**Brevard Public Schools**

**School Improvement Plan**

**2017-2018**

**Superintendent: Asst. Supt. of Leading and Learning:**

Dr. Stephanie Soliven

Desmond K. Blackburn, Ph.D.

**Principal Supervisor: Name of School:**

Sherri Bowman

Cocoa High School

**Principal: SAC Chairperson:**

Cathy Gahres

Rachad T. Wilson

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| **School Grade History** | **2016-17:** **C** | **2015-16:** **C** | **2014-15:** **C** |

**Connections to District Strategic Plan**

Obj.L1. Protect instructional time

Obj.L2 Support educator effectiveness and build capacity of teachers to improve student outcomes and close achievement gaps

Obj.L4: Provide equitable support for every student’s social-emotional development

Obj.L6. Build principal capacity to develop and spread highly effective instructional practices

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| Obj.R3 Increase system-wide proactive communications  |  |

**Mission Statement:**

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| The mission of the Cocoa High School community is to provide a learning environment where (a) students are challenged with relevant content and (b) students are provided the necessary supports to succeed. |

 **Vision Statement:**

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| Our vision is to work with each individual student to provide the skills necessary for success in his/her post-secondary pursuits. |

**Stakeholder Involvement in School Improvement Planning:**

Briefly explain how stakeholders are involved in the development, review, and communication of the SIP.

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| We involve stakeholders through the School Advisory Committee and by careful review of all client surveys (students, parents, and faculty). Planning information is communicated through our parent involvement website and several communityleaders regularlymeet with the principal to discuss priorities. Our parent involvementcoordinator hostsmultiple meetings throughout the year to get specific feedback.  |

**Brevard Public Schools**

**School Improvement Plan**

**2017-2018**

**Part 1: Planning for Student Achievement**

**RATIONALE – Continuous Improvement Cycle Process**

**Data Analysis from multiple data sources:** Please consider the priority indicators selected from your school BPIE and EDI Insight Survey results within the rationale of your SIP.

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| What are the areas of successful professional practices and what data shows evidence of improvements? What are the concerns with professional practices and what data shows evidence of opportunities for growth? The faculty and staff at Cocoa High School are highly reflective and considerate of areas for growth and improvement. In collaborative groups, the faculty consistently reviews best practices and teams work together to identify training needs. The Instructional Culture Index survey and teacher exit surveys both identified teacher led professional development as a consistent strength in practice. In the 2016-2017 school year, CHS utilized a variety of techniques to differentiate Professional Development. Observations in ProGoe indicate that teachers are utilizing strategies obtained through formal and informal collaboration and professional development.The Instructional Culture Insight survey identified Learning Environment as a primary area of concern with only 55% of teachers agreeing with the statement “across my school, there are consistent expectations and consequences for student behavior; and 56% of teachers responding favorably to the statement “interactions between students and adults at my school are respectful”. There was also an evident need for administrators to increase support as only 79% of teachers responded that “school leaders provide me with the resources and support I need to maintain high standards for student behavior in my classroom”. Beginning in SY 15, Cocoa High Teachers participated in data collection regarding School Climate by a partnership between the National Institute of Justice and the UCF College of Health and Public Affairs. In the category on limiting school violence, teachers reported the following barriers: 47% of teachers felt they had “inadequate teacher training in classroom management” and 59% felt limited by “inconsistent application of school policies by faculty or staff”. Additionally 79% of teachers reported concerns about “student racial/ethnic tensions”. Of most concerns is 55% of teachers reported “widespread disorder in the classroom” and 91% of teachers reported that they were victims of “student acts of disrespect”.  |
| What are the areas of successful student achievement and what data shows evidence of improvements? What are the concerns with student achievement? Provide data to support concerns. Student data from achievement results, surveys, and discipline have revealed some positive trends while highlighting areas for growth. State achievement data provided interesting data regarding areas of improvement. In Algebra I, there was an increase in pass rate from 34% to 42%. In Algebra II there was a decrease in students performing 3+ as we had 16% this year compared to 24% in SY 16. That number is significantly below district and state averages. In Geometry, the pass rate declined from 32% to 23%. FSA Math results for 8th grade declined as well with 29% scoring 3+ and in 7th grade 40% scored 3+. Social Studies results were mixed with Civics having a pass rate of 58%, down from 63% but we saw an increase in US History results from 42% passing to 53%. Science showed mixed results as well with the Biology EOC showing a decrease in the pass rate from 56% to 50% with middle school science showing gains from 30% to 32%. ELA rates show unusual trends when looking at data for the last three years – the continued need for shared strategies is evident.

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| Grade | 2015 %3 and Above | 2016 %3 and Above | 2017 %3 and Above |
| 7 | 40 | 33 | 32 |
| 8 | 40 | 47 | 41 |
| 9 | 41 | 42 | 43 |
| 10 | 41 | 39 | 40 |

National Assessments can be used to measure College Readiness. In comparing the graduating class of 2017 to state data, we have significant concerns about our students performing at college ready levels. In English 36% were CR in comparison to 52% in FL (stagnant for CHS which was 36% also in SY 16), in Math 20% were CR compared to 32% in FL (increase for CHS from 15% in SY 16), in Reading 23% were CR compared to 43% in FL (decrease for CHS from 29% in SY 16), and in Science 16% were CR compared to 29% in FL (increase for CHS from 13% in SY 16).  Student discipline data supports a need for improvement in strategies to prevent serious discipline problems. Data improved in the 2017 school year from 2016 however misconduct is still an impediment to learning for not only the accused but for the classmates who are victims of disruption. The National Institute of Justice survey of students revealed significant concerns from the students. Only 34% of students reported “students at my school trust the teachers”, and 49% of the students reported that “adults who work at my school treat students with respect”. Only 40% of students reported that “teachers at my school are fair to everyone” with a similar concern regarding consistency. Only 53% of students felt that “if a school rule is broken, students know what kind of punishment follows”. On a positive note, results in most categories improved from SY 15. Less students reported being the victim of bullying or of crime and more students (10% change) reported that they “feel safe at school”.  |
| Write a 2-3 sentence summary explaining how the data above provides the rationale for your goals, barriers and action steps. When looking at this data it is clear that Cocoa High has a need for more consistency of procedures in all classes and a stronger focus on curriculum and discipline throughout the school. With the implementation of PBIS (Positive Behavior Intervention and Supports) and an increased focus on AVID strategies we will be able to overcome our barriers. |
| Describe how your school ensures standards-aligned instruction is occurring in ELA, math and content areas. Describe the processes in place to progress monitor instruction to ensure it is systematic, explicit and based on data. (Please limit to 250 words.)Being a combination, 7-12 grade, school our teachers work collaboratively in cross-curricular and department groups to align teaching to the standards in all content areas. We have a Literacy Coach, Math Coach, and Science Coach who work with all teachers modeling lessons, co-teaching, and guiding teachers. Dedicated meeting times monthly for departments and cohort groups to work collaboratively examining student data and planning together. The administration observes in classrooms monitoring instruction and working with teachers to constantly improve instructional techniques.  |

**School-Based Goal:** What can be done to improve instructional effectiveness?

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| **Cocoa High faculty and staff will engage in a culture shift that helps to focus on the positive behaviors and encourage students to act more responsibly and respectfully throughout campus. CHS will combine this effort with a schoolwide focus on AVID standards to leverage student relationships into higher levels of achievement. By combining academic readiness with social emotional strength students will increase their indicators for college and career readiness/success.** |

**Strategies:** Small number of action oriented staff performance objectives.

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| **Barrier** | **Action Steps to Overcome Barrier** | **Person Responsible** | **Timetable** | **In-Process****Measure** |
| Lack of time for teacher collaboration, data analysis, feedback, and curriculum research | 1. Collaboration days for departments, cohorts, and other teams2.Summer workshop time for collaborative planning and strategy development3. Adjustment to collaboration schedule to account for greater variety in PD time and more time for other groups to meet and plan for strategies. | 1. PrincipalBudget: $10,000 from Title I, ASP, and Post Secondary 2. Principal-School Leadership TeamBudget: $10,000 from Title I and ASP3. Principal, School Leadership Team | 1. Ongoing2. June 20183. Prepared and presented in preplanning, meetings ongoing | 1. Curriculum plans, work product collection and meeting minutes2. Word product, meeting minutes, teacher surveys3. Meeting agendas and minutes |
| Lack of consistency in implementing Schoolwide AVID strategies, Fidelity in process implementation, and teacher competency in implementing strategies | 1. Entire faculty & administration team participate in Summer Institute for teachers/guidance/administration 2.Peer modeling and support3.Ongoing faculty PD4. Teachers will implement schoolwide binders, cornell notetaking strategies, and WICOR strategies | 1.Principal, AVID CoordinatorBudget $100,000 Title I2.AVID Coordinator3.Principal, AVID Site Team4. AVID Coordinator, AVID Site team, administrators | 1.June 20182.Ongoing3. Quarterly4. Ongoing | 1.Implementation plan, ongoing PD for other teachers, minutes from collaboration meetings and site team meetings2. Teacher surveys3. Teacher exit slips, observations in ProGoe4. Classroom observation notes, walk-throughs, student and teacher surveys |
| Lack of faculty knowledge in PBIS (Positive Behavior Intervention and Supports) and procedures to implement PBIS/Tiger PRIDE with parental support | 1.Establishment of PBIS team that represents all subject areas and grade levels.2. Implementation of PBIS structures and systems.3. Parent and community presentations on PBIS/Tiger PRIDE4. Use of HERO positive behavior tracking system | 1. Principal2. Principal, School Leadership Team, teachers3. Principal, Support Team, School Leadership Team4. PBIS team, Assistant Principals, teachers | 1.Ongoing2.Preplanning/Ongoing3. 2nd quarter4. Ongoing | 1. Agendas, Meeting Schedule 2. Data in HERO and RTI data system3. Agendas, exit slips4. Data in HERO on referrals and Positive behaviors |
| Lack of student readiness for success in school | 1.Instructional Assistant dedicated to supporting students in shelter, foster, or group homes2.Schoolwide organization system with binders, dividers, and planners for all students3.Increased Parental Involvement events with varied times. Materials for parents on supporting education and student conduct issues | 1.Principal, Superintendent SLLBudget $25,000 district and Post Secondary2. Principal, School Leadership Team, AVID Site TeamBudget $15,000 Title I, teachers3.Parental Involvement CoordinatorBudget $10,000 Title I | 1.Ongoing2.Ongoing- implemented start of school year3. Ongoing, scheduled events | 1.Data on student achievement, reports from shelter staff2.Student, parent, and faculty surveys3. Parent Exit Slips |

**EVALUATION – Outcome Measures and Reflection-*begin with the end in mind*.**

**Qualitative and Quantitative Professional Practice Outcomes:** Measures the level of implementation of professional practices throughout your school.

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| All teachers will implement PBIS in their classroom as Tier 1 interventions. Administrators will make notes on implementation of PBIS strategies in ProGoe.Each Cohort and Department will document in their minutes the discussions on successful strategies for Tier 1 implementation. The AVID Site Team will gather evidence from teachers on implementation of (1) the binders, (2) Cornell notetaking, (3) WICOR strategies, and (4) Socratic Seminars or Philosophical chairs. Teachers will increase their “agree” response on the Instructional Culture Insight Survey from 55% to 60% for “across my school, there are consistent expectations and consequences for student behavior”, and from 56% to 65% to the statement “interactions between students and adults at my school are respectful”.  |

**Qualitative and Quantitative Student Achievement Outcomes:**

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| As a result, of teacher and administrative implementation of the School Improvement Plan, students will improve their achievement in assessments that measure College and Career Readiness. The ACT results for graduating seniors will increase English from 36% CR to 45% CR, in Math from 20% CR to 30%, in Reading from 23% CR to 30% CR, and in Science from 16% CR to 20% CR. In addition to the expected increase in academic achievement, our efforts PBIS and Schoolwide AVID will have a strong impact on school culture. Suspension risk ratios for black students will decrease from 1.27 to 1.15, for ESE students from 1.63 to 1.50, and for FRL students from 2.10 to 1.75. Suspension rates will decline from \_\_ to 10%.Student survey results will also reveal changes in their perspectives. There will be an improvement to 45% from 34% of students reporting, “students at my school trust the teachers”, and an increase from 49% to 55% of students reporting that, “adults who work at my school treat students with respect”. There will be an increase from 40% to 50% of students reporting that, “teachers at my school are fair to everyone”.  |

**Part 2: Support Systems for Student Achievement**

**(Federal, State, and District Mandates)**

**For the following areas, please write a brief narrative that includes the data from the year 2016-17 and a description of changes you intend to incorporate to improve the data for the year 2017-18.**

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| **MTSS & EARLY WARNING SYSTEMS Please complete 1 – 4.** 1. Describe your school’s databased problem-solving process and school-based structures in place to address MTSS implementation.

We have a director of the process who coordinates all meetings, tracks interventions, and serves as a liaison between school and district staff. The team meets twice weekly to review pending cases and establish patterns for data collection. The team often creates individual opportunities for students to improve in their area of deficiency. The team also works closely with Deveraux, Crosswinds, and other local agencies to support students and families at a social services level. The addition of Social Workers has also enabled the team to recommend and implement mental health counseling and peer mediation. The IPST team does not monitor the school improvement plan – they target students and teacher practices based on student needs. Our team of instructional coaches monitors the SIP: Reading Coach, Math Coach, Science Coach, Guidance Services Professional, and Title I Instructional Coach. Our School Leadership Team and AVID Site Team will also be monitoring the plan. The team also has clerical staff and instructional assistants trained in gathering data on students. This allows us to gather more emotionally neutral data on the students for a more effective planning process. 1. List below who monitors the Early Warning System and how often.

Our Title I Coordinator and Middle School Support Team monitor the Early Warning System every quarter. 1. This section captures a snapshot of the total number of students exhibiting a respective indicator or set of indicators during the 2016-17 school year. These data should be used as part of the needs assessment to identify potential problem areas and inform the school’s planning and problem solving for 2017-18:

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| **Fill in BLANKS with data from 2016-17 School Year - Number of Students** |
| Grade Level | 7 | 8 | 9 | 10 | 11 | 12 | Total  |
| Attendance <90 | 34 | 45 | 39 | 53 | 44 | 2 | 217 |
| 1 or more ISS or OSS | 85 | 75 | 77 | 65 | 28 | 27 | 357 |
| Level 1 in ELA OR Math | 72 | 75 | 86 | 88 | 42 | 22 | 385 |
| Course Failure in ELA OR Math | 50 | 22 | 48 | 72 | 40 | 8 | 240 |
| Students exhibiting 2 or more indicators | 44 | 21 | 80 | 85 | 40 | 5 | 275 |

1. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the Early Warning System (i.e., those exhibiting two or more early warning indicators).

Our Title I Coordinator and Middle School Support Team monitor our Early Warning System. They work together to identify students using the Performance Matters system. As a team alongside cohort leads they will coordinate the mailing of notification letters home to the parents, setting up appointments, conducting meetings and document the cases. The Title I Coordinator along with the middle school guidance counselor will work with our director of the MTSS process in identifying students who need additional support to improve academic performance and stay engaged in school. The grade level cohorts will then meet monthly to monitor the identified students’ progress and adjust current interventions if necessary. In addition to the pre-identified areas for the Early Warning System, CHS will also identify students with social/emotional difficulties through our Restorative Practices process.Our school employs numerous intervention strategies to reach all identified students. Students who are below grade level on the FSA are placed into Intensive Classes to receive directed remediation to help move the student towards proficiency. In addition, every teacher at Cocoa High School is available to provide extra help. With the continuation of our extended Media Center hours before and after school, our students can have access to those services and materials to help complete research and projects. Cocoa High has a comprehensive credit/grade recovery system, which allows students to begin working to recover their grades/credits before or after school. Students work in a lab setting with subject certified teachers to recover any failing grades. Additionally we work with our local Adult Education center to be able to offer Adult Education classes on our campus. Additional tutoring and teacher support is funded through our ASP program and Title I.For students who begin to show repeated behaviors teachers, guidance counselors, and Deans work together to create a Behavior Intervention Plan. The plans are reviewed every three weeks to ensure that they are supporting the student in changing their behavior patterns. The plans are adjusted as necessary. As appropriate, we have students who work closely with instructional assistants daily to help support the goal of making better decisions.Our Guidance Service Professionals monitor attendance closely. They conduct home visits with the School Resource Officer to help resolve attendance issues and conduct attendance meetings with truancy and the families in an effort to get the students back on track with their attendance. Cocoa High has an attendance plan that involves teacher calls home, guidance intervention and attendance resource teacher support.Through a grant, we have two social workers on campus. The social workers work closely with identified students and their families getting support on campus and through local agencies in our community. Our guidance team continues to work closely with Crosswinds and other local agencies to support students and families.  |

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| **PARENT AND FAMILY INVOLVEMENT: (Parent Survey Data must be referenced)** Title I Schools may use the [Parent Involvement Plan](https://www.fldoe.org/flbpso/pi/pipp.asp) to meet the requirements of this section. Consider the level of family and community involvement at your school and 2017 parent survey data collected. Respond to the following questions.  What are strengths and how will they be sustained?  What are areas of weaknesses and how will they be addressed?  |
| **STUDENT TRANSITION AND READINESS**1. **PreK-12 TRANSITION** This section used to meet requirements of 20 U.S.C 6314(b)(1)(g).

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| Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another. (Example: 6th to 7th grade; 8th to 9th grade) Students entering 7th grade attend a full day session during the spring of their 6th grade year. This allows for small group activities and experiences to eliminate some of the concerns that naturally emerge from entering a 7-12 school. Student leaders coordinate the event and CHS pays for the buses for all feeder schools. Students are registered one-on-one to allow the student to meet his/her guidance counselor or our AP for curriculum. Student interests are discussed and concerns are shared.Students in 7th grade have the opportunity to participate in either our Tiger Prep Academy, our Resource level ESE program, or our Separate Class ESE program. Teachers are clustered in cohorts to allow for greater continuity and consistency. The middle school students have a dedicated counselor, a dedicated social worker, and an ESE specialist. |

1. **COLLEGE AND CAREER READINESS** This section is required for schools with 9, 10, 11 or 12. This section meets the requirements of Sections 20 U.S.C. § 6314(b).

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| Describe the strategies the school uses to support college and career awareness, which may include establishing partnerships with business, industry or community organizations. Academic and social readiness for college is addressed beginning in middle school. Using the AVID framework, all students utilize Cornell Note-taking, common notebooks, and personal agendas for planning. As a 7-12 school teachers work together to develop a continuum of skills to include working with sources, inquiry type labs, and data analysis.All students take the ACT in 11th grade and the PSAT is offered in 10th grade. Additionally most seniors take the PERT, which is an assessment to track college readiness. All teachers have access to information via Performance Matters and planning lessons targeted at deficiencies identified through the data system.College and career nights are planned throughout the year and strategies are addressed during each semester’s class meetings. Students are given their transcripts to monitor and checklists based on the CollegeBoard information on student and parent activities. Our AVID program completes field trips to colleges with students beginning in 7th grade. All ESE and ELL students have a case manager to increase participation in college. Annually approximately 75 students participate in Dual Enrollment at Eastern Florida State College with an average of 15 students graduating each year with an Associates of Arts degree. Approximately 200 students take CollegeBoard Advanced Placement courses on campus. Each course is authorized for college level material.Our iTiger (HS) and Tiger Prep (MS) programs are designed to mesh 21st Century Learning skills with the demands of an accelerated college ready curriculum. Students have increased access to technology tools to include 1:1 in the high school. Students use the technology to increase overall communication skills and to magnify access to complex reading material.  |

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| *Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.* Cocoa High School works with numerous outside groups, district programs, and area experts to enhance the STEM experience for our students. Cocoa High has added two additional science research classes to support inquiry in the middle school years. We have added a Mu Alpha Theta branch for math students and compete regularly in multiple math competitions. Cocoa High will also participate in Math Counts. Cocoa High has netbooks available for integrated use in math and science along with multiple computer labs for student access. Cocoa High has a robust robotics program that has been nationally recognized for excellence. They travel around the country and compete in top tier events alongside NASA mentors and industry professionals. Our robotics program also works with the elementary schools in the county to expand offerings for the youngest of students. In our JROTC program, students receive career-ready instruction to prepare them for immediate enrollment in the military, college ROTC participation, or general post-secondary readiness.  Our program has developed a college preparatory program for high school juniors wishing to go on to college.   The program meets one afternoon after school every week and focuses on developing a college level portfolio that includes; SAT/ACT scores, academic resume, Bright Futures eligibility (from FACTS.org), letters of recommendation (3), college applications, college research, senior applications, copies of certificates received, cadet record, community volunteers hours worksheet, and a plan of action.  At the culmination of the program, cadets are encouraged to take campus tours. ASVAB is another data indicator that measures academic progress. It is a multiple-aptitude battery that measures developed abilities and helps predict future academic and occupational success in the military. It is administered annually to more than one million military applicants, high school, and post-secondary students. The JROTC program delivers specific instruction to improve achievement. Most students are measured in the fall and spring. Specific interventions are put in place as a result of the fall data to garner improvement. Through our Career and Technical Education program students have the opportunity to take industry certification tests in their field of study. These courses were developed by the district through close analysis of business and industry needs. Curriculum is annually reviewed to insure the most relevant materials and timely resources. Courses that meet the workforce demands are supported through Perkins Grants and District funding. Students take the following certification exams within their rigorous courses:Accounting Quick BooksAutomotive ASE AssessmentsAutomotive FLADACulinary SafeStaff Food HandlerCulinary ServSafe ManagerAdobe InDesignAutodesk Certified User – AutoCadHealth and Wellness – CMAAPC Support – MTA Windows Network SecurityPC Support – MTA Windows OS FundamentalsPC Support – MTA Windows ServerWeb Web Development – Adobe Dreamweaver, Flash, and Photoshop | Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.  |

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| Describe efforts the school has taken to integrate career and technical education with academic courses (e.g. industrial biotechnology) to support student achievement. To provide consistency with the applications in our Technology programs, we utilize all Microsoft Office products school-wide and provide the opportunity for students and staff to download the products free through the Student Advantage program. Our SSTA includes sections within the science department – specifically Anatomy and Physiology and core teachers work together to plan for the integration of the key concepts associated with the industry. Through our Career Wheel, AVID, and Career Research and Decision Making courses; students complete lesson plans that target career and technical education. |

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| Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report ( <http://data.fldoe.org/readiness/>). As required by section 1008.37(4), FL Statutes. Unfortunately the data is not kept current so recent efforts at improving readiness are not indicated by the report. However, the measurement of student progression, testing, and remedial placement is critical in understanding the state definition of readiness. These indicators are in alignment with our efforts to make CHS a Schoolwide AVID site to better prepare our students for their post-secondary pursuits. Since our plan is based on College Readiness indicators, the strategies are the same as those identified for our goal.  |

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