

SCHOOL IMPROVEMENT MID-YEAR REFLECTION

Directions for School Leadership Team: We are asking all school-based leadership teams engage in collaborative conversation to complete the Mid-Year School Improvement Reflections. After input from the leadership team, each school is asked to upload the form the SAC Upload Center.

1. Has your school made progress towards achieving the goal?

- A. How do the structures and systems in place at your school ensure all facets of the school culture create predictable environments and a school climate that supports your SIP goal?*
- B. What are the gaps that exist between your current state and your desired state?*
- C. How will you address them between now and the end of this school year?*

There are structures and systems in place at Cooper City High School (CCHS) to allow stakeholders in our school's community to have a voice in our mission and vision of helping students reach and maintain high levels of academic achievement. CCHS has made progress in achieving our SIP goals by offering continued supports to our students and families through: Naviance, Administrator/School Counselor/Support Facilitator team conference, personalization period, BRACE advisor, College 101, opportunities for industry certification and employing a faculty composed of highly qualified teachers. We are working diligently toward our goal by holding bimonthly curriculum council meetings to monitor overall student progress, identifying students who need additional support through RtI and initiating those supports. The gap between our current state and desired state lies in reading and math proficiency.

We are working on closing the gap by providing academic enrichment classes with specific scope and sequence and monitoring. Additionally, through data driven PLCs and teacher collaboration, adjustments are made based on student data. Additionally, based on the current data analysis, the math, ELL, and social studies departments have developed enrichment camps to support student growth and enrichment which will take place weekly. ESE support will continue to emphasize differentiated instructional strategies within individual classroom instruction. The PSAT data has been analyzed and correlated to determine the student growth and success on the Florida State Assessment (FSA). To address the graduation rate of our seniors, a progress monitoring system has been in place which includes a support team of administrators, guidance counselors, ESE specialist, senior teachers, Pinnacle and BASIS to ensure all seniors are on target to graduate.

2. Have alterable barriers been eliminated or reduced? (Alterable barriers are in-house infrastructure mechanisms such as scheduling, class structures, teacher attendance, student attendance, staff development plan, etc.)

- A. What evidence do you see that a barrier has been reduced or eliminated?*
- B. What evidence do you have that the barriers are wide-reaching and will help you achieve your goal?*
- C. If progress towards eliminating the barrier is not sufficient, where or what is the breakdown?*
- D. Did you identify other barriers that could serve as effective re- entry points into the plan?*

Various alterable barriers have been eliminated by professional development, PLCs and in some areas, a change in faculty. Due to the collaborative efforts of team leaders, conversations have been initiated on essential access points that focus on the students and their growth academically and socioemotionally. Students are appropriately scheduled to ensure that they are experiencing success. Non-attendance is one barrier that is being addressed through our Attendance Plan, Schoolwide Positive Behavior Plan and RTI process. Efforts are being made to promote attendance and ensure that students are

engaged and supported. Student attendance is tracked with the collaboration effort from our school counselors, social worker, & administration. Student success is monitored during PLC meetings. Additional barriers include recruiting/retaining high quality instructors and a change in demographics. To address the recruiting/retaining we have provided support through TIER, collaborative teams, assigning teacher mentors and providing professional development opportunities. We have also strategically placed teachers in classrooms by subject area to encourage further collaboration among team members. A change in demographics has presented us with new challenges to meet the needs of all students. We have addressed the identified barriers by providing professional development on ELL, 504, and ESE strategies. Most importantly we have increased our communication by a variety means to share what is going on at CCHS. Through the use of Naviance, visits to the personalization periods, hosting events (i.e. College 101, ESOL Night, Advance Academics Night), parent link, social media, school website and all stakeholder meetings.

3. Are your strategies being implemented with fidelity?

A. Were decisions to continue, intensify, modify, or terminate strategies or action steps based on specific evidence?

Strategies are implemented with fidelity through our authentic professional learning communities whereby the data is analyzed, gaps are noted, action steps are developed and the curriculum is modified. The CARE process is used to monitor student progress and make adjustments as needed by looking at our common assessments and PSAT data. Students that need additional support are identified by the RTI process, supports initiated, and monitored. Students identified needing remediation are provided with additional opportunities through our after school and Saturday academic camps. Additional modifications are made based on the needs of the students. In addition, our BRACE advisor meets individually with students and provides information and guidance in completing college application, FASFA, scholarships, and other needs. Our guidance plan includes steps to implementing a personalized plan for each student. Through our SEL and FACE committee we address the social emotional needs of students and family engagement. An opportunity was provided to all 11th graders to take the SAT on campus free of charge to close achievement gaps and equal access to all.

4. What are your benchmarks for success?

A. How will you progress towards your goal impact student achievement?

B. What is your desired state?

C. What gaps exist between your current state and your desired state?

Cooper City High School's continued collaborative work using our systems and procedures to analyze student work brings us towards preparing all students to become college and career ready. Through the CARE cycle within each department are common assessments, performance learning scales, data chats and scaling up BEST practices which all impacts student achievement. Each department is to analyze the results of their common assessment (PSAT, SAT, PERT, EOC and Strands) and align their next step based on the areas of weakness found. We expect to see gaps closing and increasing progress in assessments.

Additionally, utilizing the Districts College, Career and Life Ready skills (CCLR) survey, Cooper City High School will assess the needs of our student's college and career preparation needs and evaluate the data to make recommendations for implementation of

new systems to provide the appropriate assistance for all students regardless of their individualized pathway, ensuring all students are prepared for life post-high school. Cooper City High School is in the process of creating additional progress monitoring systems that address the four District pathways (Personalized Pathways, Employability Skills, Post-Secondary Preparedness, and Social Emotional Awareness) in addition to the available system in place such as BASIS. The senior team is closely monitoring graduation indicators to ensure students are on track to graduate by evaluating GPAs, high stakes assessment, course requirements, community service hours, etc.