
Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	10
Planning for Improvement	14
Positive Culture & Environment	0
Budget to Support Goals	0

Cottondale Elementary School

2766 LEVY ST, Cottondale, FL 32431

<http://ces.jcsb.org>

Demographics

Principal: Thomas Register

Start Date for this Principal: 8/28/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (50%) 2018-19: C (51%) 2017-18: B (54%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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 10/18/2022.

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.

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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	10
Planning for Improvement	14
Title I Requirements	0
Budget to Support Goals	0

Cottondale Elementary School

2766 LEVY ST, Cottondale, FL 32431

<http://ces.jcsb.org>

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	28%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

School Board Approval

This plan was approved by the Jackson County School Board on 10/18/2022.

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.

At CES, we are the C.O.R.D.S.
Collaborating
Outstanding in all we do
Raising our expectations
Data-driven
Safety First

Provide the school's vision statement.

The vision of Cottondale Elementary School is to provide an educational program, in a safe environment, that contributes to the development of each student emotionally, physically, socially and cognitively. While using research-based curriculum and best practices, we strive to create a positive atmosphere that is conducive to learning, harmonious living and develops a sense of personal responsibility and accountability. Opportunities will be provided to develop decision-making skills so that each child will be prepared for their role in our continually changing diverse society.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Gilmore, Kerry	Principal	Principal and leader of Cottondale Elementary School, handles curriculum, data, RTI, and any other school or staff related development.
Stephens, Jessica	Assistant Principal	Assistant Principal of Cottondale Elementary School, handles attendance, truancy, and discipline. Chairperson of the School Improvement Committee.
French, Erin	School Counselor	Guidance, enrollment, and ESE support for Cottondale Elementary School.
Brockett, Reid	Teacher, K-12	Member and Parent on our School Improvement Team, also a 4th grade teacher at CES.
Brown, Joanna	Teacher, K-12	Member and Parent on our School Improvement Team, also a 4th grade teacher at CES.
Russ, Alanna	Instructional Media	Media Specialist for Cottondale Elementary School.
King, Stephanie	Reading Coach	Instructional Reading Coach for Cottondale Elementary School.
Newsome, Tammie	Instructional Technology	Technology support and training for Cottondale Elementary School.

Demographic Information

Principal start date

Saturday 8/28/2021, Thomas Register

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

10

Total number of teacher positions allocated to the school

29

Total number of students enrolled at the school

469

Identify the number of instructional staff who left the school during the 2021-22 school year.

7

Identify the number of instructional staff who joined the school during the 2022-23 school year.

9

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	87	67	78	76	64	63	0	0	0	0	0	0	0	435
Attendance below 90 percent	25	15	21	14	9	11	0	0	0	0	0	0	0	95
One or more suspensions	3	1	2	4	8	7	0	0	0	0	0	0	0	25
Course failure in ELA	0	2	2	2	3	1	0	0	0	0	0	0	0	10
Course failure in Math	0	0	1	3	1	1	0	0	0	0	0	0	0	6
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	5	10	5	0	0	0	0	0	0	0	20
Level 1 on 2022 statewide FSA Math assessment	0	0	0	5	13	9	0	0	0	0	0	0	0	27
Number of students with a substantial reading deficiency	0	0	0	5	10	5	0	0	0	0	0	0	0	20
	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	2	0	2	5	7	7	0	0	0	0	0	0	0	23

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	11	4	5	7	3	0	0	0	0	0	0	0	0	30
Students retained two or more times	0	0	3	2	3	3	0	0	0	0	0	0	0	11

Date this data was collected or last updated

Sunday 8/28/2022

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	
Number of students enrolled	73	62	70	56	68	62	0	0	0	0	0	0	0	391
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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	
Number of students enrolled	73	62	70	56	68	62	0	0	0	0	0	0	0	391
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Part II: Needs Assessment/Analysis

School Data Review

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	62%	72%	56%				61%	63%	57%
ELA Learning Gains	59%						54%	58%	58%
ELA Lowest 25th Percentile	41%						36%	49%	53%
Math Achievement	59%	45%	50%				65%	66%	63%
Math Learning Gains	43%						53%	58%	62%
Math Lowest 25th Percentile	33%						32%	45%	51%
Science Achievement	53%	73%	59%				55%	54%	53%

Grade Level Data Review - State Assessments

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	64%	58%	6%	58%	6%
Cohort Comparison		0%				
04	2022					
	2019	57%	62%	-5%	58%	-1%
Cohort Comparison		-64%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	59%	60%	-1%	56%	3%
Cohort Comparison		-57%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	73%	70%	3%	62%	11%
Cohort Comparison		0%				
04	2022					
	2019	76%	71%	5%	64%	12%
Cohort Comparison		-73%				
05	2022					
	2019	48%	58%	-10%	60%	-12%
Cohort Comparison		-76%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	52%	52%	0%	53%	-1%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	46	43	18	37	33	23	53				
BLK	50	32		53	41						
MUL	60	50		57	55						
WHT	68	67	41	59	42	35	51				
FRL	57	55	37	57	43	35	49				

2021 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 2019-20	C & C Accel 2019-20
SWD	61	73		52	55		70				
BLK	62			55							
MUL	53			59							
WHT	71	78		64	38		67				
FRL	62	66		49	28		55				
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	41	35		50	42	10	46				
BLK	46	44		68	56		27				
HSP	67			60							
MUL	48	53		52	60		67				
WHT	66	55	35	68	53	38	59				
FRL	60	55	43	59	50	24	51				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	350
Total Components for the Federal Index	7
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
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%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	44
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	56
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	52
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

We see a declining trend in ELA Achievement, ELA Learning Gains, and ELA Lowest 25th Percentile when compared to school data from 2020-2021 school year. We saw a slight decline of 1% in Math Achievement and a 10% increase in Math Learning Gains. We also saw an upward trend of 6% in Math Lowest 25th Percentile. In Science, we saw a 15% decline from the previous year. We are still well above district averages in Science and slightly above state averages.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based off progress monitoring and 2022 state assessments, we demonstrate the greatest need for improvement in ELA Achievement, ELA Learning Gains, and ELA Lowest 25th Percentile. Student with disabilities did not achieve above 40% for the school year.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

During the previous school year, we had a 5th grade ELA teacher leave in the middle of the year. We also had a high rate of teacher absences due to health related issues in 3rd grade ELA. These changes in the students' learning environment and a decrease in instructional time are contributing factors for our need of improvement in ELA. The previous school year was also the first year in a new reading curriculum adoption which may have been an additional contributing factor. Student attendance also continues to be a factor that needs improvement.

An attendance action that can take place are attendance rewards for students as well as using attendance as an incentive for Teacher and Employee of the Month. Administration has also ensured that teacher stability will be present as much as possible in our core academic subjects, especially ELA.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Math Learning Gains showed the most improvement with an increase of 10% from the previous year.

What were the contributing factors to this improvement? What new actions did your school take in this area?

In 4th and 5th grade, we had veteran math teachers who were very experienced in math instruction. We also did not see teacher changes in math like we experienced in ELA. Online supplemental programs such as IReady, and IXL Math were also used to enhance classroom instruction. Differentiated, small group instruction was also utilized in math to increase individual student growth.

What strategies will need to be implemented in order to accelerate learning?

In ELA and Math, the Response to Intervention Program will be implemented with fidelity to ensure that each student's learning needs are being met. RTI will also be implemented with district approved remedial programs to help close learning gaps for each individual student. Tier 3 instruction in ELA will be given by teachers who are also Reading Endorsed by the State. Strategic, intensive, and differentiated instruction will be given in all academic classrooms.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional development opportunities will include ELA and Math Curriculum trainings on the district adopted curriculums. Our district reading specialist will come on campus to train all teachers in effective teaching strategies. The reading specialist will also be working more intensively with our beginning teachers. Administration implemented a Beginning Teacher Program in addition to the county program to give new teachers the instructional tools needed for success.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

At Cottondale Elementary School, our administrative team strives to create a family of teachers and staff that impact the community in a positive way. By creating this community of stakeholders, we hope to decrease staffing changes and build consistency in our team. We are striving to support teacher's ability to become an expert in the subjects they are teaching. We will continue to utilize standards based instruction and supplement with additional technology to ensure academic sustainability in the years to come.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on our assessment data from the state, we saw a decline of 6% in ELA Achievement, an 11% decline ELA Learning Gains, and a 14% decline ELA Lowest 25th Percentile.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

ELA Proficiency will increase from 62% and be above district and state averages. ELA Learning Gains will be higher than 59% and be above district and state averages. ELA Lowest 25th Percentile will be above 41% and district and state averages.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

State Progress Monitoring Assessments will be administered in the fall, winter, and spring.

Person responsible for monitoring outcome:

Kerry Gilmore (kerry.gilmore@jcsb.org)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

Rigorous whole group instruction, differentiated, small group instruction, and individualized online instruction provided to all learners. Remedial instruction will be given to students with a focus on the lowest 25th percentile and students with disabilities receiving instruction as specified in IEP's.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Rigorous standards based instruction with additional remediation time to increase ELA achievement.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Standards based tier one instruction- Wonders, Open Court and HMH Reading Programs.
2. Differentiated, small group instruction driven by ongoing progress monitoring.
3. I-Ready Reading Program to supplement reading standards (Tier1 Instruction).
4. The Accelerated Reading Program used for individualized, independent reading.
5. Remediation for students needing reading support.
6. FSA Reading Coach to further prepare students for FSA (Tier1 Instruction).
7. Pull out remediation (Tier2) for the lowest quartile
8. Reading Resource Teacher for professional development, data analysis, and classroom modeling.
9. Tier 3 instruction in small groups and individually by classroom teacher. Tier 3 instruction given by resource teacher for students with disabilities.
10. Students with disabilities given additional instruction and support. Unique skill instruction and accommodations provided as outlined in students' IEP's.
11. Flocabulary Online Program used to supplement vocabulary instruction.
12. Lexia in grades K-2 and ESE students for support in phonics and vocabulary instruction.

Person Responsible

Kerry Gilmore (kerry.gilmore@jcsb.org)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed. Although we only saw a decline of 1% in Math Achievement, we want to have an upward trend in data. Therefor math instruction is still a critical need for school improvement.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome. Math Proficiency Achievement will be 59% or higher and at or above district and state averages. Math Learning Gains and Math Lowest 25th Percentile will be at or above district and state averages.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome. Math instructional progress will be monitored by the state progress monitoring assessments given three times a year: fall, winter, and spring.

Person responsible for monitoring outcome:

Kerry Gilmore (kerry.gilmore@jcsb.org)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus. Rigorous standards based instruction with additional remediation time as specified in students' RTI Plans to increase math achievement.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy. Rigorous standards based instruction with Go Math Programs, remedial math time based upon the individual learners' needs as determined by IReady Diagnostic Assessments, prior FSA Math Scores, and state progress monitoring data.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Standards based instruction provided to all learners with the Go Math Programs.
2. Differentiated, small group instruction driven by ongoing progress monitoring with I-Ready Math and state progress monitoring assessments.
3. I-Ready Math, to incorporate technology and further supplement math standards (Tier1 Instruction).
4. Use of FSA Math Coach to further prepare students for the FSA (Tier1 Instruction).
5. Remediation is available for students needing additional math support.
6. Tier2 instruction as pull out remediation for the lowest quartile of students to remediate math skill deficits.
7. Students with disabilities will be given additional math instruction and support in the resource room. Unique skill instruction and accommodations will be provided as outlined in the students' IEP's.
8. Tier3 math instruction will be given in small groups and individually by the classroom teacher. Tier3 instruction will also given by the resource teacher for students with disabilities.

Person Responsible

Kerry Gilmore (kerry.gilmore@jcsb.org)

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: Student Proficiency in Science was 53%.
Include a rationale that explains how it was identified as a critical need from the data reviewed. Student proficiency in science was above the district and state averages. Science proficiency declined 15 percentage points from the previous year.

Measurable Outcome: Student proficiency in science will continue to be at or above district averages of 37% and state averages of 48%.
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Monitoring: Science will be monitored with classrooms grades and with the IXL Science Program.
Describe how this Area of Focus will be monitored for the desired outcome.

Person responsible for monitoring outcome: Kerry Gilmore (kerry.gilmore@jcsb.org)

Evidence-based Strategy: Rigorous, standards based instruction, opportunities for inquiry based projects, and the use of technology to promote student learning.
Describe the evidence-based strategy being implemented for this Area of Focus.

Rationale for Evidence-based Strategy: Standards based instruction, science experiments, and technology support will continue to promote student achievement as determined by the state science assessment.
Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement
 List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Standards based science instruction to all learners.
2. Inquiry based science experiments to enhance understanding of science standards.
3. Use of IXL Science Program to incorporate technology and further supplement science standards instruction.
4. Additional science instruction during wheel time of the tested 4th grade science standards.

Person Responsible Kerry Gilmore (kerry.gilmore@jcsb.org)

#4. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Our federal index for students with disabilities is 36%.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Increase our federal index for students with disabilities to 41% or higher with a specific focus needed on the learning gains of the lowest 25th percentile in Math.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

This area of focus will be monitored with state progress monitoring assessments in the fall, winter, and spring.

Person responsible for monitoring outcome:

Kerry Gilmore (kerry.gilmore@jcsb.org)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

Differentiated and remedial instruction will be given to these students in the basic classroom. Additional remediation to close the learning gaps will also be provided for these students as indicated in the IEP's. Extended learning opportunities after-school.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Individualized standards based instruction with additional instructional and remedial time to meet the learners' need therefor increasing student achievement.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Inclusion of students with disabilities into the mainstream classroom.
2. Additional Tier 3 instructional time with the basic teacher to address individual learners' needs.
3. Use of I-Ready, IXL, Lexia, and other supplemental online instructional tools (Tier 1).
4. Unique skills class (Tier 3) during wheel time to offer additional learning support.
5. Recruit students for participation in after-school tutoring program.

Person Responsible

Kerry Gilmore (kerry.gilmore@jcsb.org)

#5. Positive Culture and Environment specifically relating to Attendance

Area of Focus Description and

Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Due to Covid and other family circumstances, CES had many students with attendance below 90% and more students who missed at least one period per day.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Student attendance will be at 90% or higher for 80% of our students.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Attendance will be monitored daily with FOCUS by administration.

Person responsible for monitoring outcome:

Jessica Stephens (jessica.stephens@jcsb.org)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Attendance incentives school-wide and at grade levels.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Providing student attendance for students will encourage them to be present to learn. School attendance data will be continuously monitored to determine effectiveness of the incentives.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Attendance will be taken and monitored daily by teachers.
2. Assistant Principal Jessica Stephens will also monitor attendance daily and enforce county truancy policies.
3. Each 9 weeks, Principal Gilmore will select a reward for students achieving perfect attendance.
4. Homework passes will also be rewarded to students with perfect attendance at the principal's discretion.
5. Principal Gilmore will give shout outs to students with perfect attendance.

Person Responsible

Jessica Stephens (jessica.stephens@jcsb.org)

#6. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Cottondale Elementary School is a Title I, Part A Schoolwide Program. Improving student achievement is the rationale for serving all students to improve the overall performance of the entire school.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Improve performance in all graded areas for all subgroups measured on the state accountability system for 2023 in alignment with the Areas of Focus stated within this Schoolwide Improvement Plan.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The Principal, School Improvement Chair, School Leadership Team, School Advisory Council and the Director of Federal Programs will monitor implementation of the program and measure its effectiveness through progress monitoring data through FAST and District assessments.

Person responsible for monitoring outcome:

Kerry Gilmore (kerry.gilmore@jcsb.org)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

Strategies for improvement are identified in the other Areas of Focus within the School Improvement Plan and in the action steps below for the major activities of federally funded education programs.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The rationale for all strategies chosen are to improve student achievement. More detail is provided for each strategy in the Area of Focus above.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

CNA and SWP Development- The Principal and Director of Federal Programs conduct a comprehensive needs assessment interview during the Spring prior to the current school year to gauge the needs of the school based on current available data. This document is provided to the SIP Chair that provides it to the School Advisory Council to review in May. This serves as a draft form of the Schoolwide Program Plan. This document is then used to develop the Schoolwide Improvement Plan in floridacims.org using the State Template.

Person Responsible

Kerry Gilmore (kerry.gilmore@jcsb.org)

Extended Learning Opportunities: the District provides access to extended learning opportunities through Title V, ESSER II, and ARP funds. After-school tutoring and summer school programs are available to all students

Person Responsible

Kerry Gilmore (kerry.gilmore@jcsb.org)

Enriched and Accelerated Curriculum- Schools utilize their core curriculum content, supplemental curriculums, and computer assisted instructional models to develop an enriched curriculum that is rigorous

and relevant to the needs of the student to improve academic achievement. These programs are blended with state, local, and federal funds.

Person Responsible Kerry Gilmore (kerry.gilmore@jcsb.org)

Transition Services- During PreK Awards Day, Kindergarten teachers speak to parents and students about Kindergarten. PreK students were split before the end of the year and visited Kindergarten classrooms. A parent transition meeting scheduled for Headstart students. Open House provided students a way to meet individual teachers. Transition services benefitted students, parents, and staff. Students and parents were able to become familiar with staff school layout. Staff communicated important information to parents. Emails between the PreK teachers and Kindergarten Grade Group Chair about speaking at the PreK graduation/awards day. Fifth grade students tour the high school where they will go to 6th grade. Student Government showed them around campus. The Principal and Assistant Principal spoke to students reviewing expectations, policies, procedures answered questions. This benefitted both parents and staff by having the students become familiar with school, administrators, expectations and procedures.

Person Responsible Kerry Gilmore (kerry.gilmore@jcsb.org)

Professional Learning- utilization of Title I, Part A, Title II, Part A, ARP funding sources and general fund sources to provide professional learning on standards, utilization of purchased computer assisted instructional models, ESOL endorsements, Reading endorsements, and instructional practices.

Person Responsible Kerry Gilmore (kerry.gilmore@jcsb.org)

Title I, Part C- The Panhandle Area Educational Consortium (PAEC) Migrant Education Program has staff members that work as links between the district and the migrant families to identify and document the migrant eligibility of migrant youth, provide the data to the district data personnel and help to ensure that eligible migrant youth receive supplemental services that they may need beyond what the district can provide. In cases where students are no longer migrant-eligible, they may be able to receive continuation of services if they were enrolled in at least the 9th grade at the time their migrant eligibility expired.

Person Responsible Kerry Gilmore (kerry.gilmore@jcsb.org)

Title I, Part D- provides supports to high school students at-risk of not graduating due to not passing 10th grade ELA or Algebra 1 EOC by providing concordant testing opportunities at no cost for the ACT and SAT exams.

Person Responsible Kerry Gilmore (kerry.gilmore@jcsb.org)

Title II, Part A- provides 3-year VAM bonus for highly effective teachers, Beginning Teacher Program Support, professional learning support for teachers earning their Reading and/or ESOL Endorsements.

Person Responsible Kerry Gilmore (kerry.gilmore@jcsb.org)

Title V- provides for extended learning opportunities through after school tutoring.

Person Responsible Kerry Gilmore (kerry.gilmore@jcsb.org)

Homeless Education support the unique needs of students experiencing homelessness with resources for educational needs, emergency housing, mental health supports, and attendance supports. Funds support the homeless liaison. Title IX, Homeless ARP funds, and donated funds support these activities.

Person Responsible Kerry Gilmore (kerry.gilmore@jcsb.org)

IDEA- The District utilizes funds for support staff to assist schools with process and procedures and additional staff to support ESE students.

Person Responsible Kerry Gilmore (kerry.gilmore@jcsb.org)

Food Service- Community Eligibility Provision for 100% free breakfast and lunch. Participation in snack program.

Person Responsible Kerry Gilmore (kerry.gilmore@jcsb.org)

State and Local Resources- The District allocates funds from state and local resources on a comparable basis utilizing per pupil calculations. Staffing is conducted using a formula utilized through Cognia Accreditation for equality and comparable staffing across the school types.

Person Responsible

Kerry Gilmore (kerry.gilmore@jcsb.org)

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

CES will improve school to parent communication as measured by Title I Parent Survey administered Spring 2022. Student planners were purchased for all students to encourage daily communication with families. Family and community events (Book Fairs, Family Nights, Vocabulary Parade, Field Days, Video uploads) will be held periodically throughout the school year to promote relationships with all stakeholders.

Identify the stakeholders and their role in promoting a positive school culture and environment.

Our administrators, Principal Gilmore and Assistant Principal Stephens are actively involved in every aspect of our school. They believe that each child should be given the opportunity to learn in a safe environment. Our teachers also play a pivotal role in our school environment, because they are on the front lines providing a quality education to all the students. The staff at CES give the support that the school needs to carry out the daily schedules and learning opportunities. CES parents provide support for our students by helping their children with homework and providing donations for school activities. Our local community members and local businesses often provided monetary support for the school. Our school board member, Tony Pumphrey, is a constant voice of support for CES at the district office. All of these stakeholders working together help create the positive environment and learning culture that makes Cottondale Elementary School a special place to learn.