

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: COOPER CITY HIGH SCHOOL

District Name: Broward

Principal: Wendy Doll

SAC Chair: James Elder & Janessa Puig-

Superintendent: Jim Notter

Date of School Board Approval: 12/01/2009

Last Modified on: 09-02-2009

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VISION and MISSION STATEMENTS

Cooper City High School believes that all students should be provided with a safe educational opportunity, so that they may fulfill their responsibilities as productive citizens in our global society.

We, the Cooper City High School learning community, believe that education should:

- Provide students with a diverse curriculum that fosters individual development.
- Provide an environment conducive to the development of thinking and learning skills.
- Contribute to creating responsible citizens.
- Facilitate life-long learning.
- Facilitate a community partnership.
- Provide a safe and secure environment for all students to develop socially and emotionally.
- Promote a respect for diversity.
- Evaluate, reflect, and improve the focus of our mission and beliefs on a continual basis.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

- Cooper City High School opened as a new school 1971
- The school is located in a thriving suburban area in Southwestern Broward County, Florida
- Rapid growth in the community can partly be attributed to the reputation of Cooper City High School
- Cooper City High School is noted for its professional staff and commitment to community involvement with an innovative curriculum
- Cooper City High has an active foreign exchange student program, a Multicultural Club, and serves as an ESOL center with students representing numerous languages
- Cooper City High also prides itself on a progressive enclosure program that integrates a range of ESE students, from the educable mentally handicapped to gifted
- Cooper City High School is currently in phase replacement ensuring quality educational and technology practices

Unique School Strengths for Next Year

The Cooper City Zone is comprised of a "Pure" feeder pattern. Students enrolled at the elementary level feed primarily into Pioneer Middle School, with the addition of 12 students from Silver Lakes Middle School, a school of choice, feeding directly into Cooper City High School.

Unique School Weaknesses for Next Year

Limited cultural diversity is a unique weakness for Cooper City High School. Due to the low enrollment of ethnic populations, students at Cooper City do not experience the unique cultural elements that students in diverse environment may witness.

Student Demographics

Cooper City High School serves a total of 2,244 students enrolled in grades 9-12. Demographic Subgroups are represented among the total student population as follows:

- 1520 enrolled white students represent 68% of the student population.
- 114 enrolled black students represent 5% of the student population.
- 434 enrolled Hispanic students represent 19% of the student population.
- 116 enrolled Asian students represent 5% of the student population.
- 7 enrolled Indian students represent less than 1% of the student population.

- 53 enrolled multiracial students represent 2% of the student population.
- Cooper City High School serves 287 economically disadvantaged students, which represent 13% of the total student population.

Demographic subgroups are represented among the economically disadvantaged student population as follows:

- 128 identified white students represent 45% of the economically disadvantaged student population.
 - 43 identified black students represent 15% of the economically disadvantaged student population.
 - 89 identified Hispanic students represent 31% of the economically disadvantaged student population.
 - 20 identified Asian students represent 7% of the economically disadvantaged student population.
 - 0 identified Indian students represent 0% of the economically disadvantaged student population.
 - 7 identified multiracial students represent 2% of the economically disadvantaged student population.
- Cooper City High School serves 49 ESOL students, which represent 2% of the total student population.

Demographic subgroups are represented among the ESOL student population as follows:

- 12 identified white students represent 24% of the ESOL student population.
- 4 identified black students represent 8% of the ESOL student population.
- 23 identified Hispanic students represent 47% of the ESOL student population.
- 9 identified Asian students represent 18% of the ESOL student population.
- 0 identified Indian students represent 0% of the ESOL student population.
- 1 identified multiracial student represents 2% of the ESOL student population.

Cooper City High School serves 335 ESE students, which represent 15% of the total student population.

Demographic subgroups are represented among the ESE student population as follows:

- 230 identified white students represent 69% of the ESE student population.
- 19 identified Black students represent 6% of the ESE student population.
- 65 identified Hispanic students represent 19% of the ESE student population.
- 11 identified Asian students represent 3% of the ESE student population.
- 1 identified Indian students represents less than 1% of the ESE student population.
- 9 identified multiracial students represent 3% of the ESE student population.

AYP Subgroup Demographics

Cooper City High School serves a total of 589 students 9th grade.

AYP Subgroups for 9th grade are represented as follows:

- 411 enrolled white students represent 70% of the 9th grade population.
- 36 enrolled black students represent 6% of the 9th grade population.
- 98 enrolled Hispanic students represent 17% of the 9th grade population.
- 29 enrolled Asian students represent 5% of the 9th grade population.
- 0 enrolled Indian students represent less than 0% of the 9th grade population.
- 13 enrolled multiracial students represent 2% of the 9th grade population.
- 92 enrolled Economically Disadvantaged students represent 16% of the 9th grade population.
- 106 enrolled Exceptional Education students represent 18% of the 9th grade population.

Cooper City High School serves a total of 572 students 10th grade.

AYP Subgroups for 10th grade are represented as follows:

- 379 enrolled white students represent 66% of the 10th grade population.
- 21 enrolled black students represent 4% of the 10th grade population.
- 25 enrolled Hispanic students represent 4% of the 10th grade population.
- 127 enrolled Asian students represent 22% of the 10th grade population.
- 0 enrolled Indian students represent less than 0% of the 10th grade population.
- 19 enrolled multiracial students represent 3% of the 10th grade population.
- 75 enrolled Economically Disadvantaged students represent 13% of the 10th grade population.
- 113 enrolled Exceptional Education students represent 20% of the 10th grade population.

Student Attendance Rates

Average daily attendance per month as follows:

Average daily attendance for the month of August, 2008 was 98%
 Average daily attendance for the month of September, 2009 93.6%
 Average daily attendance for the month of October, 2008 was 94.5%
 Average daily attendance for the month of November, 2008 was 91%
 Average daily attendance for the month of December, 2008 was 91.8%
 Average daily attendance for the month of January, 2009 was 94.1%
 Average daily attendance for the month of February, 2009 was 92.1%
 Average daily attendance for the month of March, 2009 was 91.6%
 Average daily attendance for the month of April, 2009 was 89.6%
 Average daily attendance for the month of May, 2009 was 91.4%
 Average daily attendance for the 2008-2009 school year was 92.7%

Student Mobility

Grade Entries Withdrawals

Number % of Population Number % of Population

9 (589) 119 20% 94 16%

10 (574) 61 11% 65 11%

11 (538) 63 12% 64 12%

12 (547) 26 5% 56 10%

Student Suspension Rates

Black Hispanic White Other Total
 ESE (335) Number % of Population
 In School 0 3 9 0 12 4%
 Internal with FAPE 8 8 53 1 70 21%
 External Suspension 1 1 10 0 12 4%
 Non-ESE (1909)
 Bus Suspension 0 1 0 0 1 0%
 In School Suspension 50 53 199 17 319 17%
 Internal with FAPE 1 0 10 0 11 1%
 External Suspension 9 21 72 2 104 5%

Student Retention Rates

Grade Number % of Population
 9 (589) 46 8%
 10 (574) 61 11%
 11 (538) 37 7%
 12 (547) 46 8%

Class Size

Cooper City High School maintains a school-wide average of 25 students per class in core curricular classes. This is aligned with the Broward County School's Effective School K-12 Non-Negotiable Instructional Blueprint. Appropriate district data will determine and validate these class size limits are maintained.

Academic Performance of Feeder Pattern

Cooper City High School is part of an almost "pure" feeder pattern within the city of Cooper City, whereby three elementary schools (Cooper City Elementary, Griffin Elementary, and Embassy Creek Elementary) feed into one middle school (Pioneer Middle), which feeds directly into Cooper City High School. As a result of boundary changes for the 2008-2009 school year, an additional 12 students are eligible to feed into Cooper City High School from Silver Trail Middle School. The Academic Performance Grades for the Cooper Zone feeder program is as follows:

- Cooper City High School: B
- Pioneer Middle School: A
- Silver Trail Middle School: A
- Cooper City Elementary School: A
- Griffin Elementary: A
- Embassy Creek Elementary: A

Partnerships and Grants

Grants

- "Listen to Leap and Learn" is a grant awarded to Cooper City High School to motivate 9th and 10th grade students in the area of reading comprehensive. It is an intervention designed to help students build confidence and learn the strategies needed to be successful readers. The goal is to bring lower quartile children up to grade level through the use of self-playing digital audio books. The program is self-paced and allows students to check out an audio book of interest. The format of the program is not traditional in nature so students don't feel threatened. Twenty-five audio books, clips, ear buds, and batteries were purchased and \$1,261.00 awarded on October 15, 2008.

Community Involvement

- Cooper City High School has a very high level of community involvement. Cooper City High School is proud of the relationships that have been developed with our 32 Partners in Education. Representatives of these organizations serve on Cooper City High School's Partners in Education Executive Board which serves to negotiate community partnerships, allocate Partners in Education funds that support educational opportunities within our school, and to award scholarships to our students using funds that they raise through bi-annual Mock SAT/ACT events and Cooper City High School has earned the Golden School award, and met all portfolio criteria to earn the 5 Star School Award in both the 2007-08 and 2008-09 school year. Additionally, Cooper City High School was awarded the 2008-09 parentship of the year award for its collaboration and partnership with Cooper City.

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

[School Grades Trend Data](#)

[Adequate Yearly Progress \(AYP\) Trend Data](#)

[Florida Comprehensive Assessment Test \(FCAT\) Trend Data](#)

HIGHLY QUALIFIED ADMINISTRATORS

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record *
					2008-2009 Cooper City High, Grade B, did not make AYP

Principal	Wendy Doll	MA Guidance k-12 MA Educational Leadership	13	13	2007-2008 Cooper City High, Grade A, did not make AYP 2006-2007, B, did not make AYP 2005-2006, A, made AYP 2004-2005, C, made AYP 2003-2004, B, did not make AYP 2002-2003, A, did not make AYP
Assis Principal	Julie Biancardi	BA, Social Science Certification in Education/Educational Leadership Assigned to: Social Studies	1	15	2008-2009 McAurthur High, Grade C, did not make AYP 2007-2008 McAurthur High, Grade D, did not make AYP 2006-2007 McAurthur High, Grade D, did not make AYP
Assis Principal	Ernest Brown	BA Psychology MED Guidance/Recruitment EDS Administration/Supervision PHD Educational Leadership Assigned to: Physical Education/health, Fine Arts, Industrial Technology and Business	1	22	2008-2009 Cooper City High, Grade B, did not make AYP 2006-2008 Hallendale High, Grade C, Did not make AYP
Assis Principal	Gregory Plum	BA English Literature BS Science MA Educational Leadership EDS Educational Leadership Educational Leadership k-12 Biology 7-12 Middle School Science 6-9 Gifted Endorsed k-12 English 7-12 Assigned to: Science World Languages and Media	1	8	2008-2009 Cooper City High, Grade B, did not make AYP 2006-2008 Sea Castle Elementary, Grade B, did not make AYP
Assis Principal	Ann Rocco	BS, Mathematics MS, Mathematics Educational Leadership Assigned to: Mathematics	15	3	2008-2009 Cooper City High, Grade B, did not make AYP 2007-2008 Cooper City High, Grade A, did not make AYP 2006-2007, B, did not make AYP 2005-2006, A, made AYP 2004-2005, C, made AYP
Assis Principal	Anthony Valachovic	BA Sociology 6-12 MA Educational Leadership Assigned to: ESE, ESOL Reading and Family Consumer Sciences and Language Arts	5	5	2008-2009 Cooper City High, Grade B, did not make AYP 2007-2008 Cooper City High, Grade A, did not make AYP 2006-2007, B, did not make AYP 2005-2006, A, made AYP 2004-2005, C, made AYP 2003-2004, B, did not make AYP

* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

HIGHLY QUALIFIED INSTRUCTIONAL COACHES

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as a Coach	Prior Performance Record *
Reading	Darilyn Brown	MA Political Science Reading K-12 Certificate Social Science 6-12 Certificate ESOL Endorsement	5	3	Lower 25 percent Meeting High Standards in Reading decreased from 69% (2007-08) to 63% (2008-2009). Lower 25 Percent making Learning Gains in Reading decreased from 69% (2007-08) to 58% (2008-2009).
Writing	Apryl West— in place during 2008-09 school year. Due to budget constraints Department Heads will take over duties for the upcoming year.	BA English National Board Certification	16	4	Percent Meeting High Standards in writing decreased from 94% (2007-08) to 92% (2008-2009).

124	5	30	30	35	40	94	8	3	71
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Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Lorin Kessler	Commander Testa Petty Officer Sloan	ROTC-- Veteran teacher with expertise in curriculum area.	Data conversations are held monthly with review of lesson plans and Instructional Focus Calendars.
Michelle Harding	Hayden Rhodes	Social Studies-- veteranteacher with expertise in curriculum area. Curriculum	Data conversations are held monthly with review of lesson plans and Instructional Focus Calendars.
Heidi Dermer	Gena Churchill	ESE-- veteranteacher with expertise in curriculum area.	Data conversations are held monthly with review of lesson plans and Instructional Focus Calendars.
Instructional Coach Trainings	Reading Coach-Darlyn Brown	All departments utilize reading strategies in their classrooms	Departments meet with Reading Coach to develop integrated reading strategies in the content area trainings and common assessments and peer mentoring
Ness Program	Michelle Harding	First year teacher support and mentoring	Monthly meetings, collegial mentoring, resource development
Michelle Harding	America Manzano	English-- Veteran teacher with expertise in curriculum area	Data conversations are held monthly with review of lesson plans and Instructional Focus Calendars.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

Not Applicable – Cooper City High School is not a Title I school

Title I, Part C- Migrant

Not Applicable – Cooper City High School is not a Title I school

Title I, Part D

Not Applicable – Cooper City High School is not a Title I school

Title II

Not Applicable – Cooper City High School is not a Title II school

Title III

Not Applicable – Cooper City High School is not a Title III school, however we have an LEP committee that monitors placement and progress of our ESOL students.

Title X- Homeless

Not Applicable – Cooper City High School does not have a homeless shelter in our boundaries

Supplemental Academic Instruction (SAI)

All SAI funds are directed to the remediation of low performing (bottom 25% in Math and Reading) and ESE/ESOL students

Violence Prevention Programs

Anti-Bullying and Silence Hurts campaigns are initiated school wide

Nutrition Programs

Nutrition instruction is offered both through the Food Prep and Physical Education programs.

Housing Programs

Not Applicable – Cooper City High School is not a Title I school

Head Start

Not Applicable – Cooper City High School is not a Title I school

Adult Education

Efforts coordinated with night school to provide students with a seamless transition to an alternative placement and dual enrollment

Career and Technical Education

Auto tech, child care and other vocational programs provide students with the opportunity to earn professional certification

Job Training

Partnership efforts and curriculum alignment is coordinated with the local community college and vocational school to give students the opportunity for on the job training in the Academy of Finance and Child Care which are linked to graduation credits

Other

Partnerships

Extensive partnership efforts are coordinated through the work of the city mayor and the school partnership committee and link to local businesses. Over 25 partnerships have been fully developed over the last two years and these efforts were recently recognized by the district office with the awarding of the Partnership of the Year Award.

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

Implementation of Response to Instruction/Intervention (RtI)~ RtI Leadership Team- All administrative personnel, Guidance Director, ESE Specialist, ESE Support Facilitators, Department Heads and Reading Coach and the School Advisory Council Chairperson-----they are the instructional leaders of their content-focus is to collaboratively problem solve in order to bring out the best in our school, teachers and students. The team will also review progress monitoring data (summative and mini-assessments) in core content areas and assessment data (formative and summative) by content area and grade level to identify required instructional modifications that are needed to increase student achievement. RtI is a process for ensuring comprehensive instructional monitoring and follow-up that includes classroom, team and school wide initiatives. This is part of Broward County School's Effective School non-negotiables.

Describe how the school-based RtI Leadership Team functions (e.g. meeting processes and roles/functions).

RtI Team will meet every other Monday after school for the purpose of : analyzing departmental and school wide data such as mini-assessments, Beep assessments, pre and post tests, common assessments; standardized test- FCAT- PSAT/ ACT/ SAT, designing and implementing staff development (small learning communities) and monitoring of the action plan for each objective of the School Improvement Plan. Team members will share their instructional direction within their own departments and their contributions to the school wide initiatives.

Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan

The team will also review progress monitoring data related to the SIP(summative and mini- assessments) in core content areas and assessment data (formative and summative) by content area and grade level to identify required instructional modifications that are needed to increase student achievement. RtI is a process for ensuring comprehensive instructional monitoring and follow-up that includes SIP Goals and objectives.

RtI Implementation

Describe the data management system used to summarize tiered data.

. Progress monitoring will implemented by each Department Chair and Administrator over that department collaborate monthly to analyze test data from the BAT, mini-assessments, textbook chapter tests and quizzes and determine strengths and weaknesses for each grade level and initial early intervention. Tiered data will be broken into: 1) School wide class data 2) Small group individualized data 3) Child study focused on one student for an even more highly individualized approach. This data is supported and organized through several data management systems titled STARS, Pinnacle, Virtual Counselor and Data Warehouse Reports, Instruction is based on reported results. Each department develops a plan for "re-teach" and "enrichment" based on this data.

Describe the plan to train staff on RtI.

Staff will be trained on the Response to Intervention Plans during monthly Faculty Department meetings and planning period trainings on Thinking Thursdays. Implementation will be monitored through meeting notes. Additionally, at these meetings the Reading Coach will model effective instructional reading strategies and explain how RtI aligns with our efforts to improve instruction and student proficiency.

School Wide Florida's Continuous Improvement Model

Plan

Data Disaggregation 2008-2009 FCAT Data

What strengths and weaknesses were identified in the 2009 data by grade level, subject area, and clusters/strands?

The Florida Department of Education DART model will be utilized for data disaggregation with each content area administrator and department chair completing an in depth data analysis of year over year and sub-group results to determine instructional delivery strengths and weaknesses. Improvement goals will then be developed around the opportunities for improvement.

Mathematics Grade 9: The strength areas were Strand D (Algebraic Thinking) at 80% mastery and Strand E (Data Analysis) at 75% mastery. The weakness area was Strand B (Measurement) at 57%.

Mathematics Grade 10: The strength areas were Strand A (Number Sense) at 73% mastery and Strand D (Algebraic Thinking) at 71% mastery. The weakness area was Strand C (Geometry) at 50%.

Reading Grade 9: The strength areas were in Cluster 2 (Main Idea/Purpose) at 84% mastery and Cluster 3 (Comparisons) at 88% mastery. The weakness area was in Cluster 4 (Reference and Research) at 56% mastery.

Reading Grade 10: The strength areas were in Cluster 2 (Main Idea/Purpose) at 84% mastery and Cluster 3 (Comparisons) at 88% mastery. The weakness area was in cluster 1 (Words and Phrases) at 66% and Cluster 4 (Reference and Research) at 56% mastery.

Science Grade 11: The strength area was in Earth and Space at 58% mastery while the weakness area was in Physical and Chemical Science at 54% mastery when compared to state and district averages.

Writing Grade 10: The strength area was in Expository writing with a mean of 4.1 while Persuasive writing had a mean at 3.9

Instructional Calendar Development

What is the process for developing, implementing, and monitoring an Instructional Focus Calendar for reading, writing, mathematics, and science?

Each Content Area has their own uniquely tailored Instructional Focus calendar, which is aligned with Sunshine State Standards and school student achievement data. The Leadership team analyzes the FCAT data clusters scores in reading and aligns the calendar with emphasis on areas in need of growth. The Math Department Head and the Leadership Team prepares the Math Instructional Focus calendars based upon data from the five strands, with major emphasis on the two lowest performing strands. The Science Instructional Focus calendar is developed by the Science Department Head and the Leadership Team and based upon exposure of 8 strands and 4 clusters as well as a strong emphasis on the Cause and Effect Reading cluster. The Social Studies Department Chair and the Leadership Team develops the Social Sciences Instructional Focus calendar with the assistance of the Reading Coach as the cluster of Reference and Research is naturally aligned to the Social Studies standards.

Which instructional Benchmarks will be given priority focus, based on need, for each content area (reading, writing, mathematics, and science)?

Reading-Cluster 1: Words and Phrases in Context is the first school-wide focus even though we are strong in this area it is used extensively in all content areas and we believe that developed vocabulary techniques can give us leveraged growth in other lower performing areas.

- *Math-Strand D-Algebraic Thinking will be given priority since passing Algebra is also a High School Math graduation requirement
- *Science- strong emphasis on the Cause and Effect Reading cluster as this naturally aligns with this cluster.
- *Writing-Elaboration and transitions will be the focus for writing. Content area classes will incorporate writing centers/activities in their lessons. Peer rubric scoring will be used and all grade 9 students will participate in an intensive nine week writing seminar.
- *Social Studies- strong emphasis on the Reference and Research reading cluster Reading cluster as this content area requires these skills.

What is the process to ensure instruction is based on individual students' needs, as opposed to the master schedule?

A variety of assessment scores are implemented as well as Reading diagnostic tests (fluency, comprehension, Phonic Awareness) to determine instruction that is primarily based upon reading levels. Additionally, students have input as well as prior teachers to ensure their schedules meet their individual needs. The Guidance departments meet every semester with their students and are available to students all year long for academic and career counseling.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and

relevance to their future?

Career technical programs offered through various departments such as the Academy of Finance, Child Care and Industrial Technology gives students an opportunity to participate in interdisciplinary units which inject real world relevance and alignment to School to Work Standards. These classes include culminating projects or labs that demonstrate real-world connections and the use of relevant technology.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

Guidance Counselors ensure each student has access to scheduling information in Virtual Counselor, FCATS.org as well as EPEPs. Students are also given the opportunity to complete career and learning style inventories and declare a major area of interest that will guide them in their selection of electives.

DO

Direct the Instructional Focus

How are lesson plans and instructional delivery aligned across grade levels and subject areas?

Sections of the Curriculum Guide are developed by each department and aligned horizontally by teams/grade levels. Common planning time is provided for content area staff to collaborate and develop common assessments and pacing guides.

How are instructional focus lessons developed and delivered?

Upon completion of a give unit or instructional domain a mini-assessment in Reading, Math, Science, and/or Social Studies is administered on the specific instructional focus area outlined for that time frame in the Instructional Focus calendar. Item analysis is completed after these assessments and the weakest areas/questions are re-taught.

How will instructional focus lessons be revised and monitored?

After BAT scores, mini-assessments and/or chapter/unit tests and quizzes are analyzed, curriculum outlines are revised to focus on opportunities for improvement while maintaining areas of strength.

CHECK

Assessment

Describe the types of ongoing formative assessments to be used during the school year to measure student progress in core, supplemental, and intensive instruction/intervention.

BAT tests, mini-assessments, end of chapter quizzes/tests, labs and student projects are used. Both student and teacher generated rubrics are used to quantify student performance.

How are assessments used to identify students reaching mastery and those not reaching mastery?

Students who score 80% or higher are considered Mastery. These students complete enrichment activities. Students falling between 40% and 80% complete re-teach work on skills not yet mastered. While students who fall between 0-40% also complete re-teach work on skills not yet mastered, and are recommended for afterschool camps and tutoring

Maintenance

How is ongoing assessment and maintenance of Benchmark mastery for each grade level and content area built into the Instructional Focus Calendar?

Strands and benchmarks are spiraled so that they are constantly revisited and incorporated into each mini-assessment. This is done through maintenance of skills questions, which are included on each assessment and check for mastery in other strands and benchmark previously covered.

Describe the process and schedule for teams to review progress monitoring data (summative and mini assessments) to identify the required instructional modifications that are needed to increase student achievement.

Teacher data chats are held with Administration quarterly to determine team progress, while teachers conduct student data chats each semester. Recommendations are made to address scheduling concerns.

Monitoring

Describe the Principal's and Leadership Team's roles as instructional leaders and how they will be continuously involved in the teaching and learning process.

All members of the Leadership Team are visible in classrooms on a daily basis using the CWT 2.0 tool, and to assist in modeling strategies in the classroom. The leadership team selects "best practices" to be shared at faculty and department meetings and prepares CWT summary sheets that analyze trends and then share this data with instructional staff.

ACT

Supplemental and Intensive Instruction/Interventions

Identify the core, supplemental, and intensive instruction and interventions.

Cooper City High utilizes the Broward County K-12 Comprehensive Reading and ESOL plan. Additionally, interventions outlined in the Struggling Readers and Struggling Math Charts are incorporated into the classroom. All core and supplemental materials that are appropriate and available through district-adopted are utilized in the classroom.

How are supplemental and intensive instruction/interventions and tutorials structured to re-teach non-mastered target areas?

Students who score 80% or below on mini-assessments are given reteach material to complete and meet in teacher-directed small groups, while students meeting proficiency complete enrichment activities. They also utilize Odyssey and FCAT Explorer for target area.

How does the school identify staff's professional development needs to improve their instructional strategies?

Needs assessment surveys, Departmental input and Classroom Walk Throughs trends and patterns are used to identify professional development needs.

Which students will be targeted for supplemental and intensive instruction/interventions?

Lowest 25% in Reading and Lowest 25% Math. Struggling Readers and Math Charts will be utilized.

How will the effectiveness of the interventions be measured throughout the year?

On-going mini-assessment scores, BAT data, and end of chapter quizzes/tests. Interim and Report Card grades will be monitored for failing grades.

Enrichment

Describe alternative instructional delivery methods to support acceleration and enrichment activities.

Inclusion of technology, culminating unit projects, classroom labs and student portfolios are used in various content areas to add relevance and enhance lesson effectiveness.

Describe how students are identified for enrichment strategies.

Students who demonstrate proficiency by scoring 80% or higher on mini-assessment are targeted for enrichment activities such as additional computer time in the classroom when available or the media center, project development time, self guided instruction, free reading and peer assistance tutoring.

Professional Learning Communities

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
Freshmen Corral	Julie Biancardi	Monthly	During Teacher Planning and after school	During Teacher Planning and after school Increasing student achievement and promoting graduation success of students identified as at-risk
Technology Learning Community	Gregory Pluim	Monthly	3rd Tuesday of Each Month	Technology Updates, Curricular Integration and School-wide Technology Concerns
English and Reading	Suzanne Margolin and Darilyn Brown	Monthly	2 hours	Data analysis/ Best Practices for assessment

Math	Linda Coel	Monthly	2 hours	Data analysis/ Best Practices for assessment
Social Science	John McCall	Monthly	2 hours	Data analysis/ Best Practices for assessment
Science	Juanita Farmer	Monthly	2 hours	Data analysis/ Best Practices for assessment
Electives	Electives Department Heads	Monthly	2 hours	Alignment to core curriculum

NCLB Public School Choice

Note: For Title I schools only

- Notification of (School in Need of Improvement) SINI Status
No Attached Notification of (School in Need of Improvement) SINI Status
- Public School Choice with Transportation (CWT) Notification
No Attached Public School Choice with Transportation (CWT) Notification
- Notification of (School in Need of Improvement) SINI Status
No Attached Supplemental Educational Services (SES) Notification

Pre-School Transition

Cooper City High School is a secondary institution

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.

High School Feedback Report 2005 - 2007

Data demonstrates that the percent of students receiving the maximum award for the Florida Academic and Medallion has decreased between 2005 and 2007

- Students in grades 9-12 will be introduced to the BRACE advisor and her role in assisting them to search for postsecondary schools and training as well as financial aid opportunities.
- Counselors and BRACE will discuss with freshmen the basics of meeting their present requirements to create greater future options, with our sophomores how build on those freshmen lessons and introduce them to the importance of the PSAT , with our juniors begin the process of solidifying future plans, and with our seniors finalizing their plans.

Data demonstrates that the number of students enrolling in community is increasing while the number of students enrolling in 4 year colleges is decreasing

- Parent Nights will be held to inform our parents how to navigate the steps to support their child's future goals and aspirations.

Data demonstrates that the students taking advance course work in their first year of college is decreasing while those taking remedial course work (often for no credit) is increasing.

School counselors and the BRACE advisor will do the following to promote future planning by all students:

- Students revisit their school of choice and their e-pep to ensure they are selecting courses that will not only meet high school graduation requirements -- the critical, immediate goal.
- Promote exploration of students' career fields and how to narrow educational choices -- the critical, future goal. They offer assistance in making plans and how they can help.
- Together, school counselors, BRACE, students and parents learn that preparation is a key component of the guidance program at Cooper City High as students prepare for the world of work beyond high school.
- Post-secondary planning is an integral component of the guidance program at Cooper City High to ensure that OUR students' career and post-secondary choices are possible.

Data demonstrates that the percent of students taking a dual enrollment and college prep courses has decrease

- School counselors will promote a greater awareness and selection of dual enrollment classes

Data also demonstrates that only 65.4% of graduates successful in college writing compared to district average of 77.9% and only 88.6% of graduates successful in college-level English compared to district average of 91%

* Grade 11 and 12 teachers will integrate a higher level of writing into their class work and homework

* Indicated students will be assigned to AP and honors English courses

* Language Arts Department has developed an integrated SAT/ACT/AP writing curriculum for the 11th grade that is part of the plan for vertical integration

PART II: EXPECTED IMPROVEMENTS

Reading Goal

Needs Assessment:	<p>Based on School Grade and Adequate Yearly Progress Data:</p> <p>Did the total percent proficient increase or decrease? What is the percent change?</p> <p>What clusters/strands, by grade level, showed decrease in proficiency?</p> <p>Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?</p> <p>Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?</p> <p>Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?</p>
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Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on 2009 Reading FCAT Assessment, 42% of the low quartile made learning gains in Reading on the Reading FCAT SSS while the corresponding score for 2008 was 56%		By June 2010, 50% of all low quartile students in grades 9 and 10 will achieve learning gains as measured by FCAT Reading		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. All teachers will disaggregate FCAT reading SSS scores to identify students who did not meet AYP criteria or are at risk of not meeting the increased criteria	1. All content area Assistant Principals Reading Coach All Instructional Faculty Reading Teachers Guidance	1. Classroom assessments	1. Mini Assessment grades frontloaded on Pinnacle
2	2. All reading level 1 and 2 students will be placed in an appropriate instructional reading course as outlined in Florida's K-12 comprehensive reading plan.	2. Assistant Principals responsible for Reading Anthony Valachovic Reading Coach Darilyn Brown Reading Teachers Guidance	EDGE Evaluation Checklist (where applicable)	Course specific calendars scheduling lessons and assessments such as DAR and ORF
3	3. Hampton Brown Edge and Compass Learning Odyssey programs will be delivered through Reading classes	3. All content area Assistant Principals Reading Coach Darilyn Brown Reading Teachers	Curriculum Monitoring through Classroom Walkthrough	BAT and FCAT SSS Reading details scores and DAR and ORF assessment scores
4	4. Students of all grade levels having achieved a level 1 or 2 on the FCAT reading SSS will be targeted for participation in Saturday FCAT Camp and or after school tutoring	4. All content area Assistant Principals Reading Coach All Instructional Faculty Reading Teachers	4. Classroom assessments Curriculum Monitoring through Classroom Walkthrough	4. Mini Assessment grades frontloaded on Pinnacle BAT and FCAT SSS Reading details scores.
5	5. Administrators will monitor progress of school wide curriculum and instruction through observations and utilization of classroom walkthroughs	5. All content area Assistant Principals Reading Coach All Instructional Faculty Reading Teachers Guidance	5. Classroom assessments EDGE Evaluation Checklist (where applicable)	5. Mini Assessment grades frontloaded on Pinnacle Course specific calendars scheduling lessons and assessments

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement	
Based on 2009 Reading FCAT Assessment, 48% of 9th		By June 2010, 56% of students in grades 9 and 10 in	

	and 10th grade students in the AYP economically disadvantaged subgroup met proficiency while the corresponding score for 2008 was 45%. Federal guidelines for 2010 require 72%		the AYP economically disadvantaged subgroup will meet proficiency as measured by FCAT Reading	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. FCAT type reading passages will be used as mini assessments to diagnose need and to measure student progress in all reading classes	1. Assistant Principals responsible for Reading Reading Coach Reading Teachers Guidance	1. Classroom assessments EDGE Evaluation Checklist (where applicable) Curriculum Monitoring through Classroom Walkthrough	1. Mini Assessment grades frontloaded into Pinnacle BAT and FCAT SSS Reading detail scores
2	2. Across the curriculum students will use reference and research skills to interpret data create maps, charts, graphs and other organizers that demonstrate information analysis in all classes, read and analyze technical information and reports to improve reading comprehension skills, and read and respond to higher order questions through their content area lessons.	2. All content area Assistant Principals Reading Coach All Instructional Faculty Reading Teachers Guidance	2. Classroom assessments EDGE Evaluation Checklist (where applicable) Curriculum Monitoring through Classroom Walkthrough	2. Mini Assessment grades frontloaded into Pinnacle BAT and FCAT SSS Reading detail scores
3	3. Teachers of all level 1 and 2 students in grades 9 and 10 will infuse reading and writing instruction and strategies within their content area	3. All content area Assistant Principals Reading Coach Grade 9 and 10 Faculty Reading Teachers Guidance	3. Classroom assessments EDGE Evaluation Checklist (where applicable) Curriculum Monitoring through Classroom Walkthrough	3. Mini Assessment grades frontloaded into Pinnacle BAT and FCAT SSS Reading detail scores
4	4. Students of all grade levels having achieved a level 1 or 2 on the FCAT reading SSS will be targeted for participation in Saturday FCAT Camp and or after school tutoring	4. Assistant Principals responsible for Reading Reading Coach Reading Teachers Guidance	4. Classroom assessments EDGE Evaluation Checklist (where applicable) Curriculum Monitoring through Classroom Walkthrough	4. Mini Assessment grades frontloaded into Pinnacle BAT and FCAT SSS Reading detail scores
5	5. Administrators will monitor progress of school wide curriculum and instruction through observations and utilization of classroom walkthroughs	6. All content area Assistant Principals Reading Coach Guidance	6. Classroom assessments EDGE Evaluation Checklist (where applicable) Curriculum Monitoring through Classroom Walkthrough	6. Mini Assessment grades frontloaded into Pinnacle BAT and FCAT SSS Reading detail scores

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
By June 2010, 65% of 9th and 10th grade students in the AYP economically disadvantaged subgroup will make learning gains on the Reading FCAT SSS.	All new teachers and teachers who are not designated as "highly qualified" will be directed to acquire CAR-PD, reading endorsement or CRISS training	All Content Area Administration--Mr. Brown, Mr. Plum, Mr. Valachovic, Ms. Biancardi and Ms. Rocco Reading Coach--Darilyn Brown All Content are Teachers	January 2010	Staff will attend professional development targeting effective remediation strategies and implementation will be monitored through Classroom Walkthroughs. Additionally peer observations and data chats will be used.	All Content Area Administration--Mr. Brown, Mr. Plum, Mr. Valachovic, Ms. Biancardi and Ms. Rocco Reading Coach--Darilyn Brown

For Schools with Grades 6-12, Describe the Plan to Ensure the Responsibility of Teaching Reading for Every Teacher

- *The Reading Coach models strategies in all content area classes on a rotating basis
- *Staff Development is focused on FCAT Reading clusters
- *Classroom Walkthroughs are used to determine and analyze classrooms instructional trends
- *Instructional Focus Calendars will address reading strands

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
TDA for Staff Development	Accountability Funds	\$2,720.00
Total: \$2,720.00		
Other		
Description of Resources	Funding Source	Available Amount
FCAT Camp and After school Tutoring	Accountability Funds	\$3,000.00
Total: \$3,000.00		
Final Total: \$5,720.00		

End of Reading Goal

Mathematics Goal

Needs Assessment:	<p>Based on School Grade and Adequate Yearly Progress Data:</p> <p>Did the total percent proficient increase or decrease? What is the percent change?</p> <p>What clusters/strands, by grade level, showed decrease in proficiency?</p> <p>Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?</p> <p>Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?</p> <p>Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?</p>
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Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on 2009 Math FCAT Assessment, 64% of the low quartile grade 9th and 10th grade students made learning gains while the corresponding score for 2008 was 78%		By June 2010, 74% of the low quartile students in grades 9 and 10 will achieve learning gains as measured by FCAT Math		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Teams of teachers will develop course outlines and instructional focus calendars following the curriculum map provided by the district, which identifies specific concept development and benchmark alignment.	1. AP- Math-Ann Rocco Math Dept Chair-- Linda Coel	1. Submission of documents to Dept Chair and AP. Lesson plans documenting adherence to course outline and focus calendar.	1. Course outlines and lesson plans. Students' Math FCAT SSS scores.
2	2. Math teachers will access Virtual Counselor to review FCAT SSS Math scores, flag reports, and 2 year learning gain reports to identify AYP subgroups	1. AP- Math-Ann Rocco Math Dept Chair-- Linda Coel	2. Documented lesson plans of remediation strategies; reports which include students highlighted if they fall into any AYP or areas of deficiency	2. Students' Math FCAT SSS.

	and student deficiencies and to develop instructional strategies to remediate these noted deficiencies			
3	3. Math teachers incorporate long and short answer questions from mini-BAT and county developed tutorials into daily lesson plans to ensure continued practice, level of mastery, and maintenance of skills necessary to achieve proficiency as measured by the FCAT Math SSS..	1. AP- Math-Ann Rocco Math Dept Chair-- Linda Coel	3. Documented in lesson plans. Documented mini-assessment data	3. Mini- Assessment data; Classroom Assessment Data; FCAT SSS data.
4	4. All students will be given additional opportunities to strengthen Math skills through after school tutoring and Saturday camp. Students with special needs, including ESE, Special Diploma, ELL, and the lowest 25th percentile will be encouraged to attend.	1. AP- Math-Ann Rocco Math Dept Chair-- Linda Coel	4. Attendance records at afternoon tutoring sessions and Saturday camps	4. Attendees' Learning gains on the Math FCAT SSS. Students' participation in the program.
5	5. Math teachers will incorporate currently available technology into their classroom instruction.	1. AP- Math-Ann Rocco Math Dept Chair-- Linda Coel	5. Documentation in lesson plans. Classroom observations and Walk Throughs.	5. Classroom Assessment data and Math FCAT SSS data.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
By June 2010, 80% of the lowest quartile of 9th and 10th grade students will make learning gains as measured by FCAT Math SSS.	Math teachers will participate in staff development activities to familiarize themselves with the new math standards, Grade 9-12 bodies of Knowledge.	AP- Math Math Dept Chair	March 2010	Lesson plans, discussions, and documentation of inclusion of items in classroom assessments. Classroom Walkthrough Data Discussions	AP- Math Math Dept. Chair

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
BEEP Learning Village Amsco Integrated Algebra 1 book (45 paperback books)	District Distribution of Materials	\$0.00
Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
TDAs to be used for teacher coaching for onsite professional development	Accountability funds	\$680.00
Total: \$680.00		
Other		
Description of Resources	Funding Source	Available Amount
FCAT Camp and After School Tutoring	Accountability funds	\$3,000.00
Total: \$3,000.00		
Final Total: \$3,680.00		

Science Goal

Needs Assessment: Based on School Grade Data:
 Did the total percent proficient increase or was the percent proficient maintained?
 What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Cooper City High School's students demonstrated a proficiency level of 47% in Science, reflecting an increase of 4% from the previous school year		By June of 2010, 54% of students in grade 11 will score a level 3 or higher as measured by FCAT Science		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. grade 9, 10 and 11 students will receive a relevant science review incorporated into the science curriculum that teachers develop through sharing of best practices, peer observations and common planning	Science AP--Gregory Pluim Science chair-- Juanita Farmer	1. Classroom Walkthroughs Science Department PLC Discussion/evaluation of student progress County developed curriculum map	1. Teacher designed end of course exams Teacher developed reading response activities w/ higher order thinking/questioning
2	2. FCAT Crunch Calendar will continue to be developed incorporating reading strategies into science curriculum through supplemental readings	Science AP--Gregory Pluim Science chair-- Juanita Farmer	2. Classroom Walkthroughs Science Department PLC Discussion/evaluation of student progress County developed curriculum map	2. District developed mini-assessments Teacher developed reading response activities w/ higher order thinking/questioning
3	Incorporate use of district resources such as BEEP, honors research labs and science kits that require hands on exploration and the integration of a lab template	Science AP--Gregory Pluim Science chair-- Juanita Farmer	Classroom Walkthroughs	1. District developed mini-assessments Teacher designed end of course exams

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
By June of 2010, 11th grade students will demonstrate a proficiency level of 50% in science or a level 3 or above	Science Learning Community Collaboration to develop relevant content reading strategies	Science AP--Gregory Pluim Dept Chair-- Juaniat Farmer	Beginning August 2009 and completion date of March 2010	Science PLC Discussions Classroom Walkthrough Data Discussion Student Mini Achievement Data	DS Science AP--Gregory Pluim Dept Chair-- Juaniat Farmer

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Consumable Lab Materials	Partners	\$0.00
Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Professional Development		
Description of Resources	Funding Source	Available Amount

No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
FCAT Prep Material	Reading Funds	\$200.00
		Total: \$200.00
		Final Total: \$200.00

End of **Science** Goal

Writing Goal

Needs Assessment:	Based on School Grade Data: Did the total percent proficient increase or was the percent proficient maintained? What clusters/strands showed decrease in proficiency?
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Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
78% in writing at 4.0 and above, reflecting a decrease of 6% in Writing from the previous school year.		By June 2010, 81% of grade 10 students will score a 4.0 or higher as measured by FCAT writing with specifically addressing SWD increasing 7%.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. All 9th and 10th grade English teachers will be trained to write FCAT like writing prompts	1. Assistant Principal responsible for writing curriculum--AP	1. Departmental PLC discussions with Department Head and Assistant Principal	1. Classroom Walkthrough and data chats
2	2. All 9th and 10th grade English teachers will be trained to implement peer grading and evaluate FCAT like writing responses based on the FCAT writing Rubric	2. Assistant Principal responsible for writing curriculum	2. Departmental PLC discussions with Department Head and Assistant Principal	2. Classroom Walkthrough
3	3. All 9th and 10th grade students will be coached to utilize pre-writing graphic organizers to increase focus, organization and the use of details in writing with their English and Writing classes.	4. Assistant Principal responsible for writing curriculum--Anthony Valachovic Lead Writing teacher --Sue Margolin/Mike Hrabak English Teachers	4. Departmental PLC discussions with Department Head and Assistant Principal Assessment of student performance	4. FCAT Writing Rubrics Classroom Walkthrough
4	4. All students in grade 9-12 will analyze essays written in their specific assessment areas such as FCAT, CPT, and SAT using peer evaluation and sample students essays	5. Assistant Principal responsible for writing curriculum--Anthony Valachovic Department Chair--Sue Margolin/Mike Hrabak	5. Departmental PLC discussions with Department Head and Assistant Principal Assessment of student performance	5. FCAT Writing Rubrics Student Performance Samples

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
June 2010, 90% of the 10th grade students will score a 3.5 or higher on the FCAT writing assessment.	All 9th and 10th grade English teachers will be trained to write FCAT like writing prompts Teacher will meet to grade prompts and analyze for strength and weakness	Assistant Principal responsible for writing curriculum	Teacher Planning Fall of 2009	FCAT Writing Rubrics Classroom Walkthrough	Assistant Principal responsible for writing curriculum Department Chairs English Teachers Assistant Principal

June 2010, 90% of the 10th grade students will score a 3.5 or higher on the FCAT writing All 9th and 10th grade English teachers will be trained Evaluate FCAT like writing responses based on the FCAT writing Rubricassessment.	All 9th and 10th grade English teachers will be trained Evaluate FCAT like writing responses based on the FCAT writing Rubric	Assistant Principal responsible for writing curriculum	Teacher Planning Fall of 2009	FCAT Writing Rubrics Classroom Walkthrough	responsible for writing curriculum Department Chairs English Teachers
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Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
TDA's	Accountability Funds	\$500.00
Total: \$500.00		
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Final Total: \$500.00		

End of Science Goal

Parent Involvement Goal

Needs Assessment:	Based on information from School Grade and Adequate Yearly Progress Data: Were parent involvement activities and strategies targeted to areas of academic need? Based on information from surveys, evaluations, agendas, or sign-ins: Was the percent of parent participation in school activities maintained or increased from the prior year? Generally, what strategies or activities can be employed to increase parent involvement?
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Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Average participation in 2008-2009 SAF meetings constitutes 4 members		By June 2010, increase parent participation by 100% in SAF meetings for the 2009-2010 school year		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1.Recruit parents for participation in SAF	1.SAC Chair SAF Chair AP over SAC Principal	1.Monitor parent participation	1. Attendance Sheets
2	2. Involve parents in planning of SAF events and meetings	2.SAF Chair	2. Brainstorm session and parent feedback	2. Meeting Minutes
3	3. Advertise SAF events and meetings throughout community via parent link, school web site and news letters	3.SAF Chair SAC Chair AP over SAC Principal	3.Monitor publicity and parent participation	3. Evidence of parent link, website, newsletter and parent participation

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Increase parent participation in SAF meetings for the 2009-12010 school year by 100%	Shared Decision Making for SAF parent members	SAF chair	October 1, 2009	Observe and monitor evidence of shared decision making	SAF Chair SAC Chair AP over SAC Principal

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Final Total: \$0.00		

End of Parent Involvement Goal

Other Goals

Freshman Corral Goal:

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on promotion criteria in 2008-2009, 96% of Cooper City High School's 9 graders were promoted to the 10th grade		By June 2010, 75% of grade 9 at risk students will be promoted to the 10th grade		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Students scheduled into appropriate classes based upon FCAT, BAT, DAR and Fluency data.	1. Master Scheduler- Ann Rocco Guidance Director-- Sharon Friedlander Reading Coach-- Darilyn Brown AP - Reading Anthony Valachovic	1. Guidance Counselor, Reading Coach, and Math Couch to verify the students have been correctly scheduled based upon achievement data.	1. Master Schedule Virtual Counselor Class Rosters
2	2. All 9th grade students will participate in Pathways classes focusing on career exploration, workforce readiness, goal setting, time management, study skills, tolerance, motivation, and learning styles. The 9th grade Guidance Counselor will establish individual success plans with all 9th grade at risk students during the 1st quarter of the 2009-2010 school year. Success plans will take into account 2009 FCAT results, as well as student learning styles, work habits and attendance.	2. Master Scheduler- Ann Rocco Guidance Director-- Sharon Friedlander Reading Coach-- Darilyn Brown AP gr 9- Julie Biancardi Pathways Teachers	2. Master Scheduler and Guidance Counselor to verify that all 9th grade students are scheduled into Pathways classes. Guidance Counselor and AP to coordinate and verify student participation in program and pretest. Guidance Counselor and AP to coordinate and verify establishment of student success plans. Guidance Counselor and AP to monitor student performance based upon Success Plan.	2. Student performance in Pathways classes. Student participation in program and pretest. Development of and adherence to success plans.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
By June 2010, 75% of Cooper City High School's 9th grade at risk students will be promoted to the 10th grade.	Using Data to Identify and Service students of level 1&2 and AYP subgroups.	AP Ms. Biancardi- 9th Grade	August 2009 to March 2010	Monthly teacher participation. Teacher presentation of student work. Group discussion/ analysis of student achievement, attendance, grades, and behavior data.	AP- 9th Grade
	Student Motivation	Guidance Counselor - 9th Grade- Ms. Childs			Guidance Counselor - 9th Grade
	Student Engagement	ESE Support Specialist - 9th Grade- Dr. Jones			ESE Support Person- 9th Grade
	Differentiated Instruction	Reading Coach- Darilyn Brown			Reading Coach
	Student Attendance Rates	Math Coach			Math Coach
	Student Failure Rates				Teacher Leaders - 9th Grade
Student Behavior					

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
Professional Development--Peer Observations	None	\$0.00
Total: \$0.00		
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Final Total: \$0.00		

End of Freshman Corral Goal

Advance Placement Goal:

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Participation in AP courses for the general population at CCHS is 25%		By June 2010, increase by 5% participation for all students in advance placement courses		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Utilize the AP Potential and College Readiness reports	1. Guidance--Sharon Friedlander	1. At least 75% of those identified enroll in AP courses	1. AP Potential and College Readiness reports + course requests
2	2. Parent Night	2. Guidance--Sharon Friedlander	2. At least 100 parents attend	2. Sign in sheet
3	3. Individual meetings with students (registration) and add 2 new Ap courses	3. Guidance--Sharon Friedlander	3. At least 75% of those identified enroll in AP courses	3. Course requests

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Participation in AP courses for the diverse population of CCHS, i.e. Black .5%, Hispanic 4%, Asian 3%, Multi-Racial and Other .4%		By June 2010, increase participation to more closely reflect the school non-white population, i.e. Black 5%, Asian 5% Hispanic 19%, Multi-Racial 2%, Other 2%		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Utilize the AP Potential and College Readiness reports	1. Guidance--Sharon Friedlander	1. At least 75% of those identified enroll in AP courses	1. AP Potential and College Readiness reports + course requests
2	2. Special invitation to Parent Night	2. Guidance--Sharon Friedlander	2. At least 100 parents attend	2. Sign in sheet
3	3. Individual meetings with students and/or parents (registration)	3. Guidance--Sharon Friedlander	3. At least 75% of those identified enroll in AP courses	3. Course requests

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Performance in AP courses for the general population at CCHS is 51%		June 2010, increase by 5% the number of students who score a 3 or better on the Advance Placement Test		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
	1. Create vertical teams			

1	and AP learning communities within CCHS to identify and build student skills	1. Administration-- Grade 12 AP Anthony Valachovic	1. Meet at least 2 times the first year	1. Skills flow chart
2	2. Collaborate with middle school teachers of gifted and honors students to identify and build skills	2. AP teachers and department heads, including Guidance	2. Meet at least 2 times the first year	2. Skills flow chart
3	3. Provide opportunities for AP teachers to attend strategy workshops and observe other AP teachers	3. Administration-- Grade 12 AP Anthony Valachovic Advanced Academics Department	3. 75% of AP teachers apply for AP institute training or to observe other AP teachers in this school and others	3. Participation in training (TDAs) and presentations at department meetings
4	4. Provide student support, i.e. tutoring	3. Administration and Advanced Academics Department	4. 10% increase in AP grades of "3" or higher	4. AP grades

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
Increase the number of students who score a "3" or better	Participation in AP content training and presentations at department meetings of best practices	Best Practices AP Teachers, in conjunction with the College Board	August 2009 to March 2010	Action plan Classroom walk-throughs	Administration Department Chairs AP Learning Community (vertical team)

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
No budget impact at the school level		\$0.00
TDA's for Verticle Teams Workshop and Peer Site visits	Accountability Advance Programs	\$1,240.00
Total: \$1,240.00		
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Final Total: \$1,240.00		

End of Advance Placement Goal

Graduation Rate Goal:

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement	
Based on the 2008-2009 graduation requirements, 74% of 11th and 12th graders met the graduation requirement on the FCAT retake in Reading		By June 2010, 75% of at risk grade 11 and 12 students will meet graduation requirements in math and reading	
Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1. All 11th and 12th grade students who have not met the FCAT graduation			

1	requirement will be assessed using teacher made or district adopted mini assessments aligned with Sunshine State Standards and based on content area instruction.	1. Reading Coach, Teachers	1. Administration/teacher data chat information sheets and Pinnacle	1. Virtual Counselor reports and mini-assessment data chat sheets
2	2. All 11th and 12th grade students who did not pass the FCAT will receive reading interventions through their Intensive Reading and Language Arts classes with personalized support from their Guidance Counselor, as well as access to after school tutoring and Saturday FCAT Camp.	2. Reading Coach, Teachers, Administration, Guidance Counselors	2. Tutoring attendance sheets monitored and FCAT Saturday attendance reviewed	2. Teachers will receive the rosters from the FCAT Saturday camp and monitor student attendance.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
By June 2010, 75% of at risk grade 11 and 12 students will meet graduation requirements in math and reading	Reading in the Content Area Reading Strategies	Reading Coach Various staff members presenting be practices- Classroom Teacher	8/20/09-ongoing 10/10/09 and ongoing 11/02/09 and ongoing	Sign in sheets, Department meeting minutes and agendas, CWT observ	Reading Coach, Department Chairs Administration

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Other		
Description of Resources	Funding Source	Available Amount
Share of best practices from other high performing high schools	Advance Programs	\$0.00
Total: \$0.00		
Final Total: \$0.00		

End of **Graduation Rate Goal**

FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Mathematics	BEEP Learning Village Amsco Integrated Algebra 1 book (45 paperback books)	District Distribution of Materials	\$0.00
Science	Consumable Lab Materials	Partners	\$0.00
			Total: \$0.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Total: \$0.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	TDA for Staff Development	Accountability Funds	\$2,720.00
Mathematics	TDA's to be used for teacher coaching for onsite professional development	Accountability funds	\$680.00
Writing	TDA's	Accountability Funds	\$500.00
Freshman Corral	Professional Development--Peer Observations	None	\$0.00
Advance Placement	No budget impact at the school level		\$0.00
Advance Placement	TDA's for Verticle Teams Workshop and Peer Site visits	Accountability Advance Programs	\$1,240.00
			Total: \$5,140.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	FCAT Camp and After school Tutoring	Accountability Funds	\$3,000.00
Mathematics	FCAT Camp and After School Tutoring	Accountability funds	\$3,000.00
Science	FCAT Prep Material	Reading Funds	\$200.00
Graduation Rate	Share of best practices from other high performing high schools	Advance Programs	\$0.00
			Total: \$6,200.00
			Final Total: \$11,340.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

Intervene
 Correct II
 Prevent II
 Correct I
 Prevent I
 NA

[Show Attached school's Differentiated Accountability Checklist of Compliance](#)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Reading	2000
Writing	1000

Science	2000
Graduation Rates	2000
Advance Placement Academics	2000

Describe the Activities of the School Advisory Council for the Upcoming Year

The SAC committee is dedicated to the fulfillment of the stated SIP goals, monitoring effective schools practices in effort to develop 2nd generation correlate programs, and monitoring the quality of education provided by Cooper City High School; the SAC is charged with identifying issues affecting the quality of education at Cooper City High School and resolving these issues with effective practices.

SAC Members

Members

- 1) Doll, Wendy, Principal
- 2) Elder, James (Social Studies), SAC Chair
- 3) Puig, Janessa (Fine Arts), SAC Chair
- 4) Lopez, Anthony, Student
- 5) Smith, Catlyn, Student
- 6) Friedlander, Sharon, Teacher
- 7) Brown, Darilyn (Reading Coach), Teacher
- 8) Coel, Linda (Math Dept. Chair), Teacher
- 9) Farmer, Juanita (Science Chair), Teacher
- 10) Suzanne Margolin (English), Teacher
- 11) Eisinger, Debby, Business Member
- 12) Auffret, Nicole, Business Member
- 13) Watson, James, Business Member
- 14) Churnetski, Amy, Parent
- 15) Rio, Sonya, Parent
- 16) Stecher, Janet, Parent
- 17) Tahseen, Nighat, Parent
- 18) Olson, Beth, Parent
- 19) Tripodo, Ivy, Parent
- 20) Kamenetsky, Rona, Parent
- 21) Libanoff, Janie, Parent
- 22) Morganstine, Robin, Parent
- 23) Schultze, Steven, Parent
- 24) Green, Lori, Parent
- 25) Feldman, Steve, Parent
- 26) Austin, Tammy, Parent
- 27) Hoagland, Stacy, Community Member

28) Richardson, John, School Support Personnel

29) Ifede, Tawanda, School Support Personnel

30) Turni, Cynthia, Union Steward

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Broward COOPER CITY HIGH SCHOOL 1931													
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 1158 Math: 1156		2008-2009 School Grade ¹ : B		Did the School make Adequate Yearly Progress?		NO							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?		Increased Graduation Rate ³ by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math			
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2008	2009	Y/N	2008	2009	Y/N	2008	2009	Y/N	2008	Y/N	2009	Y/N			
TOTAL ⁴	99	Y	99	Y	61	N	88	Y			Y	81	90	Y	35	39	N	11	12	NA	61	N	88	NA			
WHITE	99	Y	99	Y	64	N	90	Y			Y	85	92	Y	33	36	N	9	10	NA	63	N	90	NA			
BLACK	98	Y	100	Y		NA		NA			NA			NA		NA				NA							
HISPANIC	100	Y	100	Y	54	N	83	Y			Y	68	86	Y	41	46	N	15	17	NA	56	N	84	NA			
ASIAN	99	Y	99	Y		NA		NA			NA			NA		NA				NA							
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA		NA				NA							
ECONOMICALLY DISADVANTAGED	98	Y	98	Y	48	N	74	Y	91	91	Y	56	78	Y	55	52	N	21	26	NA	50	N	76	NA			
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA			NA		NA				NA							
STUDENTS WITH DISABILITIES	95	Y	95	Y		NA		NA	72	69	N	48	74	Y						NA							

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Broward COOPER CITY HIGH SCHOOL 1931													
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 1173 Math: 1171		2007-2008 School Grade ¹ : A		Did the School make Adequate Yearly Progress?		NO							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?		Increased Graduation Rate ³ by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math			
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N			
TOTAL ⁴	99	Y	99	Y	65	Y	89	Y			Y	84	81	N	43	35	NA	14	11	NA	65	NA	93	NA			
WHITE	99	Y	99	Y	67	Y	91	Y			Y	87	85	Y	41	33	NA	13	9	NA	66	NA	93	NA			
BLACK	99	Y	100	Y		NA		NA			NA	77	59	N		NA				NA							
HISPANIC	99	Y	99	Y	59	Y	85	Y			Y	76	68	N	48	41	NA	16	15	NA	59	NA	93	NA			
ASIAN	100	Y	100	Y		NA		NA			Y			NA		NA				NA							
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA		NA				NA							
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	45	N	79	Y	92	91	Y	72	56	N	63	55	NA	27	21	NA	49	NA	89	NA			
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA			NA		NA				NA							
STUDENTS WITH DISABILITIES	97	Y	97	Y		NA		NA	67	72	Y	64	48	N						NA							

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Broward COOPER CITY HIGH SCHOOL 1931													
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 1192 Math: 1189		2006-2007 School Grade ¹ : B		Did the School make Adequate Yearly Progress?		NO							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?		Increased Graduation Rate ³ by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math			
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N			
TOTAL ⁴	99	Y	99	Y	57	Y	86	Y	91	Y	85	84	N	43	43	NA	16	14	NA	59	NA	87	NA				
WHITE	99	Y	99	Y	59	Y	87	Y	92	Y	87	87	Y	41	41	NA	15	13	NA	60	NA	88	NA				
BLACK	100	Y	100	Y		NA		NA			NA	73	77	NA		NA				NA							
HISPANIC	99	Y	99	Y	52	Y	84	Y	88	Y	77	76	N	53	48	NA	20	16	NA	51	NA	90	NA				
ASIAN	100	Y	100	Y		NA		NA			NA	77	88	Y		NA				NA							
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA		NA				NA							
ECONOMICALLY DISADVANTAGED	98	Y	98	Y	37	N	73	Y	91	92	Y	59	72	Y	63	NA	26	27	NA	49	NA	82	NA				
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA	40	66	NA		NA				NA							
STUDENTS WITH DISABILITIES	97	Y	97	Y		NA		NA	68	67	N	50	64	Y						NA							

SCHOOL GRADE DATA

Broward School District COOPER CITY HIGH SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	63%	90%	92%	50%	295	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	58%	79%			137	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within

						Level 1 or 2
Adequate Progress of Lowest 25% in the School?	42% (NO)	70% (YES)			112	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake	84%	90%			10	If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
Points Earned					554	
Percent Tested = 99%						Percent of eligible students tested
School Grade					B	Grade based on total points, adequate progress, and % of students tested

Broward School District COOPER CITY HIGH SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	69%	93%	94%	46%	302	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	69%	83%			152	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	56% (YES)	78% (YES)			134	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake	74%	78%			10	If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
Points Earned					598	
Percent Tested = 98%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

Broward School District COOPER CITY HIGH SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	61%	90%	90%	44%	285	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	58%	79%			137	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	46% (NO)	75% (YES)			121	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake	62%	58%			10	If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
Points Earned					553	
Percent Tested = 99%						Percent of eligible students tested
School Grade					B	Grade based on total points, adequate progress, and % of students tested