

Brevard Public Schools

Cocoa High School



2023-24

Schoolwide Improvement Plan (SIP)

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Cocoa High School

2000 TIGER TRL, Cocoa, FL 32926

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

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.

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, 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
Stewart, Denise	Principal	Overall site management; budgeting, SAC; evaluates administration and Instructional Leadership Team (ILT); community stakeholder liaison
Feronti, Lauren	Assistant Principal	AP of Curriculum & Instruction; Master Scheduling; Academic Records Management; Testing; ESE; FTE; OMEGA Competency Based Program Admin
Mitchell, Ivor	Assistant Principal	AP of Operations; ESY Oversight; Cohorts 2024 & 2025 Admin
Harrison, Rosanne	Assistant Principal	MTSS Coordinator; Cohort 2026 & 2027
Lawrence, Wayne	Assistant Principal	PBIS Coordinator; Cohort 2028 Admin
Booth, Stephanie	Assistant Principal	PLC Coordinator; Summer School Oversight; Cohort 2029 Admin
Hoffman, Tamara	Instructional Coach	Literacy Coach Grades 7-12; New Teacher Induction Program Coordinator
Mattson, Dennis	Instructional Coach	Science Coach grades 7-12; Gifted Program Coordinator
Austin, Lorun	Instructional Coach	Social Studies Coach 7-12 (T1)
Kriner, Rosalyn	Instructional Coach	7-12 ELA Coach (T1)
Pean, Rudolph	Other	Responsible for tracking and monitoring student MTSS EWS data (T1); student interventions and supports for behavior and academically at risk students
Baez, Kasey	Other	Provide support and intervention for seniors deficient in Reading and Math state assessment (T1)
Celesti, Sandra	Teacher, K-12	Title I Contact and Math Interventionist
Dailey, Matthew	Other	Schedules and trains staff for all state and other high stakes assessments

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.

Beginning in May of the year prior, all school stakeholders are asked to evaluate school progress towards meeting annual SIP goals. As survey and testing data becomes available, stakeholders, to include staff, students, parents, and community through SAC, are provided the data and given opportunity to provide both written and verbal feedback in focus group settings. During the month of June, the Title I Contact organizes Comprehensive Needs Assessment meetings with school stakeholders for the purpose of planning the following school year's SIP goals using end of year assessment data, survey data, and EWS end of year data. During July, in preparation for the upcoming school year, the Instructional Leadership Team, comprised of admin, instructional coaches, contacts, coordinators, and department leads, reviews the CNA team's feedback as well as all prior year assessment and survey data to determine proposed SIP goals for the upcoming school year. During pre-planning, all feedback and data is shared with instructional staff, as well as the proposed SIP goals for the new school year. Staff discuss as table groups and provide feedback via Google Survey. Staff approval and feedback is used to inform the writing of the SIP plan for the school year.

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))

SIP Progress Monitoring will be done using a walkthrough Google Survey tool as well as tracking sheets that include dates of completion of SIP goal action steps. District leadership will be meeting regularly with the principal and other school leadership to evaluate progress of SIP plan implementation. Adjustments to the SIP plan will be made based on feedback from school stakeholders, district leadership, SAC, and parent feedback in the form of student, teacher and parent surveys, such as Youth Truth, Insight Survey, BPS Parent Survey, and Educator's Thriving Survey data.

Demographic Data	
2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	67%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
2021-22 ESSA Identification	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2021-22: C 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	

DJJ Accountability Rating History
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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	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	26	10	36
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	36	63	99
Course failure in Math	0	0	0	0	0	0	0	0	34	51	85
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	114	129	243
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	130	93	223
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	2	31	33
	0	0	0	0	0	0	0	0	0	0	
Black/ African American Risk Ratio ISS >10	0	0	0	0	0	0	0	0	0	3	3

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	0	0	60	72	132

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	0	47	50	97
Students retained two or more times	0	0	0	0	0	0	0	0	33	41	74

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		

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	62	104	599	
One or more suspensions	0	0	0	0	0	0	0	72	104	511	
Course failure in ELA	0	0	0	0	0	0	0	27	66	317	
Course failure in Math	0	0	0	0	0	0	0	29	79	421	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	121	91	509	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	106	76	182	
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	10	15	61	
Level 1 on statewide Alg 1 EOC	0	0	0	0	0	0	0	0	9	249	

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	0	125	98	581	

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	56	39	283	
Students retained two or more times	0	0	0	0	0	0	0	66	44	300	

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	0	62	104	166	
One or more suspensions	0	0	0	0	0	0	0	72	104	176	
Course failure in ELA	0	0	0	0	0	0	0	27	66	93	
Course failure in Math	0	0	0	0	0	0	0	29	79	108	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	121	91	212	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	106	76	182	
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	10	15	25	
Level 1 on statewide Alg 1 EOC	0	0	0	0	0	0	0	0	9	9	

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	0	125	98	223

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	56	39	95
Students retained two or more times	0	0	0	0	0	0	0	66	44	110

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.

District and State data will be uploaded when available.

Accountability Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	31			29			39		
ELA Learning Gains	39			32			43		
ELA Lowest 25th Percentile	31			25			38		
Math Achievement*	23			21			43		
Math Learning Gains	36			26			51		
Math Lowest 25th Percentile	50			34			59		
Science Achievement*	29			30			42		
Social Studies Achievement*	42			40			53		
Middle School Acceleration	49			46			71		
Graduation Rate	76			79			79		
College and Career Acceleration	51			51			46		
ELP Progress	45			37			51		

* 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)	ATSI
OVERALL Federal Index – All Students	42
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	502
Total Components for the Federal Index	12
Percent Tested	87
Graduation Rate	76

ESSA Subgroup Data Review (pre-populated)

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	27	Yes	3	1
ELL	33	Yes	3	
AMI				
ASN				
BLK	32	Yes	3	
HSP	40	Yes	1	
MUL	46			
PAC				
WHT	52			
FRL	41			

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)

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	31	39	31	23	36	50	29	42	49	76	51	45

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
SWD	9	32	26	12	33	40	22	19	18	57	9	44
ELL	16	31	32	18	37	41	13	20	46	67	33	45
AMI												
ASN												
BLK	19	33	30	14	29	43	16	34	37	75	24	
HSP	29	37	35	22	38	48	28	36	47	74	45	45
MUL	34	33		32	33		32	62	55	81	53	
PAC												
WHT	43	47	27	36	42	67	45	62	55	76	67	
FRL	31	39	32	24	35	48	29	46	46	74	45	43

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	29	32	25	21	26	34	30	40	46	79	51	37
SWD	9	22	24	12	27	31	13	16	14	69	24	7
ELL	11	27	30	15	23	34	9	27	33	44		37
AMI												
ASN												
BLK	14	22	20	14	28	41	16	26	46	82	39	
HSP	28	37	24	18	22	28	24	38	41	79	51	36
MUL	36	29		29	28		38	58	43	83	55	
PAC												
WHT	40	39	30	29	26	30	44	49	48	76	57	
FRL	27	32	26	20	25	34	27	39	45	79	47	38

2018-19 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 2017-18	C & C Accel 2017-18	ELP Progress
All Students	39	43	38	43	51	59	42	53	71	79	46	51
SWD	12	32	31	26	53	52	20	21		60	23	
ELL	9	30	33	23	57	60	13	31				51
AMI												

2018-19 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 2017-18	C & C Accel 2017-18	ELP Progress
ASN												
BLK	22	35	37	30	39	50	22	33	65	80	23	
HSP	35	41	41	42	50	56	47	60	76	73	36	51
MUL	45	44	10	53	56		40	65	57	77	65	
PAC												
WHT	49	49	41	50	57	66	54	58	72	81	62	
FRL	34	40	38	42	48	56	37	51	69	78	39	48

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.

School, District and State data will be uploaded when available.

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.

Cocoa High School student assessment data has consistently been underperforming state and district averages in almost all categories since the COVID shutdown in 2020. Based on SY2023 FAST testing data, which was the first year of implementing the new state ELA and Math assessment, Cocoa High's lowest performing data component was 8th grade math with a 17% proficiency rate. Though this is in fact a 2% increase from SY2022, it is still the lowest 8th grade proficiency rating in our district.

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

Cocoa High School's greatest decline in student performance was in our US History scores. We went from a 56% proficiency rating in SY2022 to 38% in SY2023. A different teacher was assigned to teach the course and it is evident that more support was needed to understand pacing and standards aligned instruction on the part of the Instructional Leadership Team. Additionally, student absences had a significant impact on learning and test attendance.

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.

According to FAST Testing Scorecard: <https://data.tallahassee.com/school/fsa/>, the greatest gap between Cocoa High student performance and Florida State student performance is in 8th grade math. Florida State average was 55%, while Cocoa High was 17%. During the 2023 school year, Cocoa High had a teaching vacancy in one of the 8th grade math classrooms from October to the end of the year. Additionally, we were without a math coach from February until the end of the school year. Having these two vacancies contributed negative impact on student learning.

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

Our Biology assessment scores increased 6% from SY2022 to SY2023. This increase was the direct result of Professional Learning Community team planning and common assessment monitoring lead by our Science Instructional Coach. The work of this team is being used as a model for our PLC work in SY2024.

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

Our EWS data shows that our two areas of greatest concern are both related to student proficiency rates in math and ELA. 46% of students in grades 7-12 are Level 1 on ELA State Assessments, with 31% of students in 7-12 demonstrating a substantial reading deficiency. Meanwhile, 33% of students in grades 7-12 are Level 1 on Math State Assessments.

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

1. 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 by planning standards-focused lessons using research-based strategies.
2. Implement AVID Schoolwide with 100% fidelity across all classrooms, focusing on WICOR and College & Career expectations.
3. Teachers of tested subject courses will collaborate in PLCs weekly to review standards, plan for instruction and common assessments, review assessment data, and track student progress, planning for intervention.
4. Students will read independently in every class, every day for a minimum of 10 minutes.
5. All staff will contribute to school culture and creating positive campus experiences for every student and staff member, with a goal to raise Youth Truth, Insight Survey, and Parent Survey results by 10%.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority 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 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.

ESSA Subgroup Data shows that Cocoa High School has been below the 41% threshold for the following subgroups for 3 years (% information is from SY2022, which is currently the most recently reported): SWD (27%), ELL (22%), and BLK (32%). In SY2022, Cocoa High also fell below the 41% index in HSP (40%). Our SWD subgroup data fell below 32% in SY2022 as well (27%). Given our overall school proficiency scores declining in SY2023 in most assessment categories, we do not anticipate improvement in any of these subgroups from SY2023 data when available.

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.

Administration, Instructional Coaches, and PLC teams will be looking at performance data throughout the school year, to include FAST PM 1, FAST PM 2, ALEKS, Reading Inventory, and local common assessment data for the purpose of tracking individual student mastery of standards using a data tracking sheet. PLC teams are meeting weekly with instructional coaches for the purpose of standards-aligned lesson planning, standards tracking, student data analysis, and intervention planning. All PLC work is being documented and tracked using a Google Form and Google Sheet tracking system, which is monitored by administration and shared with district leadership.

Person responsible for monitoring outcome:

Denise Stewart (stewart.catherine@brevardschools.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.)

The work of our PLC teams is informed by industry educators such as Richard DuFour, Mike Schmoker, and A.E. Hoaglund. DuFour's work informs the structure of the PLC team and the structure of the PLC meetings, which are lead by our Instructional Coaches. Schmoker writes about the impact of regular meetings for PLCs and the importance of setting goals, while Hoaglund reminds us that PLCs are not only intended to help teachers plan what instruction, but also to provide teachers an opportunity to collaborate on how to support students when they do not show evidence of learning.(<https://files.eric.ed.gov/fulltext/EJ1194725.pdf>)

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

We have evidence from SY2023 Biology scores that when our teachers work together in guided and supported PLC work lead by a highly effective Instructional Coach, our students show evidence of learning. By being intentional, documenting the work, and meeting weekly to be able to catch students who are unsuccessful sooner and support teachers who may need extra assistance to meet the needs of at risk students, we will be better able to provide consistent high-quality, data-informed instruction to all students, and better monitor and provide interventions to students who are not meeting mastery of standards sooner and more often.

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.

Design PLC monitoring tools to use with all state assessed course PLC teams.

Person Responsible: Stephanie Booth (booth.stephanie@brevardschools.org)

By When: The start of pre-planning in August.

Train Instructional Coaches on how to use the monitoring tools and expectations for PLC teams. Establish weekly PLC meeting days and protect this time from teacher coverage requests.

Person Responsible: Stephanie Booth (booth.stephanie@brevardschools.org)

By When: The end of pre-planning in August.

Provide common planning time for teachers of state assessed courses in ELA, Math, Science, and Social Studies.

Person Responsible: Lauren Feronti (feronti.lauren@brevardschools.org)

By When: By the start of pre-planning in August.

PLC teams meet weekly to create common pacing guide with content divided into units, dissect course standards and identify scaffolds for students, create common assessments to implement for each unit, input common assessment scores into a Google spreadsheet for tracking, collect student work samples to analyze in PLC team, created enrichment and remediation opportunities for students, and discuss student achievement data in preparation of student data chats.

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

By When: Ongoing throughout the year.

#2. 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 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 order to meet our goal to raise ESSA subgroup performance as well as raise student achievement goals schoolwide, we will implement the PLC structure identified in the previous Area of Focus.

Measurable Outcome:

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

Teachers of tested subject courses will collaborate in PLCs weekly to review standards, plan for instruction and common assessments, review assessment data, and track student progress, planning for intervention.

Monitoring:

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

PLC Tracking Sheets utilizing Google tools will be monitored by administration and shared with district leadership as part of our Tier 3 school recovery plan.

Person responsible for monitoring outcome:

Denise Stewart (stewart.catherine@brevardschools.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.)

The work of our PLC teams is informed by industry educators such as Richard DuFour, Mike Schmoker, and A.E. Hoaglund. DuFour's work informs the structure of the PLC team and the structure of the PLC meetings, which are lead by our Instructional Coaches. Schmoker writes about the impact of regular meetings for PLCs and the importance of setting goals, while Hoaglund reminds us that PLCs are not only intended to help teachers plan what instruction, but also to provide teachers an opportunity to collaborate on how to support students when they do not show evidence of learning.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

We have evidence from SY2023 Biology scores that when our teachers work together in guided and supported PLC work lead by a highly effective Instructional Coach, our students show evidence of learning. By being intentional, documenting the work, and meeting weekly to be able to catch students who are unsuccessful sooner and support teachers who may need extra assistance to meet the needs of at risk students, we will be better able to provide consistent high-quality, data-informed instruction to all students, and better monitor and provide interventions to students who are not meeting mastery of standards sooner and more often.

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.

The Leadership Team meets every Friday to share progress on SIP goals, daily school management, and school community updates. During these meetings, AP Booth is responsible for sharing progress of the PLC teams by sharing updates from the Google tracking tools.

Person Responsible: Stephanie Booth (booth.stephanie@brevardschools.org)

By When: Every Friday throughout the year.

Weekly classroom walkthroughs with admin and Instructional Coaches will provide feedback to teachers on the implementation of instruction that is planned by PLC teams, with individual teacher feedback provided via email and a follow-up meeting with the instructional coach. The lead administrator will utilize a Google Survey tool to track and monitor implementation of the SIP goals.

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

By When: Ongoing, weekly throughout the year.

SIP walkthrough data and PLC data will be shared with whole faculty, SAC, and as part of the monthly parent newsletters to keep stakeholders informed of our progress on meeting SIP goals.

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

By When: Monthly throughout the year.

The school principal will meet with district leadership monthly to review SIP goal progress, PLC tracking, assessment data, and to receive suggestions and feedback to share with the school leadership team.

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

By When: Monthly throughout the year.

Admin and instructional coaches will conduct weekly SIP walks of all core content classes to ensure that SIP instructional goals are being implemented and met with fidelity as well as to provide feedback for PLC teams during their common planning time together. Teachers will receive individual emails with specific feedback about strong instructional practices as well as suggestions for improvement, which the instructional coaches will assist the teacher with implementing. A Google form will be utilized by admin to track the SIP goal implementation for the purpose of sharing with all school stakeholders.

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

By When: Ongoing throughout the year.

#3. 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.

Increase the amount of reading students are required to do throughout the school day for the purpose of building up student stamina for reading longer texts during assessment situations, and for the purpose of increasing background knowledge and vocabulary across the content areas to help students become better readers.

Measurable Outcome:

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

Implement AVID Schoolwide with 100% fidelity across all classrooms, focusing on WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) and require teachers to provide a minimum of ten minutes of independent student reading in every class, every day.

Monitoring:

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

Implementation of AVID WICOR strategies and 10 minutes of independent reading will be tracked using both the AVID CCI tool and the SIP Google Tracker used by administration. Feedback will be provided to staff both individually and reported to stakeholders.

Person responsible for monitoring outcome:

Cassandra Browning (browning.cassandra@brevardschools.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.)

The AVID program (Advancement Via Individual Determination) is a research-based program that provides training in the form of school-based trainer professional development and annual national conferences. AVID is focused on helping schools develop post-secondary college and career ready students through its AVID courses as well as its schoolwide implementation strategies. Additionally, TNTP's 2018 article "The Opportunity Myth" provides evidence that putting grade-level text in front of students, using a strong instructional model that focuses on student engagement and teachers holding students to high expectations all contribute to increases in student achievement, especially for students who start the school year already behind academically. (https://tntp.org/assets/documents/TNTP_The-Opportunity-Myth_Web.pdf)

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The advantage of focusing our collective efficacy efforts (Hattie 1.57 effect size) on implementing AVID schoolwide is that it provides our school a common literacy based approach to instruction as well as a specific and measurable goal through use of the AVID CCI coaching tool. This tool requires schools to collect evidence to support rubric scoring on the CCI. All teachers will be AVID trained by the end of the school year, which will increase the instructional capacity of all teachers when it comes to implementing literacy strategies in every classroom. Instructional Coaches and PLC teams will focus on ensuring that the quality of the content and learning tasks are grade-level and standards aligned for every student, with scaffolding planned for those students who are below grade-level as indicated on progress monitoring assessments.

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.

Ensure that all instructional staff are AVID trained.

Person Responsible: Cassandra Browning (browning.cassandra@brevardschools.org)

By When: All instructional staff hired by the end of September 2023 will be AVID trained by February 2024.

Teachers will provide 10 minutes of reading in every class, every day. This reading can be knowledge building, student interest, or in some way connected to the learning tasks for the day, but the reading time should be uninterrupted and students held accountable for their time either through reading logs, a written response to the writing, or another learning task.

Person Responsible: Tamara Hoffman (hoffman.tamara@brevardschools.org)

By When: Ongoing throughout the year.

Provide training and professional development to teachers on how to select reading tasks and create student accountability for the reading. PLC teams will also work to select the most appropriate text for independent students reading as well as instructional reading.

Person Responsible: Tamara Hoffman (hoffman.tamara@brevardschools.org)

By When: Ongoing as needed throughout the year.

Provide schoolwide training on reading strategies to support struggling readers utilizing district resource teachers for ELA and Reading as well as our own Literacy Coach.

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

By When: Training will be provided as part of the Early Release Friday PD sessions held each month. One strategy will be shared and practiced at each PD.

#4. 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.

All staff will contribute to creating a positive school culture and campus experience for both students and staff by participating in Educators Thriving and utilizing a PBIS reward system.

Measurable Outcome:

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

Educators Thriving, Insight Survey, Parent Outreach Survey, and Youth Truth Survey results will all show an overall average increase of 10% from SY2023 to SY2024.

Monitoring:

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

Cocoa High is participating in Educator's Thriving, which is a district provided professional development opportunity to help support administration in improving staff morale and campus culture. There are surveys twice a year to help admin monitor the morale of staff and professional development aligned to the outcomes of the surveys. Additionally, our New Teacher Program will participate in a series of six social-emotional professional development sessions focused on helping ensure that our newest educators are practicing self-care and positive mental healthy practices throughout the year. Parents and students will also be surveyed at the end of first semester using Google or Microsoft survey tools, prior to the end of year surveys in second semester for the purpose of responding more quickly and proactively to feedback and concerns before the end of the year.

Person responsible for monitoring outcome:

Sandra Celesti (celesti.sandra@brevardschools.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.)

Educator's Thriving is a research-based program that will help administration better understand and support teacher morale concerns. Additionally, research from Harvard Graduate School of Education shows that positive school culture "starts with connections" (<https://www.gse.harvard.edu/ideas/usable-knowledge/18/07/what-makes-good-school-culture>). We have several teachers on campus who also have chosen to lead efforts to create community connections through scheduled fun events for staff and opportunities to participate in school events together. By focusing on our Core Values of Tiger PRIDE, and providing Positive Behavior Interventions and Support (PBIS) to students and staff who demonstrate Perseverance, Respect, Integrity, Discipline, and Empathy, we can foster positive connections between students and staff, as well as between students through shared activities.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Using PBIS and the Educators Thriving work will help provide specific support to staff and students as well as recognize and celebrate our common Core Values of Tiger PRIDE. The research of John Hattie provides evidence that when a school community focuses on a common goal with fidelity, this Collective Efficacy has a 1.57 effect size of positive influence on student learning 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.

Principal receives training and support from Educator's Thriving in a "train the trainer" model for delivery to staff during pre-planning and Early Release PD. Principal also works with ET throughout the year to plan and implement surveys, survey analysis, and corresponding PD.

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

By When: Beginning in August through the end of the year.

District Peer Mentor works with school based Lead Mentor Teacher to provide social emotional PD for teachers who are part of the New Teacher Induction Program as retention of new staff will provide stability and consistency in classrooms. Turnover of teachers and not being fully hired in instructional staff has a negative impact on student learning.

Person Responsible: Tamara Hoffman (hoffman.tamara@brevardschools.org)

By When: Beginning in September and throughout the year.

PBIS team will plan special events, award ceremonies, and other incentives to reward students and teachers for exhibiting PRIDE core values. PRIDE "tickets" will be given in the moment to acknowledge the value demonstrated and can then be collected and used for access to special events and/or used to trade for fun treats.

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

By When: Beginning in August and ongoing throughout the year.

#5. 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 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.

Cocoa High will monitor CCEIS data throughout the year to ensure that there is no disproportionality in discipline across subgroups and will utilize MTSS monitoring systems to provide proactive interventions and supports to at risk students.

Measurable Outcome:

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

Risk ratio data, monitored bi-weekly throughout the year, will indicate that all subgroup suspension rate data will be under the 3.0 threshold established by state and federal regulations and will not indicate a disproportionate suspension rate for any one subgroup over another.

Monitoring:

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

The principal and administrative team will participate in training led by District leadership to learn how to monitor overall CCEIS data as well as how to identify the individual students who contribute to the data so that coordinating early interventions and supports can be put in place and documented for each student.

Person responsible for monitoring outcome:

Denise Stewart (stewart.catherine@brevardschools.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.)

Coordinated Early Intervening Services include professional development as well as educational and behavioral evaluations, services and supports. The goal is to provide supports to at risk students who may not currently be identified as needing ESE services, and also to ensure those students who are identified as ESE are not unfairly disciplined as well as ensuring that all accommodations for learning and behavior are being identified and implemented with fidelity. <https://www.fldoe.org/academics/exceptional-student-edu/beess-resources/presentations-pubs/presentations.stml>

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Cocoa High has been identified by the state as having a disproportional suspension rate for Black or African American ESE students within the last three years. Under District direction and support, we are working to ensure that all staff are appropriately trained in providing interventions and supports to all students that help to avoid classroom removal and potential learning loss. By monitoring our suspension rates bi-weekly, and identifying at risk students early, we will be able to provide alternatives to suspension that will increase seat time in classrooms for students and improve 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.

Principal will participate in District led training on CCEIS monitoring and intervention.

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

By When: Training will start in July 2023 and will be ongoing throughout the school year.

Principal will monitor suspension rate data through Focus bi-weekly and will identify at risk students. MTSS team, comprised of assistant principals, MTSS Coordinator, school counselors, social worker, ESE counselor, and the teachers of identified students will meet to discuss behaviors, learning needs, and review current IEP if there is one. Plans for intervention and support will be put in place, and as appropriate, parent/student conference will be held.

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

By When: Ongoing throughout the year as needed.

#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.

Cocoa High will continue to put systems and processes in place to help increase graduation rate.

Measurable Outcome:

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

Cocoa High's graduation rate for Cohort 2024 will meet or exceed 73%.

Monitoring:

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

At risk seniors will be identified by AP of Curriculum and Senior School Counselor. Interventions and supports will be put in place that align to the risk factor(s) for each student. Individual student tracking will be documented on a shared spreadsheet that indicates risk factor, supports, and conference dates. APC, Senior Counselor, OMEGA Coordinator and Principal will meet quarterly first semester then bi-weekly second semester to track and progress monitor each senior at risk student.

Person responsible for monitoring outcome:

Lauren Feronti (feronti.lauren@brevardschools.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.)

Utilizing an MTSS Tier 1, 2, 3 model, senior students will be tracked and monitored for progress towards meeting graduation requirements. The greatest threat to graduation rate beyond students dropping out or withdrawing to Adult Ed and not enrolling or completing course work is the challenge of passing the Math and Reading required state assessments, therefore, time and money will be invested in finding evidence-based tutoring to assist students with passing FAST retakes, SAT, PSAT, or ACT.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Other schools in our area have reported success and increase in graduation rate as a result of utilizing a local tutoring company to help students take and pass the required Reading and Math tests.

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 3 - Promising 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.

List of at risk seniors will be created based on deficiency reports from Focus. Each student will be added to a spreadsheet that identifies the risk factor(s) and also provides space to note the intervention plan for each student.

Person Responsible: Lauren Feronti (feronti.lauren@brevardschools.org)

By When: This will be completed by end of Q1, October 12, 2023.

For test deficient students, Title I Math/Reading Interventionist will track and monitor each student to include ensuring students sign up for and attend all test sessions to pass FAST or meet concordancy on SAT, ACT, or PSAT.

Person Responsible: Kasey Baez (baez.kasey@brevardschools.org)

By When: This will be an ongoing process throughout the school year.

Tutoring will be provided to students who need to pass Math and/or ELA. School based tutors, community mentor tutors, and professional test prep tutors will be available to students throughout the year. Title I Interventionist will also be seeking to be trained as an ACT tutor.

Person Responsible: Kasey Baez (baez.kasey@brevardschools.org)

By When: This will be an ongoing process throughout the year.

During first semester, APC, the senior school counselor, the OMEGA Coordinator, and principal will meet quarterly to discuss at risk students and review the interventions and supports planned for each student to help ensure graduation requirements are met. Plans for parent conferences, student attendance and behavior contracts, and tutoring will be discussed as possible interventions and supports, depending on the risk factor. Those students who require credit retrieval will be enrolled in school day credit retrieval class and/or if significantly deficient, will be considered for enrollment in our competency-based program OMEGA.

Person Responsible: Lauren Feronti (feronti.lauren@brevardschools.org)

By When: This will be an ongoing process throughout the year.

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).

The school budget, to include Title I budget, will be shared with school stakeholders during SAC meetings, at the Title I overview event, and during quarterly Instructional Leadership Team meetings. Rationales for expenses related to staffing, supplies, and professional development will be provided to stakeholders during these meetings, with evidence for how they relate to helping staff meet School Improvement Goals.

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 SIP will be shared with all stakeholders in a series of in person meetings, as well as posted to the school website, and shared in faculty and community newsletters (both weekly and monthly). A Google

Feedback form will be available for all stakeholders to provide input. Regular progress updates will be shared using the same methods, with quarterly meetings to be held specific to sharing progress monitoring results for all Areas of Focus, with the opportunity for feedback from stakeholders.

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))

Our Parent and Family Engagement plan includes newsletter and regular meetings throughout the year. We will also provide outreach during school athletic events and other extra and co curricular events that tend to have a strong parent participation presence. Our school website has information for Parents related to Parent Engagement as well as information about events and activities:

<https://www.brevardschools.org/CocoaJRSR> .

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)

In order to provide high quality instruction for students, staff must be trained and support must be readily available for classroom teachers. Title I funding is being used to pay for teacher interventionists in Reading, Math, and Social Studies (T1). Funding is also being used to pay for Instructional Assistants for core subject areas to support small group and one-to-one instruction in the classroom (T1). After school tutoring will be available for all core subjects, as well as test prep sessions to help increase student achievement on high stakes assessments (T1). AVID and Kagan are both research-based instructional frameworks and strategies that provide classroom teachers with the knowledge necessary to reach every learner in the classroom (T1). Textbook replenishment has been an issue over the last several years, so Title I funds will be used to ensure that every student has access to the necessary resources for learning (T1). Since many of our District adopted curriculum resources include online components, Title I funds are being used to ensure that every student has access to necessary technology (i.e. laptops, software, headphones, mics, etc.) (T1). Teachers will be able to purchase supplies and materials for students to be successful, such as notebooks, binders, etc. (T1). All students will receive backpacks with school supplies and planners at the start of the year, and will be able to replenish damaged or lost items as needed throughout the year (T1). Field trips are an important opportunity for students to be able to make connections between classroom learning and real world application, therefore, we will utilize Title I funding to be able to provide every student the opportunity to experience learning opportunities in our surrounding communities (T1).

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))

Cocoa High is committed to ensuring that all state and federal programs and resources are utilized and implemented as appropriate. Where Title I funds are not permitted to support our needs for student/family outreach as well as learning and instruction, we seek to use other resources related to Career & Technical Education, Advanced Placement opportunities, PBIS and MTSS training resources, gifted resources for enrichment activities, character development educational resources, community resource partnerships, food and nutrition services, Adult Education training opportunities for parents, District outreach programs, and other resources and opportunities as they become known or available to school leadership.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	\$0.00
2	III.B.	Area of Focus: Instructional Practice: Professional Learning Communities	\$0.00
3	III.B.	Area of Focus: Instructional Practice: ELA	\$0.00
4	III.B.	Area of Focus: Positive Culture and Environment: Other	\$0.00
5	III.B.	Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	\$0.00
6	III.B.	Area of Focus: Graduation: Graduation	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No