



Executive Summary

Cooper City Elementary School

Broward County Public Schools

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Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Cooper City Elementary School (CCE) is located within the City of Cooper City, and is one of five schools located within the City Zone feeder pattern. CCE is a neighborhood school located within a residential area serving approximately 768 students, Grades K-5, who are either driven or walk to school. Two housing sub-divisions within the school boundary are serviced by one bus each.

The student demographic consists of W-81%, H-37%, B-10%, A & M- 5%, I- 2%, with Free and Reduced Lunch (FRL) @ 47%, Exceptional Student Education (ESE) @ 23%, and English Language Learners (ELL) @ 6%.

There is strong parent, business, and City stakeholder involvement, which is evidenced by financial and in-kind support of programs and school enhancements. The staff consists of one principal and assistant principal, a support team including an ESE Specialist, Guidance Counselor, and Literacy Coach. There are 42 classroom teachers, 4 special area teachers including music, media, physical education, and science, two ESE teachers, one speech teacher, and one School Resource Deputy. A gifted/high achieving class is provided at each grade level. Currently CCE provides 2 Gifted High Achieving classes in 3rd and 5th grade due to student need. Twelve students are enrolled in the Academically Challenging Curriculum to Enhance Learning (A.C.C.E L.) initiative in the areas of math and science including 6th grade Virtual School. A variety of extra curricular activities are available to students including: Student Council, Safety Patrol, Crime Watch, Ecology Club, Broadcast Club, Art Club, Science Club, Coding Club, Math Team, and Chorus.

CCE is currently at the Level 7 Socio-Economic Status State Band.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The school's mission of "Inspiring today's child in a safe environment through innovative instruction and collaboration" aligns with the District's Strategic Plan vision of "Educating today's student to succeed in tomorrow's world" and its Goals of high quality instruction, continuous improvement, and effective communications. The school's purpose is to serve the educational and social emotional learning needs and aspirations of the students and parents within the Cooper City community in which the school resides.

To that end, the school has adopted a College and Career Ready school-wide theme. Class names, shirts, and the content of the grade level Professional Learning Communities reflect our theme. We are using Kevin Baird's Center for College and Career Ready resources for professional development, to create classroom environments for students to gain the fundamental 21st Century knowledge and skills necessary to succeed in Middle School, High School, and post secondary education and careers. AS part of being College and Career ready, CCES is now fully digital in Grades 4 and 5 with a one to one ratio for computer access.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Cooper City Elementary has earned Grade "A" Status over the past 11 years, ranking among the top quartile of Broward County Schools. State assessment data has consistently shown strong student math and reading proficiency performance levels. The school has struggled with reaching comparable levels for learning gain proficiency performance in the areas of reading and math for our lowest 25%. Consequently, resources and school improvement initiatives are being directed in the areas of writing and science. Differentiating instruction for enrichment has also been challenging within all classrooms and continues to be a school focus.

Over the past three years, each classroom has been equipped with SMART Board technology and new student computers exceeding the District's student/computer ratio standard. The school seeks to achieve better technology integration with teacher and student use across the curriculum.

Developing faculty effectiveness is a major priority at CCE. All instructional staff members participate in rigorous and relevant professional development through structured Professional Learning Communities (PLCs) designed to increase essential teacher knowledge of curriculum and assessment, and improvement in research-based instructional practices to create College and Career Ready Classrooms for 21st Century student learning.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

School leadership actively engages stakeholders in shared school governance at all levels with the school organization including work groups, grade level teams, team leaders, School Improvement Committees, School Advisory Council (SAC), School Advisory Forum (SAF), and the Parent Teacher Organization (PTO).

The school has well established and defined policies and procedures, which align with district, state, and federal expectations. Systems are in place within the school, which address school operations, core and supplemental curriculum and interventions, assessment, progress monitoring, Response to Intervention (RtI), Gifted and ESE Services, use of technology, Professional Learning Communities (PLCs), calendars and special events, communications, student and staff expectations.

The school implements a comprehensive character traits and Life Skills program beyond the District's Character Education Program.