

# Brevard County Public Schools School Improvement Plan 2011-2012

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*Name of School*

Cocoa High

*Area*

Central

*Principal*

Dr. Stephanie A. Soliven

*Area Superintendent*

Sandra Demmon

*SAC Chairperson*

Randal Wheeler

*Superintendent*  
***Dr. Brian Binggeli***

## VISION

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

## MISSION

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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.

# Brevard County Public Schools School Improvement Plan 2011-2012

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## SECTION I

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### **School Wide Improvement Model**

*Describe the evidence based School Improvement Model at your school. How is this model being implemented, and how has it helped with student achievement?*

Cocoa High school utilizes three main models in leading school improvement efforts.

Cocoa High teachers are using Advancement Via Individual Determination (AVID) strategies and Marzano's High Yield strategies school-wide in order to create consistency in classroom instruction. Strategies include, but are not limited to: Posted Daily Objectives, Cornell Notetaking, interactive word walls, summarizing & notetaking, learning groups, providing feedback through data chats, and daily use of Writing, Inquiry, Collaboration, and Reading (WICR) strategies. Common strategies in each classroom assist the students in mastering the curricular requirements.

Cocoa High School also follows the Florida Continuous Improvement Model (FCIM). Through this process teachers utilize instructional focus calendars to monitor and track mini-assessments targeted at each of the subject area standards. Through FCIM teachers are using many formative assessment points to differentiate instruction for all learners.

Additionally the BSCS 5E Instructional model is used for teachers' daily instructional plans. Teachers address Engagement, Exploration, Explanation, Elaboration, and Evaluation when structuring each day's activities. The 5E model is based on the Science Curriculum Improvement Study which analyzed how students learn. This model is linked directly to the district's BEST model.

Each of the models are supported through Professional Learning Communities with data being gathered through classroom walkthroughs, the new district appraisal system, and formative assessments.

### **Extended Learning Opportunities**

*Describe the programs that are provided before and after school, during the summer, and during the extended school year.*

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### **Academic Support Program**

#### *Reading/Mathematics*

- How is your ASP program addressing students in priority groups?
  1. Level 1 on FCAT (3<sup>rd</sup> grade is first priority)
  2. Lowest 25% in Reading
  3. K-6 students demonstrating deficiencies in reading or mathematics
- When are services being provided for reading/mathematics ASP?
- Who will be providing instruction?
- How will instruction be delivered?
- What materials will be used for ASP instruction?

### *Science*

- How is your ASP addressing students who scored below 300 on Science FCAT or current 5<sup>th</sup> grade students in need of support?
- When are services being provided for science ASP?
- Who will be providing instruction?
- How will instruction be delivered?
- What materials will be used for ASP instruction?

### *Before and After School Care*

Do students have opportunities to participate in learning activities (free or fee-based) before or after school?

### *Enrichment Opportunities*

Do students have opportunities to participate in clubs?

Do students have opportunities to participate in SES or SOAR?

What other learning opportunities are available outside of the regular school curriculum?

Cocoa High offers extensive opportunities for students who require, or desire, extended learning.

**Post Secondary Remediation** - Cocoa High receives additional funding based on the number of Level 1 students on campus. Those funds are utilized to support students beyond traditional schedule options. CHS will utilize the funds to increase the access to technology for our English students. This is critical for students who are now accountable to 21st Century Learning standards in addition to the Common Core Standards in Language Arts and Reading. This budget also provides for instructional materials and training to improve the differentiation of instruction in all classes.

**Extracurricular Activities** - Students participate in many academic, social, and athletic clubs. Cocoa High has honor societies for music, mathematics, drama, and general academics. Students also participate in BETA Club, Key Club, Drama Club, Art Club, Gospel Choir, Student Government, Robotics and several other programs. In the 2010-2011 Cocoa High is adding clubs for our Sports Science Training Academy and the Spanish honor society.

**Intensive Reading/Math** - Intensive Reading and Intensive Math programs are offered during the school day for students who are deficient as measured by the FCAT and College Readiness assessments. Students are exposed to research-based curriculum and small class sizes to provide remediation and support in addition to the standard English and math course. Both intensive programs have been supplied instructional materials via Post-Secondary funds. The program supports 9-12th graders.

**Omega** - for our students who are behind in credits and GPA, we have a comprehensive competency based program called Omega. Students are able to come to school during modified hours and work at their own pace with certified instructors. The curriculum uses computer-aided instruction to provide an alternative platform for struggling students.

**Credit Recovery** - for our students who are behind in credits for promotion, we offer a before-and after-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. In addition, students can take courses for credit recovery through Florida Virtual School (FLVS) coursework or through the Adult Education program.

**Accelerated Programs** - for our students desiring a more advanced program of study, we

offer numerous Honors & Advanced Placement (AP) classes on campus during the school day. Cocoa High School is authorized to award the Advanced Placement diploma. As a Florida Partnership School our programs are developed with direct support of CollegeBoard. We also offer Dual Enrollment and Early Admissions opportunities through Brevard Community College.

**Instructional Support/Tutoring** - for those students struggling in a particular subject matter, before- and after-school tutoring support is available. Our Homework Club and Math tutoring programs offer one-on-one assistance by a certified teacher.

**SOAR** - for those students requiring credit recovery for promotion purposes, we offer a credit recovery program during the summer run by certified teachers and utilizing computer-aided instruction.

**Driver's Education** - a fee-based program is offered before school for those students wishing to participate in a driver's education program.

**College & Career Awareness** - the guidance department coordinates 2 college representative visits each month and host a College and Career Fair each spring to encourage students to investigate their post-secondary options and plan for the future.

**Counseling & Mentoring** - the guidance department holds annual Individual Program of Study meetings with parents and students to keep current on student needs and host a Counselor's Corner in the cafeteria during lunch time to make themselves available to students.

#### **Reading Intervention Plan & Literacy Leadership Team (LLT)**

*"All components of the K-12 Reading Plan and statutory requirements for reading intervention will be followed. These components and approved instructional and intervention materials can be found at*

[https://app1.fldoe.org/Reading\\_Plans/Narrative/%28S%28saa40o452rdyn3iznykhluv3%29%29/NarrativeList.aspx](https://app1.fldoe.org/Reading_Plans/Narrative/%28S%28saa40o452rdyn3iznykhluv3%29%29/NarrativeList.aspx) "

# Brevard County Public Schools School Improvement Plan 2011-2012

## SECTION II

### **Highly Qualified Instructional Coaches**

List your school's highly qualified instructional coaches and briefly describe their certification (s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT performance (Percentage data for High Standards, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP). Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, Lowest 25%), and AYP information along with the associated school year)
Science	Raul Montes	Math 6-12, Gen Sci 5-8, Physics 6-12	33	2	2010-2011 - school grade not yet released, Percentage meeting high standards in science - 31%, Science ACT 17.1
Reading	Meara Trine	Educational Leadership, Elementary Education, Middle Grades Integrated, Reading Endorsement, ESOL Endorsement, Gifted Endorsement	2	2	2010-2011 - school grade not yet released, Percentage high standards in Reading - 38%, Learning Gains lowest 25% - 47%, Seventy-seven percent of AYP met.
Math	Kate Abernethy	Math 6-12	10	1	2010 - 2011 - school grade not yet

					released, Percentage meeting high standards in math - 74%, Learning Gains lowest 25% - 52%, Seventy- seven percent of AYP
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**Response to Instruction/Intervention (RtI)**

**School-based RtI Team**

*Identify the school-based RtI Leadership Team.*

Cocoa High's RtI Leadership consists of: Kim Stockton- Assistant Principal, Dan Grant- Guidance Counselor, Katie Trasport- ESE Guidance Counselor, Cathy Gahres- Guidance Services Professional, Linda Crescini - School Psychologist, TJ Gaudy- ESE Teacher, Meara Trine- Reading Coach, Kate Abernethy- Math Coach, Raul Montes- Science Coach, Bryan Conti- Social Studies Department Chair and AVID Coordinator.

Principal/Assistant Principal - provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Guidance - provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral and social success.

School Psychologist - participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision-making activities.

General Ed Teachers/Department Chairs - provides information about core instruction, documents RtI concerns using A3 software, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Education (ESE) Teachers - participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

School- and District-based Technology Specialists - Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

*Describe how the school-based RtI Leadership Team functions (e.g. meeting processes and roles/functions). How does it work with other school teams to organize/coordinate RtI efforts?*

The Leadership Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our school, our teachers, and in our students? The team will meet at least once each semester to engage in the following

activities:

Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk, or at high risk for not meeting benchmarks.

Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. In addition, the team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

*Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem Solving process is used in developing and implementing the SIP?*

Members of the RtI Leadership Team met with the School Improvement Plan (SIP) Committee to help develop the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures.

### **RtI Implementation**

*Describe the data sources(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior*

Baseline Data: Progress Monitoring and Reporting Network (PMRN), Differentiated Accountability Assessments, Florida Assessment for Instruction of Reading (FAIR), Florida Comprehensive Assessment Test (FCAT), Edge, Read 180 and Journeys II data will also be considered.

Midyear: Florida Assessments for Instruction in Reading (FAIR), Differentiated Accountability Assessments, Edge, Read 180 and Voyager data.

End of year: Florida Assessments for Instruction in Reading (FAIR), Florida Comprehensive Assessment Test (FCAT), Edge, Read 180 and Voyager data.

Frequency of Data Days: monthly for data analysis

*Describe the plan to train staff on RtI.*

An overview of RtI was presented to the faculty. The 9th grade cohort and the reading department were provided training and began implementing the RtI process in the 2009-10 school year. During the 2010-11 school year, all teachers were trained in the use of A3 to document student concerns and in the RtI process through professional development during teachers' common planning time and small sessions throughout the year.



improvement.

- ☑ 3. Maintain effective school/community communication and partnerships.

## RATIONAL

### Data Analysis from multiple data sources:

*(Needs assessment that supports the need for improvement)*

Both formative and summative assessments have revealed deficiencies in student performance in reading and other verbal skills. For test year 2011, CHS failed to make AYP in every subgroup for reading. The total school population had 34%, 32%, and 37% of the students above grade level in reading based on the FCAT for testing years 2011, 2010, and 2009, respectively. This trend represents a partial recovery from the prior year's results. In our most critical area, the black student subgroup had 18%, 13%, and 23% of the students achieving grade level for the same years. All subgroups exhibited a similar results pattern over the same three year period, with the exception of the economically disadvantaged subgroup, which remained stagnant at 26% of students achieving a level 3 or higher.

The results for national assessments yielded a more negative trend. In the ACT profile report, CHS scores reflect that 41%, 43%, and 41% of seniors scored at the readiness benchmark for English for the graduating class of 2011, 2010, and 2009 respectively. Reading scores for the same groups and years reflected 27%, 32%, and 30% meeting the readiness benchmarks.

In the SAT annual report, CHS experienced a decline of 28 points in critical reading based on a comparison of the 2011 mean score to the 2010 mean score. In writing, CHS experienced a decline of 22 points based on a comparison of the 2011 mean score to the 2010 mean score.

Overall FCAT writing scores were 3.8, 4.0, and 3.8 in 2011, 2010, and 2009 test years. This pattern correlates more closely to the ACT profile reports than the other FCAT scores for the same years. Further evidencing the same trend, 66%, 74%, and 62% of students achieved a 4.0 or higher on the 2011, 2010, and 2009 exams, respectively.

### Best Practice:

*(What does research tell us we should be doing? Benchmark your results)*

The K12 Literacy and Leadership Fieldbook (Taylor & Gunter, 2006) identifies 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. In *Reading next: A vision for action and research in middle and high school literacy*, Biancarosa and Snow (2004) identify common curriculum strategies in supporting the five essential elements, specifically in secondary settings. The research identified the following strategies as the most effective: prediction, clarification, visualization, summarization, evaluation, and relevancy. Billmeyer and Barton (1998) reported that when all teachers are expected to utilize the high yield strategies learning improves.

In *Creating a culture of literacy: A guide for middle and high school principals*, NASSP identified key research in secondary reading instruction. The study emphasized the need to examine the school's structure in reviewing time dedicated to literacy instruction. Blocked and intensive instruction was recommended for the students who have been spiraling behind. Realistic budgeting for a schoolwide plan and accompanying professional development are also key components. The research also underscored the need to understand and utilize data in decision making. Checklists and observations guides can assist leaders in monitoring implementation while reading logs and portfolios can help the educators track informal assessments. Concrete classroom strategies were also identified to include embedding literacy strategies into instruction, modeling of strategies, clearly defined opportunities for students to read coupled with time for students to reflect about their reading.

## **Analysis of Current Practice:**

*(How do we currently conduct business?)*

Cocoa High School currently supports literacy instruction through its overarching models. Although we employ common instructional strategies, deliberate literacy strategies are not across all subject areas.

Instructionally, Cocoa High School is continuing training in the AVID framework. Core freshmen teachers have attended training with a plan to continue the training across grade levels. AVID focuses 21<sup>st</sup> 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. Teachers post daily objectives, and utilize the FCIM process in using assessments that are benchmark driven. Currently, FAIR data comprises the majority of our reviewed data in non-reading classrooms, although reading courses have information from their programs to include Read 180, Edge, Voyager, and Reading Plus. A data room is maintained by the literacy coach for individual student progress monitoring based on FAIR. The guidance department reinforces goal attainment through scheduling of students and Individual Programs of Study meetings with the child and parent. We are currently conducting mandatory IPS meetings with freshmen, sophomores, and juniors. Further communication is maintained on a consistent basis with students and parents regarding individual progress towards strands and benchmarks through the use of Edline.

# Brevard County Public Schools School Improvement Plan 2011-2012

## GOAL 1

### SCHOOL-BASED OBJECTIVE

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

Cocoa High teachers will enhance literacy instruction through the implementation of instructional models designed to differentiate instruction based on formative assessment data.

### STRATEGIES:

<b>ACTION STEPS</b>	<b>PERSON RESPONSIBLE</b>	<b>TIMETABLE</b>	<b>BUDGET</b>	<b>IN-PROCESS MEASURE</b>
<p>Evaluation of the data from one or more of the following assessments will drive the construction of instructional focus calendars:</p> <p>FAIR testing that is administered 3 times a year.</p> <p>Read 180, Edge, and Journeys reading program tests that are administered weekly.</p> <p>Differentiated accountability writing assessments that are administered 2 times per year.</p>	<p>Literacy Coach (Meara Trine), Reading Chairperson (Nancy McDermott), English Chairperson (Diane Phillips), Social Studies Chairperson (Bryan Conti), Assistant Principal for Curriculum (John Johnson)</p>	<p>Ongoing throughout the school year</p>		<p>Instructional focus calendars</p>
<p>Address every Reading benchmark in all Social Studies, English, Reading, and Elective courses.</p>	<p>Classroom Teachers</p>	<p>Ongoing throughout the school year</p>		<p>Lesson plans posted on Edline</p>
<p>Use WICR strategies (Writing, Inquiry, Collaboration, and Reading) on a consistent daily basis in all classrooms.</p>	<p>Classroom Teachers</p>	<p>Ongoing throughout the school year</p>		<p>Lesson plans posted on Edline</p>
<p>Training for teachers will continue on AVID 21<sup>st</sup> Century Learning</p>	<p>AVID Site Team &amp; Classroom Teachers</p>	<p>Ongoing throughout</p>	<p>\$2,00...</p>	<p>Attendance rosters, Coach's Log</p>

Strategies. To assist teachers with the implementation of these strategies, support will be provided in the form of modeling, co-teaching, shared planning, etc.		the school year		
Training on how Literacy PLCs will function and the distribution of MESH reading strategies handbook will be provided to teachers in preparation for Literacy PLCs	Literacy Coach & Classroom Teachers	September 2011	\$300.00	Attendance rosters
Participation in Literacy Professional Learning Communities by teachers, facilitated by the Literacy Coach, to collaborate on reading strategies (MESH, AVID, CRISS, Thinking Maps, etc.) implemented in the classroom.	Literacy Coach & Classroom Teachers	Approximately once a month		Attendance rosters
Support will be offered as requested, in the form of modeling, co-teaching, shared planning, reflection, etc. for the implementation of school wide reading strategies (MESH, AVID, CRISS, Thinking Maps, etc.).	Literacy Coach & Classroom Teachers	Ongoing throughout the school year		Coach's Log
Facilitate student data chats focusing on FCAT and FAIR data, with every student after each FAIR assessment.	Literacy Coach	September, December, & April	\$39,8...	Checklist
Maintain a classroom library that includes a variety of genres, such as content area literature, historical fiction, nonfiction, informational, biography, fiction, etc. in all classrooms. Support, including strategies for utilization, book selection and procurement will be provided on an as needed basis.	Literacy Coach & Classroom Teachers	Ongoing throughout the school year	\$5,00...	Checklist
Established and maintained in every classroom, will be an interactive word wall. Training and support will be provided by the Literacy Coach as needed.	Literacy Coach & Classroom Teachers	Ongoing throughout the school year	\$300.00	Checklist
Offered during the school year will be two professional book studies focusing on literacy.	Literacy Coach	First & Second Semester	\$1,20...	Attendance rosters
Model the construction of 21 <sup>st</sup>	Classroom Teachers	Ongoing		Lesson plans posted

Century Learning Strategies, to develop higher-order thinking questions and activities in class. Additionally, teachers will monitor subsequent use by students as measured by the generation of their own higher-order questions in class and initiating their own inquiry activities.		throughout the school year		on Edline
Utilize A3 to document the instructional weaknesses of students and to collaborate on strategies for the RtI process.	Instructional Staff & Guidance	Dependent on student		Intervention notes on A3
Attending training on Lesson Study in order to facilitate the program to the instructional staff.	Principal, Literacy Coach, Science Coach	September 2011		Training agenda
Provide for two sets of laptop carts for English classrooms to facilitate the use of 21st Century skills in writing and research.	Principal	September 2011	\$36,0...	Lesson Plans

# Brevard County Public Schools School Improvement Plan 2011-2012

## GOAL 1

### EVALUATION:

#### **OUTCOME INDICATORS**

*Results on the FCAT will demonstrate the following improvements:*

#### **Reading:**

Total  
Population: From  % in 2011 to  % in 2012.  
Level1: From  % in 2011 to  % in 2012.  
Lowest  
25%: From  % in 2011 to  % in 2012.  
Learning  
Gains: From  % in 2011 to  % in 2012.  
White: From  % in 2011 to  % in 2012.  
Blacks: From  % in 2011 to  % in 2012.  
Hispanic: From  % in 2011 to  % in 2012.  
ELL: From  % in 2011 to  % in 2012.  
SWD: From  % in 2011 to  % in 2012.  
ECD: From  % in 2011 to  % in 2012.  
Other:  
 From  % in 2011 to  % in 2012.

#### **Writing:**

Total  
Population: From  % in 2011 to  % in 2012.

#### **Math:**

Total  
Population: From  % in 2011 to  % in 2012.  
Level1: From  % in 2011 to  % in 2012.  
Lowest  
25%: From  % in 2011 to  % in 2012.  
Learning  
Gains: From  % in 2011 to  % in 2012.  
White: From  % in 2011 to  % in 2012.  
Blacks: From  % in 2011 to  % in 2012.  
Hispanic: From  % in 2011 to  % in 2012.  
ELL: From  % in 2011 to  % in 2012.  
SWD: From  % in 2011 to  % in 2012.  
ECD: From  % in 2011 to  % in 2012.  
Other:  
 From  % in 2011 to  % in 2012.

#### **Science:**

Total  
Population: From  % in 2011 to  % in 2012.

#### **ADDITIONAL OUTCOME INDICATORS:**

ACT College Readiness Indicator  
Improve to 50% in English and 40% in  
Reading

SAT will show a mean Critical Reading score  
increase to 450.

#### **PROGRESS MONITORING:**

Reading tests are administered 3 times per  
year in the form of the FAIR test  
and weekly in the form of Read 180, Edge  
and Voyager Reading Curriculum tests.  
Results are discussed with students during  
data chats.

Writing, Differentiated Accountability tests  
are administered 2 times per year and  
results are discussed with students during  
data chats.

Cocoa High's Edline Policy states that teachers will update Edline at least once every two weeks. Administration will monitor compliance with this policy.

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# Brevard County Public Schools School Improvement Plan 2011-2012

## GOAL 1

PROFESSIONAL DEVELOPMENT ALIGNED TO THIS OBJECTIVE:

<b><i>District Request</i></b>	<b><i>School Based</i></b>
21st Century Skills;	Lesson Study;
Literacy Across the Curriculum;	Literacy Across the Curriculum;
Response to Intervention (RtI);	AVID;
Lesson Study;	
<b><i>District Request - OTHER</i></b>	<b><i>School Based - OTHER</i></b>

# Brevard County Public Schools School Improvement Plan 2011-2012

## GOAL 1

**BUDGET:**

<i><b>CATEGORY</b></i>	<i><b>DESCRIPTION</b></i>	<i><b>FUNDING SOURCE</b></i>	<i><b>AMOUNT</b></i>
Training	Staff Development AVID Site Team	Discretionary Dollars	\$2,000.00
Materials	MESH Curricular Handbooks for literacy	Discretionary Dollars	\$300.00
Salaries	Reading Coach	District Funded	\$39,859....
Materials	Books and materials for classroom libraries	Post Secondary Remediat...	\$5,000.00
Materials	Materials for word walls	Discretionary Dollars	\$300.00
Materials	Books for PLC book studies on literacy strategies	Discretionary Dollars	\$1,200.00
Technology	Laptops for English classrooms	Post Secondary Remediat...	\$36,000....
		<b>TOTAL:</b>	\$84,659.00

# Brevard County Public Schools School Improvement Plan 2011-2012

## GOAL 2

### SCHOOL-BASED OBJECTIVE

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

Cocoa High Math teachers will improve student performance on math assessments by implementing diverse instructional models that differentiate based on formative assessment data.

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

### *Operational Expectations*

#### ***Goal 1: Student Achievement***

- 1. Maximize student potential in core area achievement.
- 2. Close achievement gaps.
- 3. Deliver quality non-core area learning opportunities that provide students with a well-rounded education.
- 4. Promote student acquisition of 21st century skills.

#### ***Goal 2: Safe, Healthy and Productive Work and Learning Environment***

- 1. Provide adequate and appropriate facilities.
- 2. Maintain a safe work and learning environment.
- 3. Foster shared purpose and collaboration throughout the organization.

#### ***Goal 3: Capable and Engaged Workforce***

- 1. Recruit and retain the highest quality staff.
- 2. Build leadership and job-related capacity at every level of the organization.
- 3. Promote continual learning and innovation through reasonable levels of autonomy, accountability and ownership.

#### ***Goal 4: Fiscal Responsibility and Organizational Effectiveness***

- 1. Maintain effective and efficient resource management.
- 2. Utilize strategic planning that provides organizational focus and fosters continuous improvement.

- ☑ 3. Maintain effective school/community communication and partnerships.

## RATIONAL

### Data Analysis from multiple data sources:

*(Needs assessment that supports the need for improvement)*

Cocoa High School data reveals a need to improve achievement in the area of math. For the test year 2011 AYP was not met in nearly all subgroups with 66% of all students achieving at or above grade level. White students did achieve AYP with 77% of students achieving at grade level however only 43% of black students, 58% of economically disadvantaged, and 39% of students with disabilities achieved at grade level standards.

The ACT Profile report of graduating seniors revealed that only 19% of seniors who took the test achieved at College Readiness Benchmarks. This was below the state average of 45%. There was also a significant decline in SAT performance in the math portion. Test year 2011's mean score of 455 in Mathematics which represented a 1 point decline from test year 2010. In the SAT annual report, CHS experienced a decline in Mathematics showing a mean score of 455 in 2011 which is 4 points lower than our mean score of 459 in 2010.

### Best Practice:

*(What does research tell us we should be doing? Benchmark your results)*

The National Council of Teachers of Math emphasizes the needs for hands-on activities to enhance conceptual learning. Research from the council also shows the need for relevant "real number" activities drawn from current events and practical applications. Similar to the research on reading, reflection in math is a prime strategy to improving achievement and math comprehension. In the US Department of Education "What Works" Clearinghouse focuses on diagnostic data and close progress monitoring.

High School Operations Research also focuses on the critical importance of relevance in mathematics courses. Strategies to engage the students in non-traditional assignments are emphasized as a method for mastery. The National Governor's Association for Best Practices focuses on the critical role of STEM (Science, Technology, Engineering and Math) programs in developing high level thinkers. Infused technology and student research (project based curriculum) in the area of math were cited as critical components to improved productivity.

### Analysis of Current Practice:

*(How do we currently conduct business?)*

Math teachers currently utilize textbook resources as the primary curriculum source for their daily instruction. Interactive learning techniques such as CPS (Classroom Performance Systems), Smartboards, Easi Teach, Smartview, netbooks, and interactive chalkboards are utilized throughout the math classrooms enhancing students 21st Century Skills. Teachers do employ the schoolwide common instructional strategies to guide daily lessons. Teachers have been trained in the AVID framework to engage higher order thinking skills and to use Cornell notetaking in the math classroom. Cocoa High math teachers participate in Professional Learning Communities to evaluate data, complete lesson study, and to review curricular deficiencies.

Math teachers utilize the Florida Continuous Improvement Model to develop mini-assessments to gather data on direct instruction for all areas of the standards beyond the scope of the specific course. Teacher led afterschool math tutoring is common practice at Cocoa High, with twice weekly sessions offered for struggling students.



# Brevard County Public Schools School Improvement Plan 2011-2012

## GOAL 2

### SCHOOL-BASED OBJECTIVE

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

Cocoa High Math teachers will improve student performance on math assessments by implementing diverse instructional models that differentiate based on formative assessment data.

### STRATEGIES:

<b>ACTION STEPS</b>	<b>PERSON RESPONSIBLE</b>	<b>TIMETABLE</b>	<b>BUDGET</b>	<b>IN-PROCESS MEASURE</b>
Utilize the A3 software to track student deficiencies and to monitor interventive strategies.	Math teachers	ongoing as needed		Lesson Plans
Engage in PLC to review diagnostic data revealed by the DA Assessment process	Math Coach and math teachers	October and January		Diagnostic results
Utilize relevant, real-world current event activities to engage students in math.	Math Coach, math teachers	Ongoing, at least one example per month		posted lessons on Edline
Work with department to develop problem solving/math research lesson activities	Math coach	Ongoing	\$44,37...	posted lessons on Edline
Create predesigned hands-on strand specific math lessons with all relevant materials	Math coach	By May 2012	\$2,000...	Lesson inventory
Conduct data chats with students to review assessments and math goals	Math coach and math teachers	ongoing		Student data chat/goal sheets
Increase use of 21st Century learning with technology designed for student learning and productivity ie. wireless	Math teachers, district trainers	Ongoing		Review of student projects

technology labs, Tandberg Video Conferencing Systems, netbook computers, Classroom Performance Systems, and Quomo Pad Tablet.				
Research strategies relevant to reducing math illiteracy and share with math teachers	Math Coach	October - May		Research log
Research STEM strategies at the NASA Teacher Resource Center to incorporate into real-world application math activities in the classroom.	Math Coach and teachers	Ongoing		Research log with posted Edline lessons
Reinstate Mu Alpha Theta Chapter by starting a math club geared towards statewide math competitions	Math Coach and math teachers	Ongoing		Club roster

# Brevard County Public Schools School Improvement Plan 2011-2012

## GOAL 2

### EVALUATION:

#### **OUTCOME INDICATORS**

*Results on the FCAT will demonstrate the following improvements:*

#### **Reading:**

Total  
Population: From  % in 2011 to  % in 2012.

Level1: From  % in 2011 to  % in 2012.

Lowest  
25%: From  % in 2011 to  % in 2012.

Learning  
Gains: From  % in 2011 to  % in 2012.

White: From  % in 2011 to  % in 2012.

Blacks: From  % in 2011 to  % in 2012.

Hispanic: From  % in 2011 to  % in 2012.

ELL: From  % in 2011 to  % in 2012.

SWD: From  % in 2011 to  % in 2012.

ECD: From  % in 2011 to  % in 2012.

Other:  
 From  % in 2011 to  % in 2012.

#### **Math:**

Total  
Population: From  % in 2011 to  % in 2012.

Level1: From  % in 2011 to  % in 2012.

Lowest  
25%: From  % in 2011 to  % in 2012.

Learning  
Gains: From  % in 2011 to  % in 2012.

White: From  % in 2011 to  % in 2012.

Blacks: From  % in 2011 to  % in 2012.

Hispanic: From  % in 2011 to  % in 2012.

ELL: From  % in 2011 to  % in 2012.

SWD: From  % in 2011 to  % in 2012.

ECD: From  % in 2011 to  % in 2012.

Other:  
 From  % in 2011 to  % in 2012.

#### **Writing:**

Total  
Population: From  % in 2011 to  % in 2012.

#### **Science:**

Total  
Population: From  % in 2011 to  % in 2012.

#### **ADDITIONAL OUTCOME INDICATORS:**

From 19% of seniors college ready as measured by ACT to 25% of seniors.	From a mean score on SAT of 455 to a mean score of 465.
Algebra I EOC (End of Course) proficiency rate will increase by 5%.	

#### **PROGRESS MONITORING:**

Differentiated Accountability assessments	Weekly monitoring of student work, posted on Edline
Monitoring of interventive strategies posted on A3	Chapter/Unit assessments



# Brevard County Public Schools School Improvement Plan 2011-2012

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## GOAL 2

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PROFESSIONAL DEVELOPMENT ALIGNED TO THIS OBJECTIVE:

<b><i>District Request</i></b>	<b><i>School Based</i></b>
Lesson Study;	Lesson Study;
21st Century Skills;	Student Engagement;
<b><i>District Request - Other</i></b>	<b><i>School Based - Other</i></b>

# Brevard County Public Schools School Improvement Plan 2011-2012

## GOAL 2

### BUDGET:

<i>CATEGORY</i>	<i>DESCRIPTION</i>	<i>FUNDING SOURCE</i>	<i>AMOUNT</i>
Salaries	Math Coach	District Funded	\$44,374....
Materials	Materials for curriculum development and enhancement	Post Secondary Remedia...	\$2,000.00
		<b>TOTAL:</b>	\$46,374.00



improvement.

- ✓ 3. Maintain effective school/community communication and partnerships.

## RATIONAL

### Data Analysis from multiple data sources:

*(Needs assessment that supports the need for improvement)*

School data from the 2011 test year reveals a need to improve student achievement in the area of science. FCAT Science results indicate that only 28% of student performed at or above grade level. 5% of Black students performed at grade level, 39% of white students performed at grade level, 33% of Hispanic/Latino performed at grade level and 6% of students with disabilities performed at grade level.

Science data is also gathered through the ACT testing program. Out of 218 graduating seniors only 8% demonstrated college readiness with an overall mean score of 17.1.

### Best Practice:

*(What does research tell us we should be doing? Benchmark your results)*

Research indicates a critical need for emphasis on inquiry based instruction. In Thomas (2000) a review of research on project-based learning indicated that student achievement rises when students are able to work collaboratively on real-world problems.

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.

Along with the use of hands-on laboratory activities the 5E Instructional Model embedded into Brevard's BEST (Brevard Effective Strategies for Teachers) is being implemented. The BEST instructional model incorporates student leaning styles, 21<sup>st</sup> Century Learning and a variety of assessments (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. 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 provides opportunities for the student to demonstrate their understanding.

### **Analysis of Current Practice:**

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*(How do we currently conduct business?)*

Six of Cocoa High's science teachers have been trained in the BEST Instructional model with emphasis on the BSCS 5E model for inquiry instruction. Teachers consistently integrate technology into daily lessons. Currently there are limited applications for students to authentically produce and utilize technology for project based learning. Teachers utilize science probes for the Florida Continuous Improvement Model to garner mini-assessment data on student achievement of the standards.

# Brevard County Public Schools School Improvement Plan 2011-2012

## GOAL 3

### SCHOOL-BASED OBJECTIVE

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

&Cocoa High science teachers will improve student performance on science by implementing &diverse, 21<sup>st</sup> century learning instructional strategies that differentiate instruction based on formative assessment data.

### STRATEGIES:

<b>ACTION STEPS</b>	<b>PERSON RESPONSIBLE</b>	<b>TIMETABLE</b>	<b>BUDGET</b>	<b>IN-PROCESS MEASURE</b>
Utilization of the 5E and Best instructional models preparing each day's lessons.	All science teachers and science coach	Ongoing		Lesson Plans as posted on Edline
Conduct data chats with students regarding performance.	All science teachers and science coach	Ongoing		Data chat forms and goal sheets
Increase the amount of time spent on hands-on activities and laboratory activities in all Science classrooms.	All science teachers and science coach	Ongoing	\$64,3...	Lesson Plans as posted on Edline
Increase use of 21st Century learning with technology designed for student learning and productivity ie. wireless technology labs, Tandberg Video Conferencing Systems, netbook computers, Classroom Performance Systems, and Quomo Pad Tablet	All science teachers, science coach and district technology trainers and integrators	Ongoing	\$2,00...	Lesson Plans as posted on Edline
Administer District sponsored pre- and post-assessments for all 9 <sup>th</sup> -	All science teachers and science coach	September and parallel		Assessment reports

<p>11<sup>th</sup> grade classes based (core science classes) on Next Generation Sunshine State Standards, benchmarks.</p>		<p>assessment in May. Biology post assessment to be given in January.</p>		
<p>Facilitation of Biology curriculum with multiple formative assessments preparing students for End of Course Biology Summative Assessment, benchmark correlated to specific teaching units in the textbook.</p>	<p>Biology teacher</p>	<p>Ongoing</p>		<p>Lessons Plans as posted on Edline.</p>
<p>&amp; Utilize Integrated Science 3 curriculum with FCAT Explorer and Assessment Probes to prepare students for End of Course Biology Summative Assessment.</p>	<p>&amp; Integrated Science 3 Teachers</p>	<p>ongoing throughout the school year.</p>		<p>Lessons Plans as posted on Edline</p>

# Brevard County Public Schools School Improvement Plan 2011-2012

## GOAL 3

### EVALUATION:

#### **OUTCOME INDICATORS**

*Results on the FCAT will demonstrate the following improvements:*

#### **Reading:**

Total  
Population: From  % in 2011 to  % in 2012.  
Level1: From  % in 2011 to  % in 2012.  
Lowest  
25%: From  % in 2011 to  % in 2012.  
Learning  
Gains: From  % in 2011 to  % in 2012.  
White: From  % in 2011 to  % in 2012.  
Blacks: From  % in 2011 to  % in 2012.  
Hispanic: From  % in 2011 to  % in 2012.  
ELL: From  % in 2011 to  % in 2012.  
SWD: From  % in 2011 to  % in 2012.  
ECD: From  % in 2011 to  % in 2012.  
Other:  
 From  % in 2011 to  % in 2012.

#### **Writing:**

Total  
Population: From  % in 2011 to  % in 2012.

#### **Math:**

Total  
Population: From  % in 2011 to  % in 2012.  
Level1: From  % in 2011 to  % in 2012.  
Lowest  
25%: From  % in 2011 to  % in 2012.  
Learning  
Gains: From  % in 2011 to  % in 2012.  
White: From  % in 2011 to  % in 2012.  
Blacks: From  % in 2011 to  % in 2012.  
Hispanic: From  % in 2011 to  % in 2012.  
ELL: From  % in 2011 to  % in 2012.  
SWD: From  % in 2011 to  % in 2012.  
ECD: From  % in 2011 to  % in 2012.  
Other:  
 From  % in 2011 to  % in 2012.

#### **Science:**

Total  
Population: From  % in 2011 to  % in 2012.

#### **ADDITIONAL OUTCOME INDICATORS:**

Science ACT from 8% College Ready to 20% from a mean score of 17.1 to 19.5.

50% of students taking the End-of-Course Biology test which are enrolled in Biology will pass.

& 30% of students taking the End-of-Course Biology test which are enrolled in Integrated Science 3 will pass.

#### **PROGRESS MONITORING:**

Assessment science probes

Differentiated Accountability Assessments for Biology students, September and December

Monitoring of student progress by teachers in Edline, minimum frequency of every two weeks	Pre- and Post- Assessments in all core science classes. Assessment produced and promoted by district.
Four common assessments. One each nine weeks on common core topics.	& FCAT Explorer (Biology, High School) for Biology and Integrated Science 3 classes .

# Brevard County Public Schools School Improvement Plan 2011-2012

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## GOAL 3

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PROFESSIONAL DEVELOPMENT ALIGNED TO THIS OBJECTIVE:

<b><i>District Request</i></b>	<b><i>School Based</i></b>
21st Century Skills;	Lesson Study;
Assessments;	AVID;
<b><i>District Request - Other</i></b>	<b><i>School Based - Other</i></b>

# Brevard County Public Schools School Improvement Plan 2011-2012

## GOAL 3

**BUDGET:**

<i><b>CATEGORY</b></i>	<i><b>DESCRIPTION</b></i>	<i><b>FUNDING SOURCE</b></i>	<i><b>AMOUNT</b></i>
Salaries	Science Coach	District Funded	\$56,350.00
Materials	Materials for increased lab instruction	Discretionary Dollars	\$5,000.00
Materials	Curricular materials for remediation on both EOC;s and ACT	Post Secondary Reme...	\$3,000.00
Technology	Technology enhancements for existing STEM materials	Post Secondary Reme...	\$2,000.00
		<b>TOTAL:</b>	\$66,350.00



- ✓ 2. Utilize strategic planning that provides organizational focus and fosters continuous improvement.
- ✓ 3. Maintain effective school/community communication and partnerships.

## RATIONAL

### Data Analysis from multiple data sources:

*(Needs assessment that supports the need for improvement)*

In keeping with Brevard Public Schools' Secondary Schools of National Prominence (SSNP) goal which states that "every student will graduate from high school prepared to enter and be successful in the workplace, in further career education and/or in postsecondary degree opportunities," Cocoa High offers many Career and Technical Education (CTE) programs and school-within-a-school model Academies.

According to the most recent data for the 2010-2011 school year, Cocoa High School's NGA Graduation Rate is 96.58%, which represents a 3.94% increase over the previous year and continues a six-year trend of improvement. Although the trend is positive, CHS is still concerned about those not on track to graduate with their designated class.

### Best Practice:

*(What does research tell us we should be doing? Benchmark your results)*

According to the National Academy Foundation (NAF) website, four out of five academy students go on to post-secondary education. In addition 85% of five- and ten-year academy alumni are working in a professional field.

According to research on the school-within-a-school model, "A growing body of literature does suggest that downsized school models can have a positive impact on students, including improved attendance rates, improved behavior, greater satisfaction with school, and greater self-esteem"(Aschbacher, 1991; Corcoran, 1989; Fouts, 1994; Gordon, 1992; Raywid, 1996a; Robinson-Lewis, 1991; Tompkins, 1988). Additionally, there is a positive impact on teachers, who have reported enhanced morale (Fouts, 1994; Robinson-Lewis, 1991). Some case studies suggest that a school-within-a-school can contribute to a greater feeling of community among participants, which facilitates student attainment.

Schargel and Smink's *15 Strategies for Dropout Prevention* are recognized by the U.S. Department of Education and the National Education Goals Panel as "the most effective strategies to help prevent school dropouts." Included in these strategies are the use of educational technology and individualized delivery of instruction. Intensive guidance services as well as school-to-work programs also help ensure post-graduation success.

Included in the College Board's recommendations on Dropout Prevention and Recovery is the concept of Personalized Learning, a blend of courses and experiences that match the needs and interests of each student. Components also include mentoring along with an emphasis on career and academic planning (Deye, Bailey, & Handel; *The College Completion Agenda, Recommendation Three, Dropout Prevention and Recovery*, [completionagenda.collegeboard.org](http://completionagenda.collegeboard.org) ).

In *Critical Issues: Providing Effective Schooling for Students at Risk*, Brook, Nomura, & Cohen, et al. state that "schools that establish and communicate high expectations and create high-achieving learning environments for all students have high rates of academic success" [www.ncrel.org](http://www.ncrel.org)

## **Analysis of Current Practice:**

*(How do we currently conduct business?)*

**Omega** - In order to support our students who have fallen too far behind in credits or who experience other situations which might prevent them from graduating on time, we offer the Omega Program which utilizes a school-within-a-school model that reflects recommended dropout prevention strategies. Included in these strategies are the use of educational software for instructional delivery, certified teachers in the classroom to provide one-on-one assistance and instruction as needed, and the inclusion of a school-to-work program that is helpful to students who need to work while attending school.

**Intensive Reading/Math** - In order to assist student in passing the FCAT Reading/Math tests to meet the graduation requirement, Intensive Reading and Intensive Math programs are offered during the school day for students who are deficient as measured by the FCAT. Students are exposed to research-based curriculum and small class sizes to provide remediation and support in addition to the standard English and math course. Both intensive programs have been supplied instructional materials via Post-Secondary funds. The programs support 9th -12th graders who have scored a 2 or below on the FCAT.

**Individual Program of Study (IPS)** - In order to provide an annual academic progress check-up, we hold face-to-face meetings each year with the guidance counselor, the student and the parent. Each year, at this meeting, plans for the future are discussed along with graduation requirements, post-secondary preparations and opportunities available to the student and parent for support.

**Credit Recovery** – 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. In addition, students can take courses for credit recovery through Florida Virtual School (FLVS) or the Adult Education program.

**SOAR** - In order to support our students who are behind in credits for promotion, we offer a credit recovery program during the summer run by certified teachers and utilizing computer-aided instruction.

**Instructional Support/Tutoring** – In order to support our students in need of one-on-one academic support outside the classroom or for those students struggling in a particular subject matter, before- and after-school tutoring support is available. Our Math tutoring program offers one-on-one assistance by a certified teacher and some Cocoa High School faculty members also offer an online tutoring program through the use of WIMBA.

**Student Parent Program (SPP)** - In order to support our students who are also parents, we offer an on-site daycare and educational facility with classes in parenting. In addition, our SPP Director

works with each student to ensure academic success and coordinate community support services for both the student parent and the child.

**Fresh Start Program** - In order to support our extremely high risk students with legal issues, we offer a program which provides academic support and progress monitoring to increase the possibility of these students staying in school, out of trouble and reaching graduation.

**Response to Intervention (Rtl)** - In order to support our students in need of help with academic, attendance, and/or behavior issues which might interfere with their ability to succeed at school, we offer an extensive Rtl process which includes documentation of issues, early intervention meetings with parents, students and appropriate school staff, and subsequent referral for outside services where necessary. Support services are provided by the School Resource Officer (SRO), Truancy Officer, School Psychologist, and Counselors as needed.

Cocoa High currently conducts 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. The two academies currently in place at Cocoa High are the Cocoa Academy of Technology (CAT) and the Sports Science Training Academy (SSTA).

**CAT** prepares students for a career in one of four technical fields including Accounting, Web Design, Computer Repair and Cisco Computer Networking. Students proceed from a beginning course, Computing for College and Careers, to a two- to three-year sequence in one of the four specialized areas. Upon completion of their program, students are required to sit for an industry certification exam (NOCTI Accounting, Adobe DreamWeaver CS5, CompTIA A+, and CCENT) and they are able to apply for a paid internship to gain work experience in their field.

**SSTA** 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 of their program, students are required to sit for either the Certified Medical Administrative Assistant or the Certified Personal Trainer industry certifications; and 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.

**Design & Drafting Technology** - while not an actual school-within-a-school model or academy, this CTE program is filled to capacity year after year. The program prepares students for a career in drafting and automated design. Students 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.

**Auto Collision & Repair** - while not an actual school-within-a-school model or academy, this CTE program is filled to capacity year after year. The 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. At the conclusion of their program, students are required to sit for the ASE B2

Painting and Refinishing industry certification exam. While no internships currently exist through the Brevard Public Schools program, students can get recommendations for job openings at local auto repair facilities.

**Culinary Arts** - while not an actual school-within-a-school model or academy, this CTE program is filled to capacity year after year. The program prepares students for a career in Culinary Arts and food preparation and service. Students learn basic theory in the classroom and then spend countless hours in the on-site kitchen and banquet 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. While no internships currently exist through the Brevard Public School program, students can get recommendations for job openings at local restaurants and catering facilities.

# Brevard County Public Schools School Improvement Plan 2011-2012

## GOAL 4

### SCHOOL-BASED OBJECTIVE

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

Cocoa High will provide opportunities for students to recover credit deficiencies, receive additional instructional support, and provide guidance to prevent student drop-out. Cocoa High will also enhance its full-time drop-out prevention program to include more students. Cocoa High teachers will insure that students in Career Technology Education courses are completing industry certification exams giving the students more opportunities in school.

### STRATEGIES:

<b>ACTION STEPS</b>	<b>PERSON RESPONSIBLE</b>	<b>TIMETABLE</b>	<b>BUDGET</b>	<b>IN-PROCESS MEASURE</b>
Provide content-specific literature in the Omega Classroom library for student use.	Reading Coach, Omega Director	Ongoing	\$1,000...	Library Inventory
Evaluation of data from course pre-tests will drive the construction of an instructional focus calendar.	Omega Director and teachers	Ongoing throughout year		Data chat log/goal sheets
Communicate on a consistent basis with students and parents regarding individual progress towards strands and benchmarks through the use of Edline grade updates and individual data chats.	Omega Director and teachers	Ongoing throughout year		Edline grade updates
Identify students in need of a Response to Intervention (RtI) referral for academic, attendance or behavior and start the intervention process.	RtI Individual Problem Solving Team (IPST)	Ongoing throughout the year		IPST meeting schedule and A3 student documentation
Schedule students in Credit Recovery, Florida Virtual School (FLVS) and Adult Education courses where necessary to complete requirements for promotion.	Counselors	Ongoing throughout the year		Co-Enrollment records and AS400 student schedules

Identify students at risk and schedule them in to appropriate support programs such as Omega, Fresh Start, Credit Recovery, Student Parent Program (SPP), and SOAR.	Counselors & Deans	Ongoing throughout the year		AS400 student records and referral forms
Identify & recruit interested and capable students for the many CTE programs and academies through Open House Showcases, Curriculum Fairs and the Annual College and Career Fair.	Assistant Principal of Curriculum and Instruction, Guidance Counselors and Teachers	Ongoing throughout school year	\$1,000...	Attendance logs at Interest Inventories from recruiting events
Identify local businesses willing to demonstrate support for our CTE programs & academies by participating on Advisory Boards, financially support the programs, and/or hosting student interns.	Assistant Principal of Curriculum and Instruction, Guidance Counselors and Teachers, Parent Involvement Coordinator	Ongoing throughout school year		Advisory Board membership records and student internship logs

# Brevard County Public Schools School Improvement Plan 2011-2012

## GOAL 4

### EVALUATION:

#### **OUTCOME INDICATORS**

*Results on the FCAT will demonstrate the following improvements:*

#### **Reading:**

Total  
Population: From  % in 2011 to  % in 2012.  
Level1: From  % in 2011 to  % in 2012.  
Lowest  
25%: From  % in 2011 to  % in 2012.  
Learning  
Gains: From  % in 2011 to  % in 2012.  
White: From  % in 2011 to  % in 2012.  
Blacks: From  % in 2011 to  % in 2012.  
Hispanic: From  % in 2011 to  % in 2012.  
ELL: From  % in 2011 to  % in 2012.  
SWD: From  % in 2011 to  % in 2012.  
ECD: From  % in 2011 to  % in 2012.  
Other:  
 From  % in 2011 to  % in 2012.

#### **Writing:**

Total  
Population: From  % in 2011 to  % in 2012.

#### **Math:**

Total  
Population: From  % in 2011 to  % in 2012.  
Level1: From  % in 2011 to  % in 2012.  
Lowest  
25%: From  % in 2011 to  % in 2012.  
Learning  
Gains: From  % in 2011 to  % in 2012.  
White: From  % in 2011 to  % in 2012.  
Blacks: From  % in 2011 to  % in 2012.  
Hispanic: From  % in 2011 to  % in 2012.  
ELL: From  % in 2011 to  % in 2012.  
SWD: From  % in 2011 to  % in 2012.  
ECD: From  % in 2011 to  % in 2012.  
Other:  
 From  % in 2011 to  % in 2012.

#### **Science:**

Total  
Population: From  % in 2011 to  % in 2012.

#### **ADDITIONAL OUTCOME INDICATORS:**

Cocoa High's graduation rate will exceed 90% for the general population in the new calculation and will exceed 75% for at-risk students in the new calculation	&All students in the Omega program will earn passing scores on the FCAT or will earn concordant scores on the ACT or SAT.
&The graduation rate for students in Cocoa High's dropout prevention program will meet or exceed the target graduation rate for Cocoa High School.	&All students in the Omega program will show learning gains as measured by FCAT or other test results and by an increase in the cumulative GPA.
Cocoa High's at-risk graduation rate will exceed the state standard of 75% (new indicator)	The graduation rate for teen parents will be commensurate to the graduation rate for standard students
Cocoa High will improve from 43 % pass	

rate on industry exams to 60% pass rate for the 2012 school year

***PROGRESS MONITORING***

&Weekly staff meetings to discuss and monitor student progress and problems.

&Regular conferencing with students and parents to monitor individualized course plan and progress.

&Daily formative assessments on student coursework to determine level of understanding and progress.

&Summative assessments to assess mastery of course content.

&Review of FCAT and other test scores to determine learning gains.

Industry benchmark monitoring

# Brevard County Public Schools School Improvement Plan 2011-2012

## GOAL 4

PROFESSIONAL DEVELOPMENT ALIGNED TO THIS OBJECTIVE:

<b><i>District Request</i></b>	<b><i>School Based</i></b>
21st Century Skills;	AVID;
AVID;	Learning Environment;
Research-Based Instructional Strategies;	21st Century Skills;
Differentiated Instruction;	Thinking Maps;
<b><i>District Request - Other</i></b>	<b><i>School Based - Other</i></b>

# Brevard County Public Schools School Improvement Plan 2011-2012

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## GOAL 4

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### BUDGET:

<i>CATEGORY</i>	<i>DESCRIPTION</i>	<i>FUNDING SOURCE</i>	<i>AMOUNT</i>
Materials	Reading materials for drop-out prevention	Discretionary Dollars	\$1,000.00
Materials	Printing and material development for program recruitment	Discretionary Dollars	\$1,000.00
		<b>TOTAL:</b>	\$2,000.00

# Brevard County Public Schools School Improvement Plan 2011-2012

## Parental Involvement

### SCHOOL-BASED OBJECTIVE

*(Action statement: What will we do to improve the level of parent satisfaction as delineated in parent survey?)*

Cocoa High will demonstrate parental involvement in the 2011-2012 school year by increasing parent volunteer opportunities and attempting to more fully engage parents in their child's education.

- Parental Involvement

### *Operational Expectations*

#### ***Goal 1: Student Achievement***

- 1. Maximize student potential in core area achievement.
- 2. Close achievement gaps.
- 3. Deliver quality non-core area learning opportunities that provide students with a well-rounded education.
- 4. Promote student acquisition of 21st century skills.

#### ***Goal 2: Safe, Healthy and Productive Work and Learning Environment***

- 1. Provide adequate and appropriate facilities.
- 2. Maintain a safe work and learning environment.
- 3. Foster shared purpose and collaboration throughout the organization.

#### ***Goal 3: Capable and Engaged Workforce***

- 1. Recruit and retain the highest quality staff.
- 2. Build leadership and job-related capacity at every level of the organization.
- 3. Promote continual learning and innovation through reasonable levels of autonomy, accountability and ownership.

#### ***Goal 4: Fiscal Responsibility and Organizational Effectiveness***

- 1. Maintain effective and efficient resource management.
- 2. Utilize strategic planning that provides organizational focus and fosters continuous improvement.
- 3. Maintain effective school/community communication and partnerships.

**RATIONAL**

## Data Analysis from multiple data sources:

*(Utilize results from the Parent Client Survey to develop this Needs Assessment) Click Here for Parent Client Survey Results - <http://parentsurvey.brevardschools.org/menus.html>*

During the 2011-2012 school year, the Parent Survey indicated that 69.4% of parents attended information meetings or academic events at Cocoa High School.

## Best Practice:

*(What does research tell us we should be doing?)*

Research indicates that parental involvement improves grades, test scores, graduation rate and attendance. The most effective parent involvement is when parents work with their children at home. School activities that help the parent change the academic environment at home yield the greatest gains. Epstein developed a Framework of Six Types of Involvement: Parenting, Communicating, Volunteering, Learning at Home, Decision Making, and Collaborating with Community. The Southwest Educational Development Lab reported that when schools, families, and communities work together children do better in school and enter higher level programs at a greater rate.

## Analysis of Current Practice:

*(How do we currently conduct business?)*

&During the 2010-2011 school year, Cocoa High offered a number of opportunities for parents to be involved with their child's school, including: Open House, Parent Conference Nights, Accelerated Programs Night, Bring Your Parent to School Days and 9th Grade Individual Program of Study (IPS) Meetings. In addition, Cocoa High logged over 23,000 volunteer hours during the 2010-2011 school year, an increase of more than 2000 volunteer hours from 2009-2010 school year.

# Brevard County Public Schools School Improvement Plan 2011-2012

## GOAL 5

### SCHOOL-BASED OBJECTIVE

*(Action statement: What will we do to improve the level of parent satisfaction as delineated in parent survey?)*

Cocoa High will demonstrate parental involvement in the 2011-2012 school year by increasing parent volunteer opportunities and attempting to more fully engage parents in their child's education.

### STRATEGIES:

<b>ACTION STEPS</b>	<b>PERSON RESPONSIBLE</b>	<b>TIMETABLE</b>	<b>BUDGET</b>	<b>IN-PROCESS MEASURE</b>
Promote the Parent Resource Center which provides a place for parents to come and access print and multimedia information related to their child's education. Internet access is provided for the purpose of accessing Edline and post-secondary opportunity information.	Parent Involvement Coordinator	Ongoing		Sign-in Log for the Parent Resource Center
Schedule Individual Program of Study meetings for the Class of 2013, 2014 and the 2015.	Parent Involvement Coordinator	By April 2012		Meeting Schedule
Expand the Volunteer Database to include new parents available to assist with different functions at the school. Volunteers will assist with such activities as registration, newsletter mailings, media center assistance, Individual Program of Study (IPS) meeting confirmation calls and Open House.	Parent Involvement Coordinator	Ongoing		Sign-In log for volunteers
Hold quarterly activities designed to encourage	Parent Involvement	Ongoing		Sign-In log

parent participation at school.	Coordinator			
Promote participation in Bring Your Parent to School activity in November and February	Parent Involvement Coordinator	November 2011 & February 2012		Bring Your Parent to School Day Sign in log
Seek funding for Parent Involvement activities	Parent Involvement Coordinator	Throughout the school year		Grants and Letters to businesses
Obtain a case worker/social worker for assisting parents and students	Parent Involvement Coordinator	December 2011		Parent Resource sign-in log
Coordinate and assist in the distribution and collection of the parent survey	Parent Involvement Coordinator	Spring 2012		Survey Results
Assist in the organization of the College and Career Fair	Parent Involvement Coordinator	Spring 2012		Volunteer log-in sheet and College and Career Fair sign in sheet

# Brevard County Public Schools School Improvement Plan 2011-2012

## Parental Involvement

### EVALUATION:

**OUTCOME INDICATORS:**

*(Should be directly connected to the parent client survey results.)*

Volunteer hours will increase from more than 23,000 hours to 25,000 hours as demonstrated by the Volunteer Hours Log and Sign-In logs.

Client Survey will increase from 69.4% to 75% in regards to parents attending educational and informational meetings at CHS.

**PROGRESS MONITORING:**

Volunteer hours will be monitored quarterly to determine if our efforts are on track and what changes need to be made to stay on track to achieve our goal.

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# Brevard County Public Schools School Improvement Plan 2011-2012

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## Parental Involvement

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PROFESSIONAL DEVELOPMENT ALIGNED TO THIS OBJECTIVE:

<i>District Request - Other</i>	<i>School Based - Other</i>

# Brevard County Public Schools School Improvement Plan 2011-2012

## Parental Involvement

BUDGET:

<i>CATEGORY</i>	<i>DESCRIPTION</i>	<i>FUNDING SOURCE</i>	<i>AMOUNT</i>
		<b>TOTAL:</b>	\$0.00

