Cottondale High School

2022-23 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: 7/1/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
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)	92%
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* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (60%) 2018-19: B (59%) 2017-18: C (51%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* 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.

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Cottondale High School

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)
High School 6-12	Yes	92%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	25%

School Grades History

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

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SIP Authority

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Purpose and Outline of the SIP

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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
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
Warren, Zanda	Principal	Facilitate the communication and collaboration of the school improvement team and to ensure implementation of the School Improvement Plan along with the Parent and Family Engagement Plan.
Register, Thomas	Assistant Principal	Assist with implementation of the School Improvement Plan and Parent and Family Engagement Plan, as well as EWS data.
Ohler, Billie	Instructional Media	Assist with implementation, data analysis, and support.
Speers, Liza	School Counselor	Assist with implementation, student body demographic data, graduation requirements
Dilmore, Rebecca	Teacher, K-12	Work with administration and teachers to create, implement, and edit the School Improvement Plan and Parent and Family Engagement Plan. Coordinate and facilitate meetings with the School Advisory Council. Assist in implementation with high school math data.
Tate, Kelly	Other	Assist with data analysis and support, as well as record minutes for School Advisory Council meetings.
Wilkes, Hannah	Teacher, K-12	Assist with implementation and middle school data.
Addison, Tara	Teacher, K-12	Assist with implementation and social studies data.
Dilmore, Clay	Teacher, K-12	Assist with implementation and ELA high school data.
Wheatley, Samantha	Teacher, ESE	Assist with implementation and subgroup data.
Barnes, Rhonda	Teacher, K-12	Assist with implementation and RtI data including subgroups, EWS, retention, and tier data.

Demographic Information

Principal start date
Wednesday 7/1/2020, Zanda Warren

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.*
4

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.*

9

Total number of teacher positions allocated to the school

29

Total number of students enrolled at the school

409

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

6

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

5

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	0	0	0	0	0	0	65	59	54	53	58	63	52	404
Attendance below 90 percent	0	0	0	0	0	0	10	12	7	8	11	15	12	75
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	2	2	2	1	1	1	0	9
Course failure in Math	0	0	0	0	0	0	2	3	2	1	1	1	0	10
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	15	5	13	8	11	13	12	77
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	25	5	14	14	15	7	11	91
Number of students with a substantial reading deficiency	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	0	0	0	0	0	0	9	3	3	2	4	6	5	32

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	0	0	0	0	0	0	1	2	2	0	2	1	0	8
Students retained two or more times	0	0	0	0	0	0	6	4	3	2	5	6	6	32

Date this data was collected or last updated

Friday 8/26/2022

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	0	0	0	0	0	0	56	50	62	71	64	49	51	403
Attendance below 90 percent	0	0	0	0	0	0	19	24	29	30	40	27	34	203
One or more suspensions	0	0	0	0	0	0	3	8	6	6	5	1	4	33
Course failure in ELA	0	0	0	0	0	0	1	4	3	3	3	0	0	14
Course failure in Math	0	0	0	0	0	0	1	2	1	3	3	0	0	10
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	10	18	10	9	9	0	0	56
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	10	16	18	12	0	0	0	56
Number of students with a substantial reading deficiency	0	0	0	0	0	0	14	0	19	23	18	20	25	119

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	14	19	20	33	18	14	12	130

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	3	3	6	6	6	2	0	26
Students retained two or more times	0	0	0	0	0	0	3	3	5	5	4	5	2	27

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	0	0	0	0	0	0	56	50	62	71	64	49	51	403
Attendance below 90 percent	0	0	0	0	0	0	19	24	29	30	40	27	34	203
One or more suspensions	0	0	0	0	0	0	3	8	6	6	5	1	4	33
Course failure in ELA	0	0	0	0	0	0	1	4	3	3	3	0	0	14
Course failure in Math	0	0	0	0	0	0	1	2	1	3	3	0	0	10
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	10	18	10	9	9	0	0	56
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	10	16	18	12	0	0	0	56
Number of students with a substantial reading deficiency	0	0	0	0	0	0	14	0	19	23	18	20	25	119

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	14	19	20	33	18	14	12	130

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	3	3	6	6	6	2	0	26
Students retained two or more times	0	0	0	0	0	0	3	3	5	5	4	5	2	27

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	60%	48%	51%				59%	56%	56%
ELA Learning Gains	58%						59%	49%	51%
ELA Lowest 25th Percentile	52%						58%	41%	42%
Math Achievement	55%	25%	38%				46%	43%	51%
Math Learning Gains	57%						46%	39%	48%
Math Lowest 25th Percentile	53%						44%	33%	45%
Science Achievement	39%	33%	40%				43%	66%	68%
Social Studies Achievement	58%	42%	48%				63%	69%	73%

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
06	2022					
	2019	65%	55%	10%	54%	11%
Cohort Comparison						
07	2022					
	2019	52%	56%	-4%	52%	0%
Cohort Comparison		-65%				
08	2022					
	2019	54%	57%	-3%	56%	-2%
Cohort Comparison		-52%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	65%	56%	9%	55%	10%
Cohort Comparison						
07	2022					
	2019	58%	55%	3%	54%	4%
Cohort Comparison		-65%				
08	2022					
	2019	16%	30%	-14%	46%	-30%
Cohort Comparison		-58%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	13%	28%	-15%	48%	-35%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	61%	61%	0%	67%	-6%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	53%	71%	-18%	71%	-18%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	77%	65%	12%	70%	7%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	46%	50%	-4%	61%	-15%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	41%	44%	-3%	57%	-16%

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	39	60	42	36	49	47	41	60			
BLK	53	67	69	36	58	91	30	56			
HSP	44	61		35	47						
MUL	63	68		54	57		38				
WHT	63	55	41	60	58	37	41	59	75	87	64
FRL	50	53	51	51	57	54	28	46	70		

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	30	46	36	30	45	42	33	41			
BLK	52	50	29	34	30	27	17	38		92	42
HSP	53	58		45	55						
MUL	70	63		65	48			46			

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
WHT	70	60	52	53	38	29	44	72	69	93	66
FRL	59	57	42	42	35	29	31	56	24	91	45
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

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)	N/A
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	658
Total Components for the Federal Index	11
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	47
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
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
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	58
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	47
Hispanic Students Subgroup Below 41% in the Current Year?	NO
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	58
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	51
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?

ELA achievement decreased from 66% to 60%.
ELA Learning Gains decreased from 59% to 58%.
ELA Learning Gains for L25 increased from 45% to 52%.
Math achievement increased from 50% to 55%.
Math Learning Gains increased from 39% to 53%.
Math Learning Gains for L25 increased from 33% to 53%.
Science achievement increased from 35% to 39%.
Social Studies achievement decreased from 65% to 58%.
Middle School Acceleration increased from 54% to 71%.
High School Acceleration increase from 61% to 67%.
Graduation rate decreased from 93% to 88%.
In the subgroup data review, students with disabilities, Black/African American students, and Hispanic students showed the greatest need for improvement in Math and ELA achievement.

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

Science and social studies achievement is lower than the state average, though science showed an improvement from the 2020-2021 school year. In the subgroup data review, students with disabilities, Black/African American students, and Hispanic students showed the greatest need for improvement in Math and ELA achievement.

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

Both the science and social studies departments at CHS have experienced multiple staffing changes over the past three years. Coupled with the lack of local professional development for teachers, CHS sees the need to increase resources for standards-based instruction. For social studies, Gateway will be purchase for middle school civics as a curriculum resource. The school and county are currently investigating programs, such as IXL and Study Island, to assist science teachers in standards-based instruction. The leadership team at CHS also would like to increase mentoring opportunities between teachers, as find creative ways to implement department meeting/planning time.

To increase Math and ELA achievement with students with disabilities, Black/African American students, and Hispanic students, CHS will offer intensive reading and math classes for students. A new math curriculum has been adopted by the county and implementation begins this year. ELA students continue to have access to Lexia through their intensive reading classes. L25 students are also scheduled for an additional period of reading instruction with the RtI teacher.

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

Math achievement, math learning gains, and L25 math learning gains showed improvement.

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

Sixth grade students receive a two-period math block, where the first hour is used for new instruction and the second for remediation and enrichment. High school opened an additional intensive math course and grouped students by grade level to target areas of need.

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

Continued professional development on the B.E.S.T. Standards and new curriculum materials for ELA and math teachers. Grouping students in 7th grade math to facilitate the transition to Algebra I in 8th grade. Offer PSAT and ACT during the school day. Encourage CTE, dual-enrollment, and early admittance opportunities for high school students.

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.

District level professional development offered to CHS teachers to increase understanding of the B.E.S.T. Standards and new curriculum materials. PAEC professional development opportunities offered to all instructional staff as needed for subject area. Department meetings to facilitate collaboration and mentorship within CHS.

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

District leadership plans to adopt new science and social studies curriculum materials in the next two years. The implementation of the B.E.S.T. Standards began for ELA in August 2021 and Math in August 2022. The district continues to update teacher and student technology.

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.**	ELA proficiency was 60%, a decrease from the 2020-2021 school year. Learning gains in ELA decreased slightly to 59%.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	ELA proficiency will be 64%. ELA learning gains will increase to 62%.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	ELA department will meet twice a month to discuss learning strategies, B.E.S.T. Standards implementation, lesson planning, and progress monitoring data. Administration and district staff will meet with teachers to ensure collaboration and standards-based instruction.
Person responsible for monitoring outcome:	Thomas Register (thomas.register@jcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Lexia, intensive reading classes for middle and high school, extra period of middle school reading for L25 with RtI specialist, after school program, StudySync curriculum resources.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Through collaboration, professional development support, and county resources, instruction will provide opportunities for student growth and 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.

Maintain learning community for ELA and include district and school staff, such as administration, ESE resource teachers, and RtI specialist.
Teachers will collaborate to discuss data, pedagogical strategies, and progress monitoring.
Teachers will implement B.E.S.T. Standards.
Teachers will use Lexia to remediate Level 1 and 2 students.

Person Responsible	Clay Dilmore (clay.dilmore@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.**	Math achievement increased from 50 to 55% and learning gains increase from 39 to 57%. L25 learning gains increase from 33 to 53%.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Math proficiency will increase to 60% and at least 60% of students will demonstrate learning gains.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Administration will examine progress monitoring reports, lesson plans, and conduct classroom walkthroughs to ensure standards-based instruction occurs daily. The math department will meet monthly to collaborate with intensive math instructors to ensure areas of weakness are being addressed.
Person responsible for monitoring outcome:	Thomas Register (thomas.register@jcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	RtI program with RtI specialist, additional periods of Foundations (Intensive Math) classes, Imagine Math program, after school program, and new math curriculum (McGraw-Hill Reveal Math) for 6th grade through Algebra 2.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	By collaborating as a department, the math teachers will ensure that lesson plans, assessments, and progress monitoring align to the new B.E.S.T. Standards, as well as the needs of individual students.

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.

Schedule regular meetings with the math department and include other personnel such as RtI specialist and ESE resource teachers.

Analyze progress monitoring data regularly in an effort to meet the needs of all students and identify areas of weakness.

Person Responsible   Rebecca Dilmore (rebecca.dilmore@jcsb.org)

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	in 2021-2022, Science achievement increased from 35% to 39%.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Cottondale High School would like to see a continued increase to 45% in 2023.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Progress monitoring data will be collected by science teachers. Science department will meet regularly to discuss curriculum pacing, instructional strategies, and progress monitoring.
Person responsible for monitoring outcome:	Zanda Warren (zanda.warren@jcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Biology EOC practice books, computer-based science program
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Reinforcing prior knowledge, effective pedagogical strategies, and regular progress monitoring are all ways to ensure 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.

Teachers will seek out professional development opportunities to gain insight into the best and newest pedagogical strategies in the area of science.

Person Responsible   Zanda Warren (zanda.warren@jcsb.org)

#4. Instructional Practice specifically relating to Social Studies	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Social Studies achievement was 58%, a decrease from 65% in 2020-2021.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Social Studies achievement will return to 65% in the 2022-2023 school year.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Progress monitoring data will be collected by Social Studies teachers. The Social Studies department will meet regularly to discuss curriculum pacing, instructional strategies, and analyze progress monitoring data.
Person responsible for monitoring outcome:	Zanda Warren (zanda.warren@jcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	District developed progress monitoring assessments, US History EOC practice books, Civics workbooks.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Reinforcing prior knowledge, effective instructional strategies, and regular progress monitoring are all ways to ensure 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.	

Teachers will meet quarterly to discuss curriculum pacing, instructional strategies, and analyze progress monitoring data.

| **Person Responsible** | Tara Addison (tara.addison@jcsb.org) |

#5. Instructional Practice specifically relating to Career & Technical Education	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	In the 2021-2022 school year, high school acceleration (combined CTE and dual enrollment) was 67 percent. One-third to CHS students did not earn an industry certification and/or credit hours towards post-secondary education or training.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	High school acceleration (combined CTE and dual enrollment) for 2022-2023 will be 72%.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Data collection and analysis will take place each semester. School personnel will look for pass rates on industry certifications, and credit hours earned by students in dual enrollment at Chipola College or Panhandle Technical School.
Person responsible for monitoring outcome:	Liza Speers (liza.speers@jcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Computer certification practice tests, as well as Agriculture industry certification practice tests.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Students who practice skills associated with industry certifications are more likely to demonstrate mastery on the certification exam.

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.

Teachers will identify content areas covered on the industry certification exams and ensure that lesson plans focus on those areas and standards.

Person Responsible   Thomas Register (thomas.register@jcsb.org)

#6. Instructional Practice specifically relating to Graduation	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	The Cottondale High School graduation rate was 88%.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	The graduation rate for Cottondale High School will increase to 93% for 2023.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Administration and guidance counselors will have annual data chats with high school students beginning in 9th grade. Administration and guidance counselors will closely monitor EWS students.
Person responsible for monitoring outcome:	Zanda Warren (zanda.warren@jcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Progress monitoring, data tracking, and counseling.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Students who receive multiple reports on progress and support from school personnel are more likely to graduate.

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.

Schedule annual student meetings where district tools and resources are used to track student progress. Regular meetings throughout the school year for administration and guidance to track EWS students and create interventions.

Person Responsible   Liza Speers (liza.speers@jcsb.org)

#7. 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.**	Cottondale High School's achievement rate for students with disabilities is 36% in math.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Achievement rate in math for SWD will increase to 40% in 2023.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Imagine Math, Foundations (Intensive Math) classes
Person responsible for monitoring outcome:	Thomas Register (thomas.register@jcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Students will work to improve skills in math using programs and curriculum adopted by the district. Students will primarily work with these programs in their resource class and intensive math class.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Students who receive additional instruction in Math are more likely to close the achievement gap. The Foundations (Intensive Math) classes provide an opportunity to work one-on-one, identify specific areas of need, and re-teach. Also, Imagine Math allows for students to work at their own pace in a customized pathway to their specific needs.

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.

Identify needs of students in the subgroup. ESE department will work with regular education teachers to create opportunities for student achievement, analyze progress, and remediate areas of weakness.

Person Responsible   Samantha Wheatley (samantha.wheatley@jcsb.org)

#8. ESSA Subgroup specifically relating to Black/African-American	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Students in the Black/African American subgroup score 36% on the state math assessment, which is below their peers.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Math achievement for Black/African American students will increase to 45% in 2023.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Students will be monitored through Imagine Math progress monitoring three times a year. Regular classroom assessments will also be used to monitor student progress. Math teachers will discuss data at monthly department meetings.
Person responsible for monitoring outcome:	Zanda Warren (zanda.warren@jcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Imagine Math, Foundations (Intensive Math) classes, RtI, and teacher-designed assessments.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	RtI, Imagine Math, and Foundations (Intensive Math) classes provide extra time for math practice. Data analysis and a more student-centered classroom experience are proven methods to increase 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.

Administer Imagine Math three times a year. Use Imagine Math program regularly in Foundations (Intensive Math) classes. Identify level 1 and level 2 students for scheduling in Foundations (Intensive Math) class. Identify students who qualify for RtI program.

Person Responsible	Zanda Warren (zanda.warren@jcsb.org)

#9. 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 High 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:	Zanda Warren (zanda.warren@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	Zanda Warren (zanda.warren@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	Zanda Warren (zanda.warren@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   Zanda Warren (zanda.warren@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   Zanda Warren (zanda.warren@jcsb.org)

Transition Services- During their 5th grade year CES students tour CHS and meet with administration to go over expectations. 6th grade orientation during Open House; parents/students are allowed to ask questions. Guidance meets with 8th grade students at the end of the year to review high school graduation requirements and allow student to fill out course request. Guidance completes a senior check list and meets with students throughout the year to discuss postsecondary plans. CHS holds a college and career night for parents/students each year. Military branches speak to senior class each year. Senior classes host guest speakers representing local employers to attract potential employees. Seniors attend SR day at Chipola and job fairs. Students are allowed to shadow potential jobs of interest.

Person Responsible   Zanda Warren (zanda.warren@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   Zanda Warren (zanda.warren@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   Zanda Warren (zanda.warren@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   Zanda Warren (zanda.warren@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   Zanda Warren (zanda.warren@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   Zanda Warren (zanda.warren@jcsb.org)

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

Person Responsible   Zanda Warren (zanda.warren@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   Zanda Warren (zanda.warren@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.

The faculty and staff at Cottondale High School believe building positive relationships with students and their families is vital in ensuring success. Administration, the school leadership team, and the CHS School Advisory Council continually search for new ways to increase parent, family, and community involvement. Communication is a key factor in increasing and maintaining family involvement. The communications must be continuous, user-friendly, and meet the needs of parents. Means of communication at Cottondale High School include: school and district publications, progress reports, report cards, marquee announcements, phone contact, email contact, conferences, school and district web pages, school and district social media (Facebook), FOCUS messenger, and Parent Square (new communication app for the 2022-2023 school year). Students, parents, teachers, and administrators have access to the school students information system, FOCUS. Families and students can track grades, test scores, and attendance, as well as communicate with teachers through FOCUS messenger. Teachers and administration can make notes regarding the student that are available to the student and parent. School atmosphere surveys are published periodically and used for the purpose of collecting data as it relates to parent input.

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

Business Partners: Enviva pellet plant assisted with FSA score rewards. Cottondale Chevron- Donations to athletics and student rewards. Country Candy- Provides student of the month awards. Rex Lumber- Interview competition for seniors with awards. First Federal Bank- Financial literacy presentation to junior and senior students with prizes.