Brevard County Public Schools
School Improvement Plan
2012-2013

Name of School:
Cocoa High School

Area:
Central

Principal:
Dr. Stephanie Soliven

Area Superintendent:
Sandra Demmon

SAC Chairperson:
Lisa Patrick

Superintendent: Dr. Brian Binggeli

Mission Statement:

The mission of Cocoa High School is to provide our students with the tools and confidence to pursue dreams and to prepare them for the challenges of everyday life.

Vision Statement:

At Cocoa High School we strive to provide students with support and encouragement, the tools to succeed, and the character to accept their outcome.

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RATIONAL – Continuous Improvement Cycle Process

Data Analysis from multiple data sources: ***(Needs assessment that supports the need for improvement)***

Analyzing data in the climate of changing metrics has proved difficult. Multi-year indicators do not provide expected patterns of data as the assessments and scales have changed. However, struggles with reading comprehension and advanced text are evident.

To effectively compare data, retrofitted numbers from 2011 were utilized. Two years of data were analyzed, instead of three due to the change from FCAT to FCAT 2.0.

In 2011, the 9th grade performance yielded concerns in nearly all areas. Of particular note was the student performance in Vocabulary where students performed below the state average. As a result of that data, our 2011 plan included many strategies to improve vocabulary for not only improved fluency but to increase comprehension.

Using retrofitted data from 2011, 26% of the students were at a Level 1 with 43% scoring 3 and above. In 2012 using comparable data 19% scored at Level 1 with 45% scoring 3 and above. This was a significant increase. However when analyzing further, the deficits in the Class of 2014 were still evident. Those students still demonstrated concerns when evaluating the 2012 performance for 10th graders. Twenty-four percent were Level 1 with 44% scoring a 3 and above. The teachers had improved in addressing the concerns in 9th grade however the students individually still struggled.

When comparing 10th to 10th from 2011 to 2012 we saw an improvement from 37% Level 1 and 27% scoring 3 and above to the 24% in Level 1 with 44% scoring 3 and above.

Overall the 2012 data reflected improvements; however the results highlight deficiencies in student performance for Informational Text and Research Process in the 9th grade and Vocabulary and Reading Application in the 10th grade. Given the demands of Common Core and College Readiness.

2012					
9th Grade		Vocabulary	Reading Application	Literary Analysis: Fiction and Non-Fiction	Informational Text and Research Process
	Max	8	12	11	14
	School	5/62%	8/66%	7/63%	8/57%
	District	6/75%	9/75%	8/72%	10/71%
	State	5/62%	8/66%	7/63%	9/64%

2012					
10th Grade		Vocabulary	Reading Application	Literary Analysis: Fiction and Non-Fiction	Informational Text and Research Process
	Max	10	13	9	13
	School	6/60%	7/53%	5/55%	8/61%
	District	8/80%	8/61%	6/66%	9/69%
	State	7/70%	8/61%	6/66%	8/61%
2011					
9th Grade		Vocabulary	Reading Application	Literary Analysis: Fiction and Non-Fiction	Informational Text and Research Process
	Max	9	12	11	13
	School	6/66%	7/58%	7/63%	8/61%
	District	7/77%	8/66%	8/72%	9/69%
	State	7/77%	7/58%	7/63%	8/61%
2011					
10th Grade		Vocabulary	Reading Application	Literary Analysis: Fiction and Non-Fiction	Informational Text and Research Process
	Max	8	14	11	12
	School	5/67%	7/50%	7/63%	7/58%
	District	6/75%	8/57%	8/72%	8/66%
	State	6/75%	8/57%	7/63%	8/66%

National assessment results yielded similar concerns in regards to literacy and college readiness from our upperclassmen. In 2012, 9% of our students met all four College Readiness Benchmarks (up from 6% in 2011). Out of the students who took the assessment, there was a direct correlation between the rigor of completed courses and the success on the test.

In 2012, 42% of the tested students met the benchmark in English compared to 41% in 2011. In reading we had an increase of 3% with a total of 30% of the students reaching college-readiness compared to 27% in 2011. We had modest gains in all areas tested with the highest improvement in reading. Average scores increased to a 19.3 in 2012 from an 18.1 in 2011. This is a significant gain with the increase of marginal students taking the assessment to meet the graduation requirement.

A substantial disparity also exists when analyzing the performance of minorities. Of the tested students, the average scores of white students was 19.7 with black students averaging 16.3.. Although the data still reflects an achievement gap, it was an improvement from the previous year where white students averaged 19.9 and black students averaged 15.8. The decrease represents a change from a gap of 4.1 between white and black students to a gap of 3.4.

Similar trends were present in SAT scores. We had an increase in mean scores for critical reading. Students averaged 451 in 2012 up from 446 in 2011. The achievement gap persists with a 2012 score for white students at 516 and black students with a mean score of 401. This represents a 115 point score differential. In 2011 the gap was also prominent with black students scoring at 382 and white students scoring at 485. The gap increased over the two year period however black students significantly improved their scores.

Through classroom walk-through observations, teacher records, and teacher feedback it is evident that the student deficiencies in reading contribute to the struggles in all academic areas. Students are struggling with challenging informational text in the content area. Our math department has noted the impact of reading on math performance. With in increase in authentic and real-world assessment questions, students are having difficulty navigating the text in a manner that aides in problem solving. Classroom walkthroughs illustrate that literacy based activities are not evident in each course, each period.

Analysis of Current Practice: ***(How do we currently conduct business?)***

Cocoa High School currently supports literacy instruction through its overarching models. We employ common strategies with a focus on deliberate literacy strategies in all subject areas. All classrooms have a classroom library and interactive word wall, regardless of subject area. The Media Center is analyzed, weeded, and added to in order to keep current high interest reading materials available including print, ebooks, and periodicals. The Cocoa High Media Center is open extended hours for teacher and student use.

Instructionally, Cocoa High School uses the AVID framework with the most emphasis and training given to our core freshman teachers; we continue to train every teacher in the AVID framework across all grade levels. AVID focuses 21st century learning skills through strategies such as Socratic Seminar, Cornell note taking, student-led tutoring, and learning logs. Cocoa High School also follows the state accountability model and recommended strategies.

Individual and classroom data chats are held in each core subject area by teachers and department coaches, using data from formative and summative assessments, to help students evaluate their current status and make goals for their continued success. These data chats are held two to three times each year in each core subject area with a focus on understanding data, setting goals, and achieving goals set.

Cocoa High utilizes the school within a school approach in our dropout prevention program, OMEGA. Our OMEGA students are overseen by one administrator who works closely with each student to oversee their schedule and discuss plans for continued success after high school. We utilize certified teachers, small class size, educational software for instructional delivery, one-on-one assistance, and school-to-work programs as needed for student success.

Intensive Reading and Math programs are offered during the school day for students who are deficient as measured by FCAT or EOC exams. In these classes students are exposed to research-based curriculum and small class sizes to provide remediation and support in addition to the standard English and Math curriculum.

In order to support our students who are behind in credits for promotion, we offer a before school credit recovery program, as well as some periods during the school day. These programs are offered with certified teachers and utilize computer-aided instruction. We also have an e-learning lab on campus where students can take classes through Florida Virtual School (FLVS) during the school day with the assistance of a learning coach. To help students during the summer months we have SOAR, which gives students an opportunity for credit recovery, all of our SOAR classes are facilitated by certified teachers and utilize computer-aided instruction. In order to support our students in need of one-on-one academic support outside the classroom of for those students struggling in a particular subject matter, before-and-after school tutoring support is available.

To improve graduation for teen parents we have an on-site daycare and have an educational facility with classes in parenting. Our Teen Parent director works with each student to ensure academic success and coordinate community support services for both the parent and child. The program not only benefits the teen parent but also provides a strong foundation for the children of our students.

We have two academies along with multiple other CTE programs designed to prepare students for post-secondary employment or further training in the field. All CTE program and academy students are required to sit for an industry certification exam at the conclusion of their three-year program. Our two academies are CAT (Cocoa Academy of Technology) and SSTA (Sports Science Training Academy). The CAT academy prepares students in one of four technical fields including Accounting, Web Design, Computer Repair and Cisco Computer Networking. The SSTA academy prepares students for a career in sports training. Students take courses in Anatomy and Physiology, First aid, Care and prevention of injuries and various other sports training related coursework. Upon completion students sit for the Certified Medical Administrative Assistant or Certified Personal Trainer industry certifications are able to use their skills by assisting with sports training duties with our on-campus sports programs and/or apply for a paid internship to gain work experience in the field.

Our CTE programs include; Design & Drafting technology, Auto Collision & Repair, & Culinary Arts. In Design & Drafting Technology students prepare for a career in drafting and automated design. They learn design theory as well as hands-on activities in architecture and design and use current industry specific Computer-Aided Design (CAD) programs. At the conclusion of their program, students are required to sit for the AutoDesk AutoCAD industry certification exam and can apply for a paid internship program offered specifically through the Brevard Public Schools CTE department.

The Auto Collision & Repair program prepares students for a career in Automotive Collision repair work. Students learn the theory in the classroom and then spend countless hours in the automotive repair bays working on actual vehicles doing body repair and painting work. A the conclusion of their program, students are required to sit for the ASE B2 Painting and Refinishing industry certification exam.

In Culinary Arts the program prepares students for a career in Culinary Arts and food preparation and service. Students learn basic

theory in the classroom and then work diligently in the on-site kitchen and baquet facility as well as off-site catering opportunities. At the conclusion of their program, students are required to sit for the ServSafe Manager's Certificate and ProStart Certificate of Achievement industry certification exams.

We serve students ranging from participatory levels of support to those requiring gifted services. Our academically talented students are able to take courses towards an Advanced Placement diploma or earn credits towards an AA or AS degree through Brevard Community College. We annually have approximately 6% of our students earn an AA degree while dual-enrolled.

We have also recently added a Pre-K 3 program through headstart. We now serve toddlers from throughout the community in addition to the children in our teen parent program.

We work with a wide variety of agencies to provide additional social services to our students. We have partnerships with the Brevard Health Alliance, Crosswinds Youth Services and Devereaux. We also support many students in transitional housing and work with Brevard Achievement Center for career placement for our exceptional students.

Best Practice: ***(What does research tell us we should be doing as it relates to data analysis above?)***

Research indicates a need for an emphasis on students being able to back up answers with evidence through the analysis of informational text. David T. Conley (2011) recognizes four key elements in order to prepare students for college readiness. These are key cognitive strategies, key content knowledge, academic behaviors and contextual skills and awareness. Informational literacy directly supports all four of these strategies (Deborah Wahlstrom, Common Core Standards for Literacy, September 2011).

Conley (2005) suggests teachers to incorporate the learning of intellectual standards when analyzing informational text: Read to infer/ interpret/draw conclusions, support arguments with evidence, resolve conflicting issues encountered in informational text and solve problems with no obvious answers (Conley, College Knowledge (2005)). These standards can be found in literacy for common core for science.

A strategy which will be implemented in order to address common core standards is "close" reading . Close Reading is reading the content very carefully, paying attention to details. Providing student access to complex informational text by providing text-dependent, discipline-specific questions, guiding students to improve their close reading of text increases their understanding of complex text. (Linda Elder, How to Read a Paragraph, The Art of Close Reading, 2008).This is central to literacy common core.

Along with the use informational text applied to common core for science literacy activities and strategies the 5E Instructional Model embedded into Brevard's BEST (Brevard Effective Strategies for Teachers) will continue to be applied. The BEST instructional model incorporates student learning styles, 21st Century Learning, the use of higher order questioning strategies and a variety of assessment strategies (diagnostic, formative and summative) in order to understand what and when learning is occurring.

Learning can be synthesized into an instructional model that begins with students' current knowledge and their new ideas that relate to the current knowledge. The connections between prior knowledge and new ideas form concepts. At Cocoa High School, we have found it important for students to discover relationships among their experiences and hope to add relationships from current informational text readings. Teachers are encouraged to provide direct instruction where the teacher systematically explains ideas that the student could not be expected to discover due to limited experience. Finally, the teacher should provide opportunities for the student to demonstrate their understanding of new knowledge.

In College Knowledge (2005), David Conley urges us to help students learn four intellectual standards; 1) read to infer/interpret/draw conclusions, 2) support arguments with evidence, 3)resolve conflicting views encountered in source documents, 4) solve complex problems with no obvious answers. With the implementation of Common Core standards these intellectual standards are essential skills in all classrooms. Common Core standards place a focus on informational text in secondary schools, building a deep knowledge in the disciplines, staircase of complexity, text-based answers, writing from sources, and academic vocabulary (Wahlstrom, 2012).

The K12 Literacy and Leadership Fieldbook (Taylor & Gunter, 2006) indentifies four constructs as essential to improving student achievement in reading, (a) data-driven decision making, (b) a focus on continuous improvement in student achievement, (c) leadership for change and innovation, and (d) shared curriculum focus on standards.

Curriculum alignment and personnel are critical components in executing the constructs. The NCLB Act identifies five elements as essential for developing good readers; phonics, phonemic awareness, vocabulary, fluency, and comprehension. Billmeyer and Barton (1998) reported that when all teachers are expected to utilize high yield strategies learning improves. Similar to the research on reading, reflection in math is a prime strategy to improving achievement and math comprehension.

The National Council of Teachers of Math emphasizes the needs for hands-on activities to enhance conceptual learning, as well as the need for relevant "real number" activities drawn from current events and practical applications. A meta-analysis by Blosser identified key strategies to the instructional process in the science classroom (pre-instructional strategies, increased structure in verbal content of materials and use of concrete objects). The studies revealed that students in hands-on activities consistently outperform students in traditional settings. Research also consistently supports the need for laboratory activities for each instructional unit.

CONTENT AREA:

X Reading	X Math	X Writing	X Science	Parental Involvement	Drop-out Programs
X Language Arts	X Social Studies	X Arts/PE	Other:		

School Based Objective: ***(Action statement: What will we do to improve programmatic and/or instructional effectiveness?)***

Cocoa High faculty will implement Common Core English/Language Arts Standards in all classrooms with a specific emphasis on the use of complex informational text and hands-on experiential learning opportunities in all subject areas. All instructional staff will develop and implement lessons for writing activities based on citation of primary source documents, literary works, or other seminal works in reference and research. Students will engage with complex text throughout all courses.

Strategies: ***(Small number of action oriented staff performance objectives)***

Barrier	*Action Steps*	*Person Responsible*	*Timetable*	*Budget*	*In-Process Measure*
Deficiencies in prior student knowledge.	1. Increased Reading and Writing opportunities with informational text in all subject areas.	1. All teachers	1. Weekly implementation	1. $4,000 through cohorts	1. Lesson Plans and classroom walkthroughs
	2. "Flipped" content in 9th grade to provide information to students prior to a lesson.	2. Math and Science Coach to pilot sample flipped lessons	3. Ongoing throughout the year	2. $1,000 as needed from Post Secondary	2. The actual lessons
	3. Questioning techniques to engage learners with minimal background knowledge in the lesson.	3. All teachers	3. Ongoing		3. Observations by administration, instructional coaches, and peers
	4. Schoolwide reading initiative on reading material from across all continents.	4. Sonja Crisafulli, Media Specialist	4. September - April	4. $1,000 for printing, supplies, and incentives	5. "Passports" to track student participation.

Student weakness in content area vocabulary	1. All teachers will implement interactive word walls that change per unit. 2. Teachers will instruct vocabulary directly and within context 3. Cohorts teachers will work as a team to build key common vocabulary	For all: All faculty	For all: Implementation during all four quarters for all teachers	For all: $10,000 in post secondary funds to support cohort initiatives	For all: Classroom walkthroughs Lesson plan reviews Discussion in collaborative cohort groups
Teacher training and readiness in working with text complexity and informational text in support of College and Career Readiness	1. Scheduled PLC time for cohort and department groups to address CC lesson planning 2. Mini Professional development on early Wed. 3. "unpacking" of the standards with district guided support. 4. "Role-Alike" sharing during faculty meetings 5. District in-service opportunities- for small groups onsite.	1. Admin schedule, assigned cohort coaches, admin, and guidance per team 2. Admin and teacher leaders. 3. Resource teachers, English Chair and Reading Coach - with faculty	1. Monthly 2. Monthly 3. Quarterly activities	1. $1,000 Post Secondary 2. $500	1. Meeting notes and agendas 2. Training records, follow up activities from participants 3. Lesson plans, walkthrough observations

Available resources for increasing student access to complex text	1. Offer Mini Grants through School Advisory for teacher initiatives 2. Fund cohorts for collaborative projects to increase source material 3. iTiger initiative for teachers to work with students in a digital format to access an inexhaustive amount of text. 4. Create netbooks cart for reading department for student access to digital content 5. Media specialist will conduct ongoing classes to improve research and informational literacy skills for students and teachers.	1. Principal working with SAC 2. Admin with Cohort coaches and guidance 3. Admin, tech specialist, freshmen teacher, students, and parents 4. Admin with lead teacher 5. Media Specialist	1. October 2012 2. 1st Semester 2012 3. School year 4. December 2012 5. Ongoing	1. $4,000 2. $10,000 3. $50,000 4. $18,000 5. $1,000	1. Application and SIP Minutes 2. Cohort discussion notes, funding requests, records 3. Walkthrough, group debriefs and meetings, district presentation, edmodo evidence, student surveys, teacher feedback 4. Completion of cart development, lesson plans demonstrating implementation of strategies to increase text access 5. Lesson Plans
Curricular gaps in targeting Common Core standards - Curriculum that is not aligned verticially or horizontally	1. Instructional coaches will develop model lesson plans for hands-on activities 2. PLC scheduled time for both vertical and horizontal planning.	1. Instructional coaches 2. School LTM	1. Coaches will conduct a minimum of 5 model lessons each term 2. Each semester	1. $1,000 post secondary	1. Lesson plans, Classroom walkthroughs 2. Curricular plans

EVALUATION – Outcome Measures and Reflection

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

As the school improvement plan is implemented, the faculty will demonstrate changes in practice that can be measured qualitatively and quantitatively. In classroom walkthrough's there will be observations of lessons based on informational text. Administration and teachers will observe lessons that are hands-on approaches to learning along with practice activities designed to work with students in citing source material in analytical responses. Vocabulary will be an evident priority in each classroom with dynamic word walls and lessons that build prior knowledge.

Four “flipped” lessons will be catalogued in both math and science. Each faculty member will attend atleast 2 mini professional development opportunities on early Wednesday. Each faculty member will share 2 strategies with their colleagues in “role-alike” sessions. One hundred percent of faculty will document the support of Common Core ELA standards.

Qualitative and Quantitative Student Achievement Expectations: ***(Measures of student achievement)***

Students will also demonstrate observable changes in performance due to the implementation of the school improvement plan. Student records will indicate the frequency of student interaction with complex text. Teachers will share observations of student performance in cohort meetings and parent conferences. Classroom walkthroughs will yield improve student engagement with informational text.

The changed behaviors in the students and instructors will result in improved student performance. Specific goals are as follows:

Ninth graders will improve from a 57% rate on FCAT 2.0 in the area of Informational Text and Research Process to a rate of 65%. Tenth graders will Improve in Reading Application from a rate of 53% to a rate of 60%; we will also target growth for 10th graders in the area of Literary Analysis: Fiction and Non-Fiction for an increase from 55% to 66%.

College Readiness indicators will also be impacted with an anticipated increase in reading ACT from 19.3 to 19.6 and in English our goal is to increase the percentage college-ready from 42% to 44%. The achievement gap between white and black students will also decrease from 3.4 to 3.0 with both black and white students maintaining improvements.

APPENDIX A

(ALL SCHOOLS)

Reading Goal 1. Enhance literacy instruction through the implementation of Research based reading strategies of Close reading, CIS, text dependent questions based upon formative assessment data as aligned with Common Core standards.	**2012 Current Level of Performance** (Enter percentage information and the number of students that percentage reflects ie. 28%=129 students)	**2013 Expected Level of Performance** (Enter percentage information and the number of students that percentage reflects ie. 31%=1134 students)
Anticipated Barrier(s): 1. Transitioning from FCAT 2.0 to Common Core Standards		
Strategy(s): 1. Introduce Six Shifts to Common Core to faculty over the school year. 2. Introduce CIS Comprehension Sequence Instruction to content area teachers without release time with subs. 3. Deepen understanding of text dependent questions: what do they look like, how do we write them. 4. Building knowledge through content rich nonfiction. Reading, writing and speaking grounded in evidence from text both Literary and informational. Regular practice with complex text and it's academic language.		

FCAT 2.0 **Students scoring at Achievement Level 3** **Barrier(s):**Maintaining a level 3 or higher can be a challenge with the rigor of FCAT 2.0. Complex text and accompanying materials need to be purchased. Additional Professional development will need to be held on how to utilize them. **Strategy(s):** **1.**Teachers will work with Close Reading asking Text Dependent questions.	45%	50%
Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Reading **Barrier(s):** cognitive levels of students **Strategy(s):** 1. Small group instruction throughout the entire school day 2. Computer based Lexia Reading program 3. Functional Reading curriculum 4. Individualized goals for each student 5. Teacher read-alouds 6. Reading in the community	50%	55%
FCAT 2.0 **Students scoring at or above Achievement Levels 4 and 5 in Reading** **Barrier(s):**Maintaining a level 4 or higher can be a challenge with the rigor of FCAT 2.0. Complex text and accompanying materials need to be purchased for Honor's classes. Additional Professional development will need to be held on how to utilize them. **Strategy(s):** **1.**Teachers will work with Close Reading asking Text Dependent questions.	19%	25%
Florida Alternate Assessment: **Students scoring at or above Level 7 in Reading** **Barrier(s):** cognitive level of studetns **Strategy(s):** 1. Small group instruction in reading 2. Computer based Lexia Reading 3. Functional Reading curriculum 4. Individualized goals for each student 5. Teacher read-alouds 6. Reading in the community	33%	35%

Florida Alternate Assessment: **Percentage of students making learning Gains in Reading** **Barrier(s):**Cognitive levels of students **Strategy(s):** 1. Small group instruction in reading 2. Computer based Lexia reading 3. Functional Reading curriculum 4. Individualized goals for each student 5. Teacher read alouds 6. Reading in the community	44%	50%
FCAT 2.0 **Percentage of students in lowest 25% making learning gains in Reading** **Barrier(s):** Students with minimal prior knowledge and limited vocabulary **Strategy(s):** 1. Implementation of Read 180 and Voyager program 2. Specific instruction in vocabulary 3. Pre-reading activities.	68%	72%
Florida Alternate Assessment: **Percentage of students in Lowest 25% making learning gains in Reading** **Barrier(s):**Cognitive levels of students **Strategy(s):** 1. Small group instruction in reading 2. Computer based Lexia reading 3. Functional Reading curriculum 4. Individualized goals for each student 5. Teacher read alouds 6. Reading in the community	44%	50%
Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%: **Baseline data 2010-11:**		
Student subgroups by ethnicity NOT making satisfactory progress in reading :	**Enter numerical data for current level of performance**	**Enter numerical data for expected level of performance**
White:	White 35%	White 34%
Black:	Black 77%	Black 62%
Hispanic:	Hispanic 66%	Hispanic 52%
Asian:	Not reported	
American Indian:	Not reported	

English Language Learners (ELL) not making satisfactory progress in Reading **Barrier(s):** Language **Strategy(s):** 1. Teachers will utilize recommended ESOL strategies, 2. a Spanish language assistant is available 3. Achieve 3000 will support regular classroom instruction.	87%	68%
Students with Disabilities (SWD) not making satisfactory progress in Reading **Barrier(s):**students have varied levels of cognitive abilities and background knowledge, enough special education teacher support in all areas to meet all students need, familiarity of teachers with students varied learning needs. **Strategy(s):** 1. Individualized IEP goals addressing each students lowest area of reading. 2. Co-teaching classrooms with a content specific teacher and a special education teacher throughout the day as well as instructional assistants in many classrooms. 3. Students receive extra support in many areas to include assistance with notetaking, oral presentation of material, focused vocabulary instruction, group assignments, one-on-one instruction, or small group instruction, and flipped classrooms.	73%	62%
Economically Disadvantaged Students not making satisfactory progress in Reading **Barrier(s):** Students do not have compensatory access to information in the home. Students and parents are working for survival. **Strategy(s):** 1. Providing access to computers before school, during lunch, and after school. 2. Using electronic tools to be able to communicate with parents during non-traditional hours. 3. Provide supplies and resources for students with financial needs.	65%	51%

Reading Professional Development

PD Content/Topic/Focus	Target Dates/ Schedule	Strategy(s) for follow-up/monitoring
Unpacking the Common Core Standards	September, 2012 February, 2013	Lesson Plans and walkthroughs
Close Reading	September, 2012 January, 2013	Lesson Plans and walkthroughs
Comprehension Instruction Sequence	December, 2012	Literacy coach will monitor by classroom walk-throughs and support with modeling

CELLA GOAL: Individual students will continue to improve their language proficiency. School averages do not target individual baseline and need.	**Anticipated Barrier**	**Strategy**	**Person/Process/ Monitoring**

2012 Current Percent of Students Proficient in Listening/ Speaking: 43%	Number & proficiency level of incoming students	Students will use ACHIEVE3000 in their English classrooms and the ESOL room to improve reading, listening, speaking, and writing skills	ESOL Assistant Achieve3000 reports
2012 Current Percent of Students Proficient in Reading: 14%	New ESOL assistant	ESOL assistant will use coteaching strategies in the Intensive Reading classroom daily. Small group and one-on-one assistance with all ESOL students.	ESOL Assistant, Reading Teacher DA assessments
2012 Current Percent of Students Proficient in Writing: 21%	Proficiency level of students	Integration of more writing activities in all subject areas with continued support from the ESOL assistant.	ESOL Assistant DA writing assessments student products/ portfolios

Mathematics Goal(s): **I**ncreasing student performance on math summative assessments by implementing hands-on activities geared towards enhancing students real life application of math skills.	**2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)**	**2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)**
Anticipated Barrier(s): **1.** Teacher & student buy-in, time for implementation of new strategies, materials for hands-on activities, prep time for hands-on activities		
Strategy(s): 1. Implementation of bi-weekly discovery station activities based on common core standards. 2. Flipped Classroom format at least once a week in two classrooms enhancing 21st Century Skills (technology, group learning activities, peer teaching, real-life application skills).		
Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Mathematics **Barrier(s):** varied cognitive abilities of students **Strategy(s):** 1. Touch Match curriculum 2. Math manipulatives utilized 3. Small group instruction in math 4. Money skills through Community Based Learning	42%	45%
Florida Alternate Assessment: Students scoring at or above Level 7 in Mathematics **Barrier(s):** varied cognitive abilities of students **Strategy(s):** 1. Touch Math Curriculum 2. Math manipulatives 3. Small group instruction in math 4. Money skills through Community Based Learning	33%	38%

Florida Alternate Assessment: **Percentage of students making learning Gains in Mathematics** **Barrier(s):** varied cognitive abilities of students **Strategy(s):** 1. Touch math curriculum 2. Math manipulatives 3. Small group instruction in math 4. Money skills through Community Based Learning	25%	30%
Florida Alternate Assessment: **Percentage of students in Lowest 25% making learning gains in Mathematics** **Barrier(s):** varied cognitive abilities of students **Strategy(s):** 1. Touch Math Curriculum 2. Math manipulatives 3. Small group instruction in math 4. Money skills through Community Based Learning	N/A	N/A
Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%: **Baseline Data 2010-11:**		
Student subgroups by ethnicity : **White:** **Black:** **Hispanic:** **Asian:** **American Indian**	White: 28 Black: 69% Hispanic: 39% Not Reported Not Reported	White: 45 Black 65% Hispanic: 68%
English Language Learners (ELL) not making satisfactory progress in Mathematics	Not Reported	
Students with Disabilities (SWD) not making satisfactory progress in Mathematics	61%	61%
Economically Disadvantaged Students not making satisfactory progress in Mathematics	51%	53%

Mathematics Professional Development

PD Content/Topic/Focus	Target Dates/ Schedule	Strategy(s) for follow-up/monitoring
Flipped Classroom	Second semester	Evidence of implementation of Flipped presentations in more classrooms as monitored by the Math Coach & lesson plans
Common Core	October and February Inservice	Review of Lesson Plans Classroom Observations

Writing	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)

Barrier(s): Students tend to not plan efficiently, have conventional erros, write according to the formulaic style with little natural voice, lack grade-level vocabulary **Strategy(s):** 1. Grade 9 and 10 teachers will place priority on the following strategies to prepare our students for the FCAT Writing 2.0 assessment. PLANNING: Teachers will provide direct instruction on options for essay planning that will move students away from the elementary-level bubble maps and toward re sophisticated methods, such as hierarchical plans, including quick outlines; pro/con charts, for comparative writing; and cause-and-effect flow charts. In addition, teachers will emphasize the value of time spent on planning. The new 60-minute testing format provides support of this initiative, and experts are advising that students spend 10 minutes planning, 20 minutes writing, and the final 10 minutes editing and improving their essays. Teachers will be stressing that time spent planning can maximize writing ouput. CONVENTIONS: Teachers are placing strong emphasis on basic conventions this year, beginning the year with grammar reviews that have the goal of eliminating basic errors (capitalization, homophones, etc.). Teachers in other content areas are being encouraged to evaluate students' written work with a more critical eye toward conventions, to enforce consistent school-wide expectations for quality. Students are being given more frequent opportunities to practice and reinforce convention skills in their English classes, with the expectation that students remain accountable for all previously taught conventions. In addition, grammar is being taught in context in reading passages. FORMULAIC WRITING: Teachers are providing direct instruction on methods of more fluid and creative expression that will wean students from the hackneyed "three reasons why" formula they have used for years but for which the state is no longer rewarding student writers. The rubric for a score of 6 mentions "freshness of expression" and the "use of creative writing techniques." Teachers are enforcing to		

students that cookie-cutter responses neither engage nor influence their readers. Teachers are using mini-lessons to teach fresher introductions, more powerful conclusions, and more natural expression that loosens student reliance on "the formula." Teachers will use 6 Traits methods, student journal, and in-class writing workshops to elevate students' written expression. Students will be exposed to an array of model essays authored by professional writers and will analyze the traits that made these examples of writing more polished and enjoyable to read as well as more successful in meeting their purpose. VOCABULARY: The Grade 10 teachers will be making use of the newly purchased Sadlier Vocabulary Workshop textbook. Units begin with the vocabulary in context in a nonfiction selection (to help with FCAT Reading), but the benefits to writing cannot be stressed enough: by expanding the breadth of student word choice, their writing will sound much more sophisticated and credible, and their points and claims will be made that much more powerful. SUPPORT: According to the DOE and Pearson, the contracted essay scoring agency, more than any other rubric trait, it is support that matters most. Teachers will spend longer on each writing assignment, calling on students to enhance and layer their support through revision until points are well substantiated and more persuasive. Teachers will work with students on whole-class essays through modeling and collaboration, will partner struggling and efficient writers for peer review, and will host workshop-style days in which one-on-one and small-group opportunities are created for support of our most struggling writers. Teachers will hold regular (every 2-3 weeks) practice essays, use the state rubrics to teach students how to score their own and peer essays, and will have students take responsibility for their own writing growth through progress monitoring in each of the areas listed above. Students will be provided with detailed rubrics that exceed the state's simplistic framework so they can see the specific tools that will help elevate their scores.		

FCAT: Students scoring at Achievement level 3.0 and higher in writing	80%	90%
Florida Alternate Assessment: Students scoring at 4 or higher in Writing	50%	55%

Science Goal(s) (High School) To increase student ability to reason and explain complex science constructs. To improve student ability to process informational text and to respond in writing with evidence from text.	**2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)**	**2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)**
Barrier(s): students literacy skills, students ability to comprehend and make connections between informational text and science concepts, informational science text materials **Strategy(s):** 1. Utilize appropriate common core literacy strategies in all science classrooms using content specific informational text. 2. Incorporate the use of the "close" reading strategy in all science classrooms using content specific informational text. 3. Utilize assessment data from DA EOC Biology Baseline and Mid-Year assessments. 4. Incorporate the use of media review of the DA EOC Biology Baseline and Mid-Year assessments including student data chats and large group data analysis. 5. Utilize assessment data from ACT Science Reasoning practice assessments. 6. Incorporate the use of media review of the ACT Science Reasoning assessments including data chats and large group data analysis.	ACT Mean 17.9 EOC Biology Level 1 35% Level 2 34% Level 3 31%	ACT Mean 18.5 EOC Biology Level 1 5% Level 2 30% Level 3 40% Level 4 20% Level 5 5%

Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Science	50%	55%
Florida Alternate Assessment: Students scoring at or above Level 7 in Science	0%	16%
Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. **White:** **Black:** **Hispanic:** **Asian:** **American Indian:**		
English Language Learners (ELL) not making satisfactory progress in Algebra		
Students with Disabilities (SWD) not making satisfactory progress in Algebra		
Economically Disadvantaged Students not making satisfactory progress in Algebra		

APPENDIX B

(SECONDARY SCHOOLS ONLY)

Algebra 1 EOC Goal **1. By increasing our hands on real world activities we will increase our scores on the EOC exam to show ___% of students receiving a level 3 or higher.**	**2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)**	**2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)**
Barrier(s): Regular attendance of students, teacher collaboration time **Strategy(s):** **1. Teachers will collaborate on weekly hands-on real world student centered activities specifically designed towards common core standards.**		
Students scoring at Achievement level 3 in Algebra:	45%	52%

Students scoring at or above Achievement Levels 4 and 5 in Algebra:	11%	8%
N/A **Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%: Baseline Data 2010-11**		
Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. **White:** **Black:** **Hispanic:**		
English Language Learners (ELL) not making satisfactory progress in Algebra		
Students with Disabilities (SWD) not making satisfactory progress in Algebra		
Economically Disadvantaged Students not making satisfactory progress in Algebra		

Geometry EOC Goal **1. Geometry students will work in peer teaching situations for 30 minutes or more a week, by using the Flipped classroom.**	**2012 Current Level of Performance(Enter percentage information and the number of students that percentage reflects)**	**2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)**
Barrier(s): student access to technology at home, teacher planning and technological capabilities to record and post Flipped lessons. **Strategy(s):** **1. Teachers will record and post a minimum of one Flipped lesson a week, aloting more class time for peer teaching and strand specific group learning projects.**		

Students scoring at Achievement level 3 in Geometry:	N/A	48%
Students scoring at or above Achievement Levels 4 and 5 in Geometry:	N/A	5%
Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%: Baseline Data 2010-11		
Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. **White:** **Black:** **Hispanic:**		
English Language Learners (ELL) not making satisfactory progress in Geometry		
Students with Disabilities (SWD) not making satisfactory progress in Geometry		
Economically Disadvantaged Students not making satisfactory progress in Geometry		

Biology EOC Goal For students taking the Biology EOC to demonstrate competency in critical standards	**2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)**	**2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)**
Students scoring at Achievement level 3 in Biology:	N/A	40%

Students scoring at or above Achievement Levels 4 and 5 in Biology:	N/A	25%

U.S. History EOC For students taking the EOC in history to demonstrate mastery of the standards.	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
Students scoring at Achievement level 3 in U. S. History:	N/A	35%
Students scoring at or above Achievement Levels 4 and 5 in U. S. History:	N/A	10%

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)	Anticipated Barrier	Strategy	Person/Process/ Monitoring
Based on the analysis of school data, identify and define areas in need of improvement: Goal 1: Cocoa High Students will read and respond to informational text (written and verbal) weekly. Goal 2: Cocoa High Students will have numerous opportunities for hands-on real life learning in the classroom. Goal 3: Students in the Class of 2016 who are entering a college preparatory program will have their course taught in a dual digital format. Each student will learn to work with digital content on a tablet.	Training on Common Core Standards and Planning time/ resources available for hands on learning.	Teachers will collaboratively plan and implement hands-on real life activities that enhance students conceptual awareness of the common core standards.	Science & Math Coach

Career and Technical Education (CTE) Goal(s)	Anticipated Barrier	Strategy	Person/Process/Monitoring

Based on the analysis of school data, identify and define areas in need of improvement: Goal 1:Cocoa High CTE students will increase their pass rate on industry exams by 5% this year.	Student mobility, time in the labs (testing inhibits the actual time available in computer labs), materials/ budget for hands on project based learning opportunities	Students will increase the amount of time working in collaborative groups on industry level project based learning.	CTE teachers, regular formative assessments

APPENDIX C

(TITLE 1 SCHOOLS ONLY)

Highly Effective Teachers

Describe the school based strategies that will be used to recruit and retain high quality, highly effective teachers to the school.

Descriptions of Strategy	Person Responsible	Projected Completion Date
1.		
2.		
3.		

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who are not highly effective. *When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessionals that are teaching out-of-field/and who are not highly effective	Provide the strategies that are being implemented to support the staff in becoming highly effective

For the following areas, please write a brief narrative that includes the data for the year 2011-12 and a description of changes you intend to incorporate to improve the data for the year 2012-13.

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)/RtI **(Identify the MTSS leadership team and it role in development and implementation of the SIP along with data sources, data management and how staff is trained in MTSS)**

Our MTSS/ RtI team is made up of our Assistant Principal for Discipline, our Guidance Team, our Staffing Specialist, School Psychologist and Behavior Analyst. Teachers also join the team as part of targeting strategies for individual students. Our Inclusion lead teacher is the director for our process. She works with school officials and district officials to gather relevant information. Our school psychologists directs the information gathering process and recommends sources of data.

The team uses standardized data in the form of testing along with academic records. The team also gathers behavioral and action oriented data through checksheets and observations.

Our modifications for 2012 2013 include the increased role of the student in managing and tracking his/her own data.

PARENT INVOLVEMENT:

On the Cocoa High campus we have a Parent Resource room that allows parents to have access to many resources. We also hold two "Bring your Parent to School" days yearly to give parents a chance to follow their students through a typical school day and experience high school through their child's perspective. According to our annual parent survey we increased the number of parents who attended informational nights from 69% in 2010-2011 school year to 81% in the 2011-2012 school year. This year we hope to increase that to 85%.

We had an increase in senior parent informational nights in the 2012 school year that we intend to continue to build on this year. We are also planning on offering two NCAA Clearinghouse parent nights this school year for our athletes interested in college programs. In 2011 Cocoa High logged 23,821 volunteer hours, in 2012 we logged 22,100 volunteer hours. In the 2012 school year we lost our parent volunteer coordinator which we feel significantly impacted our overall volunteer hours and parental involvement. We hope to show an increase in our volunteer hours this year from 22,100 back to 23,000.

ATTENDANCE:

The overall attendance rate for Cocoa High in the 2011-2012 School year was 94.45%. Cocoa High decreased their total number of students who failed class(es) due to absences in the 2011-2012 school year. In the 2012-2013 school year, CHS expects to increase their overall attendance to 95.00% by increasing the amount of one-on-one meetings with students that are experiencing high levels of absenteeism and having monthly meetings with students that have a history of attendance issues, research shows that students who feel a connection with their school have higher rates of attendance and a higher graduation rate.

SUSPENSION:

In 2012 Cocoa High had 219 Out of School Suspension (OSS) and 896 In School Suspensions (ISS). We had 47 expellable offenses/ recommendations for alternative placement.
This year we will focus on the following strategies to lower our suspensions rates to under 200 for OSS, and under 850 in ISS, with less than 40 expellable offenses.
1. Asking teachers to carefully follow their classroom discipline plans and document interventions prior to referrals
2. Adherence by teachers to Behavioral Intervention Plans to discourage inappropriate behaviors
3. Refer students to counseling services as appropriate
4. Increase parental involvement as behavioral issues become apparent

DROP-OUT (High Schools only): At Cocoa High school our drop out prevention program is a school within a school model that gives students a small group learning environment with personalized attention to the students individual goals to ensure success completing their high school curriculum and planning for their postsecondary readiness.We also have several CTE programs that allow students who want to explore a more technical field the opportunity to do so with industry certification exams in each CTE program at the conclusion of the program.
Cocoa High Schools Graduation Rate for 2012 was

POSTSECONDARY READINESS: All seniors will meet with their counselor several times throughout their senior year to discuss their course progress and their plans for after graduation. The guidance department has parent nights that focus on scholarships, college and career planning, financial planning for post secondary needs. We have a College and Career fair in the spring that brings dozens of colleges, military recruiters, and local business to the Cocoa High campus giving students a chance to discuss and get information on a variety of postsecondary options.

In order to ensure that students are ready for life after high school, we support intensive reading and math programs; college readiness courses; tutoring; and credit retrieval.

We are adding computer stations for increased access to digital content; iPads for student use; and training in utilizing media resources for both students and adults.

We are working to increase the total number of our students engaging in vocational dual enrollment programs.