



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Cottondale High School

2680 LEVY ST

Cottondale, FL 32431

850-482-9821

<http://chs.jcsb.org>

School Demographics

School Type
High School

Title I
No

Free and Reduced Lunch Rate
66%

Alternative/ESE Center
No

Charter School
No

Minority Rate
32%

School Grades History

2013-14
B

2012-13
C

2011-12
B

2010-11
A

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Part I: Current School Status	6
Part II: Expected Improvements	14
Goals Summary	22
Goals Detail	22
Action Plan for Improvement	25
Part III: Coordination and Integration	30
Appendix 1: Professional Development Plan to Support Goals	31
Appendix 2: Budget to Support Goals	32

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Cottondale High School

Principal

Ken Granger

School Advisory Council chair

Tammie Newsome

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Ken Granger	Principal
Zanda Warren	Assistant Principal
Tammie Newsome	School Improvement Chair

District-Level Information

District

Jackson

Superintendent

Mr. Steve R Benton, Sr

Date of school board approval of SIP

10/15/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The Cottondale High SAC consists of staff members, parents, students, and community members.

Involvement of the SAC in the development of the SIP

The Cottondale High SAC is invited to help develop the school improvement plan. Council members are provided with copies for review and are asked to participate in discussions regarding the development of the plan. All council input is considered in the development of the plan, which must be approved by the council prior to submission. Additionally, council members are invited back at various times of the year for updates regarding progress monitoring, etc., and to review any significant changes or adjustments to the plan.

Activities of the SAC for the upcoming school year

The Cottondale High School Advisory Council functions in accordance with the state rules and regulations regarding advisory councils. Our advisory council assists in the preparation and evaluation of the school improvement plan and discusses and approves the budget for our council. We typically meet

four times each year, once per grading quarter, and parents, teachers, students, and community members participate. The council is also asked to give input concerning school needs and any other issues that may arise.

Projected use of school improvement funds, including the amount allocated to each project

Budget TBD; budgeted dollars, if available, will be used for miscellaneous instructional materials and supplies related to school improvement goals.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

N/A

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Ken Granger

Principal

Years as Administrator: 1

Years at Current School: 0

Credentials

Bachelor's Degree - Sports Medicine, University of West Florida
Master's Degree - Educational Leadership, University of West Florida
Florida certifications - Ed Leadership, Physical Education

Performance Record

No administrative performance data as of this time.

Zanda Warren

Asst Principal

Years as Administrator: 0

Years at Current School: 0

Credentials

Bachelor of Science - Exercise & Sports Science
Master of Science - Ed Leadership
Ed S - Curriculum & Instruction
Florida Certification - Ed Leadership, Physical Education

Performance Record

No administrative performance data as of this time.

Instructional Coaches

of instructional coaches**# receiving effective rating or higher****Instructional Coach Information:****Cathi Braxton**

Full-time / District-based

Years as Coach:

Years at Current School:

Areas

Reading/Literacy

Credentials**Performance Record**

Part-time / District-based

Years as Coach:

Years at Current School:

Areas

[none selected]

Credentials**Performance Record****Classroom Teachers****# of classroom teachers**

28

receiving effective rating or higher

22, 79%

Highly Qualified Teachers

100%

certified in-field

24, 86%

ESOL endorsed

9, 32%

reading endorsed

8, 29%

with advanced degrees

7, 25%

National Board Certified

0, 0%

first-year teachers

2, 7%

with 1-5 years of experience

7, 25%

with 6-14 years of experience

11, 39%

with 15 or more years of experience

8, 29%

Education Paraprofessionals**# of paraprofessionals**

7

Highly Qualified

7, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

19

receiving effective rating or higher

0%

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

The administrators at Cottondale High School will adhere to district policies regarding the recruitment and retention of highly qualified, certified-in-field, effective teachers. This may include any and/or all of the following strategies: partnering new teachers with a team or subject-area mentor; requiring new teachers to participate in the Jackson County new teacher program; providing ongoing professional development and learning opportunities to retain highly qualified teachers with emphasis on teacher and student performance; and partnering with Chipola College to recruit newly graduated teachers.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Cottondale High School will adhere to the policies and procedures of the Jackson County School Board when partnering new teachers with mentor teachers. New teachers will be paired with a team or subject-area veteran teacher who will act as both a mentor and a contact point. Additionally, new teachers will participate in all district-sponsored new teacher programs as required.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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 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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Specific SST Roles/functions (one person may assume more than one role):

- Instruction Leader – (Administrator) - Ensures fidelity of the process, sets regularly scheduled times for the SST to convene, makes decisions on how T2 and T3 services will be delivered
- Team Leader – Directs team activities, receives referrals for the SST, informs staff/parents, sets mtg times, ensures that proper documentation is maintained, and sets dates/times for follow-up meetings
- Data Mentor – Assists in collecting, organizing, visually displaying, analyzing and interpreting data
- Staff Liaison – Key communicator with staff, establishes procedures to gain staff input and collaboration with other school initiatives
- Content Specialist – Assists in making key decisions about instructional needs of struggling students, identifies evidenced-based interventions most likely to be effective in addressing the area of concern, and provides training/consultation as needed
- Record Keeper – Documents/completes required paperwork in the meetings, serves as timekeeper, informs team when time is running short.
- Behavior Specialist – Assists in identifying function of problem behaviors and developing Behavior Intervention Plans, collaborates and provides training as needed
- Teacher – of the student whose needs are being addressed
- Parent/Guardian – of the student whose needs are being addressed
- Speech/Language Pathologist –as needed–assists in developing interventions for speech/language concerns-provides training as needed to interventionists

The SST collaborates with other school-based teams such as SAC, literacy leadership teams, grade group teams, the positive behavior support team, and other professional learning teams to analyze strengths and weaknesses in academic/behavioral domains, and to initiate instructional modifications needed to increase student achievement for all students, and to meet SIP goals.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Lesson Plans

District-wide Intervention Documentation Worksheets—documented by interventionists identifying time, evidenced-based program, and focus skill(s) of students receiving T2 and/or T3 interventions

Review of on-going Progress Monitoring Results

Walkthroughs

Analyze/review student performance data in Grade Groups or Data Review meetings

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Core (T1 *monitored 3x yr) Data Sources: *ThinkLink (reading, math, science), FCAT (reading, math, science, writing- as applicable) *Jackson County Writes, *Office Discipline Referrals

Core (T1) Management Systems: Discovery Education, Performance Matters, FOCUS

Supplemental (T2 monitored bimonthly) & Intensive (T3 monitored wkly) Data Sources: ThinkLink probes (reading, math, science), FAIR (reading), grade level assessments (reading, math, science), STAR (reading), LEXIA (reading), Think Through Math (3-12), Office Discipline Referrals

Supplemental & Intensive (T2/T3) Management Systems: Discovery Education, Progress Monitoring and Reporting Network, Performance Matters, FOCUS, Software reports

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The Staff Liaison on the SST will continue to collaborate with grade groups on the MTSS process and new teachers will receive training as needed. Parents are encouraged through parent/teacher conferences, phone calls and written invitations to actively participate in the MTSS process for his/her child. The district wide MTSS coordinator will continue to provide district wide trainings, onsite trainings and consultation as needed throughout the school year.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 6,000

Students will be invited to participate in an after-school tutoring program. The program will focus on math and reading skill-building strategies for students, as well as academic support in core classes and content areas based on student need. Students will also have the opportunity to receive extra help on assignments or activities that they did not understand in class. Students in all grade levels will be invited to attend.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Data will be collected and analyzed in various ways, including but not limited to pre- and post- testing information, teacher created formative assessments, attendance data, summative assessment data, documentation of skills and strategies, etc.

Who is responsible for monitoring implementation of this strategy?

Administration and classroom teachers will monitor extended learning opportunities at the school-level.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Tammie Newsome	LLT Chair
Ken Granger	Principal
Angela Ostrander	Science Dept., high school
Tammy Braxton	Math Dept., middle school
Heather Braxton	Social Studies Dept., high school

How the school-based LLT functions

The Cottondale High School Literacy Leadership Team meets on a scheduled basis to provide leadership and support in literacy instruction. Team members learn how to use various strategies across the curriculum and grade groups, then they take that information back to other subject or grade-level teachers. The LLT also studies current trends in literacy practices for the classroom, as well as data dissemination and implementation of strategies specific to the needs of Cottondale High School.

Major initiatives of the LLT

The Cottondale High School LLT will focus on Common Core initiatives and lesson study, as well as providing classroom teachers with tools and support for students across the curriculum areas and grade levels.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Teachers at Cottondale High School will contribute to the reading improvement of every student by collecting and analyzing student reading data to inform class instruction. Teachers will implement reading strategies in the classroom that support student reading needs. Teachers will be required to submit weekly lesson plans that document the implementation of reading strategies, including but not limited to word walls, anticipatory activities, effective vocabulary instruction, and a variety of reading topics and activities that contribute to reading widely. Professional development will be offered as needed to assist teachers in implementing reading strategies, including coaching provided by the district middle and high school reading coach. Additionally, the district will offer training opportunities leading to NG-CARPD certification. This option will allow our school flexibility in placing level two students into content area reading intervention classes.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

Cottondale High School offers applied and integrated coursework in business and agricultural science. The instructors work with the students and the content area teachers to ensure that the material being presented is relevant to other subject areas and to the needs of the students.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

All eighth grade students at Cottondale High School must take a semester career planning course. The students will use CHOICES for exploration of career options and skills. This better prepares the students for the course selection process that begins in high school. All students in grades eight through twelve must complete a career education plan based on the goals and interests of the students for graduation. All students in 11th grade must 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.

Strategies for improving student readiness for the public postsecondary level

Cottondale High School students attend career and college days at various times throughout the school year in order to explore some of the options that are available after graduation. In addition, a majority of

10th grade students at CHS take the PLAN test every year, and a majority of students also take either the ACT or the SAT. Students are encouraged to speak with both the guidance counselor and career specialist at various times throughout their high school careers. Information regarding scholarships, vocations, and careers is regularly disseminated to the students. Many CHS graduates receive Bright Futures awards and other scholarships and grants.

Additionally, CHS has an open door policy for parents and students. They are invited and encouraged to meet with guidance staff to review graduation requirements, scholarship information, and post-graduation plans.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	58%	56%	No	62%
American Indian				
Asian				
Black/African American	43%	41%	No	49%
Hispanic				
White	63%	63%	Yes	66%
English language learners				
Students with disabilities	31%	18%	No	38%
Economically disadvantaged	53%	49%	No	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	124	30%	40%
Students scoring at or above Achievement Level 4	111	27%	37%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	216	52%	62%
Students in lowest 25% making learning gains (FCAT 2.0)	19	18%	28%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)			
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)			
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)			

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	61	61%	71%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	55%	46%	No	60%
American Indian				
Asian				
Black/African American	43%	30%	No	49%
Hispanic				
White	59%	52%	No	63%
English language learners				
Students with disabilities	43%	10%	No	48%
Economically disadvantaged	49%	21%	No	54%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	48	25%	35%
Students scoring at or above Achievement Level 4	38	20%	30%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		100%
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	87	46%	56%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	10	23%	33%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	<i>[data excluded for privacy reasons]</i>		
Middle school performance on high school EOC and industry certifications	<i>[data excluded for privacy reasons]</i>		

High School Mathematics**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	55%	44%	No	60%
American Indian				
Asian				
Black/African American	43%	31%	No	49%
Hispanic				
White	59%	49%	No	63%
English language learners				
Students with disabilities	43%	0%	No	48%
Economically disadvantaged	49%	43%	No	54%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)			
Students in lowest 25% making learning gains (EOC)			

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	34	40%	50%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		16%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	16	32%	42%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		20%

Area 4: Science**Middle School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	12	23%	33%
Students scoring at or above Achievement Level 4	10	19%	29%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

High School Science**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	30	37%	47%
Students scoring at or above Achievement Level 4	22	27%	37%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	6		10
Participation in STEM-related experiences provided for students			

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	0		
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses			
Students taking one or more advanced placement exams for STEM-related courses	0		
CTE-STEM program concentrators	0		
Students taking CTE-STEM industry certification exams	0		
Passing rate (%) for students who take CTE-STEM industry certification exams			

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

Area 8: Early Warning Systems**Middle School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students who fail a mathematics course			
Students who fail an English Language Arts course			
Students who fail two or more courses in any subject			
Students who receive two or more behavior referrals	24	12%	10%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	68	33%	29%

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students in ninth grade with one or more absences within the first 20 days			
Students in ninth grade who fail two or more courses in any subject			
Students with grade point average less than 2.0	21	9%	7%
Students who fail to progress on-time to tenth grade			
Students who receive two or more behavior referrals	5	2%	1%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	31	13%	10%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.			
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)			
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.			
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)			

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

78% (47) of parents surveyed reported that they have received positive communication from a teacher concerning their child.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase the number of positive communications between parents and teachers at Cottondale High School.	47	78%	83%

Area 10: Additional Targets

Additional targets for the school

N/A

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
N/A			

Goals Summary

- G1.** Improve student performance on FCAT Reading 2.0.
- G2.** Provide students with targeted, direct instruction in math skills.
- G3.** Increase parental involvement at Cottondale High School.

Goals Detail

G1. Improve student performance on FCAT Reading 2.0.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains)

Resources Available to Support the Goal

- District reading coach to provide teacher support in reading skills and strategies for improved student growth.
- Positive Behavior Support program to provide school-wide motivation and encouragement across all grade-levels and subject areas.
- Technology resources to provide real-world examples for students to connect with and to access special programs and projects such as virtual field trips.
- Textbooks and classroom materials to provide students with the appropriately leveled academic materials.
- Highly qualified teachers.

Targeted Barriers to Achieving the Goal

- Lack of instructional support for continued student growth.

Plan to Monitor Progress Toward the Goal

Ongoing evaluation of lesson plans; ongoing classroom observations; ongoing professional discourse based on administrative observations; evaluation of progress monitoring assessment tools.

Person or Persons Responsible

Administrator

Target Dates or Schedule:

Ongoing throughout the 2013-2014 school year.

Evidence of Completion:

Lesson plans; documented classroom observations and discourse; data from progress monitoring tools.

G2. Provide students with targeted, direct instruction in math skills.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains, High School, High School AMO's, High School FAA)
- Algebra 1 EOC
- Geometry EOC

Resources Available to Support the Goal

- Highly qualified teachers
- Textbooks and ancillary materials for classroom and student use
- Think Through Math, an online, self-paced math program to help students develop essential skills in all areas of math
- Progress monitoring assessment tools to monitor student growth and needs

Targeted Barriers to Achieving the Goal

- Lack of student background knowledge

Plan to Monitor Progress Toward the Goal

Improved student performance data on FCAT testing

Person or Persons Responsible

Administration, Classroom teachers

Target Dates or Schedule:

End of 2013-2014 school year

Evidence of Completion:

Student assessment data

G3. Increase parental involvement at Cottondale High School.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- Communication tools, school website, online gradebook, school handbooks

Targeted Barriers to Achieving the Goal

- Lack of access

Plan to Monitor Progress Toward the Goal

Parent input at conferences, meetings, etc.

Person or Persons Responsible

Administration

Target Dates or Schedule:

Ongoing throughout the 2013-2014 school year

Evidence of Completion:

Parent input

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Improve student performance on FCAT Reading 2.0.

G1.B1 Lack of instructional support for continued student growth.

G1.B1.S1 Provide teachers with instructional materials and professional development opportunities as applicable to enable them to better support student learning, and provide students with extended learning opportunities outside of the classroom.

Action Step 1

Professional development support; evaluation of lesson plans; classroom observations; administration of progress monitoring measurements; Think Through Math

Person or Persons Responsible

Administration, classroom teachers, district personnel

Target Dates or Schedule

Ongoing throughout 2013-14 school year

Evidence of Completion

Data from classroom observations and progress monitoring; future assessment results

Facilitator:

Cathi Braxton

Participants:

TBD - Opportunities available for reading support and for NG-CARPD

Plan to Monitor Fidelity of Implementation of G1.B1.S1

Teacher lesson plans; classroom observations; professional needs assessment

Person or Persons Responsible

Administrator, district personnel

Target Dates or Schedule

Ongoing throughout the 2013-2014 school year

Evidence of Completion

Submitted lesson plans; documented observations; coaching conversations; other evidence as needed

Plan to Monitor Effectiveness of G1.B1.S1

Teacher evaluation criteria; student end result testing data

Person or Persons Responsible

Administration

Target Dates or Schedule

End of 2013-2014 school year

Evidence of Completion

Teacher evaluation results; FCAT results

G2. Provide students with targeted, direct instruction in math skills.

G2.B2 Lack of student background knowledge

G2.B2.S1 Provide students with opportunities to build essential math skills through various formats, including but not limited to teacher-facilitated small group activities, math probes generated through Discovery Assessments based on student progress monitoring results, self-paced learning through computer-based programs such as Think Through Math, and extended learning opportunities such as after school tutoring.

Action Step 1

Provide students with extended learning opportunities to enhance and build upon math strengths and to develop essential math skills.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

After school during extended learning hours

Evidence of Completion

Documentation of attendance for both teachers and students; documentation of skills per student

Plan to Monitor Fidelity of Implementation of G2.B2.S1

District-provided extended learning opportunity worksheets

Person or Persons Responsible

Classroom teachers will complete; documents will be supervised by district personnel

Target Dates or Schedule

Ongoing throughout the 2013-2014 school year.

Evidence of Completion

Documentation of skills learned through extended learning; student progress monitoring and FCAT testing data

Plan to Monitor Effectiveness of G2.B2.S1

Progress monitoring and FCAT testing data

Person or Persons Responsible

Classroom teachers, Administration

Target Dates or Schedule

Ongoing throughout the 2013-2014 school year through FCAT testing in Spring 2014

Evidence of Completion

Student progress monitoring and FCAT data

G3. Increase parental involvement at Cottondale High School.

G3.B1 Lack of access

G3.B1.S1 Create and distribute a quarterly newsletter to keep parents informed of school events and information.

Action Step 1

Parent newsletter

Person or Persons Responsible

CHS staff

Target Dates or Schedule

Once per grading quarter

Evidence of Completion

Completed newsletters

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Approve and monitor completion and distribution of newsletter

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Completed newsletters

Plan to Monitor Effectiveness of G3.B1.S1

Parent involvement survey results

Person or Persons Responsible

Administration

Target Dates or Schedule

Spring 2014

Evidence of Completion

Parent involvement survey results

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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 Common Core Institutes, 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, Think Through Math), and various other programs and services as permitted.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Improve student performance on FCAT Reading 2.0.

G1.B1 Lack of instructional support for continued student growth.

G1.B1.S1 Provide teachers with instructional materials and professional development opportunities as applicable to enable them to better support student learning, and provide students with extended learning opportunities outside of the classroom.

PD Opportunity 1

Professional development support; evaluation of lesson plans; classroom observations; administration of progress monitoring measurements; Think Through Math

Facilitator

Cathi Braxton

Participants

TBD - Opportunities available for reading support and for NG-CARPD

Target Dates or Schedule

Ongoing throughout 2013-14 school year

Evidence of Completion

Data from classroom observations and progress monitoring; future assessment results

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
	Total	\$0

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Evidence-Based Program	Other	Total
Federal funds administered through JCSB district	\$0	\$0	\$0	\$0
Federally funded program administered by JCSB district	\$0	\$0	\$0	\$0
School funds	\$0	\$0	\$0	\$0
Total	\$0	\$0	\$0	\$0

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Improve student performance on FCAT Reading 2.0.

G1.B1 Lack of instructional support for continued student growth.

G1.B1.S1 Provide teachers with instructional materials and professional development opportunities as applicable to enable them to better support student learning, and provide students with extended learning opportunities outside of the classroom.

Action Step 1

Professional development support; evaluation of lesson plans; classroom observations; administration of progress monitoring measurements; Think Through Math

Resource Type

Personnel

Resource

District reading coach

Funding Source

Federal funds administered through JCSB district

Amount Needed

G2. Provide students with targeted, direct instruction in math skills.

G2.B2 Lack of student background knowledge

G2.B2.S1 Provide students with opportunities to build essential math skills through various formats, including but not limited to teacher-facilitated small group activities, math probes generated through Discovery Assessments based on student progress monitoring results, self-paced learning through computer-based programs such as Think Through Math, and extended learning opportunities such as after school tutoring.

Action Step 1

Provide students with extended learning opportunities to enhance and build upon math strengths and to develop essential math skills.

Resource Type

Evidence-Based Program

Resource

Extended Learning (before/after school) Opportunities

Funding Source

Federally funded program administered by JCSB district

Amount Needed

G3. Increase parental involvement at Cottondale High School.

G3.B1 Lack of access

G3.B1.S1 Create and distribute a quarterly newsletter to keep parents informed of school events and information.

Action Step 1

Parent newsletter

Resource Type

Other

Resource

Parent newsletter

Funding Source

School funds

Amount Needed