

School Improvement Plan



2014-2015

2013-2014 *through* 2014-2015

School Improvement Plans remain in effect for two years, but a School Leadership Team may amend as often as necessary or appropriate.

Draft Due: September 26, 2014	Final Copy Due: October 24, 2014
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2014-2015 Cochrane Collegiate Academy School Improvement Plan Report

Cochrane Collegiate Academy Contact Information			
School:	Cochrane Collegiate Academy	Courier Number:	341
Address:	6200 Starhaven Drive	Phone Number:	980-343-6460
	Charlotte, NC 28215	Fax Number:	980-343-6521
Learning Community	Northeast	School Website:	http://schools.cms.k12.nc.us/cochraneMS/Pages/Default.aspx

Principal:	Rachel Corn
Learning Community Superintendent:	Charity Bell

Cochrane Collegiate Academy School Improvement Team Membership			
<p><i>From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot...Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."</i></p>			
Committee Position	Name	Email Address	Date Elected
Principal	Rachel Corn	Rachel.goldberg	9/4/14
Assistant Principal Representative	Bobbie Mills	Bobbie.mills	9/4/14
Teacher Representative	Desiree Keith	Desiree1.keith	9/4/14
Inst. Support Representative	Poezia Downey	Poeziam.downey	9/4/14
Teacher Assistant Representative	Patrice Mitchell	Patricem.mitchell	9/4/14
Parent Representative	Carol Davis	caroldeedavis@aol.com	9/4/14
Parent Representative	Millicent Jones	millicentwjones@gmail.com	9/4/14
Parent Representative	Janice Clawson		
Parent Representative			



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Vision Statement

District: CMS provides all students the best education available anywhere, preparing every child to lead a rich and productive life.

School: "A 5 Star School Providing 5 Star Service."

Mission Statement

District: The mission of CMS is to maximize academic achievement by every student in every school.

School: To obtain academic success through student responsibility, parent involvement and teacher support.

Cochrane Collegiate Academy Shared Beliefs

- Student learning is the highest priority for the school.
- Students learn in different ways and should be provided with a variety of instructional approaches to enhance their learning in an active engaging atmosphere.
- A variety of assessments of learning should provide students with multiple opportunities to demonstrate advancement toward mastery.
- A safe and physically comfortable environment promotes student learning.
- Teachers, administrators, parents, students and community function as a learning organization and share the responsibility for promoting the school's mission.



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Cochrane Collegiate Academy SMART Goals

- Smart Goal 1: Provide a duty-free lunch period for every teacher on a daily basis.
- Smart Goal 2: Provide duty-free instructional planning time for every teacher under G.S. 115C-105.27 and -301.1, with the goal of providing an average of at least five hours of planning time per week, to the maximum extent that the safety and proper supervision of students may allow during regular student contact hours.
- Smart Goal 3: Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.
- Smart Goal 4: End-of-grade assessments will increase by at least 10% performance composite points and 100% of students will make at least one years' worth of growth as measured by the EOG.
- Smart Goal 5: End-of-course assessments will increase by at least 10% performance composite points and 100% of students will make at least one years' worth of growth as measured by the EOC.
- Smart Goal 6: The current graduation cohort 2014-2015 will be above 90%.
- Smart Goal 7: Engage 100% of parents through communication of student progress and develop a school culture that increases the involvement of students and parents in the total school program.
- Smart Goal 8: Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready.



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Cochrane Collegiate Academy Assessment Data Snapshot

	Gender	Enrolled	Tested		Level I		Level II		Level III		Level IV		Level V		Level III/IV/V		Level IV/V	
			N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Total	All	1,731	1,707	98.6	761	44.6	467	27.4	155	9.1	287	16.8	37	2.2	479	28.1	324	19.0
African-American	All	1,027	1,017	99.0	482	47.4	276	27.1	97	9.5	147	14.5	15	1.5	259	25.5	162	15.9
Asian	All	45	45	100.0	11	24.4	15	33.3	4	8.9	13	28.9	2	4.4	19	42.2	15	33.3
Hispanic	All	621	608	97.9	249	41.0	169	27.8	52	8.6	119	19.6	19	3.1	190	31.3	138	22.7
More Than One Race	All	26	26	100.0	10	38.5	7	26.9	2	7.7	7	26.9	0	0.0	9	34.6	7	26.9
Native American	All	1	1	100.0	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
White	All	11	10	90.9	8	80.0	0	0.0	0	0.0	1	10.0	1	10.0	2	20.0	2	20.0
LEP	All	288	284	98.6	186	65.5	68	23.9	12	4.2	17	6.0	1	0.4	30	10.6	18	6.3
Non-LEP	All	1,443	1,423	98.6	575	40.4	399	28.0	143	10.1	270	19.0	36	2.5	449	31.6	306	21.5
AIG	All	23	23	100.0	0	0.0	0	0.0	1	4.4	13	56.5	9	39.1	23	100.0	22	95.7
Non-EC	All	1,523	1,499	98.4	606	40.4	444	29.6	152	10.1	269	18.0	28	1.9	449	30.0	297	19.8
SWD	All	185	185	100.0	155	83.8	23	12.4	2	1.1	5	2.7	0	0.0	7	3.8	5	2.7

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Cochrane Collegiate Academy Profile

Cochrane is a traditional neighborhood school for grades six through eight and a magnet high school for grades nine through eleven. The magnet program is brand new to Cochrane and is currently serving approximately 150 students in the program. Our program, IMECK, provides a blended learning environment for students focused on College and Career Readiness. Cochrane currently has 41 students as ranking seniors that will be the first graduating class of Cochrane Collegiate Academy. The IMECK program will allow Cochrane students to take classes using virtual programs on their own laptops provided by the school. Each eleventh grade student will be participating in an internship as well as having AP and honors level courses available to them.

Cochrane is a Title 1 focus school with over 85% of its students meeting free and reduce lunch status. Cochrane currently serves over 700 students who are primarily African American and Hispanic. Cochrane has 24 content level teachers working with grades 6th – 8th, 8 content level teachers working with grades 9th -12th, 13 elective area teachers and over 20 support staff members on campus. Many of our staff members are involved in programs to complete their Master's Degrees, add additional certification areas, or qualify for National Board Certification. We have small teams within each of our grade levels to provide the support to students and staff. Our mentor program is designed to support first year teachers by assigning them a mentor and making them part of a small team within their grade levels. Additionally, we provide professional development for our staff to increase competence and awareness of current developments in topics of interest such as effective instructional techniques and enrichment, effective lesson design, differentiation, and technology instruction in the classroom.

Cochrane focuses attention on developing professional learning teams as part of a larger school learning community. Each learning team is composed of content teachers and a facilitator or AP. Teaching and learning remains the core of our improvement efforts towards enhancing the instructional process and our student achievement outcomes.



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As a school, Cochrane Collegiate Academy, receives funding from multiple sources, including but not limited to, Federal Funding through the Title I grant program and additional local funding for Extended Day programs.

Staff members prepare activities to reinforce positive traits and provide opportunities for students to discuss issues and concerns. We are continuing to refine and implement a school-wide discipline plan that was developed by teachers and is being used consistently by all staff. Our Safe Schools Emergency Plan is comprehensive, and we have regular drills to ensure that our students and staff are safe under all circumstances. Our security associates provide excellent support in monitoring student movement in the school and share feedback with teachers and administrators. We have consistently received high scores on the CMS Safe School Audits, which are conducted by district security staff.



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Strategic Plan 2018: For a Better Tomorrow

<p>Goal 1: Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready</p> <p>Four focus areas:</p> <ul style="list-style-type: none"> I. College- and career-readiness II. Academic growth/high academic achievement III. Access to rigor IV. Closing achievement gaps 	<p>Goal 2: Recruit, develop, retain and reward a premier workforce</p> <p>Five focus areas:</p> <ul style="list-style-type: none"> I. Proactive recruitment II. Individualized professional development III. Retention/quality appraisals IV. Multiple career pathways V. Leadership development
<p>Goal 3: Cultivate partnerships with families, businesses, faith-based groups and community organizations to provide a sustainable system of support and care for each child</p> <p>Three focus areas:</p> <ul style="list-style-type: none"> I. Family engagement II. Communication and outreach III. Partnership development 	<p>Goal 4: Promote a system-wide culture of safety, high engagement, cultural competency and customer service</p> <p>Five focus areas:</p> <ul style="list-style-type: none"> I. Physical safety II. Social and emotional health III. High engagement IV. Cultural competency V. Customer service
<p>Goal 5: Optimize district performance and accountability by strengthening data use, processes and systems</p> <p>Four focus areas:</p> <ul style="list-style-type: none"> I. Effective and efficient processes and systems II. Strategic use of district resources III. Data integrity and use IV. School performance improvement 	<p>Goal 6: Inspire and nurture learning, creativity, innovation and entrepreneurship through technology and strategic school redesign</p> <p>Four focus areas:</p> <ul style="list-style-type: none"> I. Learning everywhere, all the time II. Innovation and entrepreneurship III. Strategic school redesign IV. Innovative new schools



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SMART Goal (1): <i>Duty Free Lunch for Teachers</i>	Provide a duty-free lunch period for every teacher on a daily basis.			
Strategic Plan Goal:	Goal 2: Recruit, develop, retain and reward a premier workforce Goal 4: Promote a system-wide culture of safety, high engagement, cultural competency and customer service			
Strategic Plan Focus Area:	Proactive recruitment, Retention/quality appraisals, Physical safety, Social and emotional health			
Navigator Pathway:	<input type="checkbox"/> Enter Kindergarten ready	<input type="checkbox"/> Advanced Reading in K-2	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 3	<input checked="" type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 7
	<input type="checkbox"/> At/Above Grade Level in Math Grades 3-5	<input checked="" type="checkbox"/> Successful completion of Math I in grade 9	<input checked="" type="checkbox"/> Take and pass at least 1 AP/IB/Post-Secondary class & exam	<input checked="" type="checkbox"/> Score 1550 on SAT or 22 on ACT
Data Used:	Monitoring lunch periods regularly to ensure appropriate coverage. Teacher surveys used to determine success.			

Strategies (determined by what data) <ul style="list-style-type: none"> • Task • Task • Task (PD) 	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
<ul style="list-style-type: none"> • Staff members that have planning during third block are assigned to cafeteria duty. Duty is approximately 25-30 minutes long. Third block is 30 minutes longer than the other three blocks. • Staff that have cafeteria duty will not have morning or afternoon duty • Teachers who bring their classes to the cafeteria are not required to stay with their students. 	Rachel corn/ Principal	Students are given ample time to eat in a safe eating environment.	N/A	Teachers Security Admin	8/25 – 6/10 Q1 10/27 Q2 1/20 Q3 3/31



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SMART Goal (2): <i>Duty Free Instructional Planning Time</i>	Provide duty-free instructional planning time for every teacher under G.S. 115C-105.27 and -301.1, with the goal of providing an average of at least five hours of planning time per week, to the maximum extent that the safety and proper supervision of students may allow during regular student contact hours.			
Strategic Plan Goal:	Goal 1: Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready Goal 2: Recruit, develop, retain and reward a premier workforce Goal 4: Promote a system-wide culture of safety, high engagement, cultural competency and customer service			
Strategic Plan Focus Area:	Academic growth/high academic achievement, Access to rigor , Proactive recruitment, Physical safety, Social and emotional health, Customer service			
Navigator Pathway:	<input type="checkbox"/> Enter Kindergarten ready	<input type="checkbox"/> Advanced Reading in K-2	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 3	X <input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 7
	<input type="checkbox"/> At/Above Grade Level in Math Grades 3-5	X <input type="checkbox"/> Successful completion of Math I in grade 9	X <input type="checkbox"/> Take and pass at least 1 AP/IB/Post-Secondary class & exam	X <input type="checkbox"/> Score 1550 on SAT or 22 on ACT
Data Used:	Each week staff has 450 minutes of planning. Out of those 450 minutes 90 – 180 minutes are used for duty free instructional planning with a team and at most 90 minutes are used for coverage. Teacher surveys used to determine success.			

Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
1. Staff meetings, PD meetings, and Grade Level meetings are scheduled for Wednesday afternoons so that they do not impede instructional planning.	Rachel Corn-principal	Records of staff agendas Evidence of PD in classrooms	n/a	All staff	8/25- 6/10 Three times monthly



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2. Thursday planning periods are designated for PLC work; non-duty oriented but focused on collaboration amongst colleagues.	Michelle Young /MF Denise Davis / AF Kwame Stith / Dean Bobbie Mills /AP Darice Irby/AP	PLC minutes Classroom observations to site evidence of proper standard usage and student engagement	n/a	All staff	8/25 – 6/10 Q1 10/27 Q2 1/20 Q3 3/31
3. Rotating coverage plan in place for high school absences.	Darice Irby/AP	Documents of coverage	n/a	All high school staff	8/25-6/10 staff used at most once a week Q1 10/27 Q2 1/20 Q3 3/31

SMART Goal (3): <i>Anti-Bullying / Character Education</i>	Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.			
Strategic Plan Goal:	Goal 4: Promote a system-wide culture of safety, high engagement, cultural competency and customer service			
Strategic Plan Focus Area:	Physical safety, Social and emotional health, High engagement, Cultural competency, Customer service			
Navigator Pathway:	<input type="checkbox"/> Enter Kindergarten ready	<input type="checkbox"/> Advanced Reading in K-2	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 3	<input checked="" type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 7
	<input type="checkbox"/> At/Above Grade Level in Math Grades 3-5	<input checked="" type="checkbox"/> Successful completion of Math I in grade 9	<input checked="" type="checkbox"/> Take and pass at least 1 AP/IB/Post-Secondary class & exam	<input checked="" type="checkbox"/> Score 1550 on SAT or 22 on ACT
Data Used:	Bullying tracking sheet used to analyze data on formal bullying documents. Powerschool reports will indicate specific incidents related to bullying. Student surveys used to help monitor success.			



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Strategies (determined by what data) <ul style="list-style-type: none"> • Task • Task • Task (PD) 	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
1. Bullying Prevention Team <ul style="list-style-type: none"> • Establish a “Fight against bullying” school Committee • Conduct bullying-harassment training with school staff • Inform students and parents on bullying-harassment policies and procedures • Initiate school-wide bullying prevention during designated weeks • Performance planned for all middle school students 	Kwame Stith-Dean	Survey of students and parents Bully-prevention contracts signed by students Participation in bullying prevention week activities Invitation to middle school performance from outside agency	Prizes for bullying prevention week contest \$200 from school funds	Admin Counselors Staff	8/25-6/10 Q1 10/27 Q2 1/20 Q3 3/31
2. Healthy Active Child 30 min. <ul style="list-style-type: none"> • Middle School students participate in recess active time • All 6th – 9th grade students participate in Physical Education 	Rachel Corn/principal	Survey of students of how much active time they get daily Evaluations of student participation in PE	n/a	All middle school staff and high school 9 th grade staff	8/25-6/10 Q1 10/27 Q2 1/20 Q3 3/31
3. School Health Team <ul style="list-style-type: none"> • Liars performance for 8th grade students • School first responder team • All staff participate in required training from school health official 	Rachel Corn/Principal Nurse Barkley	School nutrition rules followed CPR and documents to indicate trained first responder team Document to indicate staff participation in required school nurse training videos	n/a	All staff First responders	8/25-6/10 Q1 10/27 Q2 1/20 Q3 3/31



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SMART Goal (4):	Smart Goal 4: End-of-grade assessments will increase by at least 10% performance composite points and 100% of students will make at least one years' worth of growth as measured by the EOG.			
Strategic Plan Goal:	<p>Goal 1: Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready</p> <p>Goal 5: Optimize district performance and accountability by strengthening data use, processes and systems</p> <p>Goal 6: Inspire and nurture learning, creativity, innovation and entrepreneurship through technology and strategic school redesign</p>			
Strategic Plan Focus Area:	College- and career-readiness, Academic growth/high academic achievement, Access to rigor, Effective and efficient processes and systems, Strategic use of district resources, Data integrity and use, School performance improvement, Learning everywhere, all the time, Innovation and entrepreneurship, Strategic school redesign, Innovative new schools			
Navigator Pathway:	<input type="checkbox"/> Enter Kindergarten ready	<input type="checkbox"/> Advanced Reading in K-2	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 3	x <input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 7
	<input type="checkbox"/> At/Above Grade Level in Math Grades 3-5	x <input type="checkbox"/> Successful completion of Math I in grade 9	X <input type="checkbox"/> Take and pass at least 1 AP/IB/Post-Secondary class &	x <input type="checkbox"/> Score 1550 on SAT or 22 on ACT
Data Used:	Subject	2012/2013	2013/2014 Level 3/4/5 -School performance Composite -Report Card -School Letter Grade	2013/2014 Level 4/5 -AMOs -Report Card -College and career Readiness
	6 th Grade Reading	19.2	35.10 +12.58	22.52 +3.32
	7 th Grade Reading	20	29.21 +9.21	21.78 +1.39
	8 th Grade Reading	19	20.99 +1.99	13.81 -5.19
	Total Reading	19.4	28.09 +8.69	19.29 -.23
	6 th Grade Math	10.9	30.07 +19.17	20.26 +9.36

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7 th Grade Math	12	24.02 +12.02	17.65 +5.65
8 th Grade Math	12.5	20.00 +7.50	12.97 +.47
Total Math	11.8	24.35 +12.55	16.79 +4.99
8 th Grade Science	19.1	31.35 +12.25	17.84 -1.26
Total EOG	16	26.96 +10.69	18.00 +2.00
Math 1	15.2	26.73 +9.9	16.83 +1.63
Biology	32	31.75 -.25	26.19 -5.81
English 2	28.8	38.14 +9.34	25.42 -3.38
Total EOC	22.6	31.17 +857.	21.75 -0.85
School Composite	17.6	28.06 +10.46	18.98 +1.38

Strategies (determined by what data) <ul style="list-style-type: none"> • Task • Task • Task (PD) 	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) <ul style="list-style-type: none"> • Interim Dates
1. Develop and administer common learning assessments for all core content areas. <ul style="list-style-type: none"> • Design common learning checks for each unit of study • Analyze common learning check data for all core content areas • Use School-net for data tracking • Use classroom data trackers for student tracking 	Young – Math Facilitator Davis – Literacy Facilitator Stith/Hall – Social studies facilitator Mills – Science	Student data trackers for every subject found in student notebooks Staff data trackers for all classes found in staff data notebook	n/a	Facilitators and teaching staff	8/25 – 6/10 Dependent on unit length of study Every Thursday content planning

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	<p>facilitator</p> <p>Irby – AP at high school level</p>				
<p>2. Develop instructional intervention plans for all low-performing students.</p> <ul style="list-style-type: none"> • Provide targeted remediation to all identified students during the 90 minute block • Develop lesson plans that focus on the improvement /enhancement of students' literacy and math skills • Offer students afterschool tutoring • Provide school-wide support with PEPs, PLCs, and data • Provide after-school extended day • ELL and EC PD sessions (offered as monthly PD and during all PLC meetings) • Use of tiered 1,2,3 vocabulary in all lesson plans 	<p>Young – Math Facilitator</p> <p>Davis – Literacy Facilitator</p> <p>Stith/Hall – Social studies facilitator</p> <p>Mills – Science facilitator</p>	<p>Lesson plans using differentiation</p> <p>Common assessment data</p> <p>PEP quarterly checks</p> <p>Tutoring logs</p> <p>Extended day rosters</p>	<p>Extended day funds</p>	<p>All staff</p> <p>Extended day employees</p>	<p>8/25 – 6/10</p> <p>PEP checks</p> <p>Q1 10/27</p> <p>Q2 1/20</p> <p>Q3 3/31</p>
<p>3. Develop and support a school-wide literacy initiative.</p> <ul style="list-style-type: none"> • BIG READ program for Parent Involvement • 30 minutes of silent reading during morning transition • Reading videos created for middle school excitement • School-wide writing protocol • Middle school weekly non-fiction article and rigorous questioning 	<p>Mills/AP</p> <p>Davis/AF</p> <p>Literacy Team</p> <p>EC staff</p>	<p>Increased reading scores</p> <p>IEP for EC schedules</p> <p>BIG READ documents and event agendas</p> <p>Reading Video</p>	<p>Title one parent involvement funds \$10,000</p>	<p>All staff</p>	<p>8/25-6/10</p> <p>Q1 10/27</p> <p>Q2 1/20</p> <p>Q3 3/31</p>



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strategies <ul style="list-style-type: none"> Fusion reading for EC students 					
4. Support the content learning teams (PLC) <ul style="list-style-type: none"> Provide guidance and resources to learning teams Attend learning team meetings and collaborate with team members Model best practices of student learning and achievement. Summer collaborative planning sessions at the school to align instruction 	Young – Math Facilitator Davis – Literacy Facilitator Stith/Hall – Social studies facilitator Mills – Science facilitator	EOG/EOC/Final exam data Content planning agendas and minutes Evidence of shared practices	n/a	Facilitators/all staff	8/25-6/10 Q1 10/27 Q2 1/20 Q3 3/31
5. Develop strategies to obtain and keep highly qualified staff <ul style="list-style-type: none"> Mentor program for novice teachers Interview by principal and teams Celebrations of accomplishments and progress Providing leadership opportunities 	Admin team	State teacher turnover data School teacher turnover data Staff surveys	n/a	All staff	8/25-6/10 Q1 10/27 Q2 1/20 Q3 3/31
6. Incorporate technology into daily lessons <ul style="list-style-type: none"> Train teachers in Math Forward Provide graphing calculators for students to take home All classrooms equipped with projectors for teacher use of technology in lessons 	Leighty/ TF Clary/TA	Inventory of computers and projectors for teacher use Lesson plans indicating use of technology by teacher and students	Extended day funds for technology set up Funds for computer	All staff	8 /25-6/10 Q1 10/27 Q2 1/20 Q3 3/31



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<ul style="list-style-type: none"> All classrooms have access to computer labs or enough technology for student involvement in technology Include Compass learning platform in all LA and math classes 			inventory		
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SMART Goal (5):	<ul style="list-style-type: none"> Smart Goal 5: End-of-course assessments will increase by at least 10% performance composite points and 100% of students will make at least one years' worth of growth as measured by the EOC. 				
Strategic Plan Goal:	<p>Goal 1: Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready</p> <p>Goal 5: Optimize district performance and accountability by strengthening data use, processes and systems</p> <p>Goal 6: Inspire and nurture learning, creativity, innovation and entrepreneurship through technology and strategic school redesign</p>				
Strategic Plan Focus Area:	College- and career-readiness, Academic growth/high academic achievement, Access to rigor, Effective and efficient processes and systems, Strategic use of district resources, Data integrity and use, School performance improvement, Learning everywhere, all the time, Innovation and entrepreneurship, Strategic school redesign, Innovative new schools				
Navigator Pathway:	<input type="checkbox"/> Enter Kindergarten ready	<input type="checkbox"/> Advanced Reading in K-2	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 3	<input checked="" type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 7	
	<input type="checkbox"/> At/Above Grade Level in Math Grades 3-5	<input checked="" type="checkbox"/> Successful completion of Math I in grade 9	<input checked="" type="checkbox"/> Take and pass at least 1 AP/IB/Post-Secondary class & exam	<input checked="" type="checkbox"/> Score 1550 on SAT or 22 on ACT	
Data Used:	See goal chart from Smart Goal 4				



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Strategies (determined by what data) <ul style="list-style-type: none"> • Task • Task • Task (PD) 	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
1. Develop a blended learning magnet program for 9th – 11th grade students <ul style="list-style-type: none"> • Provide professional development for all high school teachers 9th – 11th • Use three blended learning models (NCVPS, Florida virtual, and blended classroom format) • Develop data trackers for virtual classes • Redesign classrooms to include layered learning environments • Develop eleventh grade internship opportunities • Create high school level clubs for student leadership opportunities 	Irby/High school AP Leighty/Tech facilitator Esposito/CDC	Student passing rate based on three different forms of blended learning format PD documents and moodle completion by all high school staff Internship percentage and participation by eleventh grade students Data trackers for NCVPS courses Club participation rates	CMS funds for classroom remodels CMS funds for CDC Title one funds for technology used for one-to-one classrooms \$50,000 PD funds from title 1 for blended learning training \$5,000 CMS funds for Florida Virtual access	High school administration High school teachers CMS transformation office personnel	8 /25-6/10 Q1 10/27 Q2 1/20 Q3 3/31



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<p>2. Develop and administer common learning assessments for all core content areas.</p> <ul style="list-style-type: none"> • Design common learning checks for each unit of study • Analyze common learning check data for all core content areas • Use School-net for data tracking • Use classroom data trackers for student tracking 	<p>Irby – AP at high school level</p>	<p>Student data trackers for every subject found in student notebooks</p> <p>Staff data trackers for all classes found in staff data notebook</p>	<p>n/a</p>	<p>Facilitators and teaching staff</p>	<p>8/25 – 6/10</p> <p>Dependent on unit length of study</p> <p>Every Thursday content planning</p>
<p>3. Participation in PSAT and MOCK ACT to prepare for SAT and ACT</p> <ul style="list-style-type: none"> • Plan developed for College and career readiness • Use of Triumph Learning in all high school classrooms • College Advisor used for SAT preparation 	<p>Irby/AP</p> <p>Testing coordinator</p> <p>Leighty/Tech Facilitator</p> <p>Obando/College Advisor</p>	<p>Evidence of Post-Secondary Plan</p> <p>Evidence of student participation in assemblies</p> <p>Evidence of 95% participation in PSAT and ACT</p> <p>Triumph Learning data</p>	<p>School funds for PSAT participation \$300</p> <p>School funds for ACT participation \$300</p>	<p>All high school staff</p>	<p>October testing</p> <p>March testing</p> <p>Q1 10/27 Q2 1/20 Q3 3/31</p>

<p>SMART Goal (6):</p>	<p>The current graduation cohort 2014-2015 will be above 90%.</p>
<p>Strategic Plan Goal:</p>	<p>Goal 1: Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready</p> <p>Goal 5: Optimize district performance and accountability by strengthening data use, processes and systems</p> <p>Goal 6: Inspire and nurture learning, creativity, innovation and entrepreneurship through technology and strategic school redesign</p>
<p>Strategic Plan Focus Area:</p>	<p>College- and career-readiness, Academic growth/high academic achievement, Access to</p>

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	rigor, Effective and efficient processes and systems, Strategic use of district resources, Data integrity and use, School performance improvement, Learning everywhere, all the time, Innovation and entrepreneurship, Strategic school redesign, Innovative new schools			
Navigator Pathway:	<input type="checkbox"/> Enter Kindergarten ready	<input type="checkbox"/> Advanced Reading in K-2	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 3	<input checked="" type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 7
	<input type="checkbox"/> At/Above Grade Level in Math Grades 3-5	<input checked="" type="checkbox"/> Successful completion of Math I in grade 9	<input checked="" type="checkbox"/> Take and pass at least 1 AP/IB/Post-Secondary class & exam	<input checked="" type="checkbox"/> Score 1550 on SAT or 22 on ACT
Data Used:	Transcripts of current twelfth grade students. Graduation percentage results.			

Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
1. AMO checks of all transcripts <ul style="list-style-type: none"> Print all transcripts and check for Math 10, Reading 10, Science 11, Math Rigor, and Graduation of cohort of students entering in 2011-2012 Re-do schedules for any student not accounted for in AMO check Create checkpoints for students who are at risk 	Irby/AP Corn/Principal	Transcripts provide evidence of success Data trackers provide evidence of student success who are at risk of failure Student schedules Student success evidenced by student graduation rate of 90%	n/a	All high school admin and teachers	September 2014 Weekly checks
2. Extended day and APPEX courses <ul style="list-style-type: none"> Creation of APPEX courses for all juniors and seniors who are short of credits Afterschool programs for students using NCVPS 	Irby/AP Leighty/TF Tigner/APEX facilitator	Appex and extended day plan Student data trackers of participation	CMS funds for extended day and APEX \$20,000	All high school staff	Second Quarter start of program Weekly checks



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SMART Goal (7):	Engage 100% of parents through communication of student progress and develop a school culture that increases the involvement of students and parents in the total school program.			
Strategic Plan Goal:	Goal 3: Cultivate partnerships with families, businesses, faith-based groups and community organizations to provide a sustainable system of support and care for each child Goal 4: Promote a system-wide culture of safety, high engagement, cultural competency and customer service			
Strategic Plan Focus Area:	Family engagement, Communication and outreach, Partnership development, Physical safety, Social and emotional health, High engagement, Cultural competency, Customer service			
Navigator Pathway:	<input type="checkbox"/> Enter Kindergarten ready	<input type="checkbox"/> Advanced Reading in K-2	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 3	<input checked="" type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 7
	<input type="checkbox"/> At/Above Grade Level in Math Grades 3-5	<input checked="" type="checkbox"/> Successful completion of Math I in grade 9	<input checked="" type="checkbox"/> Take and pass at least 1 AP/IB/Post-Secondary class & exam	<input checked="" type="checkbox"/> Score 1550 on SAT or 22 on ACT
Data Used:	Agendas and Sign in sheets from parent involvement opportunities. Parent survey to indicate percentage of parents who feel they are involved in the total school program.			

Strategies (determined by what data)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
<ul style="list-style-type: none"> • Task • Task • Task (PD) 					



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<p>1. Communicate and explain students' academic progress to parents.</p> <ul style="list-style-type: none"> • Distribute quarterly progress reports for all classes • Post updated weekly grades on parent assist. • Invite parents to EOG/EOC Prep • Invite parents to curriculum nights • Awards night in June for student achievement • High School events (Graduation project, FAFSA, college, internships) • Parent/teacher conferences • Updated website and inclusion of grade level links 	<p>Leighty/ TF Mills/ AP Irby/AP Stith/Dean</p>	<p>Quarterly progress reports signed and returned to staff</p> <p>Phone logs for parent contact</p> <p>Sign in sheets for EOG prep and curriculum nights</p> <p>Attendance at awards nights</p> <p>Attendance at high school events</p> <p>Parent surveys will indicate that over 80% of parents feel they receive adequate communications from school</p>	<p>n/a</p>	<p>All Staff</p>	<p>8/25-6/10</p> <p>Q1 10/27 Q2 1/20 Q3 3/31</p>
<p>2. Provide opportunities for parent engagement in the learning process.</p> <ul style="list-style-type: none"> • Scheduled open houses • Schedule parent meetings and events related to learning and development • Develop and implement personal educational plans for students with identified needs. • Create accountability piece for teachers and communicating with parents other than for disciplinary reasons • School website development • Increase accessibility of school calendar and upcoming events through multi-media • Encourage participation in school 	<p>Corn / principal</p>	<p>Logs of parent involvement</p> <p>PEP check points</p> <p>Teacher parent phone logs</p> <p>Website development</p> <p>Title 1 meeting agendas</p> <p>Connect Ed scripts</p> <p>Newsletters</p> <p>Parent Survey Results will indicate that over 80% of parents feel they have opportunities for engagement in the learning</p>	<p>n/a</p>	<p>All Staff</p>	<p>8/25-6/10</p> <p>Q1 10/27 Q2 1/20 Q3 3/31</p>



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SLT <ul style="list-style-type: none"> Engage parents and obtain feedback on the Parent Involvement Policy Have 100% return on Parent Compacts Hold required Title 1 meetings 		process Compacts Sign-in sheets			
3. Provide opportunities for students to be recognized academically and participate in non-instructional activities <ul style="list-style-type: none"> Create an outdoor area for student open lunch Engage students in planning and implementing quarterly recognition rallies Create grade level celebrations Big Read 	Stith/ Dean Mills/AP Irby/AP	Student Survey results will indicate that over 80% of students are recognized academically and are given opportunities to participate in non-instructional activities BIG READ communication logs with parent conversation starters will be evidence of middle school student and parent participation	Title 1 funds for big read \$5,000	All Staff	8/25-6/10 Q1 10/27 Q2 1/20 Q3 3/31
4. Transition Plans <ul style="list-style-type: none"> Orientation day for students rising into middle school Summer transition program for rising 6th grade students Rising 6th grade visit from local elementary school 	Counselors	Agendas from all parent open houses Meeting minutes Participation from Devonshire fifth grade students during a regular scheduled school day	n/a	Variety of staff members	8/25-6/10 Q1 10/27 Q2 1/20 Q3 3/31

Mastery Grading Procedures Plan – Required for All Schools

Strategic Plan Goal:	Goal 6: Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready.
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Strategic Plan Focus Area:	Academic growth/high academic achievement			
Navigator Pathway:	<input type="checkbox"/> Enter Kindergarten ready	<input type="checkbox"/> Advanced Reading in K-2	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 3	<input checked="" type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 7
	<input type="checkbox"/> At/Above Grade Level in Math Grades 3-5	<input checked="" type="checkbox"/> Successful completion of Math I in grade 9	<input checked="" type="checkbox"/> Take and pass at least 1 AP/IB/Post-Secondary class & exam	<input checked="" type="checkbox"/> Score 1550 on SAT or 22 on ACT
Data Used:	Cochrane grading procedure plan. Powerschool gradebook used for evidence.			

Strategies (determined by what data) <ul style="list-style-type: none"> • Task • Task • Task (PD) 	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
1.Common assessments: <ul style="list-style-type: none"> • Pre- and post- assessments created in School Net aligned to objectives 	Young – Math Facilitator Davis – Literacy Facilitator Stith/Hall – Social studies facilitator Mills – Science facilitator Irby – AP at high school level	Student data trackers for every subject found in student notebooks Staff data trackers for all classes and housed in data notebook	n/a	Facilitators and teaching staff	8/25 – 6/10 Dependent on unit length of study Every Thursday content planning
2.Data disaggregation <ul style="list-style-type: none"> • monitoring student achievement by objective • Team meetings to discuss data • RTI process 	PLC facilitators	Data trackers RTI documentaries	n/a	All personnel involved	8/25 – 6/10 Q1 10/27 Q2 1/20 Q3 3/31



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3. Flexible grouping <ul style="list-style-type: none"> Grouping students according to academic need by objective 	Teachers overseen by PLC facilitators	Lesson plans	n/a	All personnel involved	8/25-6/10 Q1 10/27 Q2 1/20 Q3 3/31
4. Additional learning opportunities <ul style="list-style-type: none"> Apex after school program Extended day learning program after school After school tutoring program and lab hours Process of holding students accountable for learning via re-teaching, re-assessment and assigning a final value (i.e. 84%) 	Extended day lead – Hall Apex lead – Tigner All content teachers	Afterschool documents and sign ins	n/a	All personnel involved	8/25-6/10 Q1 10/27 Q2 1/20 Q3 3/31
5. Late and make-up work <ul style="list-style-type: none"> Students will have the opportunity to turn in make-up work and late work in accordance with board policies No penalty will be given for late or make-up work for excused absences 	Individual content teachers	Gradebook	n/a	All personnel involved	8/25-6/10 Q1 10/27 Q2 1/20 Q3 3/31
6. Grade reporting <ul style="list-style-type: none"> Set expectations for the timeliness of recording grades in PowerSchool Grades recorded in PowerSchool within ten school days Grades are not used in a punitive manner Students receive an initial score earned for an assignment or assessment on which there is a 	Ellington and Leighty – oversee PowerSchool gradebook	Gradebook	n/a	All personnel involved	8/25-6/10 Q1 10/27 Q2 1/20 Q3 3/31



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<p>concerted attempt</p> <ul style="list-style-type: none"> Students receive an initial score of zero for an assignment or assessment on which a student made no attempt or which is missing At the end of the quarter, all failing grades will be changed to a 55 Middle School will use 35% and 65% for informal and formal High school will use 30% and 70% 					
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Cochrane Collegiate Academy - 600 Waiver Requests

Request for Waiver
<p>1. Insert the waivers you are requesting</p> <ul style="list-style-type: none"> <i>Maximum Teaching Load and Maximum Class Size (grades 6-12)</i>
<p>2. Please identify the law, regulation or policy from which you are seeking an exemption.</p> <ul style="list-style-type: none"> <i>115C-301 (c and d) Maximum Teaching Load and Maximum Class Size</i>
<p>3. Please state how the waiver will be used.</p> <ul style="list-style-type: none"> <i>Class size will be adjusted to address student individual instructional needs through flexible grouping of students in the most effective utilization of teaching teams. Maximum teaching load will be used to allow teachers in specific areas of the curriculum to teach students designated for specific skill needs and to address the large number of students requesting elective classes.</i>



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4. Please state how the waiver will promote achievement of performance goals.

- This waiver will allow more flexibility in grouping students to meet their abilities and needs and thus should enhance their achievement on the performance goals.*

Approval of Plan			
Committee Position	Name	Signature	Date
Principal			
Assistant Principal Representative			
Teacher Representative			
Inst. Support Representative			
Teacher Assistant Representative			
Parent Representative			
Parent Representative			
Parent Representative			
Parent Representative			
Parent Representative			



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Quarter 2 Review			
Committee Position	Name	Signature	Date
Principal			
Assistant Principal Representative			
Teacher Representative			
Inst. Support Representative			
Teacher Assistant Representative			
Parent Representative			
Parent Representative			
Parent Representative			
Parent Representative			
Parent Representative			

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Quarter 3 Review			
Committee Position	Name	Signature	Date
Principal			
Assistant Principal Representative			
Teacher Representative			
Inst. Support Representative			
Teacher Assistant Representative			
Parent Representative			
Parent Representative			
Parent Representative			
Parent Representative			
Parent Representative			

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Quarter 4 Review			
Committee Position	Name	Signature	Date
Principal			
Assistant Principal Representative			
Teacher Representative			
Inst. Support Representative			
Teacher Assistant Representative			
Parent Representative			
Parent Representative			
Parent Representative			
Parent Representative			
Parent Representative			

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