

Jackson County School Board

Cottondale High School



2023-24

Schoolwide Improvement Plan (SIP)

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Cottondale High School

2680 LEVY ST, Cottondale, FL 32431

<http://chs.jcsb.org>

School Board Approval

This plan was approved by the Jackson County School Board on 10/17/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Warren, Zanda	Principal	Facilitate the communication and collaboration of the school improvement team. Ensure implementation of the School Improvement Plan and the Parent and Family Engagement Plan, as well as review EWS data.
James, Courtney	Assistant Principal	Assist with implementation of the School Improvement Plan and Parent and Family Engagement Plan, as well as review EWS data.
Ohler, Billie	Instructional Media	Assist with implementation, data analysis, and support.
Speers, Liza	School Counselor	Assist with implementation, student body demographic data, and 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. Assist in implementation and high school math 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.
Mercer, Robin	Teacher, K-12	Assist with implementation and middle school data.
Haser, Sharon	Teacher, K-12	Assist with implementation and science data.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The School Improvement Plan process begins with the school leadership team, which reviews data and identifies the key areas of focus. Data collected from annual surveys and feedback from parent/ community engagement activities shape the culture and environment goals, as well as the Parent and Family Engagement Plan. Teachers and staff meet to discuss goals during in-service before the first day of school. The draft plan is crafted and the School Advisory Council at Cottondale High School reviews, amends as needed, and approves the School Improvement Plan and Parent and Family Engagement

Plan by late August. The CHS SAC counts administrators, teachers, non-instructional staff, parents, business owners, community members, as well as the president of each current high school class as valued members.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The School Improvement Plan is monitored for implementation primarily by the school leadership team. Student achievement is regularly monitored by teacher and state designed assessments. Subjects with FAST testing receive and review student data after each progress monitoring opportunity to identify student strengths and weaknesses, as well as develop plans for instructional support. Areas with End-of-Course exams use progress monitoring assessments prescribed by the district to track student learning. Students with the greatest achievement gap in English/ Language Arts are assigned to an additional period of intensive reading in grades six through eight. Cottondale High School has a dedicated teacher to provide support as the school's Response to Intervention (RtI) teacher. She teaches the additional fifty-minute intensive reading intervention and provides small group instruction to students.

Administration conducts regular walk-throughs of classes to ensure teachers are providing high-quality, standards driven instruction. This year's school-wide instructional growth goal is "planning standards based units/lessons" from the Marzano Instructional Framework. A PLC developed by the school leadership team focuses on the EE (ELA Expectations) and MTR (Mathematical Thinking and Reasoning) Standards that are present in every course offered at Cottondale High School.

Cottondale High School revisits SIP goals regularly in department meetings, faculty in-service days, and meetings between staff and administration. Schedules are reviewed at the start of each semester to ensure students are enrolled in needed intensive reading and math foundations classes. The School Advisory Council meets quarterly to review changes to the SIP and provide feedback on school initiatives.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	25%
2022-23 Economically Disadvantaged (FRL) Rate	92%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students)	Students With Disabilities (SWD) Black/African American Students (BLK)

(subgroups below the federal threshold are identified with an asterisk)	Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: B 2018-19: B 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	0	0	0	0	0	0	8	6	13	27	
One or more suspensions	0	0	0	0	0	0	0	1	1	2	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	2	3	5	
Course failure in Math	0	0	0	0	0	0	0	2	0	2	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	7	9	14	30	
Level 1 on statewide Math assessment	0	0	0	0	0	0	9	23	9	41	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	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 that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	1	5	9	15

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	2	4	6
Students retained two or more times	0	0	0	0	0	0	3	6	5	14

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	10	12	7	75	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	2	2	2	9	
Course failure in Math	0	0	0	0	0	0	2	3	2	10	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	15	5	13	77	
Level 1 on statewide Math assessment	0	0	0	0	0	0	25	5	14	91	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	9	3	3	32

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	1	2	2	8
Students retained two or more times	0	0	0	0	0	0	6	4	3	32

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	10	12	7	29	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	2	2	2	6	
Course failure in Math	0	0	0	0	0	0	2	3	2	7	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	15	5	13	33	
Level 1 on statewide Math assessment	0	0	0	0	0	0	25	5	14	44	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	9	3	3	15

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	1	2	2	5
Students retained two or more times	0	0	0	0	0	0	6	4	3	13

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	61	49	50	60	48	51	66		
ELA Learning Gains				58			59		
ELA Lowest 25th Percentile				52			45		
Math Achievement*	62	42	38	55	25	38	50		
Math Learning Gains				57			39		
Math Lowest 25th Percentile				53			33		
Science Achievement*	24	60	64	39	33	40	35		
Social Studies Achievement*	64	65	66	58	42	48	65		
Middle School Acceleration	78			71	45	44	54		
Graduation Rate	89	85	89	88	62	61	93		
College and Career Acceleration	61	72	65	67	57	67	61		
ELP Progress			45						

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	63
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	439
Total Components for the Federal Index	7
Percent Tested	95
Graduation Rate	89

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	658
Total Components for the Federal Index	11
Percent Tested	100
Graduation Rate	88

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	41			
ELL				
AMI				
ASN				
BLK	36	Yes	1	
HSP	48			
MUL	52			
PAC				

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
WHT	68			
FRL	55			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	47			
ELL				
AMI				
ASN				
BLK	58			
HSP	47			
MUL	56			
PAC				
WHT	58			
FRL	51			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	61			62			24	64	78	89	61	
SWD	50			52			17	46			4	
ELL												
AMI												
ASN												
BLK	44			48			7	45			4	
HSP	54			42							2	

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
MUL	55			50				50			3	
PAC												
WHT	65			67			31	70	79	75	7	
FRL	54			59			19	58	71	46	7	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	60	58	52	55	57	53	39	58	71	88	67	
SWD	39	60	42	36	49	47	41	60				
ELL												
AMI												
ASN												
BLK	53	67	69	36	58	91	30	56				
HSP	44	61		35	47							
MUL	63	68		54	57		38					
PAC												
WHT	63	55	41	60	58	37	41	59	75	87	64	
FRL	50	53	51	51	57	54	28	46	70			

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	66	59	45	50	39	33	35	65	54	93	61	
SWD	30	46	36	30	45	42	33	41				
ELL												
AMI												
ASN												
BLK	52	50	29	34	30	27	17	38		92	42	
HSP	53	58		45	55							
MUL	70	63		65	48			46				
PAC												
WHT	70	60	52	53	38	29	44	72	69	93	66	

2020-21 ACCOUNTABILITY 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	ELP Progress
FRL	59	57	42	42	35	29	31	56	24	91	45	

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	55%	49%	6%	50%	5%
07	2023 - Spring	63%	38%	25%	47%	16%
08	2023 - Spring	48%	45%	3%	47%	1%
09	2023 - Spring	56%	50%	6%	48%	8%
06	2023 - Spring	72%	50%	22%	47%	25%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	84%	50%	34%	54%	30%
07	2023 - Spring	74%	53%	21%	48%	26%
08	2023 - Spring	47%	46%	1%	55%	-8%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	29%	38%	-9%	44%	-15%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	52%	48%	4%	50%	2%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	52%	41%	11%	48%	4%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	15%	47%	-32%	63%	-48%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	65%	59%	6%	66%	-1%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	59%	60%	-1%	63%	-4%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

Eighth grade science and the Biology End-of-Course exams showed the lowest performance. This was a decrease from the previous school year. The Biology EOC cohort was atypically small due to discontinued middle school acceleration. The 2020-2021 school year was the last year Cottondale High School accelerated middle school students with high school biology for eighth graders also enrolled in Algebra 1. For the past two school years, the students enrolled in biology were those with learning difficulties that precluded accelerated classes. A typical cohort is enrolled for the 2023-2024 school year. The eighth grade cohort performed below the district and state average on the state science assessment. This cohort also had the lowest ELA proficiency at CHS.

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

Science showed the greatest decline from the 2022-2023 school year. Both eighth grade science and Biology decreased from the previous year. The eighth grade cohort from 2022-2023 had a higher percentage of students who struggle in ELA than previous groups. Students who struggle with reading

proficiency may also struggle on reading content area texts. An atypically small biology cohort was a contributing factor to the decline in proficiency.

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

Science again had the greatest gap when compared to the state average. The eighth grade cohort from 2022-2023 had a higher percentage of students who struggle in ELA than previous groups. Students who struggle with reading proficiency may also struggle on reading comprehension for content area texts. An atypically small biology cohort was a contributing factor to the decline in proficiency. Last year's biology cohort was a small group of students who did not meet acceleration requirements in middle school.

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

Math proficiency showed the greatest improvement for the 2022-2023 school year. The school provided an additional fifty minutes of math to all sixth grade students beginning in the 2020-2021 school year. The sixth grade math teacher focused on building core math skills, such as multiplication tables, and used teacher-designed and county-purchased resources, such as Imagine Math, on a regular basis. Those students who first received additional instruction in sixth grade reached eighth grade for the 2022-2023 school year. Textbook adoption and additional support associated with the implementation of the Florida B.E.S.T. Standards for Mathematics are all contributing factors to the increase in math achievement.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

At Cottondale High School, attendance below 90% is a regular concern. Students who are not present at school are not receiving instruction from teachers. School and county truancy officers have been active over the past school year to increase students attendance. Another area for concern is students scoring at level 1 on state math and ELA assessments. The instructional targets for math and ELA aim to increase student success and lower the number of students scoring level one.

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

1. Improved science achievement, ideally returning to 2021-2022 levels (39%).
2. Continued improvement in achievement on Math and ELA state assessments.
3. Increase acceleration opportunities for high school and middle school students.
4. Continued improvement in achievement for Civics.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority 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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

ELA proficiency was 59% in 2023, a decrease from the 2021-2022 school year.

Measurable Outcome:

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

ELA proficiency will be 63%.

Monitoring:

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

ELA department will meet once a month to discuss learning strategies, B.E.S.T. Standards, lesson/unit 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:

Courtney James (courtney.james@jcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Lexia, intensive reading classes for middle and high school, extra period of middle school intensive reading for L25 with RtI specialist, after school tutoring program, StudySync curriculum resources, and Vocabulary.com program.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Through collaboration, professional development support, and county resources, instruction will provide opportunities for student growth and achievement.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Teachers will use Vocabulary.com program as appropriate.

Person Responsible: Clay Dilmore (clay.dilmore@jcsb.org)

By When: Current-May 2024

#2. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Math achievement was 65% in 2023, an increase from the previous year.

Measurable Outcome:

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

Math achievement will increase to 68%.

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:

Courtney James (courtney.james@jcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Rtl program with Rtl specialist, additional periods of Foundations (Intensive Math) classes, county-purchased progress monitoring program, Imagine Math for 6th grade classes, McGraw-Hill math curriculum resources for 6th grade through Algebra 2, after school tutoring program, professional development provided by PAEC and contracted Chipola math professor, Stan Young.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

By collaborating as a department, the math teachers will ensure that lesson plans, assessments, and progress monitoring align to the B.E.S.T. Standards, as well as the needs of the individual students.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 Rtl 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)

By When: Current-May 2024

#3. Instructional Practice specifically relating to Science**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

In 2022-2023, Science achievement decreased to 24%.

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 return to the 2021-2022 achievement of 39%.

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 to discuss curriculum, pacing, instructional strategies, and progress monitoring data.

Person responsible for monitoring outcome:

Zanda Warren (zanda.warren@jcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Biology EOC practice books, computer-based science program, Vocabulary.com program.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Reinforcing prior knowledge, effective pedagogical strategies, vocabulary, and regular progress monitoring are all ways to ensure student achievement.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Designated teacher will attend Vocabulary.com training at a county level.

Person Responsible: Sharon Haser (sharon.haser@jcsb.org)

By When: Current-May 2024

#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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Social Studies achievement was 62% in 2022-2023.

Measurable Outcome:

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

Social Studies achievement will increase to 65% for the 2023-2024 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 to discuss curriculum, pacing, instructional strategies, and analyze progress monitoring data.

Person responsible for monitoring outcome:

Zanda Warren (zanda.warren@jcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

District developed progress monitoring assessments, US History EOC practice books, Civics workbooks, Vocabulary.com program.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Reinforcing prior knowledge, effective instructional strategies, and regular progress monitoring are all ways to ensure student achievement.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 regularly to discuss curriculum, pacing, instructional strategies, and analyze progress monitoring data.

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

By When: Current-May 2024

#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 crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

In the 2021-2022 school year (last year of available data), high school acceleration (combined CTE and dual enrollment) was 67 percent. One-third of 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 the class of 2024 will be 85%.

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 Florida Panhandle Technical College.

Person responsible for monitoring outcome:

Liza Speers (liza.speers@jcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Computer certification practice tests, as well as agriculture industry certification practice tests.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Students who practice skills associated with industry certifications are more likely to demonstrate mastery on the certification exam.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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. Teachers and guidance personnel will identify seniors who have not earned an industry certification or dual enrollment credit to ensure those opportunities are built into the student's schedule.

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

By When: Current-May 2024.

#6. Graduation specifically relating to Graduation**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The Cottondale High School graduation rate was 88% (for 2022, last year of available data).

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 90% for 2024.

Monitoring:

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

Administration and guidance counselors will have annual data and graduation requirement meetings 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 Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Progress monitoring, data tracking, and counseling.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Students who receive multiple reports on progress and support from school personnel are more likely to graduate.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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)

By When: Current-May 2024.

#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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Cottondale High School's achievement rate for students with disabilities was 36% in math in 2022 (last year of available data).

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 students with disabilities will increase to 40% in 2024.

Monitoring:

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

County selected progress monitoring program, Foundations (Intensive Math) classes.

Person responsible for monitoring outcome:

Courtney James (courtney.james@jcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 Intervention:

Explain the rationale for selecting this specific 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, the district-approved progress monitoring program allows for students to work at their own pace in a customized pathway to their specific needs.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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)

By When: Current-May 2024.

#8. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Twenty-seven parent/family annual surveys were returned for Cottondale High School.

Measurable Outcome:

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

In 2024, fifty parent/family annual surveys will be returned for Cottondale High School.

Monitoring:

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

Numbers of returned surveys will be tracked weekly during the survey window to determine if additional opportunities to complete surveys will be organized.

Person responsible for monitoring outcome:

Zanda Warren (zanda.warren@jcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Cottondale High School will offer surveys to parents who come to the front office window and will provide surveys at a Spring athletic or community engagement event. The survey distribution to students will be announced through Parent Square communication app, as well as the school Facebook page, so parents may anticipate the arrival of their survey at home.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The parent/family annual surveys provide the basis of the the Parent and Family Engagement Plan for the upcoming school year. Events are planned to meet the needs and interests of the families Cottondale High School serves. An increase in returned surveys will give staff a more accurate view of the needs of the community.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Surveys will be copied and sent home with students. Announcements via Parent Square and Facebook will be made to notify parents of the survey.

Additional surveys will be placed at the front office for staff to offer to parents visiting the school.

A drop box will be place in the school foyer to facilitate the return of the surveys.

A school athletics and/or community engagement event will be selected for staff to distribute/collect surveys.

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

By When: Spring 2024.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C)).

School Improvement Funding allocations are approved at a district level. The Rtl specialist is funded through Title 1, and the position is approved at a district level. The Cottondale High School Advisory Council approves required funding allocations, as needed. The CHS SAC include teachers, administrators, non-instructional staff, parents, students, business, and community members.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

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

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

The Cottondale High School School Improvement Plan (SIP) is available through the Jackson County School Board website (www.jcsb.org). In addition, pertinent information is disseminated through Parent Square messaging app and the school Facebook page. Any visitors can request a paper copy of the SIP from the school and district office. The Title 1 annual video for Cottondale High School (available on YouTube) covers import SIP information and is played at parent nights, open house, and the link is shared through Parent Square messaging app and the school Facebook page.

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

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The Cottondale High School Parent and Family Engagement Plan (PFEP) is available through the Jackson County School Board website (www.jcsb.org). Cottondale High School uses FOCUS as the primary student management system. Parents can create a free account and access student grades, attendance, and testing data through a desktop computer or mobile app. The Parent Square app is utilized for seamless communication between teachers and families. Score reports from state tests are sent home with each students. Parent nights, open house, athletic, and community events provide opportunities for communication between the school and the families it serves.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)(ii))

Cottondale High School offers accelerated (honors) math and science courses. The guidance department facilitates dual-enrollment and vocational opportunities available at Chipola College and through Florida Panhandle Technical College. Industry certifications are offered in agriculture and business on campus. Tutoring is available afterschool with certified teachers. Electives such as agriculture, digital design, foreign language, and band provide enrichment opportunities for students. The District provides 1,950 minutes of additional instruction annually through regular scheduling. Summer school is offered for K-5 18-20 days for 240 minutes per day. Credit Recovery is offered for grades 6-12 for 40 days for 240 minutes per day. Supplements to the curriculum provide opportunities for enrichment, acceleration, and remediation. After-school tutoring is provided to class achievement gaps of struggling students.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

As a Title 1 district, Jackson County Schools receives funding to assist with after school tutoring, instructional materials, and supplementary programs, such as Imagine Math. The county McKinney-Vento liaison works to eliminate barriers for homeless and displaced students in the county. Cottondale High School also works closely with Chipola College and Florida Panhandle Technical College to ease the transition from high school to post-secondary training. The District coordinates with all ESSA programs to enhance and provide supplemental services to improve the overall educational and well-being of students, staff, and parents. Title I Part A and Part D support graduation rates. Title I Part A and Title II improve teacher effectiveness. Title I Part A and Title III provide services for ELL students. Title IV and Title V provide extended learning programs. Title I Part A and IDEA support ESE services. Title I Part A, Mental Health and SRD support attendance and Homeless Students. Nutrition Programs support Head Start snacks and after-school tutoring snacks.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

1- Jackson County School District employs twelve district school mental health counselors and one mental health administrator. Upon a student self-reporting, parental report, or referral by Jackson County School District faculty or staff, individual screening services and mental health services will be provided by the district employed School Mental Health Counselors, once parental consent is obtained for services, within fifteen days of the referral being received by the Jackson County School Mental Health Administrator. Screening will then take place to assess the students' mental health status and present mental health needs of each referred student. If the assessment/screening reflects a need for services beyond the counseling services provided within the educational setting, a referral will be made to a local collaborating mental health agency /service provider/primary care provider chosen by the parent/guardian in a collaborative effort to address the mental health needs of the student. The local collaborating mental health agency/service provider/primary care provider will be responsible for insurance billing for mental health services provided to assess, diagnose, and provide treatment/recovery services. The local collaborating mental health agency/service provider will initiate services

within thirty days of receipt of the referral. Jackson County School District presently has a total of fifteen Memorandum's of Understanding with local providers to assist our district in providing expeditious, individualized care to meet the needs of our students. The MOU's ensure our district's ability to collaborate the care of our students and outcomes for the individual. Jackson County School District collaborates with Life Management Center through a referral process for students to receive services from the Mobile Response Team or Community Action Team to assist the students and parents in dealing with emotional and behavioral needs that will include family and student mental health services, health care, psychiatric evaluation, medication management (if necessary), case management services, and any other additional services necessary, as determined by service providers. Additionally, Jackson County School District collaborates with Northwest Florida Health Network, formerly Big Bend Community Based Care, to provide the opportunity for telehealth services for students through the usage of the Let's Talk Interactive technology at local school sites. The telehealth services platform is HIPAA compliant and has the capability to expand mental health and medical services available within the schools. Additionally, trauma informed care counseling group sessions are offered and conducted by the school mental health counselors that are trained in Bounce Back and Cognitive Behavioral Intervention for Trauma in Schools (CBITS), with consent granted by parents/guardians, for students that have experienced various forms of trauma.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Students at Cottondale High School are encouraged to take dual-enrollment classes at Chipola College or vocational training at Florida Panhandle Technical College. The guidance department meets with students to explain opportunities each semester and are available for individual appointments, as needed. The guidance department assists students with enrollment, including hosting college representatives to meet with students during the school day, facilitating scheduling of required tests (PERT, ACT, SAT), and counseling on recommended courses. Books, materials, and fees to participate are supplied by Cottondale High School for all students dual enrolled at Chipola College or Florida Panhandle Technical College.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

The Rtl specialist at CHS coordinates with teachers and staff to prevent and address problem behavior. ESE staff are also involved for students with Individualized Education Program plans or Behavior Intervention Plans. Teachers, administrators, and parents meet to design interventions for students. Schoolwide behavior systems are used in conjunction with the 3-tier model used for Problem-Solving/ Multi-tiered Systems of Support – Response to Intervention (PS/MTSS-Rtl) used for academic and behavioral needs. Tier 1 is schoolwide expectations and systems based on the theory of positive behavioral systems. Students needing extra support are moved to Tier 2 or 3 depending on the level of need. Need would be based on data including classroom infractions, bus referrals, other office referral documentation, and observations. The school-based PS/MTSS team reviews behavioral data and initiates interventions based on individual student need. Functional Behavior Assessments (FBAs) and Behavior Intervention Plans (BIPs) are completed to identify the problem-behavior and interventions/skill needed to initiate positive behavioral results. As needed, students with behavioral problems that are not responding to the BIP and recommended interventions, will be referred to Student Services for a more comprehensive evaluation for possible services under IDEA.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Professional development is primary provided by the Jackson County School District and Panhandle Area Educational Consortium (PAEC). Professional learning topics include effective teaching practices, standards based instruction, strategies for teaching students with disabilities, small group instruction, differentiated instruction, and tiered instruction. Training on data analysis also occurs collaboratively at CHS during school-based professional learning lead by administration or members of the school leadership team. District resource teachers develop and implement professional learning opportunities for teachers and staff at Jackson County schools.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Not directly applicable to Cottondale High School, as it serves students in grades 6 through 12. When students transition from Cottondale Elementary, a tour is scheduled. Fifth grade students are led in small groups by high school guides. Fifth grade students meet administration, elective teachers, and sixth grade core subject teachers during the last month of fifth grade. A special hour of open house is designated for sixth grade students and their families to meet the teachers and walk the school campus before larger crowds enter the building.