Brevard Public Schools
School Improvement Plan
2018-2019

Superintendent:

Dr. Mark Mullins

Asst. Supt. of Leading and Learning:

Dr. Stephanie Soliven

Principal Supervisor:

Name of School:

Cocoa Beach Jr/Sr High School

Principal:

Dr. Karyle Green

SAC Chairperson:

Dr. Jocelyn Baldridge

School Grade History	**2017-18: A**	**2016-17: A**	**2015-16:A**

Connections to District Strategic Plan

Obj.L1. Protect instructional time
Obj.L2 Support educator effectiveness and build capacity of teachers to improve student outcomes and close achievement gaps
Obj.L4: Provide equitable support for every student's social-emotional development
Obj.L6. Build principal capacity to develop and spread highly effective instructional practices
Obj.R3 Increase system-wide proactive communications

Mission Statement:

Our mission for Cocoa Beach Jr/Sr High School is to foster learning in all students by recognizing and addressing their individual strengths, needs, learning styles, cultures and goals. With respect and care, we will guide them to become independent, responsible, productive citizens in our changing and complex global society.

Vision Statement:

Our Vision:

1. Learning is the heart of our school.

2. All students can learn when they are actively engaged in a challenging learning environment with a variety of instructional approaches.

3. All students are unique persons with various proficiencies, learning styles, and needs.

4. Students should be guided with care, compassion, and respect for their diverse learning styles by utilizing a variety of curriculum and instructional practices.

5. The school atmosphere should foster mutual respect, responsibility, tolerance, and independent thinking.

6. The continued success of our school's mission involves all stakeholders: students, parents, teachers, administrators, and community members.

7. The commitment to ongoing school improvement is vital to the success of our mission.

Stakeholder Involvement in School Improvement Planning:
Briefly explain how stakeholders are involved in the development, review, and communication of the SIP.

Cocoa Beach Jr/Sr High School is committed to having all stakeholders involved with the School Improvement Planning Process. During August Department Head Meetings, teachers were exposed to data in both cross subject groups as well as subject area department groups to identify gains in student achievement based on the goals established in the 2017-18 school year. In addition, test data was used to identify goals and strategies to focus on during the 2018-19 school year. All departments were given time to reflect on the data, collaborate and provide suggestions for additional strategies and input. A conceptual framework of the School Improvement Plan school wide goal and continued practices was presented to the School Advisory Committee on August 20, 2018 and a complete draft on September 17, 2018 for review with final approval October 15, 2018. The updated school improvement plan was distributed to all staff and posted on the Cocoa Beach Jr/Sr High School Edline site to allow for parents and community to access it. The plan will be shared at gatherings when appropriate. Gatherings include Open House, Parent Education Nights, Parent/Teacher conferences, as well as, postings in our newsletters and other forms of communication. The plan will be reviewed by stakeholders at least twice a year.

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Part 1: Planning for Student Achievement

RATIONALE – Continuous Improvement Cycle Process

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

What are the areas of successful professional practices and what data shows evidence of improvements? What are the concerns with professional practices and what data shows evidence of opportunities for growth?

- **Successful Professional Practices**: Text Rich Literacy across All Subject Areas
  Literacy strategies utilizing rigorous text are more consistently utilized across all subject areas. Classroom teachers are utilizing text-rich literature in subject areas other than English/Language Arts as evidenced by a pre/post survey of all teachers in 2018. Teachers have met in teams for professional development with their respective resource teachers. Through professional development, small group work and creation of look-fors regarding literacy rich strategies is in the development process.

- **Evidence in Improvement in the Data**: Teachers across all subject areas have shown an increase in the use of texts both in and out of the classroom as shown in the post survey from May 2018. As a way to gather baseline data, all teachers were surveyed in classroom reading activities at the beginning and end of the 2017-18 school year. Teachers were asked to respond to the use of literacy strategies in honors/AP/IB/advanced classes and in traditional classes on two different surveys. Of 34 respondents who taught <u>higher</u> level classes, only 5 teachers reported using classroom literacy activities several times a week at the beginning of the year (14%) compared to 17 teachers (50%) at the end of the year. Conversely, 55% of the teachers in higher level classes reported using literacy activities only once a week at the beginning of 2017 compared to 33% at the end of the year. The reported decrease of those teachers using literacy activities only once a week correlates to the number of teachers reporting using literacy activities several times a week at the end of the year. At the beginning of 2017, only 4% of teachers of <u>traditional</u> classes reported practicing classroom literacy strategies several times a week compared to 64% at the end of the school year. Lastly, in the post-survey given May 2018, 96% of all teachers at Cocoa Beach Jr./Sr. HS could identify the literacy standards found in their content areas and reported implementation of those literacy standards providing meaningful, literacy-rich strategies as examples.

Opportunities for Growth

- **Implementation of Literacy Look-fors in every classroom:** Last year subject area teachers met with their respective resource teachers to be able to recognize discipline-specific literacy standards, begin developing ways to implement those standards into their respective subject area and to begin the process of developing literacy look-fors in every classroom specific to the content being taught. As reported above, 96% of all teachers at Cocoa Beach Jr./Sr. HS can identify the literacy standards found in their content areas and report implementation of those literacy standards providing meaningful, literacy-rich strategies as examples. The plan was meant to evolve over two years as awareness, familiarity with strategies and cursory implementation of text-rich instruction was expected in year one. Year two is to develop look-fors so that teachers will strategically plan and implement more comprehensive literacy strategies that will be monitored by administrative walk-throughs.

- **Evidence in Improvement in the data:** While 73% of students overall made learning gains in ELA, the increase in ELA learning gains of the lowest 25% was only 2% indicating that there may be some inconsistency to implementation of rigorous texts being utilized across the curriculum. The literacy look-fors will both increase consistency, and identify teachers who may need more support to implement literacy strategies with their students.

What are the areas of successful student achievement and what data shows evidence of improvements?

What are the concerns with student achievement? Provide data to support concerns.

Areas of success:
- An area of concern in last year's plan is now an area of success. The 10th Grade ELA Florida Standards Assessment in 2017 showed 66% of students being successful. In 2018, this percentage increased to 75%. This is a gain of 9 percentage points.
- This same 10th grade class also increased the mean PSAT score considerably from the previous two 10th grade classes. In 2016, the mean PSAT score was 971 and in 2017, the score was 975. The 2018 PSAT mean score of 1019 showed a 44-point gain from the previous year.
- Overall school-wide ELA learning gains increased from 60% to 73%. The lowest 25% of the students ELA learning gains increased from 59% to 61%.
- CBJHS showed a 73% pass rate for 7th Grade Civics EOC.
- CBHS had a 73% pass rate for Biology EOC.
- CBJHS had a 96% pass rate in grades 7 and 8 Algebra 1 EOC.
- In all of Algebra 1 EOC, there was an 83% pass rate increasing 9 percentage points from 2017.
- CBHS had an 87% pass rate for US History EOC.
- CBJHS had a 76% pass rate in 8th grade FSA ELA.

Area of Concern:
- Advanced Placement Data: Based on the 2018 data, the percentage of Cocoa Beach High School AP students with scores of three or above was 51%. This is below the state of Florida average of 55.6%, and the Global data of 61.3%. Based on data from 2017, 59.61% of CBHS AP students scored a three or above. The number of students earning a 3 or more, declined from 70% pass in 2016, to 60% in 2017, to 51% in 2018. However, there were 296 test takers in 2016, 359 in 2017, and 332 in 2018. Whereas CBHS has a larger number of students taking advantage of AP curriculum, and whereas there are new teachers teaching AP subjects, the decline in pass rate is an area of concern.
- Cocoa Beach has an overall pass rate of 59% for FSA Math.
- Cocoa Beach has a pass rate of 67% in 7th grade reading.
- The students scoring in the lowest 25 % made an incremental learning gain from 59% to 61% in ELA. While that represents an increase, students in the lowest 25% are not doing as well as high-achieving students.
- International Baccalaureate Data: In 2018, 87% of Cocoa Beach High School IB students earned the IB Diploma. While this is well above the national and world-wide averages, it is a decrease from the IB class of 2017 which had an 89% pass rate and an even greater decrease from the class of 2016 which had an IB pass rate of 95%. However, increasing access is important. Thirty-one students sat for the IB Diploma exams in 2018. There are currently 37 seniors in the class of 2019, and more than 70 students in the class of 2020. The goal is to reach and surpass the 90% pass rate for the IB diploma, while increasing access for students through the number of students enrolling and completing the program.

Write a 2-3 sentence summary explaining how the data above provides the rationale for your goals, barriers and action steps.

While significant gains were made school-wide, the students in the lowest 25% made incremental growth. This shows that some teachers and students need additional supports in implementing school-wide literacy strategy. This is year two of a two-year plan, and the focus this year will be the development and implementation of literacy look-fors to help administrators and instructional coaches provide additional supports for instructional staff and students.

Describe how your school ensures standards-aligned instruction is occurring in ELA, math and content areas. Describe the processes in place to progress monitor instruction to ensure it is systematic, explicit and based on data. (Please limit to 250 words.) (This is last year but still works)

All administrators and department chairpersons at Cocoa Beach Jr./Sr. High School are trained in the "look-fors" in their respective subject area. Steps to ensure standards-aligned instruction is occurring include discussion and observation of standards during the informal and formal observation process, discussion with all teachers of content area ELA standards that are part of course descriptions and the use of authentic material and evidentiary text throughout all subject areas. In addition, teachers are asked to identify and understand their students ELA scores and to develop and implement literacy and language strategies to help support growth in low performing areas. These discussions carry through monthly professional development sessions, department meetings and CMA/ PLC groups, as well.

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

Instructional staff at Cocoa Beach Jr/Sr High will implement discipline-specific literacy strategies school wide with supports provided to ensure all students encounter a volume and variety of challenging texts to build both content knowledge and high-level reading skills through learning activities directly aligned to standards and assessment.

Strategies: Small number of action oriented staff performance objectives.

Barrier	Action Steps to Overcome Barrier	Person Responsible	Timetable	In-Process Measure
Unwillingness/ inability to adequately support struggling students while implementing literacy strategies in every classroom	1. Instruction in *Approaches to Learning* and *Approaches to Teaching* for all teachers 2. Meeting with Resource teachers to develop content specific literacy look-fors 3. At least one observation per semester of each teacher using literacy-based instructional strategies	Principal Assistant Principal for Curriculum Assistant Principal for Facilities Department Chairs/ Team Leaders Teachers	August 2018 to May 2019	Professional Development records/attendance Classroom walkthroughs Classroom observations lesson plans Literacy *Look-Fors* Document in all subject areas Student work samples

Identifying and supporting students who need tier 2 and tier 3 supports in literacy	1. Provide tracking data sheets with individual student scores to teachers to incorporate data chats with all students 2. Small group program for grade 7-10 students within 10 points of passing FSA 3. Small group program for grade 11-12 students within 20 points of passing FSA 4. PLC/CMA groups will work with an self-selected group of students to encourage and support increased achievement levels	Principal Assistant Principal for Curriculum Assistant Principal for Facilities Department Chairs/ Team Leaders Literacy Coach MTSS Team Teachers	August 2018 to May 2019	Record of data sheets MTSS referrals Attendance sheets for small group sessions
Lack of dedicated time for students to apply literacy strategies with guided practice and support	1. Tutorial support in small group settings before and after school 2. Writing lab before and after school	Post-secondary funded teachers ASP funded teachers	September 2018 to May 2019	Formative and summative classroom assessments Sign in sheets for attendance
Lack of common planning time	1. Teachers have the opportunity to plan together as departments or PLC at least two times a year 2. Monthly department meetings held for teachers to plan together and discuss literacy rich strategies and discussion	Principal Assistant Principal for Curriculum Assistant Principal for Facilities Department Chairs/ Team Leaders Teachers	August 2018 to May 2019	PD Records Classroom walk-throughs Classroom observations Lesson plans

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

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

All teachers will fully implement literacy strategies within the classroom utilizing a volume and variety of challenging texts which have been developed in concert with resource teachers in their respective subject areas to build content knowledge and higher level reading skills among students.   They will receive coaching and feedback through observations based on the literacy look-fors developed in each content area. Through this collaborative effort, 80% of our teachers will become comfortable with utilizing discipline specific literacy strategies in their classrooms several times a week as measured by a walk-through instrument based on a literacy-look for checklist.

Qualitative and Quantitative Student Achievement Outcomes:

Because of this focus on literacy across the curriculum, utilizing more challenging texts, and utilizing content area ELA standards students will be more engaged in reading and understanding texts than ever before. Students should be engaged in content area nonfiction reading that expands their understanding of the content itself. Further, students should be engaged in the text more completely, asking higher level questions with more meaningful discussions. This increased exposure we believe will increase our overall ELA scores, allowing more students to navigate the FSA reading passages and feel more comfortable answering questions regardless of complexity. CBJSH expects to see and overall increase across grade levels in ELA learning gains by 5%. We also expect to see an increase of 3% in students scoring at or above level 3 (proficient). We also expect this to have a positive increase in our overall school grade helping us to realize our goal of adding 5 total points to our overall score.

Part 2: Support Systems for Student Achievement

(Federal, State, and District Mandates)

For the following areas, please write a brief narrative that includes the data from the year 2017-18 and a description of changes you intend to incorporate to improve the data for the year 2018-19.

MTSS & EARLY WARNING SYSTEMS   Please complete 1 – 4.

1. Describe your school's data-based problem-solving process and school-based structures in place to address MTSS implementation.

Cocoa Beach Jr/Sr High School continues to monitor student achievement through Administrative Team meetings consisting of analysis of attendance, behavioral, and academic student data; Department meetings; and direct input from classroom teachers on formative and summative assessment data. Post-Secondary and Academic Support Funds are used to address students' needs. Before and After School Tutoring is available for students needing additional instruction. There is a team of staff members that identify the students who will receive MTSS interventions. This is made up of a district resource teacher, ESE specialists, the Assistant Principal for Curriculum, Guidance Counselors, the Literacy Coach, and classroom teachers. Students are placed in classes according to their standardized tests scores and receive interventions based on data from Read 180, FAIR, and FCAT/FSA ELA scores. Tier 1 students are served in all of the classes by highly qualified teachers. Tier 2 and Tier 3 students are closed monitored by the school's data-based problem-solving team. Tier 2 students receive more targeted instruction, but are still placed in all Tier 1 classrooms for core content classes. These students receive differentiated instruction in class and support through Individual Education Plans, Behavior Plans, ESE teachers, and their guidance counselors. Tier three students receive two periods of Intensive Language Arts instruction and additional after school tutoring in core content areas, in addition to the supports given to Tier 1 and Tier 2 students. For all three tiers of instruction, teachers differentiate instruction based on student achievement levels. Implementation of backwards design unit planning will allow for activities for student learning and achievement through appropriate activities to facilitate results. Each teacher is responsible for identifying their assigned students in the lowest 25%, being aware of each student's test score data, and creating seating charts and lessons based on that data. Teachers will also embed ESE and ESOL strategies within their classrooms to support individual student learning needs.

2. List below who monitors the Early Warning System and how often.

Counselors, department chairpersons and administration all monitor early warning systems on a monthly basis through department meetings, department chair meetings, PBIS meetings and administrative team meetings

3. This section captures a snapshot of the total number of students exhibiting a respective indicator or set of indicators during the 2017-18 school year. These data should be used as part of the needs assessment to identify potential problem areas and inform the school's planning and problem solving for 2018-19:

Fill in BLANKS with data from 2017-18 School Year - Number of Students							
Grade Level	7	8	9	10	11	12	Total
Attendance <90	26	11	17	11	19	20	104
1 or more ISS or OSS	6	6	11	11	8	7	49
Level 1 in ELA OR Math	13	31	32	32	28	5	141
Course Failure in ELA OR Math	2	2	4	5	12	12	37
Students exhibiting 2 or more indicators	6	9	18	14	29	19	85

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

Before/after school tutoring, small group instruction, subject area boot camps prior to testing, access outside of school hours to computer lab and media center, peer tutoring, writing lab, math lab, personal attendance calls.

PARENT AND FAMILY ENGAGEMENT: (Parent Survey Data must be referenced) Title I Schools may use the Parent and Family Engagement Plan to meet the requirements of this section.

Consider the level of family and community involvement at your school and 2017 parent survey data collected. Respond to the following questions. What are strengths and how will they be sustained? What are areas of weaknesses and how will they be addressed?

According to the 2017-18 parent client survey only 124 parents responded to the survey. Of those that responded most parents were satisfied and answered mostly positive in the different categories. The lack of participation makes it hard to get an accurate picture, however, there were some areas to look at. Parents responded that they would like more information about college testing, college visits and college planning. They indicated that they like the various ways we communicate with them and are generally happy with the amount of information that is shared. There was some confusion with this set of data. On one hand parents indicated that the reasons they don't participate in more information sessions on campus is because of poor timing yet, parents indicated that they preferred weekday evenings which are when all of our meetings are planned. The one area that is most concerning to us is that parent's responses were equally divided on the question regarding to how they feel the school values their input. More parents feel as though the school isn't interested in their input than parents feel that the school cares what they have to offer. We will work to improve this over the course of this year. This might also be some indication as to why we have a poor response rate to the survey in the first place.

STUDENT TRANSITION AND READINESS

1. **PreK-12 TRANSITION**   This section used to meet requirements of 20 U.S.C 6314(b)(1)(g).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another. (Example: 6th to 7th grade; 8th to 9th grade)

- 7th grade orientation – ½ day on campus with many activities and a lot of teacher participation
- Club and activities expo • Grade level meetings with students regarding high school requirements and expectations
- Grade level meetings with parents regarding FL & BPS graduation requirements
- Established time for dialogue between recent CB graduates and seniors and parent groups of the two cohorts
- Student ambassadors
- AOK club

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

Describe the strategies the school uses to support college and career awareness, which may include establishing partnerships with business, industry or community organizations.

This year the school plans to make a more concerted effort to track students' program of study across all grade levels to ensure students are enrolled in a track that is best suited for them. Last year 126 of the 199 students identified for school grade met the criteria for CCR and counted positively toward that school grade component. However, that indicates 74 students were not at all touched by some sort of higher level academic courses or any CTE completion. Part of the problem identified is there has been no structure in place to reinforce students staying in a three year CTE sequence and a focus on earning industry certification in that course sequence. We are also going to use guidance tracking sheets, test scores and AP Potential to identify students that should be involved in higher level courses. There will also be more of an effort to identify and provide opportunities for more students to take PSAT, SAT and ASVAB testing. CBJSHS will also continue to build its partnerships within the community to establish and provide our students with opportunities to job shadow, receive internships, and scholarships.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

- Many college, military and business/entrepreneurial visits throughout the year to high school courses supporting students' planning for life beyond HS
- ASVAB testing
- CTE certifications in a number of areas
- Career Expo
- Coop work
- Dual enrollment opportunities and many dual credit classes
- Scholarships provided by community organizations (Kiwanis, Rotary, Elks & CB Women's Club)

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g. industrial biotechnology) to support student achievement.

Cocoa Beach Jr./Sr. High School is seeking to add the IB Career Program and making it available to all students in high school, not just IB students.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report (http://data.fldoe.org/readiness/). As required by section 1008.37(4), FL Statutes.

There is a continual focus by guidance and teachers on encouraging students to select higher level courses and for teachers to provide academic support to those students who select the higher level and more challenging courses. Cocoa Beach also focuses on literacy strategies to support postsecondary success. Lastly, ACT and SAT preparation courses and guidance are offered each year to help students acceptance into their preferred postsecondary schools.