disabilities passing the statewide assessments is considerably lower when compared to the district average.
<b>State the measurable outcome the school plans to achieve</b>	Cottondale High School's percentage of students with disabilities who passed the statewide assessment with a level 3 or above was 14.3% The district's percentage of students with disabilities was 28.7%. Cottondale High School would like to increase the percentage of students with disabilities, passing the statewide assessment with at least a level 3, to at least 20%.
<b>Person responsible for monitoring outcome</b>	Samantha Wheatley (samantha.wheatley@jcsb.org)
<b>Evidence-based Strategy</b>	STAR, i-Ready, learning strategies classes
<b>Rationale for Evidence-based Strategy</b>	These programs and classes will provide students with extra support.
Action Step	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Students will receive individualized instruction, based on the needs from progress monitoring, from the resource teachers.</li> <li>2. Monthly consultation meetings between the resource teachers and basic teachers will take place at least once monthly to discuss progress and needs of the special education students.</li> <li>3. Intervention strategies, such as SIM, will be implemented within the learning strategies courses in the resource classes.</li> </ol>
<b>Person Responsible</b>	Ken Granger (ken.granger@jcsb.org)

### Additional Schoolwide Improvement Priorities (optional)

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

The school will be monitoring student attendance and implementing district policy and procedure for students that have truant behaviors.

## 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 Schoolwide Improvement Plan 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.**

The faculty and staff at Cottondale High School works constantly at building positive relationships with families to increase involvement through various ways. A key factor in the process is communication. There is a continuous communication between CHS and parents. This communication includes 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 contacts, conferences, and public web page announcements. In order for parents and students to meet teachers and administration, an open house is held before school begins at CHS. Communication between teachers and parents is also conducted through FOCUS, posting notes/comments that are visible to both student and parent. School atmosphere surveys that obtain parental input are periodically given out. 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 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 strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.**

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 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.**

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.

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

All 8th grade students will meet with the guidance department at Cottondale High School to discuss the graduation requirements and options, scholarship criteria, future dual enrollment requirements, and scheduling procedures for the upcoming school year. By meeting with guidance, these students will be better prepared for the high school course selection process and will help with guidance throughout graduation. Classroom presentations and scheduled guests from a variety of colleges and career fields are used to disseminate information to the high school students. The ASVAB test is given to all 11th grade students along with participation in result interpretive follow-up meetings. All high school students are invited to attend various career fairs to broaden their knowledge of the career options available for their futures. During the month of November, the seniors are taken to the Annual Career Fair in Jackson County and have the chance to shadow possible career choices throughout the school year. Along with the students, the guidance counselors attend this career fair with the students. While at the career fair, the students are able to visit a variety of vendors with varying job skills and areas that can broaden their career interests and provide them with the steps needed to gain employment. A college and career night

is held at CHS where colleges, military, and other career experts are invited to present information to students and families in their preparation for post-high school readiness. Representatives from colleges and from the armed forces make regular classroom visits throughout the school year.

### Part V: Budget

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

1	III.A.	Areas of Focus: Math Learning Gains	\$0.00
2	III.A.	Areas of Focus: ELA Learning Gains	\$0.00
Total:			\$0.00