Cocoa High School

2022-23 Schoolwide Improvement Plan

Table of Contents

Cocoa High School

2000 TIGER TRL, Cocoa, FL 32926

http://www.cocoa.brevard.k12.fl.us

Demographics

Principal: Catherine Stewart D

Start Date for this Principal: 6/13/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 7-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically **Disadvantaged (FRL) Rate** (as reported on Survey 3)	80%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: I (%) 2020-21: (38%) 2018-19: C (51%) 2017-18: C (46%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

> * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the Brevard County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org.](http://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.

The mission of the Cocoa High School Community is to prepare all students for college and career readiness and provide the necessary supports to succeed.

Provide the school's vision statement.

All students at Cocoa High School will graduate with the knowledge and skills necessary to be successful in their post-secondary education and the workforce. Courses will be academic, engaging, and standards-based,with a focus on the learner.

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities	
Stewart, Denise	Principal		Overall site management; budgeting; SAC; oversees administration & instructional leadership team; community liaison; instructional leader
Powers, Timothy	Assistant Principal		AP of Curriculum; Master Scheduling; Academic Records Management; SIS Point of Contact; Testing; ESE; FTE Lead; Oversees CTE Cohort 2023 Admin
Mitchell, Ivor	Assistant Principal		Oversees Competency Based Program & Credit Retrieval; Learning Climate Cultivation; Campus Security; Oversees HS Math Instruction; Cohorts 2024 & 2026 Administrator
Zeiler, Mark	Assistant Principal		Operations Management; Oversees Advanced Placement Pathway; Cohort 2024 Admin
Olivo, Vidal	Assistant Principal		Oversees PE Department; Cohort 2027 Admin
Booth, Stephanie	Assistant Principal		Oversees MS Social Studies; Cohort 2028 Admin
Hoffman, Tamara	Instructional Coach		Literacy Coach for grades 7-12; works with all content teachers to be able to provide grade-level, complex text for all students; data analysis for scheduling and Reading placement; tutors for ELA graduation requirement testing; intervention support for small-group and one-to-one instruction of Tier 2 & 3 students; Lead Mentor for New Teacher Induction Program
McDonald, Jolette	Instructional Coach		Math Coach for grades 7-12; supports math teachers through model lessons, data analysis of local benchmark assessment, sourcing and creation of high-quality curriculum, tutors for Math graduation assessment testing; helps align instruction and assessment across classrooms of the same course; PIE Coordinator
Mattson, Dennis	Instructional Coach		Science Coach for grades 7-12; works with science team to find ways to build science literacy skills while at the same time focusing on standards aligned instruction; helps source and create high-quality curriculum; model teaches; Gifted Program Coordinator
Austin, Lorun	Instructional Coach		Social Studies Instructional Coach; Supports all teachers with literacy based lesson planning and curriculum sourcing; analyzes social studies and ELA test data to

Name	Position Title	Job Duties and Responsibilities	
			help inform instruction in social studies EOC courses; model teaches and mentors new teachers
Celesti, Sandra	Other	Title I Teacher/ Contact	Title I Math Interventionist and Title I Contact (T1); School Mentor Contact
Lawrence, Wayne	Other	MTSS Coordinator	Oversees MTSS process as well as serves as our PBIS Coordinator; models classroom management strategies; mentors Students at Risk
Paul, Talia	Dropout Prevention Coordinator		Drop Out Prevention Coordinator for OMEGA program; ESOL Contact
Sheron, Cassandra	Teacher, K-12		AVID Coordinator; Retake Reading teacher for grades 11 & 12; provides AVID PD to all instructional staff; oversees AVID CCI implementation and analysis
Jursa, Ruth	Other	Testing Coordinator	Oversees testing for grades 7-12, to include all FAST assessments, EOCs, AP, CTE, PSAT, SAT, and FSA Retakes for Cohorts 2023 & 2024; mental health & SEL curriculum coordination

Demographic Information

Principal start date
Monday 6/13/2022, Catherine Stewart D

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
0

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
9

Total number of teacher positions allocated to the school
110

Total number of students enrolled at the school
1,550

Identify the number of instructional staff who left the school during the 2021-22 school year.
27

Identify the number of instructional staff who joined the school during the 2022-23 school year.
24

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	292	265	317	294	227	149	1544
Attendance below 90 percent	0	0	0	0	0	0	0	62	104	119	121	116	77	599
One or more suspensions	0	0	0	0	0	0	0	72	104	97	116	95	27	511
Course failure in ELA	0	0	0	0	0	0	0	27	66	58	78	50	38	317
Course failure in Math	0	0	0	0	0	0	0	29	79	89	96	86	42	421
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	121	91	94	99	74	30	509
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	106	76	0	0	0	0	182
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	10	15	15	16	5	0	61
Level 1 on 2022 statewide Alg 1 EOC	0	0	0	0	0	0	0	0	9	42	113	64	21	249

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	125	98	103	112	97	46	581

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	56	39	61	63	33	31	283
Students retained two or more times	0	0	0	0	0	0	0	66	44	61	70	39	20	300

Date this data was collected or last updated
Saturday 9/10/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	285	267	299	269	201	188	1509
Attendance below 90 percent	0	0	0	0	0	0	0	72	80	69	86	40	42	389
One or more suspensions	0	0	0	0	0	0	0	38	72	64	55	23	15	267
Course failure in ELA	0	0	0	0	0	0	0	18	34	27	44	7	10	140
Course failure in Math	0	0	0	0	0	0	0	10	36	43	38	14	13	154
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	80	69	88	88	31	43	399
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	102	60	66	60	24	16	328
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	13	11	11	0	0	0	35
LEVEL 1 ON 2021 FSA ELA	0	0	0	0	0	0	0	93	63	113	103	68	48	488
LEVEL 1 ON 2021 FSA MATH	0	0	0	0	0	0	0	100	83	128	89	35	28	463

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	97	100	123	107	43	38	508

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	27	40	36	50	13	34	200
Students retained two or more times	0	0	0	0	0	0	0	26	28	37	44	25	29	189

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	285	267	299	269	201	188	1509
Attendance below 90 percent	0	0	0	0	0	0	0	72	80	69	86	40	42	389
One or more suspensions	0	0	0	0	0	0	0	38	72	64	55	23	15	267
Course failure in ELA	0	0	0	0	0	0	0	18	34	27	44	7	10	140
Course failure in Math	0	0	0	0	0	0	0	10	36	43	38	14	13	154
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	80	69	88	88	31	43	399
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	102	60	66	60	24	16	328
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	13	11	11	0	0	0	35
LEVEL 1 ON 2021 FSA ELA	0	0	0	0	0	0	0	93	63	113	103	68	48	488
LEVEL 1 ON 2021 FSA MATH	0	0	0	0	0	0	0	100	83	128	89	35	28	463

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	97	100	123	107	43	38	508

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	27	40	36	50	13	34	200
Students retained two or more times	0	0	0	0	0	0	0	26	28	37	44	25	29	189

Part II: Needs Assessment/Analysis

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		53%	52%	29%			39%	59%	56%
ELA Learning Gains		52%	52%	32%			43%	52%	51%
ELA Lowest 25th Percentile		40%	41%	25%			38%	40%	42%
Math Achievement		37%	41%	21%			43%	48%	51%
Math Learning Gains		44%	48%	26%			51%	49%	48%
Math Lowest 25th Percentile		46%	49%	34%			59%	45%	45%
Science Achievement		63%	61%	30%			42%	66%	68%
Social Studies Achievement		67%	68%	40%			53%	70%	73%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	9	32	26	12	33	40	22	19	18	57	9
ELL	16	31	32	18	37	41	13	20	46	67	33
BLK	19	33	30	14	29	43	16	34	37	75	24
HSP	29	37	35	22	38	48	28	36	47	74	45
MUL	34	33		32	33		32	62	55	81	53
WHT	43	47	27	36	42	67	45	62	55	76	67
FRL	31	39	32	24	35	48	29	46	46	74	45

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	9	22	24	12	27	31	13	16	14	69	24
ELL	11	27	30	15	23	34	9	27	33	44	
BLK	14	22	20	14	28	41	16	26	46	82	39
HSP	28	37	24	18	22	28	24	38	41	79	51
MUL	36	29		29	28		38	58	43	83	55
WHT	40	39	30	29	26	30	44	49	48	76	57
FRL	27	32	26	20	25	34	27	39	45	79	47

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	12	32	31	26	53	52	20	21		60	23
ELL	9	30	33	23	57	60	13	31			
BLK	22	35	37	30	39	50	22	33	65	80	23
HSP	35	41	41	42	50	56	47	60	76	73	36
MUL	45	44	10	53	56		40	65	57	77	65
WHT	49	49	41	50	57	66	54	58	72	81	62
FRL	34	40	38	42	48	56	37	51	69	78	39

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	42
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	45
Total Points Earned for the Federal Index	502

ESSA Federal Index	
Total Components for the Federal Index	12
Percent Tested	87%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	27
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1

English Language Learners	
Federal Index - English Language Learners	33
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	32
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	40
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	46
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A

Native American Students	
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	52
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

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

Part III: Planning for Improvement

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

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

Schoolwide we saw overall Learning Gains in Math and ELA, with the most significant increase in our Lowest 25% in Math. In Math, we saw a 16 point increase schoolwide between SY2021 and SY2022, and our ESSA watch subgroups all saw Learning Gains for the lowest 25% as well. There was a 7 point increase in Learning Gains for ELA, with a 10 point increase in Learning Gains for our SWD students in ELA. ELA, Math, and Social Studies all saw overall achievement rate gains, with the 7 point gain in Social Studies leading them all. Science saw a small loss in achievement scores, but all subgroups, with the exception of SWD, saw increases in achievement from SY2021 to SY2022. Our ESSA watch groups underperformed in all categories except ELL/HISP students outperformed the school average in ELA Lowest 25% Learning Gains and Math Lowest 25% Learning Gains.

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

ELA proficiency remains a top priority schoolwide. "Students who read independently have greater reading comprehension, verbal fluency and general knowledge than those who do not. They become better readers, score higher on achievement tests in all subject areas, and have greater content knowledge than their non-reading peers" (Auld, S. 2019 "Reading Daily Improves Comprehension and Student Performance." acc.edu.au). Reading Inventory progress monitoring data from SY2022 predicted the Learning Gains we saw in ELA. By increasing student reading proficiency rates, we will also see increases in Social Studies and Science achievement, as those high stakes tests also rely on student

reading comprehension skills.

Additionally, identifying those students who comprise our ESSA subgroups watch list for SWD, ELL, BLK, and HISP students will help us better provide support and interventions for our Tier 2 & 3 students in these at risk subgroups. Math at all grade levels will remain our secondary focus, but Middle School math has been elevated as a priority so that we can better prepare students with the foundational skills necessary to be successful in Alg 1 and subsequent HS math courses.

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

Chronic absenteeism was the primary influence on our low overall academic performance. Students cannot learn if they are not in the classroom. The chronic absenteeism also impacted our SY2022 school grade of "I" as we were only able to test 87% of eligible students, which is below the 95% threshold. In SY2021 we had a rate of 25% of students with attendance below 90%. In SY2022 that increased to 39%, with a schoolwide average daily attendance at 86%.

In SY2023, we have made a staffing changes by adding an MTSS Coordinator whose primary responsibility, as part of managing our MTSS process, is to identify and support chronically absent students. Our Parent Liaison will assist with contacting our chronically absent and truant students, and our district truancy specialist has been instrumental in doing home visits and tracking down missing students. We also have an IA who supports our group home and SIT students by acting as a point of contact and accountability partner for the students. We also did not utilize the district truancy process to its fullest potential last year, but are starting this year better trained and prepared to follow all district policies and procedures related to student attendance. We also have plans to incentivize and reward students who are meeting attendance expectations or showing improvement in response to intervention.

We are also adding additional Title I IAs to support small group and individual student instruction in core content classrooms. (T1)

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

Our greatest performance is in our ELA and Math Learning Gains. This holds true with our progress monitoring data from Reading Plus and MAPS as well.

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

The Learning Gains we saw in ELA and Math are a major testament to the work of our instructional coaches and classroom teachers in the area of data tracking and analysis and adjusting instruction from whole group down to the individual student level as needed. ELA and Reading implemented new curriculum in SY2022 and used the tools and resources that came with the curriculum with fidelity across all grade levels. Algebra and Geometry EOC courses worked with our Math Instructional coach on daily and weekly benchmark testing that both monitored individual students, but also allowed the PLC team to work together to target instruction towards skills most often missed and small group instruction focused on specific benchmark skills.We will utilize Title 1 funds to purchase materials teachers need to support small group learning tasks designed to both reteach and accelerate student learning in response to data.

Additionally, one of our SY2022 SIP goals was to ensure students were reading grade-level, content rich text independently in every class, every day for a minimum of 5 minutes. By doing so, students were exposed to an average of 35 minutes of independent each day. Though teachers implemented to varying degrees of fidelity, walkthrough data supports that there was a significant increase in independent reading opportunities across the school day for all students. (T1)

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

In ELA and Reading, teachers have access to student progress monitoring data both within the curriculum and through the Reading Inventory data as well. The new FAST testing provides additional progress monitoring data, but as this is the first year, this data will be used primarily as comparison data to our other progress monitoring tools. Teachers and our Literacy Coach will use available student data to diagnose essential missed learning for the purpose of scaffolding instruction and prioritizing standards. Additionally, teachers in all content areas are focusing on building background knowledge within their content and prioritizing vocabulary of the content. Background knowledge and vocabulary have a strong impact on a student's ability to read and comprehend complex text.

The Math team will use the same cycle of diagnosing essential missed learning, using that data to inform scaffolded lessons and prioritize standards, and building up foundational skills and math vocabulary. The Math team is collaborating on ways to create engagement for both teachers and students in team building practices within and across classrooms. This effort creates a positive classroom environment focused on learning and rewarding progress.

Title I funds will allow us to involve parents in the accelerated learning process by providing Curriculum Night events for every core content area. During these Curriculum Nights, our Title I contact and department team members will provide tools, training, and resources to parents that will help them work with their child outside of school hours on academic tasks. (T1)

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

This year we have provided common planning to all tested course teachers. This allows teachers time to plan together and work towards common SMART goals that support our SIP goals. We are working closely with our district Secondary Leading & Learning team to provide content specific professional development throughout the year. Schoolwide, we started the year with Kagan and AVID PD using Title I funds, and will continue to provide additional training and support in these two areas throughout the school year (T1). In response to our ESSA subgroup data, we will also be seeking PD for general education teachers on ways to effectively implement ESE and ELL accommodations in the general education classroom.

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

Adjustments were made to how administration was aligned to each cohort. A major change is that we now have two middle school Assistant Principals, one for each grade level, which will help with our ability to support both teachers and students in those grade levels. We will work closely with the Secondary Leading & Learning resource teacher and instructional coach team for the purpose of professional development, data tracking and analysis assistance, and alignment of standards and classroom instruction. Utilizing a common walk through tool that tracks both AVID WICOR strategy implementation as well as as SIP goal progress will allow us to provide specific and immediate feedback to teachers and also progress monitor our schoolwide efforts at meeting our SIP goals. Relevant data will be shared throughout the year at faculty meeting, SAC meetings, through monthly parent newsletters created by Smores, shared through schoolwide Focus and Remind parent engagement tools. These accountability measures will help us stay on track with our goals and our academic focus throughout the year.(T1)

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

:

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Federal Index Indicators show the following subgroups below the minimum 41% threshold: 1. SWD 27% (Year 3) 2. ELL 33% (Year 3) 3. Black/ African American 32% (Year 3) 4. Hispanic 40% (Year 1)
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Increase the total percent of points achieved to a minimum 41% across all student subgroups to bring us into compliance with ESSA Federal Index requirements.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	We will increase academic achievement for these subgroups by first identifying the specific students who comprise these subgroups. Then, through standards-based lessons using student data to inform instruction, Differentiated & Scaffolded Instruction for those not meeting benchmark assessments, MTSS identification of students at risk of not meeting grade level academic expectations due to Early Warning indicators, and mentoring of individual students as part of the MTSS process. Teachers will use Gradecam as a way to analyze local and common assessments for student progress monitoring. (T1)
Person responsible for monitoring outcome:	Denise Stewart (stewart.catherine@brevardschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	For our Level 1 & 2 ELA students, we will focus intervention efforts through the use of the Read 180 Curriculum in Reading, Learning Strategies, and English Language Arts classrooms."READ 180 is a blended learning program designed for struggling readers who are reading 2 or more years below grade level. It combines online and direct instruction, student assessment, and teacher professional development" (Evidence for ESSA website). In Math, teachers will use the remediation and review online tool ALEKS and Khan Academy to provide intervention support for Level 1 & 2 students. This is in addition to the small group instruction and support from the teacher, ESE support facilitation teachers, Title I IAs, Math Instructional Coach, and Title I Math Interventionist. (T1)
Rationale for Evidence-based Strategy: Explain the	We saw Learning Gains last school year, despite significant attendance issues, utilizing several of the same instructional strategies that we will implement again this year. In year two post COVID-19 pandemic education, we are anticipating improvements in student attendance and engagement as a result of better systems and processes,

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

more clearly defined role and responsibilities for admin and non-classroom instructional personnel, and utilizing district personnel and resources for assistance.

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

1. Identification of students in ESSA watch subgroups. Data shared with cohort administrators and counselors, as well as teachers so they can track and progress monitor these students intentionally and so we can identify more quickly when Tier 3 intervention is needed.

Person Responsible	Wayne Lawrence (lawrence.wayne@brevardschools.org)

2. PLC teams meet to review school data and individual student data together for the purpose of developing SMART goals. For those teachers/ PLC teams focusing on increasing subgroup student academic performance, support in establishing data tracking systems.

Person Responsible	Denise Stewart (stewart.catherine@brevardschools.org)

3. Implementation of the curriculum tools by teachers with progress monitoring systems used to track and analyze data to support student learning.

Person Responsible	Timothy Powers (powers.timothy@brevardschools.org)

4. Quarterly review of student progress using Focus grades and progress monitoring data via PLC teams. Admin interim and quarterly review of cohort gradebook and progress monitoring data specific to ESSA subgroup tracking.

Person Responsible	Denise Stewart (stewart.catherine@brevardschools.org)

#2. Instructional Practice specifically relating to Student Engagement	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Students must be active participants in the classroom in order to increase and maximize learning opportunities. the best designed and standards-aligned lesson has no impact if students are not authentically engaged in the lesson and completing the learning tasks with fidelity.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	AVID walk through data will show a minimum of 75% of teachers standardizing the use of AVID WICOR strategies across all classrooms, with emphasis on independent Reading for a minimum of 5 minutes EVERY class period, every day using grade level text for the purpose of establishing background knowledge to help students increase success with high stakes reading assessment, and also emphasizing Collaboration/ student engagement through AVID strategies and Kagan structures. (T1)
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Administration and instructional coaches will conduct weekly classroom walk-throughs using a standardized AVID walk through tool that will enable the observer to provide specific and immediate feedback to the teacher. Biweekly admin meetings will focus on reviewing data collected during the walk throughs for the purpose of noticing positive and not so positive trends. Feedback will be both specific to teachers and informative for the faculty as a whole. The focus will be on celebrating the instructional success of teachers to promote intentional replication of high yield instructional strategies and classroom management/ student engagement strategies.
Person responsible for monitoring outcome:	Denise Stewart (stewart.catherine@brevardschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented	Schoolwide implementation of AVID WICOR strategies, Kagan Cooperative Learning structures, and 5 minutes of daily independent reading in every class.

for this Area of Focus.	
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	AVID WICOR and Kagan Cooperative Learning companies are both heavily researched and resource rich programs. Providing a common instructional language and toolkit for teachers allows PLC and mentor/mentee teams to utilize the same resources and techniques, limiting the time it would normally take to create from scratch or research how to provide high-quality instruction. It is also helpful for students to be familiar with learning strategies that are used across the school day because it saves the time necessary to teach and practice the strategies for each individual teacher. The strategies in both programs are also lifelong skills that students can replicate on their own when faced with learning in absence of a teacher. In order to increase reading skills and proficiency, students must read independently for a minimum of 30 minutes a day. By having students read in every class period, vocabulary and background knowledge will be increased.

Action Steps to Implement

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

1. Professional development on AVID, WICOR, and Kagan Cooperative Learning starting summer of SY2022 and throughout the year. We will use a train the trainer model via veteran teachers and our AVID Coordinator throughout the year. (T1)

Person Responsible	Cassandra Sheron (sheron.cassandra@brevardschools.org)

2. Weekly walkthrough schedule for administrators and instructional coaches, to include time to debrief and plan for teacher feedback and support.

Person Responsible	Denise Stewart (stewart.catherine@brevardschools.org)

3. Teachers will utilize resources on MyAvid, purchase learning tools from the Kagan store, use Flocabulary as a tool to build up vocabulary skills, access high quality text in science and social studies classes using curriculum and National Geographics resources, and analyze local assessment data using GradeCam. teachers will also be able to find the necessary instructional tools and supplies needed to provide engagement activities through Title I supply funding. (T1)

Person Responsible	Denise Stewart (stewart.catherine@brevardschools.org)

#3. Instructional Practice specifically relating to Professional Learning Communities

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Professional Learning Communities (PLCs) provide teachers the time and space to collaborate for the purpose of improving instruction and student learning. When teachers work together to strengthen Tier 1 instruction, we can help ensure student success across more subgroups. When some students need Tier 2 & Tier 3 instructional support, teachers can support one another to meet the needs of these students.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Teachers will work in PLCs after each grade posting period (6 times in the year) to review common assessment and other progress monitoring data for the purpose of "informing and improving professional practice" and to adjust instruction to meet the intervention and enrichment needs of every student.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	PLC teams provide meeting agenda and relevant data to administration who will review it alongside the instructional coaches. This will support specific conversations related to student learning between administrators and their evaluees.
Person responsible for monitoring outcome:	Denise Stewart (stewart.catherine@brevardschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Richard DuFour has researched and written about PLCs extensively for many years. We are using tools from his Learning by Doing book and his website Solution Tree. We are also using PLC short cycle strategies from the book "100 Day Leaders" by Reeves and Eaker.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	PLCs will provide teachers the support they need to do the hard work of increasing student academic success. This is not work that is easily done in isolation of other educational professionals. Providing a specific structure and set of expectations for the PLC work will help manage, focus, and monitor the PLC cycles.

Action Steps to Implement

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

1. After analyzing school and student data from SY2022, faculty will review PLC purpose and establish the PLC teams for the year. Teachers will start on the process of creating short cycle SMART goals in the first PLC meeting in September.

Person Responsible	Denise Stewart (stewart.catherine@brevardschools.org)

2. PLC teams will meet a minimum of 5 additional times throughout the year to respond to administration check-ins on the progress of SMART goals. Teams will meet individually on their own schedule during common planning time throughout the year.

Person Responsible   Timothy Powers (powers.timothy@brevardschools.org)

#4. Positive Culture and Environment specifically relating to College & Career Readiness	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Students have a greater buy-in to school if they feel that there is relevancy in their attendance and completion of their graduation requirements. We have struggled with an increase in drop outs since the start of the pandemic in SY2022, with the greatest impact on our graduation rate happening in SY2022. Based on exit interviews with students, there is less confidence with the value of a High School diploma for many students who have a very real and immediate need to obtain regular employment to support not only themselves, but in many cases, their families. By emphasizing the importance and value of post-secondary opportunities in College & Career, and ensuring that every student graduates with opportunities immediately after graduation, we will increase attendance, limit drop outs, and increase the graduation rate for subsequent cohorts.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Provide every student an opportunity to meet College & Career Readiness standards through scheduling practices and instruction-assessment alignment in AP & CTE courses.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	AP Powers oversees our Career & Technical Education programs, and AP Zeiler oversees our AP program. Both will meet with their respective PLC teams to establish SMART goals related to increasing student pass rates in this CCR pathways. Classroom walkthroughs and regular review of progress monitoring and certification data will be part of the oversight.
Person responsible for monitoring outcome:	Timothy Powers (powers.timothy@brevardschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being	CTE & AP are both research-based and supported programs of study. Career & Technical Education is well supported both within the education system and business and industry system. The programs are conduits for high school graduates to be able to exit secondary school and enter the workforce as higher paid industry workers. College Board's AP program has long been an opportunity for students from a wide background and academic lens to take college-level courses of rigor within the high school daily schedule. By working with district resource teachers, we will be able to provide teachers in these CCR pathways the support they need to increase student pass rates, which will earn the students industry

implemented for this Area of Focus.	certifications or college credit. Additionally we have a Dual Enrollment program with Eastern Florida College that we are hoping to further enhance with a CTE DE focus as well.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Our HS Acceleration rate is at 51%, which means that half of our HS graduates are leaving school without a College or Career credit or certification accrued. By having more students commit to a particular CCR pathway throughout their four years of high school, we will increase the buy-in and relevancy of the high school experience for those students who are at risk of dropping out. Comparison trend data from schools in our district who have similar demographics show a strong correlation between graduation rates and HS Acceleration rates.

Action Steps to Implement

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

1. Counselors and AP Powers will review student schedules and academic records, as well as the CCR report, to determine who has not earned a CCR credit, and who is not scheduled into an opportunity to earn CCR by first interim.

Person Responsible	Timothy Powers (powers.timothy@brevardschools.org)

2. AP Zeiler will work with the district Enrichment programs resource teacher to provide PD and support to the AP teachers throughout the year. Their work will focus on using AP Classroom, FRQs, and high-quality instructional strategies in AP classes.

Person Responsible	Mark Zeiler (zeiler.mark@brevardschools.org)

3. AP Powers will work with the CTE teachers and district resource teachers to increase the pass rates for students enrolled in CTE programs. He will also meet with EFSC regarding possible partnership with a neighbor HS in creating CTE Dual Enrollment cohorts for our Tigers to Titans program.

Person Responsible	Timothy Powers (powers.timothy@brevardschools.org)

4. AP Powers will work with the CTE teachers and district resource teachers to increase the pass rates for students enrolled in CTE programs. He will also meet with EFSC regarding possible partnership with a neighbor HS in creating CTE Dual Enrollment cohorts for our Tigers to Titans program.

Person Responsible	Timothy Powers (powers.timothy@brevardschools.org)

5. During Course Selection season, CTE and AP teachers will work with counselors, AVID Coordinator, and AP Powers to create recruitment opportunities to encourage rising 9th graders to enroll in their programs.

Person Responsible	Timothy Powers (powers.timothy@brevardschools.org)

6. During Course Selection season, CTE and AP teachers will work with counselors, AVID Coordinator, and AP Powers to create recruitment opportunities to encourage rising 9th graders to enroll in their programs.

Person Responsible   Timothy Powers (powers.timothy@brevardschools.org)

Positive Culture & Environment

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

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

All staff will focus on school culture and creating positive campus experiences for every student and staff member. The goal is to raise Youth Truth, Insight Survey, and Parent Survey results to meet or exceed district averages. In an effort to increase our positive school culture, and in response to feedback in our culture surveys, the principal commits to:

1. Making School Spirit a priority
2. Being present and visible throughout the day, every day
3. Finding support for students and staff from outside resources
4. Leading with and modeling empathy and grace for all stakeholders
5. MS restructuring and adding additional non-classroom personnel to support both teachers and students
6. Increase positive social media presence for Cocoa High
7. Meetings with students to give them a voice, to include the establishment of a MS SGA
8. Protecting the time and space for each staff member to do their job
9. Holding everyone accountable for maintaining a physically and emotionally safe school for every child, every staff member

Instructional staff have made a collective commitment to implementing collaborative structures from AVID and Kagan to help build student engagement and increase opportunities to create positive relationships between students and between teachers and students. Middle School teachers are collaborating on how to provide more PBIS events and rewards to help promote positive student behavior. Our MTSS Coordinator is identifying those students most in need of proactive discipline interventions, and building relationships with students most at risk. We are also implementing a senior mentor program to help encourage all of our seniors to stay in school through graduation. Additionally, many teachers and departments are finding ways to bring positive experiences for our staff and students, and our PIE coordinator is looking for community partnerships to help provide incentives for students and staff.

We are very grateful to partner with both Elevate Brevard and Junior Achievement on behalf of both our school and local community. Both entities have provided access to community resources, guest speakers, job connections, health and medical connections -- just a few ways they are helping create positive opportunities for our school community.

Our Title I contact is working to connect with our families through Parent Engagement events, and is actively seeking ways to communicate with families, including through Smores monthly newsletters, Remind, and translation headsets for our non-English speaking families. She also utilizes Anvilar to help keep us in Title I compliance. (T1)

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

Denise Stewart, Principal -- leading school team towards meeting positive culture building goals
Sandra Celesti, Title I Contact & School Mentor Contact -- Parent Engagement events, community mentorship connections
Wayne Lawrence, MTSS Coordinator & PBIS Coordinator
Marta Molina, College & Career Specialist -- aligning seniors with mentors, setting up college & career events for students
Dr. Synthia Doaks, Elevate Brevard -- community connections
Jaime Malta, JA School-Based Coordinator -- career builder curriculum and local businesses contact