

Brevard Public Schools

School Improvement Plan

2018-2019

Superintendent:

Dr. Mark Mullins

Asst. Supt. of Leading and Learning:

Dr. Stephanie Soliven

Principal Supervisor:

Sherri Bowman

Name of School:

Cocoa High School

Principal:

Rachad T. Wilson

SAC Chairperson:

Pamela Albright

School Grade	2017-18:	2016-17:	2015-16:
History	C	C	C

Connections to District Strategic Plan

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

Mission Statement:

The mission of the Cocoa High School Community is to prepare all students for college and career readiness and provide the necessary supports to succeed.

Vision Statement:

All students at Cocoa High School will graduate with the knowledge and skills necessary to be successful in their post-secondary education and the workforce. Courses will be academic, engaging, and standards-based, with a focus on the learner.

Stakeholder Involvement in School Improvement Planning:

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

Formal meetings, faculty meetings, Professional Learning Communities, department meetings, School Advisory Council meetings, and parent conferences are held on a regularly scheduled basis to collaborate and discuss the school mission and vision with a focus on school improvement and student achievement. Teacher leaders—Department Contacts, Instructional Coaches—as well as multiple other teachers, provide input and

data needed for the School Improvement Plan. Additionally, parent and community input is encouraged through SAC meetings and ongoing trainings. Academia and informational evening events are hosted to promote parent and community involvement. Parents are surveyed using the Brevard High School Parent Survey. Information from the 2017-2018 Brevard High School Parent Survey has been shared with school-based leaders and areas of concerns have been addressed for the 2018-2019 school year. A focus will be on more parent involvement opportunities and meeting the needs of the families through supporting areas of academic needs for both the parent and the student.

**Brevard Public Schools
School Improvement Plan
2018-2019**

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?

Last year, Cocoa High School made a commitment to improving ELA scores by implementing common assessments department wide. Student results were collected, data was disaggregated and areas for improvement were identified. One specific area that showed evidence of improvement were student scores on the ELA 7th grade FSA. Cocoa High School saw a 6 point increase in ELA learning gains from 32% in 2017 to 38% in 2018, an approximately 19% increase. A further look shows that overall FSA ELA scores (Grades 7 - 10, collectively), increased from 38.25% in 2017 to 42% in 2018, an almost 10% increase school wide!

However, the Instructional Culture Insight survey still identified Peer Culture as a primary area of concern with only 67% of teachers agreeing with the statement “Teachers at my school share a common vision of what effective teaching looks like.” Similarly, only 75% of teachers responded favorably to the statement “The time I spend collaborating with my colleagues is productive.” Information such as this, helps reinforce the need for the implementation of campus wide Professional Learning Communities (PLCs) this year at Cocoa High School.

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.

After looking at student data in regard to academics, as well as discipline, positive trends continue to be shown, while also providing areas for growth.

In Language Arts, strong ELA gains were shown in three of the four grade levels tested. Seventh grade data showed a six point increase in percentage of students scoring level 3 or above (32% in 2017, 38% in 2018), 8th grade showed a four point increase (41% to 45%), 9th grade showed a decrease of three points (43% down to 40%) and 10th grade increased five points (40% to 45%). Three year trends are as follows:

Grade	Cocoa High 2016 Level 3 or Above	Cocoa High 2017 Level 3 or Above	2018 District Level 3 or Above	2018 State Level 3 or Above	Cocoa High 2018 Level 3 or Above
7	33%	32%	56%	51%	38%
8	47%	41%	65%	58%	45%
9	42%	43%	60%	53%	40%
10	39%	40%	61%	53%	45%

In science, results were mixed. 8th grade students taking the SSA dropped from a 32% pass rate in 2017 to 29% in 2018. However, students taking the Biology EOC increased from 50% in 2017 to 53% in 2018. Thus, overall our school science scores remained constant with a 43% pass rate from year to year.

Our Civics and US History students both showed decreases in achievement levels from 2017. On the Civics EOC, students decreased from 58% to 48%, a 10 point drop. In US History, students decreased 3 points, going from 53% in 2017 to 50% in 2017. However, in 2016, 42% of our US History students passed the EOC, meaning that as a three year trend we are still showing improvements.

In mathematics, two different trends are evident. With middle school students, a decrease in scores were shown in both 7th (1 point decrease) and 8th (10 point decrease) grades. However, in high school level courses, Algebra I students taking the EOC remained at a 42% pass rate, while Geometry students increased by 14 points! A snapshot is shown below.

Mathematics				
Course	Cocoa High 2017 Level 3 or Above	District Average 2018	State Average 2018	Cocoa High 2018 Level 3 or Above
7th Grade FSA	40%	62%	54%	39%
8th Grade FSA	29%	41%	45%	19%
Algebra I EOC	42%	65%	63%	42%
Geometry EOC	23%	61%	57%	37%

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

Overall, our school data indicates a need for a continued focus on standards-based instruction, as well as targeted interventions based on data results. The data in the tables above clearly shows the achievement gaps in both ELA and Mathematics when compared to District and State averages. Teachers this year will begin participating in Professional Learning Communities (PLCs) to help strengthen professional practices, as well as share ideas to better serve student needs. In addition, in order to bolster some of our struggling student's scores, more focus and assistance will be provided to students who are in the bottom 25 percentile. Teachers will continue using AVID, focusing on AVID WICOR strategies. These strategies incorporates teaching and learning techniques in the areas of Writing to Learn, Inquiry, Collaboration, Organization, and Reading to Learn. Using WICOR, implements a model of learning that teachers can use in their classrooms to help guide students in comprehending concepts and express ideas as the complexity levels increases.

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.)

In order to ensure standards-aligned instruction is occurring in ELA, math and content areas, the administration uses observations using the IPPAS rubric and department "look-fors" as well as monitoring standards-based instruction. In addition, data analysis of common assessments, Reading Plus, and high stakes tests occurs on a regular basis.

Cocoa High has a Literacy Coach, Math Coach, and Science Coach who work with all teachers modeling lessons, co-teaching, and collaborating on instructional practices. Dedicated meeting times are scheduled monthly for departments, cohorts, and PLCs to work collaboratively examining student data and sharing best practices for standards-based instruction.

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

Teachers will consistently implement standards-based instruction and modify instruction based on formative and common assessments. Literacy practices will be implemented across all disciplines providing students 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
Insufficient time for teacher collaboration and data analysis	1. Collaboration days for departments, cohorts, and PLC's.	Principal Budget: \$10,000 from Title I, ASP, and Post Secondary	Ongoing	Curriculum plans, work product collection and meeting minutes
	2. Summer workshop time for collaborative planning and strategy development	Principal-School Leadership Team Budget: \$10,000 from Title I and ASP	June 2018	Work product, meeting minutes, teacher surveys

	3. Adjustment to collaboration schedule to account for greater variety in PD time and more time for other groups to meet and plan for strategies.	Principal, School Leadership Team	Prepared and presented in preplanning, meetings ongoing	Meeting agendas and minutes
Lack of consistency in implementing Schoolwide AVID strategies, fidelity in process implementation, and teacher competency in implementing strategies	1. Faculty & administration team participate in AVID Summer Institute	Principal, AVID Coordinator Budget: \$100,000 Title I	June 2018	Ongoing PD for teachers and minutes from Site Team meetings
	2. Peer modeling and support	AVID Coordinator	Ongoing	Teacher surveys
	3. Ongoing faculty PD	Principal, AVID Site Team	Quarterly	Teacher exit slips, observations in ProGoe
	4. Teachers will oversee that students use binders, focused note-taking, and WICOR strategies.	AVID Coordinator, AVID Site Team, administrators, teachers	Ongoing	Classroom observation notes, walk-throughs, student and teacher surveys
	5. Students will demonstrate organization through the use of binders and focused note-taking.	Teachers, AVID Site Team, administrators	Ongoing	Monthly student binder checks for each discipline area
	6. Administrators will use an AVID Walk-through form to provide feedback on informal observations.	Administrators	Ongoing	Teachers are provided feedback and a copy of the walk-through form
Lack of student readiness for success in school	1. Instructional Assistant dedicated to supporting students in shelter, foster, or group homes	Principal, Superintendent SLL Budget: \$25,000 District and Post Secondary	Ongoing	Data on student achievement, reports from shelter staff

2. Schoolwide organization system with binders, dividers, and planners for all students	Principal, School Leadership Team, AVID Site Team Budget:\$15,000 Title I, teachers	On going implemented start of school year	Student, parent, and faculty surveys
3. Increased Parental Involvement events with varied times. Materials for parents on supporting education and student conduct issues	Parental Involvement Coordinator Budget: \$10,000 Title I	Ongoing, scheduled events	Parent Exit Slips
4. Continual PD for PBIS Tier 1 and Implementation of PBIS Tier 2 structures and systems.	Principal, School Leadership Team, PBIS Team	Preplanning/ Ongoing	Data in HERO and RTI data system
5. Guest speaker Dr. Jackson and the unconscious bias PD's	Principal, School Leadership Team, teachers Budget: \$18,000 Title 1	Preplanning/ quarterly engagements	Teacher exit slips, observations in ProGoe

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.

Each Cohort and Department will document in their meeting minutes, their successful strategies for Tier 1 implementation. The AVID Site Team will gather evidence from teachers on implementation of (1) the binders, (2) focused note-taking, and (3) WICOR strategies.

With regards to the Instructional Culture Insight Survey, the two main areas of concern are instructional planning for student growth and academic expectations..

Instructional Planning for Student Growth	School 7.2	Brevard Average 7.9	Top Quartile 9.0
Teachers at my school track the performance of their students toward	78%	89%	96%

measurable academic goals.			
My school had dedicated time for teachers to analyze interim assessment data/student work to plan for future instruction and intervention.	49%	71%	87%
I am satisfied with the support I receive at my school for instructional planning.	62%	79%	89%
I collaborate (weekly) with teachers and leaders at my school to improve my instructional plans.	61%	76%	86%
I have ready access to content experts with deep subject area knowledge to support my instructional planning.	68%	76%	86%
I have access to questions, tasks, assessments that allow me to assess learning goals.	79%	86%	93%
An instructional leader at my school reviews student work from my classes.	44%	55%	71%

In 2018, Cocoa High’s response for Instructional Planning for Student Growth was 7.2 out of 10. Cocoa High decreased its score by 1.0. In a deeper review of the survey, only 75% of the teachers responded to the survey. Of the responding teachers, 78% indicated, “Teachers at my school track the performance of their students toward measurable academic goals.” This is 11% lower than Brevard’s average response and 18% lower than Brevard’s top quartile response.

In response to this, monthly PLC meetings will occur for all teachers to allow for common planning, targeting deficiencies in lesson planning with a goal of increasing student achievement. A yearly plan is in place with a guest speaker, Dr. Jesse Jackson III, to increase teacher awareness of student issues and unconscious bias. Administrators and instructional coaches will use a “Look-fors” list of IPPAS and AVID components when doing walkthroughs and in collaborating with teachers on professional practices.

Academic Expectations Domain Score	School 7.1	Brevard Average 8.3	Top Quartile 9.0
My school implements a rigorous academic curriculum.	64%	88%	97%
Across my school, students support their answers with evidence and explain their thinking	58%	75%	89%
Students at my school are frequently asked to write in various styles across all subject areas.	65%	79%	91%
Students at my school respond to and build on their peers' thinking, ideas and answers.	56%	76%	90%

All teachers at my school take responsibility for developing students' literacy skills.	65%	81%	91%
Leaders at my school have the necessary content knowledge or resources to support instructional practice across disciplines.	62%	84%	94%

In 2018, Cocoa High’s response for Academic Expectations was 7.1 out of 10, which is below Brevard’s average response by 1.2, and below Brevard’s top quartile response by 2.9. In reviewing our lowest subcategory of Academic Expectations, 56% of teachers reported that “Students at my school respond to and build on their peers’ thinking, ideas and answers.” This is 20% lower than Brevard’s average response and 34% lower than Brevard’s top quartile response.

To address this domain, approximately 55 teachers and administrators attended the 2018 AVID Summer Institute and eleven staff members attended the Kagan’s 2018 Summer Academy and are committed to using collaborative structures and academic strategies in their classes.

Qualitative and Quantitative Student Achievement Outcomes:

As a result of teacher and administrative implementation of the School Improvement Plan, students will improve in the following categories:

Subject Area	2016-17 (Percent level 3 or above)	2017-18 (Percent level 3 or above)	2018-19 SIP Goal (Percent level 3 or above)
English Language Arts	40	44	49
Mathematics	31	37	42
8th Grade Science SSA	32	29	35
Biology EOC	50	53	56
Social Studies	56	50	55

In addition to the expected increase in academic achievement, our school wide efforts with PBIS and AVID will have a strong impact on school culture. Suspension risk ratios for black students will decrease from 1.46 to 1.41, for ESE students from 1.53 to 1.45, and for FRL students from 1.39 to 1.34. In 2017-2018 students who received in-school or out-of-school Suspension rates one or more days totaled 283. This was a decrease from 385 in 2016-2017. In 2018-2019 the in-school or out-of-school Suspension rates will decline by at least 10%. Furthermore, Cocoa’s graduation rate increased two percent last year from 76% to 78% and this year it will increase four points to meet our current state average of 82%.

PBIS S.I.P Goals.....

- To successfully implement the characteristics of Tiger PRIDE to reduce the number of repeat offenders' referrals by 10%
- To successfully identify and implement strategies to reduce repeated classroom disruption by 5% through ongoing professional development and include in the culture change, building relationships, and add to the overall success of all students
- By promoting academic readiness with social emotional strength students will increase their attendance by 10%

The Math S.I.P. Goal is to...

- focus on PLC's targeting specific (lowest) strands
- increase the overall Proficiency Rate by 5% in each grade level with a focus on Interactive Notebooks and Focused Note taking.

The ELA S.I.P. Goal is to...

- focus on PLC's targeting specific (lowest) strands
- increase the overall Proficiency Rate by 5% in each grade level with a focus on Interactive Notebooks and Focused Note taking.

The Science S.I.P. Goal is to...

- focus on PLC's targeting specific (lowest) strands and to increase 8th grade a minimum of 6 points and Biology EOC a minimum of 3 points.

The AVID/Standards-based Instruction S.I.P. Goal is to...

- Use the 5 phases of focused note taking lessons for students to retain information.
- Implement Learning Logs to make connections through applications of previous learning.

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 has an MTSS team who meets regularly to discuss students identified as at risk based on the Early Warning system factors (course failures, absenteeism, frequent behavioral referrals, and low academic achievement). We have an At-Risk Coordinator, a Title One Coordinator, school based Social Workers, and

a Student Liaison for students in Transition/Crosswinds who meets with and/or monitors student data to support students and families. Other supports include mental health counseling and peer mediation. Our At-Risk Coordinator works alongside our instructional coaches to coordinate all meetings, track interventions, and serves as a liaison between school and district staff. The team meets regularly to review pending cases and establish patterns for data collection. The team collaborates to establish opportunities to mentor our students at-risk. Our Guidance Team, on-site Social Workers, and At-Risk Coordinator work closely with Lifetime Counseling, Crosswinds and other local agencies to support students and their families. Our Social Workers are continuing to provide mental health counseling and peer mediation this school year. This year we are also instituting a mentor program focusing on our students identified through the EWS who do not necessarily have other supports in school (ESE or ESOL).

The IPST team assists with the School Improvement Plan, targeting students and groups at risk and development methods to reach those students, share trends with guidance counselors and reflect on data to make strategies for improved performance in academics, behavior, and attendance. Our team of instructional coaches monitors the SIP: Literacy Coach, Math Coach, Science Coach, At-Risk Coordinator, and Title 1 Instructional Coach. Our Leadership Team and AVID Site Team will also be monitoring the plan.

The team also has clerical staff and instructional assistants trained in gathering data on students. This allows us to gather more emotionally neutral data on the students for a more effective planning process.

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

Our At-Risk Coordinator, Title 1 Coordinator, Literacy Coach and Assistant Principal monitor the Early Warning System every quarter.

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:

2017-18 School Year - Number of Students							
Grade Level	7	8	9	10	11	12	Total
Attendance <90	62	46	73	66	55	4	306
1 or more ISS or OSS	72	55	59	50	26	21	283
Level 1 in ELA OR Math	114	91	121	96	62	27	511
Course Failure in ELA OR Math	31	23	27	28	9	2	120

Students exhibiting 2 or more indicators	99	76	85	79	44	7	390
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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).

Our Title I Coordinator and Middle School Support Team monitor our Early Warning System. They work together to identify students using Performance Matters. This team will coordinate with cohort leads to mail notification letters home to the parents, set up appointments, conduct meetings and document each case. The Title I Coordinator along with the middle school guidance counselor will work with our director of the MTSS process in identifying students who need additional support to improve academic performance and stay engaged in school. The grade level cohorts will meet monthly to monitor identified students' progress and adjust current interventions if necessary. In addition to the pre-identified areas for the Early Warning System, CHS will also identify students with social/emotional difficulties through our Restorative Practices process.

Our school has implemented numerous intervention strategies to reach all identified students. Students who are below grade level on the FSA/EOC are placed in Intensive classes to focus on standards-based skills to move the student towards proficiency. In addition, tutoring is offered as needed. For example, Algebra EOC Bootcamp, FSA/ELA Boot camp, and parent/student workshops. Additionally, ELL tutoring is offered after school twice a week with an ESOL teacher. With extended Media Center hours before and after school, our students have access to technology and assistance from our Media Specialist. Cocoa High has a comprehensive credit/grade recovery system before and/or after school, as well as special programming during school in OMEGA, a drop-out prevention program where students can complete all their graduation requirements. Students work in a computer lab with subject certified teachers to recover any failing/failed grades. Additionally, we work with the local Adult Education Center to offer Adult Education classes on our campus for credit retrieval. Additional tutoring and teacher support is funded through our ASP program and Title I. Our guidance team continues to work closely with Crosswinds and other local agencies to support students and families.

For students who begin to show repeated behavioral issues, teachers, guidance counselors, and Assistant Principals work together to create a Behavior Intervention Plan. The plans are reviewed every three weeks to ensure that they are supporting the student in changing their behavior patterns. The plans are adjusted as necessary. As appropriate, we have students who work closely with Instructional Assistants daily to help support the goal of making better decisions.

Our Guidance Service Professionals and our At-Risk Coordinator monitor attendance closely. They conduct home visits with the School Resource Officer to help resolve attendance issues and conduct attendance meetings with truancy and the families in an effort to get the students back on track with their attendance. Cocoa High has an attendance plan that involves teacher phone calls home, guidance intervention, and attendance resource teacher support. IPST meetings will be held with the families in an effort to get the students back on track with their attendance.

This year we have two social workers on campus. One social worker is employed through Brevard Public Schools and the other is contracted through Lifetime Counseling Center. The social workers work closely with identified students and their families getting support on campus, referrals through local agencies, attendance issues, crisis management, direct counseling and peer mediation. in our community.

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?

Strengths:

- 88% of parents feel welcomed at our school,
- 79% of our parents have participated in family engagement activities,
- 73% of parents feel CHS establishes a well home-school communication,
- 72% feel CHS creates a friendly school climate,
- 84% feel the school leadership fosters an environment in which staff, parents, and the community work together to improve school achievement, and
- 75% of parents feel CHS values parents input.

The strengths will be sustained through open communication between the staff, parents, and students. Various academic and social/emotional informational nights and activities for families geared toward student success will continue to be offered after in the evenings. Through support of all stakeholders, morning informational sessions will also be held.

Weaknesses:

- 57% of the parents feel our meetings/events are not a convenient times,
- 11% of parents feel they know only a little bit of how their child is doing academically at school,
- 23% never work with their child on class assignments.
- less than 10% of parents responded to our 2017-18 survey

The weaknesses will be addressed through a focus on more parent involvement and meeting the needs of the family through support of areas of academic needs for both the parent and the student. We are trying to communicate family engagement events using more mediums (flyers, emails, and text messages).

Parent involvement events includes but are not limited to math night, science night, literacy night, and social studies night hosted by each academic department. In addition, we host financial aid night, scholarship night, Tied program, bring your parents to school day, and game night. Snacks and take home resources are provided at all events. These resources are used to help the families and may be in the form of handouts and books highlighting important information from the event.

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)

Students entering the 7th grade attend a full one day orientation during the spring of their 6th grade year. This allows for small group activities and introduces students to the Cocoa High campus. Student leaders coordinate the event and CHS pays for the buses for all the feeder schools. Students are registered one-on-one to allow the student to meet his/her guidance counselor or our AP for curriculum. Student interests are discussed and concerns are shared.

Students in 7th grade have the opportunity to participate in either Tiger Prep Academy or iTigers at the 9th grade level. Resource level ESE program or inclusion ESE programs are also available to students via their specific IEP needs . Teachers are clustered in cohorts and Professional Learning Communities (PLCs) to allow greater continuity, consistency, and collaboration. The students have a dedicated counselor, social worker, and ESE specialist.

Students attend class meetings at the beginning of the school year. In these meetings, students meet their assistant principal, the SRO, and class officers. Rules, school expectations and consequences, emergency procedures, and dress code policy are discussed.

Students new to Cocoa High or students in transition are assigned a staff member to help them acclimate to their new surroundings. This year we are beginning an Ambassador program for our ESOL students to support them better in their transition to the United States and/or to Cocoa High.

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.

Academic and social readiness for college is addressed beginning in middle school. Using the AVID framework, all students utilize Focused Note-taking, binders, and personal agendas for planning. Students in both Middle and High school have the opportunity to have AVID as an elective. AVID supports college and career readiness and helps students at all levels through tutorials, organizational strategies, and a strong academic focus in order to prepare them for success during and after high school.

All students take the SAT in 11th grade. The PSAT is taken in 10th grade and also offered to 9th grade AVID students. Additionally, most seniors take the PERT, which is an assessment to gauge college readiness.

Our JROTC program utilizes the ASVAB test as one means of getting students to think of careers they might like to pursue via the military and is another data indicator that measures academic progress. It is a

multiple-aptitude battery that measures developed abilities and helps predict future academic and occupational success in the military. It is administered annually to more than one million military applicants, high school, and post-secondary students. The JROTC program delivers specific instruction to improve achievement. Most students are measured in the fall and spring. Specific interventions are put in place as a result of the fall data to garner improvement. This test is open to all students, not just those participating in JROTC. This year we have expanded relationships with more recruiters on campus sharing military career options available and students in the program have several field trip opportunities to further explore options.

College and career nights are planned throughout the year and strategies are addressed during each semester's class meetings. Students are given their transcripts to monitor and checklists based on the CollegeBoard information on student and parent activities. Our AVID program completes field trips to colleges with students beginning in 7th grade. All ESE and ELL students have a case manager to ensure preparedness for participation in college.

Annually, approximately 118 students (52 seniors, 41 juniors, 25 sophomores in 2017-18) participate in Dual Enrollment at Eastern Florida State College with an average of 12 students graduating each year with an Associate's of Arts degree. Approximately 221 students take CollegeBoard Advanced Placement courses on campus. Each course is authorized for college level credit with a passing score on the AP exam.

Our iTiger (HS) and Tiger Prep (MS) programs are designed to mesh 21st Century Learning skills with the demands of an accelerated college ready curriculum. Students have increased access to technology tools to include 1:1 in the high school. Students use the technology to increase overall communication skills and to magnify access to complex reading material.

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

Cocoa High School works with numerous outside groups, district programs, and area experts to enhance the STEM experience for our students. Cocoa High has added two additional science research classes to support inquiry in the middle school years. We have added a Mu Alpha Theta branch for math students and plan to compete regularly in multiple math competitions. Cocoa High has netbooks available for integrated use in math and science along with multiple computer labs for student access. Cocoa High has a robust robotics program that has been nationally recognized for excellence. Students travel around the country and compete in top tier events alongside NASA mentors and industry professionals. Our robotics program also works with the elementary schools in the county to expand offerings for the youngest of students.

In our JROTC program, students receive career-ready instruction to prepare them for immediate enrollment in the military, college ROTC participation, or general post-secondary readiness. Our program has developed a college preparatory program for high school juniors wishing to go on to college.

The program, every Monday and Wednesday, focuses on developing a college level portfolio that includes; SAT/ACT scores, academic resume, Bright Futures eligibility (from FACTS.org), letters of recommendation (3), college applications, college research, senior applications, copies of certificates received, cadet record, community volunteers hours worksheet, and a plan of action. At the culmination of the program, cadets are encouraged to take campus tours.

Through our Career and Technical Education program students have the opportunity to take industry certification tests in their field of study. These courses were developed by the district through close analysis of business and industry needs. Curriculum is annually reviewed to insure the most relevant materials and timely resources. Courses that meet the workforce demands are supported through Perkins Grants and District funding. Students take the following certification exams within their rigorous courses:

Accounting Quick Books

Automotive ASE Assessments

Automotive FLADA

Culinary Safe Staff Food Handler

Culinary ServSafe Manager

Adobe InDesign

Autodesk Certified User – AutoCad

Health and Wellness – CMAA

PC Support – MTA Windows Network Security

PC Support – MTA Windows OS Fundamentals

PC Support – MTA Windows Server Web

Web Development – Adobe Dreamweaver, Flash, and Photoshop

The National Institute for Automotive Service Excellence - "ASE"

- B-2 Painting & Refinishing
- B-3 Non-Structural Analysis & Damage Repair
- B-4 Structural Analysis & Damage Repair

Florida Automobile Dealers Association- "F.A.D.A."

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

To provide consistency with the applications in our Technology programs, we utilize all Microsoft Office products school-wide and provide the opportunity for students and staff to download the products free through the Student Advantage program. Our SSTA includes sections within the science department – specifically Anatomy and Physiology and core teachers work together to plan for the integration of the key concepts associated with the industry. Through our Career Wheel, AVID, and Career Research and Decision Making courses; students complete activities that target career and technical education.

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.

Students are tracked and supervised with a goal of graduation in four years. Offering and providing AP courses, dual enrollment, CTE course and certifications, mentors, college visits, and a school wide implementation of the AVID program are all available to improve student readiness. Post secondary readiness strategies also focus on good study skills, setting attainable goals, note-taking skills, and good work skills, such as assignment completion, note reviews, organizational skills, motivation, and commitment. According to the latest data available:

- 49% of students completed at least one AP or Dual Enrollment course.
- 75 % of our graduates completed at least one level 3 or higher science course,
- 86% who took the SAT/ACT/CPT scored at or above college-level cut scores in reading, 82% in writing, and 63% in math.

We will continue to track and supervise students to continue to increase our percentages.