

Brevard Public Schools

Cocoa Beach Junior/Senior High School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	23
Positive Culture & Environment	24
Budget to Support Goals	0

Cocoa Beach Junior/Senior High School

1500 MINUTEMEN CSWY, Cocoa Beach, FL 32931

<http://www.cbhs.brevard.k12.fl.us/>

Demographics

Principal: Timothy Powers G

Start Date for this Principal: 6/3/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 7-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	31%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (67%) 2017-18: A (68%) 2016-17: A (64%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the Brevard County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	23
Title I Requirements	0
Budget to Support Goals	0

Cocoa Beach Junior/Senior High School

1500 MINUTEMEN CSWY, Cocoa Beach, FL 32931

<http://www.cbhs.brevard.k12.fl.us/>

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 7-12	No	34%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	25%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

School Board Approval

This plan is pending approval by the Brevard County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's 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.

Provide the school's 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.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Rendell, Mark	Principal	Serve as CEO of a school with 950 students and 75 staff members. Charged with setting the academic focus, culture and climate, and safety and security protocols. Responsible for adherence to all district, state, and federal guidelines.
Rhyne, Kevin	Assistant Principal	Assistant Principal in charge of Curriculum. Responsible of slate of curricular offerings and student services as well as supervision of instructional and classified staff.
Link, Stephen	Assistant Principal	Assistant Principal in charge of Operations. Responsible for physical plant and all operations as well as supervision of instructional and classified staff.
Galanopoulos, MaryEllen	Dean	Assistant Principal in charge of Student Affairs. Responsible for creation and enforcement of student behavior polices, as well as supervision of instructional and classified staff.

Demographic Information

Principal start date

Monday 6/3/2019, Timothy Powers G

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

8

Total number of teacher positions allocated to the school

56

Total number of students enrolled at the school

945

Identify the number of instructional staff who left the school during the 2020-21 school year.

5

Identify the number of instructional staff who joined the school during the 2021-22 school year.

5

Demographic Data

Early Warning Systems

2021-22

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	43	22	32	32	34	21	184
One or more suspensions	0	0	0	0	0	0	0	0	5	7	3	2	5	1	23
Course failure in ELA	0	0	0	0	0	0	0	0	2	0	4	3	9	6	24
Course failure in Math	0	0	0	0	0	0	0	0	1	2	6	5	12	6	32
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	9	5	4	7	15	8	48
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	3	7	10
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
LEVEL 1 ON 2021 FSA ELA	0	0	0	0	0	0	0	0	9	17	17	15	18	11	87
LEVEL 1 ON 2021 FSA MATH	0	0	0	0	0	0	0	0	6	19	5	17	11	10	68
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	13	41	39	35	54	44	226

The number of students identified as retainees:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	4	1	8	10	21	0	44	
Students retained two or more times	0	0	0	0	0	0	0	1	0	5	4	6	2	18	

Date this data was collected or last updated

Wednesday 8/25/2021

2020-21 - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	163	175	179	150	169	131	967
Attendance below 90 percent	0	0	0	0	0	0	0	17	21	22	23	21	20	124
One or more suspensions	0	0	0	0	0	0	0	5	13	18	7	18	7	68
Course failure in ELA	0	0	0	0	0	0	0	0	9	4	3	10	13	39
Course failure in Math	0	0	0	0	0	0	0	0	8	7	13	23	4	55
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	3	7	10
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	6	11	5	22
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	13	41	39	35	54	44	226

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	5	2	11	12	3	33
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	0	0	1	2

2020-21 - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	163	175	179	150	169	131	967
Attendance below 90 percent	0	0	0	0	0	0	0	17	21	22	23	21	20	124
One or more suspensions	0	0	0	0	0	0	0	5	13	18	7	18	7	68
Course failure in ELA	0	0	0	0	0	0	0	0	9	4	3	10	13	39
Course failure in Math	0	0	0	0	0	0	0	0	8	7	13	23	4	55
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	3	7	10
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	6	11	5	22
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	13	41	39	35	54	44	226

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	5	2	11	12	3	33
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	0	0	1	2

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				75%	59%	56%	73%	58%	56%
ELA Learning Gains				66%	52%	51%	61%	53%	53%
ELA Lowest 25th Percentile				54%	40%	42%	45%	44%	44%
Math Achievement				67%	48%	51%	68%	50%	51%
Math Learning Gains				54%	49%	48%	59%	46%	48%
Math Lowest 25th Percentile				47%	45%	45%	49%	43%	45%
Science Achievement				75%	66%	68%	70%	67%	67%
Social Studies Achievement				87%	70%	73%	82%	70%	71%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2021					
	2019	76%	58%	18%	52%	24%
Cohort Comparison						
08	2021					
	2019	73%	63%	10%	56%	17%
Cohort Comparison		-76%				
09	2021					
	2019	73%	62%	11%	55%	18%
Cohort Comparison		-73%				
10	2021					
	2019	73%	59%	14%	53%	20%
Cohort Comparison		-73%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2021					
	2019	63%	62%	1%	54%	9%
Cohort Comparison						
08	2021					
	2019	75%	43%	32%	46%	29%
Cohort Comparison		-63%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	65%	53%	12%	48%	17%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	81%	66%	15%	67%	14%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	85%	74%	11%	71%	14%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	85%	71%	14%	70%	15%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	60%	61%	-1%	61%	-1%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	62%	60%	2%	57%	5%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Cocoa Beach utilized NWEA MAPS Progress monitoring for mathematics grades 7/ Geometry and students who had not passed Algebra 1 or Geometry. We also utilized Read 180 for all grades and students after 10th grade who had not passed the FSA ELA in 10th grade. We did not do any progress monitoring of any other subject area.

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	76/160	70/124	50/107
	Economically Disadvantaged	23/74	22/51	12/46
	Students With Disabilities	3/17	1/17	3/11
	English Language Learners	0/1	0/0	0/1
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	21/126	16/51	23/41
	Economically Disadvantaged	4/65	5/29	6/17
	Students With Disabilities	0/14	0/4	0/3
	English Language Learners	0/0	0/0	0/0
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	107/170	87/131	65/102
	Economically Disadvantaged	40/68	34/55	21/39
	Students With Disabilities	9/22	7/16	5/13
	English Language Learners	1/2	1/2	1/1
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	54/123	34/58	23/46
	Economically Disadvantaged	14/46	10/21	9/23
	Students With Disabilities	3/11	2/8	0/4
	English Language Learners	0/1	0/1	0/1
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	94/164	88/122	63/105
	Economically Disadvantaged	20/43	16/28	15/29
	Students With Disabilities	6/20	7/17	7/16
	English Language Learners	2/5	0/3	1/5
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	40/96	11/27	6/24
	Economically Disadvantaged	15/56	7/11	1/7
	Students With Disabilities	1/7	0/5	0/8
	English Language Learners	1/5	2/5	2/5
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	68/122	37/69	20/45
	Economically Disadvantaged	16/37	11/20	4/12
	Students With Disabilities	5/18	2/12	0/8
	English Language Learners	0/3	0/1	0/3
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	3/38	1/8	2/19
	Economically Disadvantaged	1/17	1/2	2/9
	Students With Disabilities	0/11	0/2	0/6
	English Language Learners	0/2	0/1	0/1
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	17/51	9/24	1/4
	Economically Disadvantaged	7/23	11/20	1/3
	Students With Disabilities	2/11	2/12	0/8
	English Language Learners	0/3	0/1	0/3
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	2/17	0/2	0/5
	Economically Disadvantaged	1/9	0/0	0/2
	Students With Disabilities	0/6	0/1	0/2
	English Language Learners	0/1	0/0	0/0
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	9/32	0/5	0/0
	Economically Disadvantaged	3/9	0/5	0/0
	Students With Disabilities	1/9	0/2	0/0
	English Language Learners	0/0	0/0	0/0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
Biology	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
US History	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	24	14	13	28	32	36	41	52	36		
ELL	60	71		67	59						
ASN	60	75								100	71
BLK	50	25		62	30						
HSP	66	60	47	51	43	53	68	67	73	89	50

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
MUL	63	37		77	43		72	72	91	82	
WHT	67	44	29	67	36	41	70	72	77	93	68
FRL	58	38	27	57	38	40	62	58	66	77	50
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	39	52	49	33	42	52	45	55	25	95	11
ELL	33	47	50	28	50	40					
ASN	91	90		75	67		67	92			
HSP	66	59	57	46	46	46	65	69	67	89	59
MUL	61	53	36	57	50		54	91		100	45
WHT	77	67	55	73	56	48	80	89	73	90	45
FRL	56	60	44	51	45	36	60	79	69	84	31
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	35	52	40	30	44	44	35	55		100	8
ELL	30	40		20	36						
ASN	87	74		89	81		85	90			
HSP	58	62	45	64	53	40	53	81	80	100	58
MUL	68	54	50	68	39		67	76			
WHT	75	60	45	67	60	52	73	82	76	93	64
FRL	54	52	44	47	48	38	49	64	62	90	41

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	62
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	73
Total Points Earned for the Federal Index	740
Total Components for the Federal Index	12
Percent Tested	89%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	66
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	77
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	42
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	61
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	67
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	60
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	52
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

When looking at last year's data it is clear there was a decline across most subgroups, grade levels and content areas. ELA saw some of the larger drops and Science and Math saw some of the smaller. As always, the subgroups that we see some of the lowest scores in were again our ESE student population, and all of our subgroups struggled to show learning gains last year. Learning gains for all students and our lowest quartile were well below usual with all categories showing a drop of almost 20 points except for our lowest quartile learning gains in math which only saw a one-point decline. Our most concerning drop was that of 8th-grade math which drop nearly 40 points. We did see some positive results. Our 7th-grade math numbers saw an increase as did our Algebra 1 numbers. Geometry numbers only fell 2 percentage points. We also saw only a modest drop in 8th-grade science of 2 percentage points. Biology, Civics, US History, all saw approximately a 10 point drop.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

It is clear that our area of most significant improvement at this time is in our ESE population. All told it is this population that needs additional support and the greatest need for improvement in 2022. We also have some other subgroups that need attention. Our other subgroups are all very small, comprising a very small percentage of our overall population however, we have also noticed that our African American students in 2021 showed some very low learning gain numbers as did our Multi-Racial populations. Our progress monitoring efforts do support this data component. Our English Language Learning population is also a group that is growing, and shows a real need for improvement strategies in 2022.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Learning gain drops were our biggest indicator by far. However, the overall ELA achievement level of our ESE population was only 24 percent. Math was only 28 percent for this subgroup and only social studies saw an achievement level over 50 percent. Our Middle School Acceleration for the subgroup was also very low at only 36 percent. Only 14 percent of this subgroup saw a learning gain ELA. Our Multi-Racial and Free and Reduced Lunch was also very low showing very low learning gains. There

are several angles we will take to address these lower numbers. We will first work as a staff to better our relationships with our students. We believe that the start of any new strategy begins with building relationships with all students. We will also work to establish more teacher collaboration time so that any action we take can be implemented and supported by the teachers. We will ensure students are aware of their student's data and needs so that their planning is focused on the students they have at the level they are at. We will also make better use of the progress monitoring data we now have access to. Using this knowledge we will discuss in our CMA ways to scaffold and support students at all levels. We will also implement an ESE tutoring plan to support the learning environment for our neediest subgroup. Lastly we are working to build a more cohesive CTE program to include MS students.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

We were very happy with the numbers we had in Algebra 1. In 2019 we were below the district average in the Algebra 1 category. Our 2021 data showed an 11 point increase in Algebra 1. We also saw a two-point increase in Geometry numbers. Our MAPS data supports this improvement. Our 7th Grade math numbers were also very strong showing a 3 point increase. We were also very pleased that we only dropped by one percentage point in Math Lowest Quartile learning gains.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The biggest contributing factor to our success in math is a very deliberate effort to ensure the right people are in the right places. We have worked to ensure the proper staff for our students in these areas. Further, we have worked to have a math progression that is what is best for our students. We have worked to ensure students are given every chance to have access to rigorous course work but we have also used data to make the best decisions we can about student placement. As an example, our current 7th-grade math numbers represent over a 40 point increase in student achievement over 2018 numbers. We have continued to put the necessary resources in place to ensure our teachers have access to appropriate materials and training and our students have access to classes that match their ability levels.

What strategies will need to be implemented in order to accelerate learning?

In order to accelerate learning, we will implement strategies that focus our attention back on RIGOR, RELEVANCE, and RELATIONSHIPS. All of our efforts this year will be focused on giving teachers relevant training and access to data to help inform them on what's best for their students. By doing this teachers can ensure that their content is not only rigorous but relevant to the students they have in front of them. We will continue to work to build genuine relationships between admin and staff and staff and students. We will also work to establish PD to support teachers in understanding progress monitoring data, their student's individual data, and how to use that data to support instructional changes. We will also return to monthly CMA team meetings along with Department meetings and Small group Admin meetings to further support teacher collaboration and peer training opportunities. We believe that by focusing on the basics, and utilizing the progress monitoring data we have we can go beyond reducing the achievement gap and focus on accelerating learning by focusing on student needs and embracing students strengths.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

We will have to work to provide our teachers with additional training on the use of Performance Matters to collect student information and data. We will have to continue our attention on ELA course standards and work to increase teachers' understanding of LEXILE scores to drive instructional

decisions. We will have to provide training on how to match student reading levels to appropriate texts and either scaffold students up to the appropriate comprehension level or supplement the teacher's materials and current curriculum to student level. Our focus will be on these ELA strategies for all students but with a concerted focus on our lowest performing subgroups. We will also work to provide these same opportunities to students using MAPS math data. We will also provide specific tutoring opportunities for our subgroups. We will have specific ESE tutoring, specific ELL tutoring, a math lab for all math students, an ACT/SAT lab and a writing lab for students before or after school.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

To increase institutional knowledge and effectiveness we have invested time, energy, and effort into the CMA Groups. These operate as PLC's. We conduct data analysis with these groups, looking at data such as ELA scores and Lexile Levels. The teachers discuss how to use the data to inform their instruction and share best practices. This commitment to utilizing the CMA groups as PLC's to analyze data and improve instruction will continue for the next several years.

Part III: Planning for Improvement

Areas of Focus:

No activities were entered for this section.

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

After reviewing the data from SafeSchoolsforAlex.org we noticed that Cocoa Beach had a very high incident rate, ranking #411 out of 505 high schools state wide, and #14 out of 16 in Brevard County. For the type of incidents, Cocoa Beach also ranked very high. For example, for Violent Incidents, Cocoa Beach ranked #432 out of 505 high schools statewide and #15 out of 16 in Brevard County. This rate seemed alarming as we have very few serious behavior infractions. So we looked closer at the data. First, we noticed that it was lagging data, from 2 years ago, 2019-2020. That school year we did have several serious behavior infractions that warranted suspension. We have a very small student enrollment compared to other schools in the county and state. We understand that this is a ratio measurement, so only a handful of incidents yield a high ratio (incidents per 100 students). We implemented changes to school routines and behavior expectations that year and our number of incidents have decreased dramatically. We look forward to seeing the data for 2020-2021 and the current school year. We will continue to monitor the data as it is available.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Our overall culture and climate numbers are strong. For example, on our Parent Climate Survey 84% of our middle school families, and 86% of our high school families, state that they “feel welcome at our school.” Parents also indicated a strong sense of satisfaction with the health and safety protocols in place at the school. This was reflected in the comment section of the survey with numerous positive statements from parents about the enhanced safety measures. We also increased the frequency and type of communication with our parents. The Principal issues a weekly email to parents and we have upgraded and updated our webpage, and our social media sites. This improvement was also highlighted by the parents in the “What is working well at your child's school?” section of the Parent Climate Survey.

One of our focuses last year was to improve the overall climate and culture of the school - make it more positive and engaging to our students. Our efforts paid off. On the Youth Truth Survey, our positive rating in “Engagement” increased by 10% and our positive rating in “Culture” increased by 11%. This is a significant accomplishment when you consider the conditions we were operating under last school year. During 2020-2021, we were using a new structure (4x4 Block), and a significant portion of our students were eLearning (32%). So we were able to increase engagement and improve culture in very challenging conditions.

Based on Youth Truth Survey data for 2019-2020, we also focused on preparing our students for college. That year, 84% of our students indicated that they “want to go to college,” which was right on target with the county average and above the national average. However, the same students stated that we had failed to help them understand the steps needed to prepare for college. Only 28% of our students stated that “My school has helped me understand the steps I need to take in order to apply for college.” This was well below the county and national average. We developed several college preparation activities, such as FAFSA enrollment sessions, parent information nights, and college expo's to attack this problem. We utilized our partnerships with various stakeholders, including EFSC, Florida Bright Futures, and the District Office. We made a 5% increase in the positive ratings for College and Career Readiness.

We have already repeated several of the strategies that were beneficial for these increases last year. For School culture and environment, we have continued to strengthen our schoolwide Positive Behavior and Intervention Support strategies. We focus in the desired behaviors and have several ways to recognize and reward students for exhibiting them. For example, the Student of the Month program recognizes individual students for exhibiting the desired behaviors. The Class of the Quarter program is a grade level competition based on academic achievement (grades), attendance, and discipline referrals. Both of these are firmly established as tools that students cite as improvements to climate and culture at Cocoa Beach.

The focus on college preparation has been bolstered this year by an added focus on career preparation. This was an area still noted as a weakness on Youth Truth Survey data. While our overall score in the College and Career Readiness area did increase by 5%, the responses to the questions relating to career preparation were still below the district and national averages. This year we have already had an assembly highlighting careers in the Marine Science field. We are also hosting a Career Expo on campus that will feature trade schools and other options for students immediately upon graduation from high school. We are also enrolling every single student in the My Career Shines program to assist them as they prepare for the future. We are also actively pursuing additional Career and Technical Education courses for our school, to include Biotechnology and Aeronautical Studies. These additional programs will provide more opportunity for our students.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

We have been able to make significant improvement in culture and environment because of the support of our community and various stakeholder groups. We have relied heavily on partnerships with local community organizations such as the Elks Lodge, the Kiwanis Club, and the Rotary Club to support our PBIS programs. Not only with Financial support, but for direct support as well. For example, Junior Achievement of the Space Coast coordinated the speaker series for our students on careers in Marine Science. They selected the speakers and organized the whole event. Our local Kiwanis and Rotary Clubs provide direct support to the Key Club and Interact club, respectively.

For the focus on College and Career Prep we have developed a very strong relationships with EFSC, UCF, and ITT Tech, as well as several other trade schools. These institutions have provided speakers for our parent information sessions (financial aid, application process) as well as participated in our College Expo and our Career Expo. Our students have noted the increase in structured opportunities to learn about their options.