

Jackson County School Board

Cottondale Elementary School



2018-19 School Improvement Plan

Table of Contents

Purpose and Outline of the SIP	3
School Information	4
Needs Assessment	6
Planning for Improvement	8
Title I Requirements	9
Budget to Support Goals	10

Cottondale Elementary School

2766 LEVY ST, Cottondale, FL 32431

<http://ces.jcsb.org>

School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	35%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	A	C	B*

School Board Approval

This plan was approved by the Jackson County School Board on 9/18/2018.

SIP Authority

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement

At CES, Every Minute Matters! Every Child Counts!

Provide the school's vision statement

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

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Craven, Jessica	Principal
Bailey, Judy	Guidance Counselor
Ohler, Greg	Other
Russ, Alanna	Teacher, K-12
Shoupe, Jessica	Instructional Media

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Specific SST Roles/functions (one person may serve 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 meeting times, ensures the 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.

Early Warning Systems

Year 2017-18

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	6	9	6	9	7	9	0	0	0	0	0	0	0	46
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	4	4	1	1	0	0	0	0	0	0	0	0	10
Level 1 on statewide assessment	0	0	0	1	6	8	0	0	0	0	0	0	0	15

The number of students identified by the system as exhibiting two or more early warning indicators:

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	8	8	9	1	0	0	0	0	0	0	0	0	0	26
Retained Students: Previous Year(s)	9	8	7	3	2	0	0	0	0	0	0	0	0	29

Date this data was collected

Thursday 8/30/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	6	8	2	5	5	10	0	0	0	0	0	0	0	36
One or more suspensions	1	0	1	1	0	0	0	0	0	0	0	0	0	3
Course failure in ELA or Math	0	3	0	2	4	1	0	0	0	0	0	0	0	10
Level 1 on statewide assessment	0	0	0	0	3	6	0	0	0	0	0	0	0	9

The number of students identified by the system as exhibiting two or more early warning indicators:

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

Year 2016-17 - Updated

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	6	8	2	5	5	10	0	0	0	0	0	0	0	36
One or more suspensions	1	0	1	1	0	0	0	0	0	0	0	0	0	3
Course failure in ELA or Math	0	3	0	2	4	1	0	0	0	0	0	0	0	10
Level 1 on statewide assessment	0	0	0	0	3	6	0	0	0	0	0	0	0	9

The number of students identified by the system as exhibiting two or more early warning indicators:

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

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Learning gains of the lowest 25th percentile in ELA and Math. This is a trend.

Which data component showed the greatest decline from prior year?

Learning gains in math of the lowest 25th percentile.

Which data component had the biggest gap when compared to the state average?

Learning gains in math of the lowest 25th percentile.

Which data component showed the most improvement? Is this a trend?

ELA achievement. This is a trend.

Describe the actions or changes that led to the improvement in this area

Early intervention through the EWS and Rtl processes to target reading deficits and offer remediation/support. Implementation of the i-Ready program.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	69%	67%	56%	67%	65%	55%
ELA Learning Gains	56%	59%	55%	66%	63%	57%
ELA Lowest 25th Percentile	44%	50%	48%	50%	58%	52%
Math Achievement	71%	70%	62%	73%	71%	61%
Math Learning Gains	56%	58%	59%	72%	65%	61%
Math Lowest 25th Percentile	30%	40%	47%	55%	53%	51%
Science Achievement	53%	56%	55%	68%	61%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	6 (6)	9 (8)	6 (2)	9 (5)	7 (5)	9 (10)	46 (36)
One or more suspensions	0 (1)	0 (0)	0 (1)	0 (1)	0 (0)	0 (0)	0 (3)
Course failure in ELA or Math	0 (0)	4 (3)	4 (0)	1 (2)	1 (4)	0 (1)	10 (10)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	1 (0)	6 (3)	8 (6)	15 (9)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	72%	66%	6%	57%	15%
	2017	74%	67%	7%	58%	16%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2018	74%	66%	8%	56%	18%
	2017	67%	59%	8%	56%	11%
Same Grade Comparison		7%				
Cohort Comparison		0%				
05	2018	58%	54%	4%	55%	3%
	2017	59%	61%	-2%	53%	6%
Same Grade Comparison		-1%				
Cohort Comparison		-9%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	67%	72%	-5%	62%	5%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2017	72%	75%	-3%	62%	10%
Same Grade Comparison		-5%				
Cohort Comparison						
04	2018	80%	72%	8%	62%	18%
	2017	78%	73%	5%	64%	14%
Same Grade Comparison		2%				
Cohort Comparison		8%				
05	2018	66%	62%	4%	61%	5%
	2017	62%	58%	4%	57%	5%
Same Grade Comparison		4%				
Cohort Comparison		-12%				

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
WHT	73	59	41	71	61	33	64				
BLK	68	63		68	46		21				
HSP	42			92	50						
MUL	69	40		63	40						
SWD	54	42	27	50	32		38				
FRL	66	49	46	66	54	35	41				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
WHT	74	72	44	75	72	50	72				
BLK	48	53		65	59	50					
HSP	46	50		75							
MUL	58	58		68	75						
SWD	38	46	25	47	65	43	29				
FRL	62	62	52	70	66	56	61				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

No activities were entered for this section.

Part IV: Title I Requirements

Additional Title I Requirements

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

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

Improve school to parent communication as measured by the Title I Parent Survey administered Spring 2018.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

School personnel are trained in detecting signs that students may be emotionally distressed. Referrals for assisting a student with emotional needs are made to the guidance counselor, the on-site counseling services provider and to the district-contracted counselling services provider. The ALPHA program is an external counseling provider which is housed on the campus of CES. Referrals are made to these counselors who follow up with permission from parents/guardians of students to provide targeted individual, group and collateral counseling services. Signs of social isolation, misconduct and/or bullying are also taught to personnel who are trained to look for such evidence. There is a reporting process in place for substantiated or unsubstantiated bullying and/or harassment.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Following are the transition procedures from Head Start to Kindergarten in Jackson County:

- Children and Family Comprehensive Services Specialist, Head Start staff, Kindergarten staff and parents will meet and plan transition activities.
- Children and Family Comprehensive Services Specialist will complete Transition Plan B (JC-403) and Transitioning from Early Head Start/Transitioning from Pre-Kindergarten to Kindergarten (JC-468).
- Head Start students and parents will visit Kindergarten classroom.
- Head Start students will participate in learning activities with the Kindergarten class.
- Kindergarten staff will conduct a parent orientation with Head Start parents and provide Kindergarten materials and information.
- Head Start staff will conduct end-of-year comprehensive conference with parents and discuss student's progress and readiness for Kindergarten.
- Head Start staff will complete Transition Data Form (Jc-373) on each student.
- Educational and health information will be transferred to Kindergarten site.

In addition, the school holds an open house prior to school beginning for any incoming Kindergarten students who may not have had formal transitioning opportunities.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

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.

Federal Funds include Title 1 funds which provide staffing for our school. These funds pay the salary of supplemental teachers at our school. Our school utilizes i-Ready for progress monitoring and this is federally funded also. State funds include textbook dollars from the state that provides instructional materials for our teachers and other resources such as library books and media. State funds include S.A.I. (Supplemental Academic Instruction) funds which allow our school to purchase enrichment resources such as Elements of Vocabulary and COACH workbooks to prepare our students for the rigor of EOC testing. Technology money from the state also helps fund our Accelerated Reader program. Local funds include PTO and the 1/2 cent sales tax which helps with technology resources.

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

CES hosts a career fair for fifth grade students each year and partners with local business to share about opportunities and offer field trip experiences.

Part V: Budget

Total:	\$0.00
---------------	---------------