Cocoa Beach Junior/Senior High School

2022-23 Schoolwide Improvement Plan

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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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	31%
2021-22 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	2021-22: A (63%) 2018-19: A (67%) 2017-18: A (68%)
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	ATSI
* 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 7-12	No	31%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	24%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

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SIP Authority

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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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Rendell, Mark	Principal	Lead all school initiatives.
Rhyne, Kevin	Assistant Principal	Lead curriculum-based initiatives and the guidance department.
Gahres, Cathy	Assistant Principal	Lead student services initiatives.
Mannes, Cole	Assistant Principal	Lead operations-based initiatives

Demographic Information

Principal start date
Monday 6/3/2019, Timothy Powers G

Number of teachers with a 2022 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.*

1

Number of teachers with a 2022 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.*

15

Total number of teacher positions allocated to the school

53

Total number of students enrolled at the school

987

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

5

Identify the number of instructional staff who joined the school during the 2022-23 school year.

4

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	163	177	166	188	159	136	989
Attendance below 90 percent	0	0	0	0	0	0	0	8	23	11	20	13	16	91
One or more suspensions	0	0	0	0	0	0	0	2	2	2	1	2	1	10
Course failure in ELA	0	0	0	0	0	0	0	0	7	2	25	12	7	53
Course failure in Math	0	0	0	0	0	0	0	1	8	7	19	19	11	65
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	28	24	21	8	11	0	92
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	2	37	38	24	19	0	120
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	14	22	12	16	14	16	94

Using the table above, complete the table below with the number of students by current grade level who have 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	3	8	9	24	11	8	63

Using current year data, complete the table below with the number of students identified as being "retained.":

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	1	9	9	17	12	9	57
Students retained two or more times	0	0	0	0	0	0	0	0	8	1	15	3	7	34

Date this data was collected or last updated

Thursday 9/8/2022

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	0	0	0	0	0	0	
Attendance below 90 percent	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	5	7	3	2	5	1	23
Course failure in ELA	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	1	2	6	5	12	6	32
Level 1 on 2019 statewide FSA ELA assessment	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	3	7	10
Number of students with a substantial reading deficiency	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	9	17	17	15	18	11	87
LEVEL 1 ON 2021 FSA MATH	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	

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

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	0	0	0	0	0	0	
Attendance below 90 percent	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	5	7	3	2	5	1	23
Course failure in ELA	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	1	2	6	5	12	6	32
Level 1 on 2019 statewide FSA ELA assessment	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	3	7	10
Number of students with a substantial reading deficiency	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	9	17	17	15	18	11	87
LEVEL 1 ON 2021 FSA MATH	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	

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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	68%	52%	51%				75%	59%	56%
ELA Learning Gains	54%						66%	52%	51%
ELA Lowest 25th Percentile	45%						54%	40%	42%
Math Achievement	60%	40%	38%				67%	48%	51%
Math Learning Gains	53%						54%	49%	48%

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
Math Lowest 25th Percentile	45%						47%	45%	45%
Science Achievement	67%	37%	40%				75%	66%	68%
Social Studies Achievement	69%	44%	48%				87%	70%	73%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	34	32	32	27	40	38	29	43	45	90	21
ELL	50	50		39	38			36			
ASN	86	62									
BLK	47	50		60	46			60			
HSP	63	63	52	48	53	50	53	60	69	90	67
MUL	66	50	45	65	61		42	63	64		
WHT	69	53	42	62	52	47	72	70	73	92	69
FRL	55	46	38	50	48	45	60	55	46	81	54

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
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

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI

ESSA Federal Index	
OVERALL Federal Index – All Students	65
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	82
Total Points Earned for the Federal Index	776
Total Components for the Federal Index	12
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	49
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
Asian Students	
Federal Index - Asian Students	74
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	53
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	61
Hispanic Students Subgroup Below 41% in the Current Year?	NO

Hispanic Students	
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	57
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

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%	0

White Students	
Federal Index - White Students	64
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	53
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Cocoa Beach Jr/Sr High School saw a slow improvement in our 21/22 test result to pre-covid levels in many areas. Not all improvements were a return to previous scores but did show signs of improvement and bounce back. Our ELA scores led the charge in improvements, as did our 7th-grade math scores and our biology scores. Our 8th-grade students showed the lowest score levels out of all grade levels and areas and we saw typically low scores for our ESE and ELL students in 2022.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The data components that continue to be our areas of greatest need are our subgroups of ESE and ELL and our 8th-grade math scores. Our ESE students fell below the federal index line of 41% for this year only scoring 39%. While our ELL students were not identified as an ESSA category, they do have lower test scores than other students in their cohort.

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

We have had an increase in the number of ESE and ELL students and the additional students have higher needs than our previous population. For example we have a higher number of ESE students that are on "access points" and need stronger support. The increase in ELL students also represents a population with higher needs as many of the new students do not speak English at all, where as in the past, most had some basic language skills. We have redesigned how we support our ESE students and our ELL students. The ESE students will have more push-in support as well as smaller Learning Strategies classes. We have redirected some resources in the Guidance department to better serve the ELL students.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The areas that saw the greatest improvement were our lowest quartile learning gains in both ELA and Math, our overall ELA scores, and our Biology scores. We also saw an improvement in our College and Career Readiness scores. In ELA, our overall students at or above proficient improved two percentage points over the previous school year. An even bigger increase for us was our ELA learning gains, where we saw an improvement of eight percentage points from the previous years. Our most significant increase was in ELA and MATH bottom quartile learning gains, which improved by 14 and 16 points, respectively, over the previous year's scores. CCR also improved two percentage points over the previous year's scores.

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

For us, the largest contributing factor was our ability to utilize previous strategies that had worked for us in the past with students in our classrooms. We returned to focusing on content area literacy strategies and engaged at every opportunity in additional support and remedial strategies. In math, we returned to using our MAPS progress monitoring data which gave us the ability to meet our students at all levels where they were and more quickly bring them to speed in the content where they needed to be. This had a much larger impact on students that were at the lowest levels which were indicated in our bigger jumps in lowest quartile gains. Our teachers were very cognizant of their student's losses and focused their lessons and work not only on teaching grade-level content but also in reviewing old content and providing remediation to fill the gaps in students' retention of older material.

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

We will continue to provide additional support to our students by utilizing our progress monitoring tools in math and ELA. We will also continue to provide our students with a focus on content area literacy strategies, and our faculty will continue to use data to drive instructional decisions. We are also working to implement school-wide practices in time management, keeping a planner, and goal setting. We are also looking at ways to further increase our impact on our level 1 and level 2 readers by providing pull-out tutoring time during elective periods. We will also take a hard look at our MTSS and IPST processes to ensure our students are benefiting positively from our intervention strategies and that we are providing as many strategies as possible.

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.

During our school yeard, we will provide PD in several areas.
As always, there will be professional development in the area of finding and utilizing data. We will again

discuss the use of Performance Matters and include the use of FOCUS advanced reports to help teachers drill down and access relevant data to provide meaningful adjustments in the curriculum.

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

We have developed a routine of data analysis in our CMA groups. This practice of teachers analyzing data, such as Lexile scores, has led to a more focused approach to instructional materials selection. The guiding question - Are we teaching the right curriculum at the right level (Rigor) - is now part of the discussion with CMAP groups and is reflected in their summaries.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Identifying this area as a critical need was easy as this is our most common low area and our only ESSA Category this year. Our students with disabilities have traditionally scored lower than their peers and also show some of the weakest GAINS in ELA and Math.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	There are several measurable outcomes we would like to see for our students with disabilities. 1. We would like to ensure our ESE students are no longer identified as an ESSA subgroup. 2. We would like to see an increase in our ESE students, performing at or above proficiency. From 21-22 we saw a improvement from 24% to 34%. We would like to see that improvement to at or above 40% for the 2023 school year. For our ELA Learning gains, we would want to see an increase from 14% to 32% and would like to see that number above 40% as well. For our lowest quartile of ESE students, we saw an improvement from 13 to 23% and would like to see that number over 40% as well.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Assistant Principal for Curriculum will be responsible for monitoring the success of our interventions. Specifically, we will monitor FAST pm data and progress through reading classes. We will also look at the progress students make with ILIT through Savaas and their classroom teachers. We will also look at the number of students coming to before and after school tutoring and continuously contacting families about the opportunities available to ensure involvement and engagement with our ESE students.
Person responsible for monitoring outcome:	Kevin Rhyne (rhyne.kevin@brevardschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being	We will decrease the student/teacher ratio in Learning Strategies classes by hiring someone to take three courses from the current teacher. This will give each teacher more space for push-in support for our ESE students in the ELA learning environment. It will also allow for each teacher to have more one-on-one time with students in learning strategies giving them time to help students with specific ELA needs. We will then utilize the increased time to provide specific ESE push-in services through ELA classes supporting teachers implementing the ILIT program embedded into the Savaas English Materials teachers are using. We will also utilize another program for our Middle School ELA

implemented for this Area of Focus.	classrooms called read works. All of these programs have built-in lessons and progress tools that will allow us to monitor the success of our interventions.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	We initially discussed with our ESE department what problems they could identify for the lower numbers, and they identified the lack of push-in services we can provide for a growing ESE population. It was also evident that more and more of our students are requiring learning strategies, and as those courses grow in number, the one-on-one (small group) environment is being taken away. It was also identified that we lacked good resources for remediation in ELA for our teachers to use in the classroom environment, at home, or even in tutoring. After consulting with our district English resource teacher and our school-based reading coach, it is evident that additional support was needed. We identified ILIT and Readworks as those resources.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Identify someone to hire to take the Learning Strategies class and provide the push-in support.
2. Identify the students in greatest need and ensure that those students' classes are receiving the push-in services they are supposed to receive.
3. Identify the ELA courses with the most significant number of ESE students and provide additional push-in support throughout the week.
4. Create a schedule, along with the ESE department chair for an additional push in support.

Person Responsible	Kevin Rhyne (rhyne.kevin@brevardschools.org)

1. Provide training to our teachers with Nancy Gray on ILIT and ReadWorks to our ELA teachers.
2. Provide parents with information on using ILIT and ReadWords at home or utilizing our tutoring time to increase student test scores.
3. Provide before-school and after-school time in the media center for all students to utilize these remedial programs.

Person Responsible	Kevin Rhyne (rhyne.kevin@brevardschools.org)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	After looking at last year's 8th-grade math scores, it was evident that we are seeing a decline in this group's overall performance. We saw an overall drop for two consecutive years in this area of over 30%. Because of this increase drop and a corresponding drop in Algebra 1 we saw a need for focus in this area.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Our measurable outcome for this Area of Focus is an overall increase in 8th Pre-Algebra scores from 32% showing proficiency to at least 45 % at or above proficiency on the 2023 Test. We would also like to see us return to 71% proficiency in Algebra 1 from our 9-point drop in 2022. Since the 8th graders feed the Algebra Program it is clear that this decline will effect both groups.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Assistant Principal for Curriculum, the 8th-grade math teacher, and the math department chair will be responsible for monitoring the growth in this area of this school. We will utilize various amounts of progress monitoring to see skill acquisition and performance of the standards. We will also work with the classroom teacher to ensure the standards are being taught and barriers to success are handled at the administrative level if such needs exist.
Person responsible for monitoring outcome:	Kevin Rhyne (rhyne.kevin@brevardschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	We will utilize the new math curriculum's access to ALEKS within their textbook adoption to provide students additional support in acquiring skills and remediation of skills that may be needed to understand and work with new standards fully. We will also support the teachers by providing comprehensive PD in understanding the curricular standards for each course. We will provide additional tutoring opportunities to our students before and after school and allow students to work on ALEKS during this time. A math teacher and/or students will be utilized for this structured and unstructured tutoring time.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy.	Because of COVID, students have lost valuable time in face-to-face instruction. Nowhere has that been more evident that in our math classes, where students have entirely lost essential skills needed to be successful in their math classes. While there isn't time for Intensive Math in our student's schedules, we do have access to a program that can provide step-by-step remedial practice specific to each student's unique needs. All of this can be achieved by utilizing this free-to-use software with our students.

Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Analyze the math data, identify areas of weakness on the 8th-grade pre-algebra test for our students, and talk with teachers about ensuring sufficient support in those lower areas.
2. Identify the 8th-grade students who performed poorly and are now in algebra one and work with teachers to provide support in designing a strategy for those students.
3. Work with the department chair to ensure all teachers are familiar with using ALEKS in their classroom.
4. Provide information to parents about how to use ALEKS at home for additional support.
5. Provide open tutoring time both before and after school for students to utilize the computers for additional time working with ALEKS.

Person Responsible   Kevin Rhyne (rhyne.kevin@brevardschools.org)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

Our overall culture and climate numbers remain strong. For example, on our Parent Climate Survey an astonishing 92% of our high school families, and 88% of our middle school families, state that they "feel welcome at our school." This was reflected in the comment section of the survey with numerous positive statements from parents. We also communicate frequently 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.

Event still, our focus continues to be to improve the overall climate and culture of the school - make it more positive and engaging to our students. We are succeeding. On the 2021-2022 Youth Truth Survey - High School, our positive rating in "Engagement" was a 3.4 out of 5.0, which was well above the district average. Our positive rating in "Culture" was 3.1, out of 5.0, again well above the district average. The middle school results were similarly strong. The rating for engagement was 3.2, and the rating for culture was 3.03. As with the high school ratings, these were both well above the district average. This represents a positive school culture and environment, but also indicates room for improvement.

To achieve these results, we have continued to strengthen our schoolwide Positive Behavior and Intervention Support strategies. We focus on 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 traits of the IB Learner Profile. 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.

In addition, we set clear expectations for student behavior and follow that up with consistent enforcement of those expectations. This is also reflected in the YouthTruth Survey data. In the high school results, the positive rating for "I feel safe at school" was 3.9 out of 5.0. The positive rating for "In my school there are clear rules against hurting other people" was an incredibly strong 3.9 out of 5.0 In the middle school results were also strong. The positive rating for "I feel safe at school" was 3.5 out of 5.0. The positive rating for "In my school there are clear rules against hurting other people" was 3.8 out of 5.0 All of these scores are well above the district average.

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

We have been able to maintain strong marks in culture and environment because of the support of our community and various stakeholder groups. We continue to rely heavily on partnerships with local 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. This year we have developed a relationship with the Cocoa Beach Regional Chamber of Commerce Board of Directors Meeting. This led to sponsorship of several PBIS Programs and also a set of guest speakers for our career classes. Our local Kiwanis and Rotary Clubs provide direct support to he Key Club and Interact club, respectively.

We continue to have a very strong relationships with EFSC, UCF, and ITT Tech, as well as several other trade schools. These institutions provide speakers for our parent information sessions (financial aid, application process) as well as participate in our College Expo and our Career Expo. Our students have noted the increase in structured opportunities to learn about their options on the Youth Truth Survey.