

Cooper City HS (1931)

School Improvement Plan (SIP)

School Info



The School Improvement Plan (SIP) is a live document that is subject to change based on School Advisory Council (SAC) recommendations.

School Grade (2013 - 2014)	B
Title 1 School	No
Differentiated Accountability (DA)	No

BEST PRACTICE #1

A Focused and Authentic PLC

PROFESSIONAL LEARNING COMMUNITIES (PLC)

A Professional Learning Community (PLC) is a process in which teachers work in teams and use student information to develop strategies to improve their classroom practices.

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Literacy	Thursday	1st	9/3/2015 - 4/7/2016	12:30 PM - 2:45 PM	9, 10, 11, 12

BEST PRACTICE #2

An Embedded High Quality Rtl Process

RESPONSE TO INTERVENTION (RTI)

Response to Intervention (RtI) uses student academic and behavior information to identify students with learning and behavior needs to guarantee that those in danger of failure and/or retention are receiving assistance and support.

GRADUATION/COLLEGE AND CAREER READINESS (EARLY WARNING INDICATORS)

Data for: 2013-2014						
Grade Level	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
9	620	6.13	10.00	7.00	16.00	9.19
10	558	12.37	9.14	8.70	15.20	9.86
11	542	11.44	4.80	19.40	N/A	7.38
12	537	22.16	4.28	9.20	N/A	4.10

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Multi-tiered system of support (Mtss)
Early Warning Indicators

- I. Teacher identifies and reports patterns of behavior, to the respective Guidance Counselor, in the areas of:
 - i. Social skills
 - ii. Productivity/Organization
 - iii. Adjustment
 - iv. Attention
 - v. Conduct
 - vi. Physical Health
- II. Rti Team reviews:

i. Cumulative File:

1. Identify whether problem is recurring or new.
2. Review conferences, interim reports from elementary and middle school.
3. Review psychological or psychosocial reports when available.
4. Guidance completes MTSS Worksheet identifying:
 - a. Health Issues
 - b. Schools Attended History
 - c. Attendance
 - d. Special Programs
 - e. Discipline
 - f. Interventions

III. Intervention Options:

1. Tier 1 – Universal Level-class-wide strategies for all students.
 - a. Reading- Universal in all academic classes.
 - b. Math- Universal in all academic classes.
 - c. Behavior- School-wide positive behavior plan.
Strategies in general education classroom: positive reinforcement, contracting, etc.
Phone call home.
Referral to Guidance/ Administration
2. Tier 2 - Small group or individualized strategies (for at-risk students)
 - a. Reading- Edge Classes
Rewards (Edge A, 9th, Edge B, 10th)
Improving Reading Classes
English 4 for College Readiness
 - b. Math- Double Block Math Classes
Math College-Ready
 - c. Behavior- Mentoring
Individual Contract
Weekly Check in/out (Counselor or AP)
Functional Behavior Assessment (asneeded).
3. Tier 3 - Highly individualized strategies (may include special education)
 - a. Reading- Enrichment/Remediation Camps
Pull-out
Small Groups
Push-in
 - b. Math- Enrichment/Remediation Camps
Small groups
Push-in
 - c. Behavior- Positive Behavior Intervention Plan
Daily check-in/out w/AP, SW, Counselor

RtI TEAM MEETING SCHEDULE

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st, 4th	8/18/2015 - 6/7/2016	9:00 AM - 11:00 AM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

The Accreditation Process leads schools to critically evaluate teaching and learning with a focus on academic excellence. All stakeholders (parents, students, staff, and community) are part of the accreditation process.

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	3
Governance and Leadership	3.67
Teaching and Assessing for Learning	3.25
Resources and Support Systems	3.43
Using Results for Continuous Improvement	3
Explain the activities in which your school will participate to increase your overall rating. Include specific details.	

EVIDENCE/ARTIFACTS

File Name	Standards & Indicator	Upload Date

Cooper-City-Mission-And-Belief-Statement.docx	Standard 1: Purpose and Direction (1.2)	1/22/2016
Cooper-City-HS_ASSIST-Results_2015.pdf	Standard 1: Purpose and Direction (1.3)	1/22/2016
Cooper-City-HS_Purpose-and-Direction_2015-26.docx	Standard 1: Purpose and Direction (1.1)	1/22/2016
Cooper-City-HS_Purpose-and-Direction_2015-26.docx	Standard 1: Purpose and Direction (1.1)	1/22/2016
Cooper-City-Mission-And-Belief-Statement.docx	Standard 1: Purpose and Direction (1.2)	1/22/2016
Cooper-City-HS_ASSIST-Results_2015.pdf	Standard 1: Purpose and Direction (1.3)	1/22/2016
September-SAC-Minutes_2015.docx	Standard 2: Governance and Leadership (2.3)	1/22/2016
Cooper-City-HS_SIP_2014-15.pdf	Standard 2: Governance and Leadership (2.4)	1/22/2016
SAC_Agenda_Minutes_Attendance_08312015.pdf	Standard 2: Governance and Leadership (2.5)	1/22/2016
Student-Code-of-Conduct-Contract_2015.pdf	Standard 2: Governance and Leadership (2.1)	1/22/2016
Teacher-Handbook_Code-of-Ethics_2015.pdf	Standard 2: Governance and Leadership (2.2)	1/22/2016
BASA-Indicators_Short_2015.pdf	Standard 2: Governance and Leadership (2.6)	1/22/2016
Student-Code-of-Conduct-Contract_2015.pdf	Standard 2: Governance and Leadership (2.1)	1/22/2016
Teacher-Handbook_Code-of-Ethics_2015.pdf	Standard 2: Governance and Leadership (2.2)	1/22/2016
September-SAC-Minutes_2015.docx	Standard 2: Governance and Leadership (2.3)	1/22/2016
Cooper-City-HS_SIP_2014-15.pdf	Standard 2: Governance and Leadership (2.4)	1/22/2016
SAC_Agenda_Minutes_Attendance_08312015.pdf	Standard 2: Governance and Leadership (2.5)	1/22/2016
BASA-Indicators_Short_2015.pdf	Standard 2: Governance and Leadership (2.6)	1/22/2016
Cooper-City-HS_Biology_Curriculum_Map_2015-16.docx	Standard 3: Teaching and Assessing for Learning (3.2)	1/22/2016
Cooper-City-HS_Course-Descriptions.pdf	Standard 3: Teaching and Assessing for Learning (3.1)	1/22/2016
AP-Environmental-Science-Course-Syllabus_2015-16.pdf	Standard 3: Teaching and Assessing for Learning (3.6)	1/22/2016
Cooper-City-HS_School-Calendar.pdf	Standard 3: Teaching and Assessing for Learning (3.8)	1/22/2016
Growth-Plan-Classroom-Teacher-Quick-Start-Guide-1415.pdf	Standard 3: Teaching and Assessing for Learning (3.11)	1/22/2016
RODEO-OF-CLUBS.doc	Standard 3: Teaching and Assessing for Learning (3.9)	1/22/2016
Cooper-City-HS_TEACHER-WEB-PAGE_2015-16.docx	Standard 3: Teaching and Assessing for Learning (3.3)	1/22/2016
Cooper-City-HS-Teacher-Observation.pdf	Standard 3: Teaching and Assessing for Learning (3.4)	1/22/2016
Cooper-City-HS-New-Educators.pdf	Standard 3: Teaching and Assessing for Learning (3.7)	1/22/2016
Cooper-City-HS-PSD-Calendar.pdf	Standard 3: Teaching and Assessing for Learning (3.5)	1/22/2016
HS_Grading-Policy_2015-16.pdf	Standard 3: Teaching and Assessing for Learning (3.10)	1/22/2016
Lesson-Plan-Including-Differentiated-Instruction_2015-16.pdf	Standard 3: Teaching and Assessing for Learning (3.12)	1/22/2016
Cooper-City-HS_Course-Descriptions.pdf	Standard 3: Teaching and Assessing for Learning (3.1)	1/22/2016
Cooper-City-HS_Biology_Curriculum_Map_2015-16.docx	Standard 3: Teaching and Assessing for Learning (3.2)	1/22/2016
Cooper-City-HS_TEACHER-WEB-PAGE_2015-16.docx	Standard 3: Teaching and Assessing for Learning (3.3)	1/22/2016
Cooper-City-HS-Teacher-Observation.pdf	Standard 3: Teaching and Assessing for Learning (3.4)	1/22/2016
Cooper-City-HS-PSD-Calendar.pdf	Standard 3: Teaching and Assessing for Learning (3.5)	1/22/2016

AP-Environmental-Science-Course-Syllabus_2015-16.pdf	Standard 3: Teaching and Assessing for Learning (3.6)	1/22/2016
Cooper-City-HS-New-Educators.pdf	Standard 3: Teaching and Assessing for Learning (3.7)	1/22/2016
Cooper-City-HS_School-Calendar.pdf	Standard 3: Teaching and Assessing for Learning (3.8)	1/22/2016
RODEO-OF-CLUBS.doc	Standard 3: Teaching and Assessing for Learning (3.9)	1/22/2016
HS_Grading-Policy_2015-16.pdf	Standard 3: Teaching and Assessing for Learning (3.10)	1/22/2016
Growth-Plan-Classroom-Teacher-Quick-Start-Guide-1415.pdf	Standard 3: Teaching and Assessing for Learning (3.11)	1/22/2016
Lesson-Plan-Including-Differentiated-Instruction_2015-16.pdf	Standard 3: Teaching and Assessing for Learning (3.12)	1/22/2016
Cooper-City-High-School-Support-Services_2015-16.docx	Standard 4: Resources and Support Systems (4.6)	1/22/2016
Cooper-City-HS-Teacher-Schedule-Common-Planning.pdf	Standard 4: Resources and Support Systems (4.2)	1/22/2016
Cooper-City-HS-IEP-Process.pdf	Standard 4: Resources and Support Systems (4.7)	1/22/2016
Cooper-City-HS-Highly-Qualified-Faculty-Members.xls	Standard 4: Resources and Support Systems (4.1)	1/22/2016
Cooper-City-HS_Safety-Presentation-2016.pdf	Standard 4: Resources and Support Systems (4.3)	1/22/2016
Cooper-City-HS_Technology.xls	Standard 4: Resources and Support Systems (4.4)	1/22/2016
Cooper-City-High-School-Technology-Plan-2016.docx	Standard 4: Resources and Support Systems (4.5)	1/22/2016
Cooper-City-HS-Highly-Qualified-Faculty-Members.xls	Standard 4: Resources and Support Systems (4.1)	1/22/2016
Cooper-City-HS-Teacher-Schedule-Common-Planning.pdf	Standard 4: Resources and Support Systems (4.2)	1/22/2016
Cooper-City-HS_Safety-Presentation-2016.pdf	Standard 4: Resources and Support Systems (4.3)	1/22/2016
Cooper-City-HS_Technology.xls	Standard 4: Resources and Support Systems (4.4)	1/22/2016
Cooper-City-High-School-Technology-Plan-2016.docx	Standard 4: Resources and Support Systems (4.5)	1/22/2016
Cooper-City-High-School-Support-Services_2015-16.docx	Standard 4: Resources and Support Systems (4.6)	1/22/2016
Cooper-City-HS-IEP-Process.pdf	Standard 4: Resources and Support Systems (4.7)	1/22/2016
Cooper-City-HS-PLC-Sign-In.pdf	Standard 5: Using Results for Continuous (5.3)	1/22/2016
Cooper-City-HS-Excutive-Summary.pdf	Standard 5: Using Results for Continuous (5.5)	1/22/2016
Cooper-City-HS_Curriculum-Guide-16_17.pdf	Standard 5: Using Results for Continuous (5.1)	1/22/2016
Bio-EOC-Comparision-2015.xlsx	Standard 5: Using Results for Continuous (5.2)	1/22/2016
Cooper-City-HS_School-Profile-2015.pdf	Standard 5: Using Results for Continuous (5.4)	1/22/2016
Cooper-City-HS_Curriculum-Guide-16_17.pdf	Standard 5: Using Results for Continuous (5.1)	1/22/2016
Bio-EOC-Comparision-2015.xlsx	Standard 5: Using Results for Continuous (5.2)	1/22/2016
Cooper-City-HS-PLC-Sign-In.pdf	Standard 5: Using Results for Continuous (5.3)	1/22/2016
Cooper-City-HS_School-Profile-2015.pdf	Standard 5: Using Results for Continuous (5.4)	1/22/2016
Cooper-City-HS-Excutive-Summary.pdf	Standard 5: Using Results for Continuous (5.5)	1/22/2016
Training Plan	Standards Training	10/12/2015

SCHOOL ADVISORY COUNCIL (SAC)

Each school has a School (SAC) to facilitate the development and monitor progress of the annual School Improvement Plan. Agendas and minutes reflect annual needs assessment, SIP monitoring and allocation of Accountability Funds.

File Name	Meeting Month	Document Type	Uploaded Date
November-SAC-Meeting.pdf	November	A+ Funds	2/1/2016
October-SAC-Meeting.pdf	October	A+ Funds	2/1/2016
1931 Agenda Minutes Attendance 09282015.pdf	September	A+ Funds	10/28/2015
1931 Agenda Minutes Attendance 08312015.pdf	August	A+ Funds	10/5/2015
1931 SAC Bylaws 09282015.pdf	September	ByLaws	9/30/2015
1931 SAC Composition Report 09252015.pdf	August	A+ Funds	9/25/2015

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

School improvement is based on a continuous improvement model, using research-based accepted best practices, which align with student achievement needs, insure student progress, and may be revised when appropriate.

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
9	585	18 of 36	2	65	130

GOALS

As evidenced in the SES Band Data, which content area(s) will be the focus for improving student achievement?

The content areas that will be the focus for improving student achievement are the following: Language Arts, Math, Science, and Social Studies.

What BEST Practice(s) will be scaled-up to improve teaching and learning in order to increase performance within the SES Band?

In order to improve teaching and learning we will scale up the following BEST practices:

- Marzano's "Scales and Learning Goals"
- C.A.R.E Cycle of Instruction

Describe how the BEST Practice(s) will be scaled-up.

In order to increase performance within the SES band, teachers have received professional development regarding the Marzano's high yield learning strategy, Scales and Learning Goals. Teachers will deconstruct their course standards with the students. Students and teachers will use performance scales to monitor a student's understanding and mastery of the standard. Teacher's will continue to use the C.A.R.E. cycle to enrich students who are performing at a Level 3 on their learning scale by providing activities that address real world applications (problems and solutions) of implementation of the particular standard that go beyond what was taught in the classroom.

Instructional Implications: Discuss the success of specific strategies/activities and provide a rationale as to why those academic improvements occurred as a result of those strategies.

As a result of using Scales and Learning goals to monitor student performance of the Florida Standards, students have demonstrated higher achievement on their formative assessment and performance tasks. For example, by using the an argumentation performance learning scale for Language Arts, students who were able to write a Level 3 argument essay were allocated time to produce a Level 4 task by submitting an opinion article to the Sun Sentinel. As a result of this strategy, students earning higher scores on the following Argument Essay performance task and were more successful on their RL.3.8 formative assessments.

STRATEGIES & ACTIVITIES

Strategies	Persons responsible	Deadline	Professional Development	Budget
Collaborating with fellow schools, enrichment camps, & Professional Learning Communities	Department Chairs	6/5/2016	Collaborative work & summer staff development	We will spend \$10,000. A portion goes to teacher salary for enrichment camps, TDA for teacher training, & summer staff development.