San Antonio Independent School District

Cooper Academy

2019-2020

Accountability Rating: F

Mission Statement

The mission of Cooper Academy is to empower all students to master all content areas, graduate and focus on post high school educational and career opportunities.

Vision

Cooper Academy at Navarro strives to create a safe learning environment that instils responsibility, self-reliance and the skills to overcome past and future obstacles.

Value Statement

My past is not my future.

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Comprehensive Needs Assessment

Revised/Approved: May 03, 2019

Demographics

Demographics Summary

Cooper Academy at Navarro is a non-traditional dropout prevention and recovery high school named after James Fenimore Cooper and located in the historical buildings named after Texas Statesman, Jose Antonio Navarro. Cooper Academy at Navarro serves students between the ages of 15 -25 who have previously dropped out or who are at risk of not completing high school with their cohort. Here students are given the opportunity to complete their remaining coursework, enabling them to attain their high school diplomas. The school has three satellite classrooms located at Jefferson United Methodist Church, Sam Houston High School and Charles C. Ball Academy to expand its reach and serve more students. Cooper Academy at Navarro provides support and educational opportunities to students who find themselves lost in their journey to completing high school. The teachers and staff at Cooper Academy at Navarro provide these students a second chance to achieve success. The school motto, “My past is not my future”, exemplifies the spirit of our Cooper students. Additionally, Cooper Academy at Navarro also offers students opportunities to earn certifications in the areas of CNA, CompTIA ITF, OSHA general and OSHA construction. The Phoenix Middle College is part of Cooper Academy at Navarro and offers students an opportunity to earn certifications while earning college credit during their last two years of high school.

We are engaged with the St. Phillips Middle College; Good Careers Academy; Wesley Nurse; University Health Systems-Robert B Green; Communities in Schools; La Familia Cortez; and United Methodist Church. Entering into a partnership with SAISD Plant Services to provide internships for Level 1 and Level 2 certifications.

Communities in Schools provides 1-on-1 counseling with our students who are and/or have been teen-age parents. This counseling service is intended to decrease the amount of 2nd births by teen parents. The United Methodist Church along with the Wesley Nurse partners with school throughout the school year in different capacities, from donations to utilizing their facilities for Health Fairs and other activities for our campus. The St Phillips Middle College allows our students to earn certifications while they are in high school and the Good Careers Academy provides the CNA certifications. 14 certifications were issued the 1st semester of the 18-19 school year and 22 certifications are anticipated for the 2nd semester of the 18 – 19 school year. The Wesley Nurse (Methodist Health Care Ministries) and the University Health Systems has been assisting students and/or relatives with Health Care that they could not otherwise afford as well as provide required College medical requirements as necessary. La Familia Cortez works with our campus by holding job fairs for our students and several of our students work/have worked for them over the years

Enrollment

This is our third year as Cooper Academy at Navarro. Compared to last year, enrollment has increased, nationalities are more or less consistent, eco

disadvantaged still high – increasing by 1.5%, , Special Education population has remained steady, At-Risk dropped 5% but is still high. 504, Homeless and LEP are consistent.

Previous Years' and Current Enrollment

2017 – 332 Students

2018 – 315 Students

2019- 384 students

Enrollment has increased due to the multiple variety of industry certifications available through the Cooper Academy at Navarro and Phoenix programs.

1st Semester: Enrollment 358 2nd Semester: Enrollment 384

Enrollment has increased from the 1st Semester to the 2nd Semester

Total Enrollment: 384

Ethnic categories by percentage:

American Indian: 0%

Asian: 0%

Black: 5%

Hispanic/Latino: 91%

White: 3%

Hawaiian/Pacific Islander: 0%

2 or more races: .02%

The main difference in Race/Ethnicity occurred with the Black population, it decreased by 4 percentage points and the Hispanic/Latino increased by 2.5 percentage points. Overall, the Race/Ethnicity has been constant.

Socioeconomic Percentage: 94% are economically disadvantaged

This increased by 1.5% compared to last year.

Special Populations/Groups

LEP: 10% Increased by 4%

ESL: 9% Increased by 4%

At Risk: 92% Decreased by 5%

Sped 5%

GT 1%

Migrant 0%

CTE 42% Increased by 9%

Homeless 8%

Pregnant 2% Decreased by 2%

PEP 10%

SPED SC 0.002

Dyslexia 6%

504 7%

Based on the aforementioned data, LEP and ESL populations increased. CTE increased due to multiple industry certification offerings and Pregnancies decreased due to Communities in Schools resource.

Total enrollment as of 5/1/19 was 600 students with 451 mobile students.

Student mobility rate is 75.17%.

Demographics Strengths

The support systems that we have in place for the mobile students is daily phone calls home, daily flexible hours for adult students, twilight school Tuesday through Thursday 4 – 8 pm. There are Saturday schools offered throughout the school year. There is an attendance committee, a Leaver Committee, an on-site Learning Center (Day Care), A Home – Community Liaison and staff that does home visits year round, a Social Worker, One to One tutoring, and PENS messaging along with VIA transportation passes.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Recruiting highly qualified part time teachers for satellite campuses. **Root Cause**: Finding retired teachers that are willing to commit to a set schedule of tutoring

Problem Statement 2: Mobility rate and attendance rate affects enrollment and progress. **Root Cause**: Students that do attend Cooper Academy at Navarro already come to us with attendance issues and high mobility rates

Problem Statement 3: Students have low attendance and graduation rates. **Root Cause**: Cooper Academy has students attending from within all SAISD attendance zones. Greater than 90% of Cooper Academy students are considered economically disadvantaged. Many over-aged students do not have adequate transportation and are unable to attend school on a regular basis. .

Problem Statement 4: Students at Cooper Academy have low attendance rates, which negatively impacts their academic progress. **Root Cause**: Greater than 90% of Cooper Academy students are considered economically disadvantaged and do not have adequate access to health care.

Problem Statement 5: Mobility rate and attendance rate affects enrollment and progress. **Root Cause**: Students that do attend Cooper Academy at Navarro already to come to us with attendance issues and high mobility rates.

Problem Statement 6: There is a need to increase the number of English Learners who are attaining "Meets" on the STAAR/EOC state assessment. Currently, 30% of students in Bilingual Education and 11% of students in ESL have achieved "Meets" on the STAAR/EOC assessments. **Root Cause**: Teachers of English Learners need to linguistically accommodate instruction by implementing high yield instructional strategies that engage students in listening, speaking, reading and writing.

Problem Statement 6: Over the last three years, over 60% of ESL(3-8) students did not meet the standard in all content areas. **Root Cause**: There is inconsistent differentiation in Tier 1 core instruction and intervention.

Problem Statement 6: Recruiting students to attend Phoenix middle college **Root Cause**: Lack of promotional materials and promotional items

Problem Statement 7: There is a need to recruit, develop, and retain high quality and experienced staff which includes teachers and administrators. **Root Cause**: A systematic approach to providing professional pathways for teachers and administrators does not currently exist.

Problem Statement 7: Many Cooper Academy students lack proper access to medical/mental health care **Root Cause**: Social economic status of Cooper

Academy students

Problem Statement 8: Improving College and Career Readiness skills for Cooper Academy at Navarro students **Root Cause**: Students struggling at Cooper Academy at Navarro, due to gaps in educational experiences.

Problem Statement 9: The current parent/family participation rate is less than 15% in activities that support learning/academic performance. **Root Cause**: Parent and family members do not feel confident to assist their child(ren) because parents/family members lack the resources.

Problem Statement 10: Cooper Academy does not have enough community partnerships and incentives for the student to encourage student engagement. **Root Cause**: The majority of students at Cooper Academy at Navarro are economically disadvantaged and many are homeless.

Problem Statement 11: Students at Cooper Academy that have been victims of sex crimes, (sexual assault, date crimes, human trafficking) have an increased drop out rate. **Root Cause**: Cooper Academy at Navarro is located in a low socioeconomic high crime rate urban area in close proximity to major Interstate highways.

Problem Statement 12: Some students at Cooper Academy have been victims of bullying. **Root Cause**: Bullying in all of its forms (Cyber, Social media, and bullying) is a nationwide epidemic facing students of all socioeconomic backgrounds.

Problem Statement 13: Need to improve our partnerships with community groups and businesses. **Root Cause**: Cooper Academy is an Alternative high school that does not have the same recognition as other high schools in SAISD. We need to work harder to get our name out into the community to spur partnerships.

Problem Statement 14: Professional development for instructional strategies for core teachers who conduct EOC remediation, focusing on differentiated instruction **Root Cause**: Students' performance on EOC exams.

Problem Statement 15: Recruiting highly qualified part time teachers for satellite Campuses. **Root Cause**: Finding retired teachers that are willing to commit to a set schedule of tutoring.

Problem Statement 16: Recruiting students to attend Phoenix Middle college **Root Cause**: Transportation of students from home school to Phoenix Middle College deters many students

Problem Statement 17: Cooper Academy students (Phoenix Middle College) do not complete 100% of the college courses for which they enroll. Less than 50% of students attending the Phoenix Middle College program receive a level 1 or level 2 industry certification. **Root Cause**: The Phoenix Middle College students struggle with the transition between their high school program and college program.

Problem Statement 18: High percentage of at-risk students that are highly mobile, which results in high absenteeism and poor performance on state mandated assessments. **Root Cause**: Teachers assigned to satellite campuses do not have land line telephones and unable to contact parents and students.

Problem Statement 19: Biology EOC pass rates fall below 80% **Root Cause**: Historical low performance of students, absences, transitory patterns of

student population

Problem Statement 20: US History EOC pass rates fall below 80% **Root Cause**: Historical low performance of students, absences, transitory patterns of student population

Problem Statement 21: English I passing rates fall below 30% **Root Cause**: Historical low performance of students, absences, transitory patterns of student population

Problem Statement 22: Algebra I passing rates fall below 45% **Root Cause**: Historical low performance of students, absences, transitory patterns of student population

Student Academic Achievement

Student Academic Achievement Summary

Student Achievement Summary

Student Group Scores (TAPA Report 2018):

Black/African American: Algebra (27% passed); Biology (40% passed); English I (30% passed); English II (25% passed); U.S. History (40% passed).

Hispanic: Algebra (43% passed); Biology (31% passed); English I (30% passed); English II (23% passed); U.S. History (59% passed).

Eco Dis: Algebra (38% passed); Biology (33% passed); English I (30% passed); English II (24% passed); U.S. History (58% passed).

ELL: Algebra (67% passed); Biology (13% passed); English I (25% passed); English II (22% passed); U.S. History (50% passed).

A significant difference in passing rates exists between the Black/African American group and the Hispanic group outperforming in terms of the Algebra I (27% v 43%) and US History (40% v 59%) passing rates. The Black/African American subgroup outperformed Hispanic subgroup in Biology(40% v 31%), English I and English II did not show a significance difference in passing rates. The Black/African American group is a smaller group in terms of membership.

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English I (2015) – 36% passed

English I (2016) – 6% passed

English I (2017) – 20% passed

English I (Dec 2018) – 30% passed

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English II (2015) – 21 retesters passed

English II (2016) – 19% retesters passed

English II (2017) – 21% retesters passed

English II (Dec 2018) – 24% retesters passed

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Algebra I (2015) – 20% passed

Algebra I (2016) – 17% passed

Algebra I (2017) – 22% passed

Algebra I (Dec 2018) – 47% passed

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Biology (2015) – 17% retesters passed

Biology (2016) – 61% retesters passed

Biology (2017) – 24% retesters passed

Biology (Dec 2018) – 45% retesters passed

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US History (2015) – 39% retesters passed US History (2016) – 62% retesters passed

US History (2017) – 51% retesters passed

US History (Dec 2018) – 50% retesters passed

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EOC students and scores show the biggest growth in the Biology and Algebra I passing rates with a gain of over 20% from 2017 to Dec 2018.

Comparing 2017 to Dec 2018, English I passing rates increased by 10% and English II climbed 3 percent. History Passing rates remained steady at 50% in Dec. 2018 from 51% in all of 2017.Tutoring – before, during, and after school; during Twilight hours and Saturday school. Tutoring continues throughout the extended year (Summer school).

Corrective instruction/one-to-one tutoring sessions

Dedicated time for tutoring as follows:

1st semester: English I and II (9:15-10:15); Algebra (10:15-11:15); US History (1:10-2:10); Biology (2:10-3:05)

2nd semester: Algebra I (9:15-10:15); English I and II (10:15-11:15); Biology (12:20-1:15); US History (1:15-2:10)

Informed leadership – teachers have access to resources

Professional development helps teachers share strategies and collaborate on effective teaching strategies

Accelerated instruction allows students to work at an individual pace. Students are able to track progress through individual assignment calendars and progress bars set by target dates. Students are assigned classes by counselors and teachers follow the learning lab form when enrolling students into courses offered through the Edgenuity online program. Students are required to earn an overall grade of 80% in order to receive credit for an attainment course. Students are required to earn an overall grade of 70% in order to receive credit for a credit recovery course.

Individual student needs are identified through transcript grades, counselor assessments, past STAAR/EOC content scores, overall Edgenuity assignment and quiz grades, MAP scores, TSI scores, Eduphoria created assignments/assessments

Students are supported academically through one-to-one interactions with teachers, special education support staff, counselors, parenting team, parent-family liaison, social worker, and senior college advisor. Academic support and tutoring are available through scheduled remediation as well as individual conferencing with student.

Students are at higher risk of dropping out of school without academic, motivational and social & emotional support,. Student's lack of parental support, poor attendance, lack of motivation, inefficiencies in academic skills and lack of previous expierence with being sucessful in the school setting. PBIS team will model and reward positive behavior, through demonstratios, field trips and in class presentations.

Student Academic Achievement Strengths

Comparing the EOC Scores for English I and II, Algebra and Biology, significant increases have been achieved from the 2017-18 school year to the December of 2018 EOC scores and Spring of 2019 school year.

English increased from 22% in 2017-2018 to 30% during the 2018-2019 school year. Algebra increased from 47% in the 2017-2018 school year to 52% during the 2018-2019 school year. Biology went from 24% in 2017-2018 to 53% during the 2018-2019 school year. US History went from 50% during the 2017-2018 school year to 75% during the 2018-2019 school year. The amount of meets and masters also dramatically improved during the school year.

These gains can be linked back to the targeted EOC remediation sessions, the one on one before/afterschool and Saturday tutoring sessions. Teachers

actively planned together during common planning periods and PLCs. Students being counseled by the college advisor, PBIS team, the CNA program and the attendance strategies implemented by the campus staff. The college and career readiness fieldtrips to local colleges, universities, businesses and to the Newcomb's Ranch (team building, motivational exercises), had a positive impact on student academic achievement.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Algebra I passing rates fall below 45% **Root Cause**: Historical low performance of students, absences, transitory patterns of student population

Problem Statement 2: English I passing rates fall below 30% **Root Cause**: Historical low performance of students, absences, transitory patterns of student population

Problem Statement 3: English II EOC passing rates fall below 30% **Root Cause**: Historical low performance of students, absences, transitory patterns of student population

Problem Statement 4: US History EOC pass rates fall below 80% **Root Cause**: Historical low performance of students, absences, transitory patterns of student population

Problem Statement 5: Biology EOC pass rates fall below 80% **Root Cause**: Historical low performance of students, absences, transitory patterns of student population

Problem Statement 6: Graduation rate for Cooper Academy at Navarro is below 50%. **Root Cause**: High percentage of at-risk students that are highly mobile, which results in high absenteeism and poor performance on state mandated assessments.

Problem Statement 7: High percentage of at-risk students that are highly mobile, which results in high absenteeism and poor performance on state mandated assessments. **Root Cause**: Teachers assigned to satellite campuses do not have land line telephones and unable to contact parents and students.

Problem Statement 8: Cooper Academy students (Phoenix Middle College) do not complete 100% of the college courses for which they enroll. Less than 50% of students attending the Phoenix Middle College program receive a level 1 or level 2 industry certification. **Root Cause**: The Phoenix Middle College students struggle with the transition between their high school program and college program.

Problem Statement 9: After high school graduation, less than 50% of Cooper Academy students (Phoenix Middle College) register and attend a 4 year college or university program. **Root Cause**: Great than 90% of the students attending Cooper Academy are considered economically disadvantaged; thus, are not exposed to the university experience.

Problem Statement 10: Professional development for instructional strategies for core teachers who conduct EOC remediation, focusing on differentiated instruction **Root Cause**: Students' performance on EOC exams.

Problem Statement 11: Recruiting students to attend Phoenix Middle college **Root Cause**: Transportation of students from home school to Phoenix Middle College deters many students

Problem Statement 11: Students are challenged to meet the academic goals identified by the state. **Root Cause**: The SAISD community is a high poverty district promoting an unstable community affecting the child's ability to learn

Problem Statement 12: Recruiting students to attend Phoenix middle college **Root Cause**: Lack of promotional materials and promotional items

Problem Statement 12: Students are challenged to meet the academic goals identified by the state. **Root Cause**: The SAISD community is a high poverty district promoting an unstable community affecting the child's ability to learn

Problem Statement 13: Need to improve our partnerships with community groups and businesses. **Root Cause**: The majority of students at Cooper Academy at Navarro are economically disadvantaged and many are homeless.

Problem Statement 14: Improving College and Career Readiness skills for Cooper Academy at Navarro students **Root Cause**: Students struggling at Cooper Academy at Navarro, due to gaps in educational experiences.

Problem Statement 15: Students that attend Cooper Academy do not have the same access to vocational classes as other students in SAISD. **Root Cause**: Many of Cooper Academy's students are over aged and not eligible to participate in traditional vocational classes offered by SAISD.

Problem Statement 16: Some students at Cooper Academy have been victims of bullying. **Root Cause**: Bullying in all of its forms (Cyber, Social media, and bullying) is a nationwide epidemic facing students of all socioeconomic backgrounds.

Problem Statement 17: Students at Cooper Academy that have been victims of sex crimes, (sexual assault, date crimes, human trafficking) have an increased drop out rate. **Root Cause**: Cooper Academy at Navarro is located in a low socioeconomic high crime rate urban area in close proximity to major Interstate highways.

Problem Statement 18: Students are at higher risk of dropping out of school without academic, motivational and social & emotional support **Root Cause**: Lack of parental support, poor attendance, lack of motivation and inefficiencies in academic skills and success

Problem Statement 19: Funding for peripheral hardware and software for the enhancement of student learning, and to ensure the reinforcement of 21st century skills **Root Cause**: Student focused online learning, reinforcement of 21st century skills

Problem Statement 20: Funding for continuous updating of peripheral hardware and software **Root Cause**: Technology breaks and becomes old and/or outdated

Problem Statement 21: Low passing rates on EOC exams. **Root Cause**: Students who attend Cooper Academy have academic deficits in the core subjects

Problem Statement 22: Over the last three years, over 60% of ESL(3-8) students did not meet the standard in all content areas. **Root Cause**: There is

inconsistent differentiation in Tier 1 core instruction and intervention.

Problem Statement 23: Students at Cooper Academy have low attendance rates, which negatively impacts their academic progress. **Root Cause**: Greater than 90% of Cooper Academy students are considered economically disadvantaged and do not have adequate access to health care.

Problem Statement 24: Students have low attendance and graduation rates. **Root Cause**: Cooper Academy has students attending from within all SAISD attendance zones. Greater than 90% of Cooper Academy students are considered economically disadvantaged. Many over-aged students do not have adequate transportation and are unable to attend school on a regular basis. .

Problem Statement 25: Mobility rate and attendance rate affects enrollment and progress. **Root Cause**: Students that do attend Cooper Academy at Navarro already come to us with attendance issues and high mobility rates

School Processes & Programs

School Processes & Programs Summary

Bi-weekly teacher created assessments are conducted to measure student achievement. These assessments are created by using the online system, “Eduphoria,” an online platform used by teachers to access curriculum documents in order to monitor student progress. The assessment questions created through Eduphoria come from the TEKS Resources Data Base, and previously released EOC STAAR assessments. Student assessments are being used effectively. The assessment data reflects areas in which a student struggles, teachers can pinpoint the areas that need remediation, and guide students through additional lessons on Edgenuity or through small group remediation sessions.

The use of online platforms, like Eduphoria and Edgenuity drives student achievement, allows teachers, staff, grade levels, departments, campuses, the district, and students to track progress for students. Through Edgenuity these entities track progress by accessing “Progress Reports” 24 hours a day, 7 days weeks. The progress report provides the course grade, and indicates if the student is on track to complete the course on time.

Teachers use backwards planning and the gradual release model to ensure students are successful on their STAAR EOC exams. These strategies are supported by scientifically based research such as COLOSO, backwards planning, and the Gradual Release Model are aligned with this improvement plan.

The campus leadership team attended a summer leadership professional development to discuss 5 year goals. The superintendent discussed his goals for the district, and as campus high school teams, we worked throughout the day to create goals that were aligned to the district goals. The district goals were stated in a five-year plan.

The District 2015-2020 5 year goals are:

(1) Increase the percent of campuses rated high performing (B or higher) under State accountability standards. 5-Year Goal: A-B

(3) Increase the passing rate of prior year failures. 5 Year Goal: 60%

(4) Increase the percent of HS students who complete an AP/IB/Dual Credit or CTE coherent sequence of courses. 5-Year Goal: 90%

(5) Increase on-time 4-year graduation rates and decrease dropout rates. 5-Year Goal: 90%, less than 10%.

(6) Increase performance at the highest level on State assessments (Advanced Level III)

5-Year Goal 30%

(7) Increase AP/IB participation and performance. 5-Year Goal: 30%, 59%

(7) EOC Performance. 5-Year Goal: 100% (This is broken into three categories.)

(8) Increase SAT/ACT college ready performance. 5-Year Goal: 43%

(9) Increase the percent of graduates who complete their first year of college without remediation. 5-Year Goal: 74%

(10) Increase the percent of graduates attending College, 4-year, and Tier One Universities. 5-Year Goal: 80%, 50%, 10%

At Cooper Academy the following goals were approved for the 2018-2019 school year.

- Increase EOC performance from prior year failures by 15%.
- Increase 4, 5, and 6-year graduation rate by 15%.
- Decrease dropout rate by 10%.
- Increase the campus attendance rate by 10%.
- Increase college readiness
- Increase student college ready performance in Math and ELA (TSI) by 20%.
- 100% of seniors will complete FAFSA, Apply Texas and TSI.
- Increase the number of students graduating with a recommended or foundation diploma by 20%.
- Offer four certification courses per semester through a partnership Good Careers Academy

Data sources used to monitor progress will be EOC scores, FAFSA applications, TSI tests taken, MAP testing, attendance records, 4,5, and 6-year graduation rates, monitoring number of graduates who graduate with a recommended or foundations diploma, PSAT scores, SAT scores, and IBEST participation and certification rates.

Formal leadership is structured in a traditional manner. Cooper has one principal, who is in charge of all school operations, curriculum, staff and students. Cooper has one full time counselor and a Campus Testing Coordinator. Fourteen full time teachers are responsible for instruction on all campuses, and Cooper also has seven-part time tutors to support the main campus and its four satellite campuses. Of the fourteen full time teachers, four act as the department chairs for each core area (mathematics, science, social studies, and English). The counselor and two full time teachers also have an administrator's certification.

Cooper has a CLT. The team is comprised of faculty, administration and others who make decision of a formal nature for the campus as a whole. The CLT creates the campus needs assessment, followed by the campus improvement plan. These documents reflect the needs of the campus which will ensure that our students will be successful in their educational progress.

The students at Cooper Academy are between the ages of 15 to 25. Many have children, jobs, and adult responsibilities. To help these students have more possibilities to attend school, Cooper Academy at Navarro also offers several days that the school is open later than the traditional day. Tuesday through Thursday, Cooper has a Twilight Program from 4:00-8:00 p.m. Each of these days one teacher stays late. Cooper also offers Saturday school to give students an opportunity to work on credits, make-up hours for denied credits or attend tutoring outside traditional school hours.

Instruction and learning are supported by providing staff with updated technology (i.e. computers, printers, software and Edgenuity on-line instruction and

instructional support). The updated hardware and software enhances classroom instruction, enhances training and communication between campus staff, community members, students and parents. New technology will help support all content areas to improve critical areas and at-risk populations determined by the state.

Cooper Academy staff members will attend in-state and out of state professional development sessions and conferences that provide training on research based instructional strategies designed to improve instructional practices within classrooms containing high percentage of At-Risk students; with the main objective to increase student achievement in English Language Arts and Reading, Mathematics, Science and Social Studies.

Cooper Academy at Navarro is a 100% computer based curriculum. All students have access to computers as well as online access to digital learning curriculum. Technology is available to all students so that they may interact with and obtain their credits from the Edgenuity program implemented by the district.

Teachers use technology to maintain an electronic link to students working on computer based assignments, helping support student learning by providing a means to monitor and motivate students to stay on task and complete course-work in a timely manner. Online support is offered to students through extended school hours. SAISD Technology Department will provide staff to support campus.

Teachers attend district technology training sessions and conferences that offer opportunities for all Microsoft office applications, IDataPortal, and the web. Cooper Academy at Navarro also has in-house tech training sessions provided by District Edgenuity personnel.

Perpetual technological plans for the campus are to consistently maintain and/or upgrade technological equipment for the entire campus so that students have 100% access to the digital curriculum.

School Processes & Programs Strengths

District curriculum is rigorous and relevant.

Teachers implement the curriculum with fidelity as detailed reports are generated showing all lessons completed and overall scores listed.

Teachers use research based interventions to prepare students to be successful on their STAAR EOC exams.

Teachers use the students' testing data history to pinpoint TEKS that the students are deficient in order to complete targeted interventions.

Teachers collaborate regularly to create individual prescriptive interventions.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Low passing rates on EOC exams. **Root Cause**: Students who attend Cooper Academy have academic deficits in the core subjects

Problem Statement 2: Need to improve our partnerships with community groups and businesses. **Root Cause**: The majority of students at Cooper Academy at Navarro are economically disadvantaged and many are homeless.

Problem Statement 3: Funding for continuous updating of peripheral hardware and software **Root Cause**: Technology breaks and becomes old and/or outdated

Problem Statement 4: Improving College and Career Readiness skills for Cooper Academy at Navarro students **Root Cause**: Students struggling at Cooper Academy at Navarro, due to gaps in educational experiences.

Problem Statement 5: Funding for peripheral hardware and software for the enhancement of student learning, and to ensure the reinforcement of 21st century skills **Root Cause**: Student focused online learning, reinforcement of 21st century skills

Problem Statement 6: Recruiting highly qualified part time teachers for satellite Campuses. **Root Cause**: Finding retired teachers that are willing to commit to a set schedule of tutoring.

Problem Statement 7: Recruiting students to attend Phoenix middle college **Root Cause**: Lack of promotional materials and promotional items

Problem Statement 8: Professional development for instructional strategies for core teachers who conduct EOC remediation, focusing on differentiated instruction **Root Cause**: Students' performance on EOC exams.

Problem Statement 9: Many Cooper Academy students lack proper access to medical/mental health care **Root Cause**: Social economic status of Cooper Academy students

Problem Statement 10: Graduation rate for Cooper Academy at Navarro is below 50%. **Root Cause**: High percentage of at-risk students that are highly mobile, which results in high absenteeism and poor performance on state mandated assessments.

Problem Statement 11: Cooper Academy has low parent participation in school events and Family and Community Engagement Specialist meetings. **Root Cause**: Inefficient and ineffective school to parent and community communication.

Problem Statement 12: Cooper Academy has few community partnerships. **Root Cause**: Family and Community Engagement Specialist has not been trained in the capacity of engaging and building effective partnerships with business and community members.

Problem Statement 13: Low participation of parents of students at Cooper Academy **Root Cause**: Parent activities have not been valued by the attendees; thus, resulting in fewer returning parents to the parental activities.

Problem Statement 14: The current parent/family participation rate is less than 15% in activities that support learning/academic performance. **Root Cause**: Parent and family members do not feel confident to assist their child(ren) because parents/family members lack the resources.

Problem Statement 15: Cooper Academy does not have enough community partnerships and incentives for the student to encourage student engagement. **Root Cause**: The majority of students at Cooper Academy at Navarro are economically disadvantaged and many are homeless.

Problem Statement 16: Some students at Cooper Academy have been victims of bullying. **Root Cause**: Bullying in all of its forms (Cyber, Social media, and bullying) is a nationwide epidemic facing students of all socioeconomic backgrounds.

Problem Statement 17: Students at Cooper Academy that have been victims of sex crimes, (sexual assault, date crimes, human trafficking) have an increased drop out rate. **Root Cause**: Cooper Academy at Navarro is located in a low socioeconomic high crime rate urban area in close proximity to major Interstate highways.

Problem Statement 18: Students are at higher risk of dropping out of school without academic, motivational and social & emotional support **Root Cause**: Lack of parental support, poor attendance, lack of motivation and inefficiencies in academic skills and success

Problem Statement 19: Need to improve our partnerships with community groups and businesses. **Root Cause**: Cooper Academy is an Alternative high school that does not have the same recognition as other high schools in SAISD. We need to work harder to get our name out into the community to spur partnerships.

Problem Statement 20: After high school graduation, less than 50% of Cooper Academy students (Phoenix Middle College) register and attend a 4 year college or university program. **Root Cause**: Great than 90% of the students attending Cooper Academy are considered economically disadvantaged; thus, are not exposed to the university experience.

Problem Statement 21: Cooper Academy students (Phoenix Middle College) do not complete 100% of the college courses for which they enroll. Less than 50% of students attending the Phoenix Middle College program receive a level 1 or level 2 industry certification. **Root Cause**: The Phoenix Middle College students struggle with the transition between their high school program and college program.

Problem Statement 22: High percentage of at-risk students that are highly mobile, which results in high absenteeism and poor performance on state mandated assessments. **Root Cause**: Teachers assigned to satellite campuses do not have land line telephones and unable to contact parents and students.

Problem Statement 23: Biology EOC pass rates fall below 80% **Root Cause**: Historical low performance of students, absences, transitory patterns of student population

Problem Statement 24: US History EOC pass rates fall below 80% **Root Cause**: Historical low performance of students, absences, transitory patterns of student population

Problem Statement 25: English II EOC passing rates fall below 30% **Root Cause**: Historical low performance of students, absences, transitory patterns of student population

Problem Statement 26: English I passing rates fall below 30% **Root Cause**: Historical low performance of students, absences, transitory patterns of student population

Problem Statement 27: Algebra I passing rates fall below 45% **Root Cause**: Historical low performance of students, absences, transitory patterns of student population

Problem Statement 28: There is a need to increase the number of English Learners who are attaining "Meets" on the STAAR/EOC state assessment. Currently, 30% of students in Bilingual Education and 11% of students in ESL have achieved "Meets" on the STAAR/EOC assessments. **Root Cause**: Teachers of English Learners need to linguistically accommodate instruction by implementing high yield instructional strategies that engage students in listening, speaking, reading and writing.

Problem Statement 29: Mobility rate and attendance rate affects enrollment and progress. **Root Cause**: Students that do attend Cooper Academy at Navarro already to come to us with attendance issues and high mobility rates.

Problem Statement 30: Students at Cooper Academy have low attendance rates, which negatively impacts their academic progress. **Root Cause**: Greater than 90% of Cooper Academy students are considered economically disadvantaged and do not have adequate access to health care.

Problem Statement 31: Students have low attendance and graduation rates. **Root Cause**: Cooper Academy has students attending from within all SAISD attendance zones. Greater than 90% of Cooper Academy students are considered economically disadvantaged. Many over-aged students do not have adequate transportation and are unable to attend school on a regular basis. .

Problem Statement 32: Mobility rate and attendance rate affects enrollment and progress. **Root Cause**: Students that do attend Cooper Academy at Navarro already come to us with attendance issues and high mobility rates

Problem Statement 33: Recruiting highly qualified part time teachers for satellite campuses. **Root Cause**: Finding retired teachers that are willing to commit to a set schedule of tutoring

Perceptions

Perceptions Summary

Parents are encouraged to monitor their child's progress on Edgenuity. Teachers encourage communications via email, phone calls or parent conferences. We want the families to feel comfortable communications with the staff. We communicate by PENS (phone calls)school web page, mobile app, letters, newspaper articles, newsletters.

The community is also invited to different training sessions or activities throughout the school year. Volunteering is always encouraged. The community also participates by giving the school incentives. The incentives are used for different activities that the students participate in. We have two parent meetings a month. We have information for college, library information, health and different types of topics for our families. Career Week invites different professional people come in for the students.

Cooper Academy is a non-traditional high school in the San Antonio Independent School District located in the vicinity of downtown San Antonio. The school serves students district-wide which encompasses all of the high schools in SAISD.

Due to being a high school in the downtown area we are in close proximity to local, state and federal corrections institutions. The ages of students who attend Cooper Academy range from 15 to 25. Presently, we have no knowledge of a student, sibling, or parent at these facilities. Due to the Family Educational Rights and Privacy Act (FERPA) if the school was aware of a student, sibling or parent incarcerated we would be in violation of FERPA to disclose the information.

Cooper Academy is very fortunate to have educational partnerships with Alamo Community College District (ACCD). ACCD is an education network of community colleges in San Antonio. The two-year college institutions: San Antonio College, St. Philip’s College, Palo Alto College, Northwest Vista and Northeast Lakeview in Universal City, a suburb of San Antonio. The school partnerships and interactions include academic scholarships, vocational and technical assistance, certificates and licensees in occupational programs to prepare our students for jobs. The ACCD community also serves as the stepping stone to pursue further education endeavors in 4-year degree programs for our students.

Cooper Academy at Navarro has a satellite campus of high school students who attend Phoenix Middle College located at the St. Philip’s Southwest campus site that prepares our students with occupational certificates and licensees as well as college credits.

Cooper Academy at Navarro has a mentorship program with the University of Texas at San Antonio (UTSA - Downtown Campus) with the Graduate School of Education. Graduate students majoring in the School Psychology Program mentor, conduct group sessions, individual counseling and mentoring with our students.

Cooper Academy conducts yearly field trips for our students to colleges and universities in the city, such as Our Lady of the Lake University (OLLU), Texas A&M Universities as well as the colleges in the Alamo Community College District (ACCD).

Parents and community members are invited to participate. We always encourage input from our parents and community members.

Perceptions Strengths

My SAISD Parent Access web page can track student grades, attendance , and more .

Teachers email, call and make home visits.

Improved development and use of campus web page.

Parent room and clothes closet.

Campus parents attended multiple Parent Summits and Parent Academies throughout the year. And at different locations to make it easier for parent to attend .

Campus held monthly parent meetings; topics covered: college admission, library resources, health , and nutrition .

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Cooper Academy has low parent participation in school events and Family and Community Engagement Specialist meetings. **Root Cause**: Inefficient and ineffective school to parent and community communication.

Problem Statement 2: Students that attend Cooper Academy do not have the same access to vocational classes as other students in SAISD. **Root Cause**: Many of Cooper Academy's students are over aged and not eligible to participate in traditional vocational classes offered by SAISD.

Problem Statement 3: Cooper Academy has few community partnerships. **Root Cause**: Family and Community Engagement Specialist has not been trained in the capacity of engaging and building effective partnerships with business and community members.

Problem Statement 4: Low participation of parents of students at Cooper Academy **Root Cause**: Parent activities have not been valued by the attendees; thus, resulting in fewer returning parents to the parental activities.

Problem Statement 5: The current parent/family participation rate is less than 15% in activities that support learning/academic performance. **Root Cause**: Parent and family members do not feel confident to assist their child(ren) because parents/family members lack the resources.

Problem Statement 6: Cooper Academy does not have enough community partnerships and incentives for the student to encourage student engagement. **Root Cause**: The majority of students at Cooper Academy at Navarro are economically disadvantaged and many are homeless.

Problem Statement 7: Need to improve our partnerships with community groups and businesses. **Root Cause**: Cooper Academy is an Alternative high school that does not have the same recognition as other high schools in SAISD. We need to work harder to get our name out into the community to spur partnerships.

Problem Statement 8: Recruiting students to attend Phoenix middle college **Root Cause**: Lack of promotional materials and promotional items

Problem Statement 9: Need to improve our partnerships with community groups and businesses. **Root Cause**: The majority of students at Cooper Academy at Navarro are economically disadvantaged and many are homeless.

Problem Statement 10: Improving College and Career Readiness skills for Cooper Academy at Navarro students **Root Cause**: Students struggling at Cooper Academy at Navarro, due to gaps in educational experiences.

Problem Statement 11: Some students at Cooper Academy have been victims of bullying. **Root Cause**: Bullying in all of its forms (Cyber, Social media, and bullying) is a nationwide epidemic facing students of all socioeconomic backgrounds.

Problem Statement 12: Students at Cooper Academy that have been victims of sex crimes, (sexual assault, date crimes, human trafficking) have an increased drop out rate. **Root Cause**: Cooper Academy at Navarro is located in a low socioeconomic high crime rate urban area in close proximity to major Interstate highways.

Problem Statement 13: Students are at higher risk of dropping out of school without academic, motivational and social & emotional support **Root Cause**: Lack of parental support, poor attendance, lack of motivation and inefficiencies in academic skills and success

Problem Statement 14: Graduation rate for Cooper Academy at Navarro is below 50%. **Root Cause**: High percentage of at-risk students that are highly mobile, which results in high absenteeism and poor performance on state mandated assessments.

Problem Statement 15: Recruiting highly qualified part time teachers for satellite Campuses. **Root Cause**: Finding retired teachers that are willing to commit to a set schedule of tutoring.

Problem Statement 16: Low passing rates on EOC exams. **Root Cause**: Students who attend Cooper Academy have academic deficits in the core subjects

Problem Statement 17: Recruiting students to attend Phoenix Middle college **Root Cause**: Transportation of students from home school to Phoenix Middle College deters many students

Problem Statement 18: After high school graduation, less than 50% of Cooper Academy students (Phoenix Middle College) register and attend a 4 year college or university program. **Root Cause**: Great than 90% of the students attending Cooper Academy are considered economically disadvantaged; thus, are not exposed to the university experience.

Problem Statement 19: English II EOC passing rates fall below 30% **Root Cause**: Historical low performance of students, absences, transitory patterns of student population

Problem Statement 20: There is a need to increase the number of English Learners who are attaining "Meets" on the STAAR/EOC state assessment. Currently, 30% of students in Bilingual Education and 11% of students in ESL have achieved "Meets" on the STAAR/EOC assessments. **Root Cause**: Teachers of English Learners need to linguistically accommodate instruction by implementing high yield instructional strategies that engage students in listening, speaking, reading and writing.

Problem Statement 21: Over the last three years, over 60% of ESL(3-8) students did not meet the standard in all content areas. **Root Cause**: There is inconsistent differentiation in Tier 1 core instruction and intervention.

Problem Statement 22: Mobility rate and attendance rate affects enrollment and progress. **Root Cause**: Students that do attend Cooper Academy at Navarro already to come to us with attendance issues and high mobility rates.

Problem Statement 23: Students at Cooper Academy have low attendance rates, which negatively impacts their academic progress. **Root Cause**: Greater than 90% of Cooper Academy students are considered economically disadvantaged and do not have adequate access to health care.

Problem Statement 24: Students have low attendance and graduation rates. **Root Cause**: Cooper Academy has students attending from within all SAISD attendance zones. Greater than 90% of Cooper Academy students are considered economically disadvantaged. Many over-aged students do not have adequate transportation and are unable to attend school on a regular basis. .

Problem Statement 25: Mobility rate and attendance rate affects enrollment and progress. **Root Cause**: Students that do attend Cooper Academy at Navarro already come to us with attendance issues and high mobility rates

Problem Statement 26: Recruiting highly qualified part time teachers for satellite campuses. **Root Cause**: Finding retired teachers that are willing to commit to a set schedule of tutoring

Priority Problem Statements

Problem Statement 1: Cooper Academy has low parent participation in school events and Family and Community Engagement Specialist meetings.

Root Cause 1: Inefficient and ineffective school to parent and community communication.

Problem Statement 1 Areas: School Processes & Programs - Perceptions

Problem Statement 1: Students are at high risk of dropping out of school due to lack of supports in areas to include motivational, academic and social/emotional

Root Cause 1: The SAISD community has a very high propensity of poverty and a serious lack of homes for the families.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Algebra I passing rates fall below 45%

Root Cause 2: Historical low performance of students, absences, transitory patterns of student population

Problem Statement 2 Areas: Demographics - Student Academic Achievement - School Processes & Programs

Problem Statement 2: SAISD students do not meet and exceed state and national averages on assessments in rigorous courses or for college admissions.

Root Cause 2: Students and teachers need skills and strategies for success such as those provided by AVID to promote successful learning in rigorous courses.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: SAISD students do not meet and exceed state and national averages on assessments in rigorous courses or for college admissions.

Root Cause 3: Students and teachers need skills and strategies for success such as those provided by AVID to promote successful learning in rigorous courses.

Problem Statement 3 Areas: Student Achievement

Problem Statement 3: English I passing rates fall below 30%

Root Cause 3: Historical low performance of students, absences, transitory patterns of student population

Problem Statement 3 Areas: Demographics - Student Academic Achievement - School Processes & Programs

Problem Statement 4: English II EOC passing rates fall below 30%

Root Cause 4: Historical low performance of students, absences, transitory patterns of student population

Problem Statement 4 Areas: Student Academic Achievement - School Processes & Programs - Perceptions

Problem Statement 5: Low passing rates on EOC exams.

Root Cause 5: Students who attend Cooper Academy have academic deficits in the core subjects

Problem Statement 5 Areas: Student Academic Achievement - School Processes & Programs - Perceptions

Problem Statement 6: Need to improve our partnerships with community groups and businesses.

Root Cause 6: The majority of students at Cooper Academy at Navarro are economically disadvantaged and many are homeless.

Problem Statement 6 Areas: Student Academic Achievement - School Processes & Programs - Perceptions

Problem Statement 6: There is a need to increase the number of English Learners who are attaining "Meets" on the STAAR/EOC state assessment. Currently, 30% of students in Bilingual Education and 11% of students in ESL have achieved "Meets" on the STAAR/EOC assessments.

Root Cause 6: Teachers of English Learners need to linguistically accommodate instruction by implementing high yield instructional strategies that engage students in listening, speaking, reading and writing.

Problem Statement 6 Areas: Demographics - School Processes & Programs - Perceptions

Problem Statement 6: Over the last three years, over 60% of ESL(3-8) students did not meet the standard in all content areas.
Root Cause 6: There is inconsistent differentiation in Tier 1 core instruction and intervention.
Problem Statement 6 Areas: Demographics - Student Academic Achievement - Perceptions

Problem Statement 7: There is a need to recruit, develop, and retain high quality and experienced staff which includes teachers and administrators.
Root Cause 7: A systematic approach to providing professional pathways for teachers and administrators does not currently exist.
Problem Statement 7 Areas: Demographics

Problem Statement 7: Funding for continuous updating of peripheral hardware and software
Root Cause 7: Technology breaks and becomes old and/or outdated
Problem Statement 7 Areas: Student Academic Achievement - School Processes & Programs

Problem Statement 8: Students that attend Cooper Academy do not have the same access to vocational classes as other students in SAISD.
Root Cause 8: Many of Cooper Academy's students are over aged and not eligible to participate in traditional vocational classes offered by SAISD.
Problem Statement 8 Areas: Student Academic Achievement - Perceptions

Problem Statement 9: Recruiting highly qualified part time teachers for satellite campuses.
Root Cause 9: Finding retired teachers that are willing to commit to a set schedule of tutoring
Problem Statement 9 Areas: Demographics - School Processes & Programs - Perceptions

Problem Statement 10: Mobility rate and attendance rate affects enrollment and progress.
Root Cause 10: Students that do attend Cooper Academy at Navarro already come to us with attendance issues and high mobility rates
Problem Statement 10 Areas: Demographics - Student Academic Achievement - School Processes & Programs - Perceptions

Problem Statement 11: Students are challenged to meet the academic goals identified by the state.

Root Cause 11: The SAISD community is a high poverty district promoting an unstable community affecting the child's ability to learn

Problem Statement 11 Areas: Student Academic Achievement

Problem Statement 11: Cooper Academy has few community partnerships.

Root Cause 11: Family and Community Engagement Specialist has not been trained in the capacity of engaging and building effective partnerships with business and community members.

Problem Statement 11 Areas: School Processes & Programs - Perceptions

Problem Statement 12: Students are challenged to meet the academic goals identified by the state.

Root Cause 12: The SAISD community is a high poverty district promoting an unstable community affecting the child's ability to learn

Problem Statement 12 Areas: Student Academic Achievement

Problem Statement 12: Low participation of parents of students at Cooper Academy

Root Cause 12: Parent activities have not been valued by the attendees; thus, resulting in fewer returning parents to the parental activities.

Problem Statement 12 Areas: School Processes & Programs - Perceptions

Problem Statement 13: US History EOC pass rates fall below 80%

Root Cause 13: Historical low performance of students, absences, transitory patterns of student population

Problem Statement 13 Areas: Demographics - Student Academic Achievement - School Processes & Programs

Problem Statement 14: Biology EOC pass rates fall below 80%

Root Cause 14: Historical low performance of students, absences, transitory patterns of student population

Problem Statement 14 Areas: Demographics - Student Academic Achievement - School Processes & Programs

Problem Statement 15: Improving College and Career Readiness skills for Cooper Academy at Navarro students

Root Cause 15: Students struggling at Cooper Academy at Navarro, due to gaps in educational experiences.

Problem Statement 15 Areas: Demographics - Student Academic Achievement - School Processes & Programs - Perceptions

Problem Statement 16: Graduation rate for Cooper Academy at Navarro is below 50%.

Root Cause 16: High percentage of at-risk students that are highly mobile, which results in high absenteeism and poor performance on state mandated assessments.

Problem Statement 16 Areas: Student Academic Achievement - School Processes & Programs - Perceptions

Problem Statement 17: Students have low attendance and graduation rates.

Root Cause 17: Cooper Academy has students attending from within all SAISD attendance zones. Greater than 90% of Cooper Academy students are considered economically disadvantaged. Many over-aged students do not have adequate transportation and are unable to attend school on a regular basis. .

Problem Statement 17 Areas: Demographics - Student Academic Achievement - School Processes & Programs - Perceptions

Problem Statement 18: Cooper Academy students (Phoenix Middle College) do not complete 100% of the college courses for which they enroll. Less than 50% of students attending the Phoenix Middle College program receive a level 1 or level 2 industry certification.

Root Cause 18: The Phoenix Middle College students struggle with the transition between their high school program and college program.

Problem Statement 18 Areas: Demographics - Student Academic Achievement - School Processes & Programs

Problem Statement 19: Students at Cooper Academy have low attendance rates, which negatively impacts their academic progress.

Root Cause 19: Greater than 90% of Cooper Academy students are considered economically disadvantaged and do not have adequate access to health care.

Problem Statement 19 Areas: Demographics - Student Academic Achievement - School Processes & Programs - Perceptions

Problem Statement 20: After high school graduation, less than 50% of Cooper Academy students (Phoenix Middle College) register and attend a 4 year college or university program.

Root Cause 20: Great than 90% of the students attending Cooper Academy are considered economically disadvantaged; thus, are not exposed to the university experience.

Problem Statement 20 Areas: Student Academic Achievement - School Processes & Programs - Perceptions

Problem Statement 21: The current parent/family participation rate is less than 15% in activities that support learning/academic performance.

Root Cause 21: Parent and family members do not feel confident to assist their child(ren) because parents/family members lack the resources.

Problem Statement 21 Areas: Demographics - School Processes & Programs - Perceptions

Problem Statement 22: Mobility rate and attendance rate affects enrollment and progress.

Root Cause 22: Students that do attend Cooper Academy at Navarro already to come to us with attendance issues and high mobility rates.

Problem Statement 22 Areas: Demographics - School Processes & Programs - Perceptions

Problem Statement 23: Cooper Academy does not have enough community partnerships and incentives for the student to encourage student engagement.

Root Cause 23: The majority of students at Cooper Academy at Navarro are economically disadvantaged and many are homeless.

Problem Statement 23 Areas: Demographics - School Processes & Programs - Perceptions

Problem Statement 24: Need to improve our partnerships with community groups and businesses.

Root Cause 24: Cooper Academy is an Alternative high school that does not have the same recognition as other high schools in SAISD. We need to work harder to get our name out into the community to spur partnerships.

Problem Statement 24 Areas: Demographics - School Processes & Programs - Perceptions

Problem Statement 25: Funding for peripheral hardware and software for the enhancement of student learning, and to ensure the reinforcement of 21st century skills

Root Cause 25: Student focused online learning, reinforcement of 21st century skills

Problem Statement 25 Areas: Student Academic Achievement - School Processes & Programs

Problem Statement 26: Recruiting highly qualified part time teachers for satellite Campuses.

Root Cause 26: Finding retired teachers that are willing to commit to a set schedule of tutoring.
Problem Statement 26 Areas: Demographics - School Processes & Programs - Perceptions

Problem Statement 27: Students are at higher risk of dropping out of school without academic, motivational and social & emotional support
Root Cause 27: Lack of parental support, poor attendance, lack of motivation and inefficiencies in academic skills and success
Problem Statement 27 Areas: Student Academic Achievement - School Processes & Programs - Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

Goals

Revised/Approved: May 14, 2019

Goal 1: ACADEMIC EXCELLENCE: Provide quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to Increase Student Achievement that exceeds the State average and meets or exceeds the National average - to ensure student success in college and/or careers.

Performance Objective 1: ELAR/READING: Provide a comprehensive reading process to increase Student Achievement, Student Progress, and Closing the Achievement Gap.

1. All Students
o Approaches Grade Level from __20___ to _45____.
o Meets Grade Level from __6___to __7___.
o Masters Grade Level from __0___to __1___.
2. Prior Year Failures from __20___to__45___.
3. Growth from __40___ to __45___.
4. Actual Growth for Economically Disadvantaged (Comparison Group)
o Approaches from ___20__ to _45____.
o Meets from __6___ to __7___.
o Masters from __0___ to __1___.
o Regression Score from __60___ to __70___.
5. African American students from ___25__ to __45___.
o Approaches from __25____ to __45___.
o Meets from __0___ to __7___.
o Masters from __0___ to __1___.
6. Hispanic students from __19___ to _45__.
o Approaches from __19___ to __45___.
o Meets from __0___ to __7___.
o Masters from __0___ to __1___.
7. White students from __100__ to _100__.
o Approaches from __100____ to __100___.

o Meets from __0___ to __7___.
o Masters from __0___ to __1___.
8. ELL (current) students from __18___ to __45___.
o Approaches from __18____ to __45___.
o Meets from __0___ to _7____.
o Masters from __0___ to __1___.
9. ELL (former) students from __-___ to __-___.
o Approaches from ___-___ to __-___.
o Meets from __-___ to __-___.
o Masters from __-___ to __-___.
10. Special education (current and former) from __25___ to _45____.
11. Continuously Enrolled 3 or More Years from _____ to ____.
12. Mobile Students from _____ to _____.
13. Non-Mobile Students from _____ to ______.
14. TELPAS
o Progressing one proficiency level from _____ to _____.
o Reading Beginning Level to Advanced and Advanced-High from _____ to _____.
o 5+ yrs in U.S. schools attaining Advanced-High level from _____ to _____.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** **TEA Priorities** Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 1) Utilize scoring rubrics to help all students reach levels of "Approaches," "Meets" or "Masters" on state reading comprehension and writing assessments. Title 1 funds will be used. Offer tutoring before and after school for student interventions. continue and expand the Twilight program. Utilize scoring rubrics for short answer responses to help all students meet standards for "partially sufficient," "sufficient," or "exemplary." Provide intensive tutoring to review weaknesses in state objectives for non-master re-testers. Create student notebooks, flashcards, and testing strategy clues to improve student vocabulary.	2.4, 2.4, 2.5, 2.6, 2.6	Robert Loveland, Principal Timothy Sumner, Assistant Principal, Claudio Garcia, Assistant Principal, Melanie Martinez, ELA Teacher James Juarez, Social Studies Teacher Eduardo Flores, Math Teacher Anne Shipman, Science Teacher	Course mini-assessments, district benchmark and simulation exams, EOC state assessment results.	70%	70%		
	Funding Sources: 164 - State Compensatory Education (SCE) - 3500.00, 211 - ESEA Title I, Part A - Regular - 4500.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** **TEA Priorities** Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 2) Support the on-line curriculum by using projector, computers, printers, digital cameras, memory cards, study carrels, on-line subscriptions, supplementary texts consumable teaching materials, including organizational materials, posters, Scholastic Action magazines and note taking apparatus to facilitate note taking, practice needs-based instructional strategies, one on one teaching strategies, small group and online interactive study methods. Provide instructional intervention activities to include tutoring during and after school and Saturday school interventions and tutoring. Copy paper will be purchased to achieve set goals. STAAR-EOC tutoring, before school, after school, and on designated Saturdays to include refreshments for students to increase the awareness of the importance of healthy eating and incentive to participate. Provide for substitute part-time clerical as needed throughout the year.	2.4, 2.5	Robert Loveland, Principal Timothy Sumner, Assistant Principal, Claudio Garcia, Assistant Principal, Melanie Martinez, ELA Teacher James Juarez, Social Studies Teacher Eduardo Flores, Math Teacher Anne Shipman, Science Teacher	Self-paced on-line instruction, researched-based strategies, Edgenuity (E2020) Learning environment, study guides, exams, progress monitoring tools, credits earned.	35%	70%		
	Problem Statements: Demographics 21 - Student Academic Achievement 2, 3 - School Processes & Programs 25, 26 - Perceptions 19 **Funding Sources**: 211 - ESEA Title I, Part A - Regular - 13500.00, 164 - State Compensatory Education (SCE) - 18500.00, 245 - ESEA Title I, 1003(a) - Priority and Focus - 10000.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** 3) Participate in English Language Arts (ELA), Mathematics, Social Studies professional learning opportunities at the campus, district, state, and national level to improve student performance. Implement Edgenuity (E2020) and Pearson reading and writing activities for the purpose of raising academic achievement as measured by mastery tests and STAAR-EOC results. Attend district and English Language Arts (ELA) department training to develop strategies to increase student performance in reading and writing. Utilize quality vocabulary instruction and Scholastic Action magazines to promote students to use word they use/see daily. ELA and Reading teachers attend professional development conferences Advancing in Education and Model Schools conference. Implement EOC Testing guides for English, Social Studies and Algebra I, to increase student performance on the End of Course exams.	2.4, 2.4, 2.5, 2.6, 2.6	Robert Loveland, Principal Timothy Sumner, Assistant Principal, Claudio Garcia, Assistant Principal, Melanie Martinez, ELA Teacher James Juarez, Social Studies Teacher	Professional development agendas, sign-ins, student credit attainment rates and passing rates for state assessments.	55%	70%		
	Problem Statements: Demographics 20, 21, 22 - Student Academic Achievement 1, 2, 3, 4 - School Processes & Programs 24, 25, 26, 27 - Perceptions 19 **Funding Sources**: 164 - State Compensatory Education (SCE) - 4000.00, 245 - ESEA Title I, 1003(a) - Priority and Focus - 7500.00, 211 - ESEA Title I, Part A - Regular - 8500.00						
Comprehensive Support Strategy **Additional Targeted Support Strategy** **TEA Priorities** Build a foundation of reading and math Improve low-performing schools 4) Library books and textbooks will be purchased with funds in order for students to utilize library resources to improve reading and writing comprehension. Increase student access to library books and resources for tutoring and research in addition to on-line activities. Utilize library books to enhance reading lessons, including use of texts as models of writing.	2.4, 2.4, 2.5, 2.5, 2.6	Robert Loveland, Principal Timothy Sumner, Assistant Principal, Claudio Garcia, Assistant Principal, Melanie Martinez, ELA Teacher James Juarez, Social Studies Teacher Eduardo Flores, Math Teacher Anne Shipman, Science Teacher	Circulation reports, English I and English II EOC passing rates.	60%	75%		
	Problem Statements: Demographics 21 - Student Academic Achievement 2, 3 - School Processes & Programs 25, 26 - Perceptions 19 **Funding Sources**: 164 - State Compensatory Education (SCE) - 2000.00, 211 - ESEA Title I, Part A - Regular - 2000.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** 5) Implement multi-sensory writing strategies. Review scored writing samples from past test administrations to determine which research-based intervention strategies will increase student performance. Students will recognize different types of compositions, including narrative, expository, and persuasive.	2.4, 2.4, 2.5, 2.6, 2.6	Robert Loveland, Principal Timothy Sumner, Assistant Principal, Claudio Garcia, Assistant Principal, Melanie Martinez, ELA Teacher James Juarez, Social Studies Teacher Eduardo Flores, Math Teacher Anne Shipman, Science Teacher	Course tests, remediation assessments, on-line mastery exams, and state EOC assessments.	60%	70%		
	Problem Statements: Demographics 21 - Student Academic Achievement 2, 3 - School Processes & Programs 25, 26 - Perceptions 19 **Funding Sources**: 211 - ESEA Title I, Part A - Regular - 5000.00, 164 - State Compensatory Education (SCE) - 1500.00						
Comprehensive Support Strategy **Additional Targeted Support Strategy** **TEA Priorities** Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 6) Students will be engaged in higher order skills through the implementation of hands-on activities, exposure to multi-cultural events, modified laboratory activities and integration of technology. Utilize library resources for research and individual reading needs.	2.4, 2.4, 2.5, 2.6, 2.6	Robert Loveland, Principal Timothy Sumner, Assistant Principal, Claudio Garcia, Assistant Principal, Melanie Martinez, ELA Teacher James Juarez, Social Studies Teacher Eduardo Flores, Math Teacher Anne Shipman, Science Teacher	Student individual goal sheets, student portfolios, course tests, remediation assessments and state EOC assessments.	50%	75%		
	Problem Statements: Demographics 19, 21 - Student Academic Achievement 2, 3, 5 - School Processes & Programs 23, 25, 26 - Perceptions 19 **Funding Sources**: 164 - State Compensatory Education (SCE) - 1500.00, 211 - ESEA Title I, Part A - Regular - 1500.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** **TEA Priorities** Build a foundation of reading and math Improve low-performing schools 7) Implement effective strategies for ELL and migrant students to improve language acquisition, increase TELPAS, STAAR, EOC performance rate. Through professional development, Implementing SIOP strategies, Seven Steps to an language Rich Classroom, and Total Participation Techniques.	2.4, 2.5, 2.6	Campus Administration ELAR Department Chair.	Increase students performance by creasing a level on TELPAS. Increase ELL students performance on STAAR, EOC Exams (Improving Meets and Masters rates)	40%	50%	0%	
	Problem Statements: Demographics 2, 3, 19, 20, 21, 22 - Student Academic Achievement 1, 2, 3, 4, 5, 21, 24, 25 - School Processes & Programs 1, 23, 24, 25, 26, 27, 31, 32 - Perceptions 16, 19, 24, 25 **Funding Sources**: 164 - State Compensatory Education (SCE) - 4000.00, 211 - ESEA Title I, Part A - Regular - 4000.00						
Comprehensive Support Strategy **Additional Targeted Support Strategy** **TEA Priorities** Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 8) All ELAR teachers will be ESL certified by the end of the school year.	2.4, 2.5, 2.6	Campus Administration	Increase students performance by creasing a level on TELPAS. Increase ELL students performance on STAAR, EOC Exams (Improving Meets and Masters rates)	30%	45%	0%	
	Problem Statements: Demographics 1, 3 - Student Academic Achievement 24 - School Processes & Programs 31, 33 - Perceptions 24, 26 **Funding Sources**: 164 - State Compensatory Education (SCE) - 1500.00, 211 - ESEA Title I, Part A - Regular - 1500.00						

100% = Accomplished = Continue/Modify 0% = No Progress = Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Recruiting highly qualified part time teachers for satellite campuses. **Root Cause 1**: Finding retired teachers that are willing to commit to a set schedule of tutoring
Problem Statement 2: Mobility rate and attendance rate affects enrollment and progress. **Root Cause 2**: Students that do attend Cooper Academy at Navarro already come to us with attendance issues and high mobility rates
Problem Statement 3: Students have low attendance and graduation rates. **Root Cause 3**: Cooper Academy has students attending from within all SAISD attendance zones. Greater than 90% of Cooper Academy students are considered economically disadvantaged. Many over-aged students do not have adequate transportation and are unable to attend school on a regular basis. .
Problem Statement 19: Biology EOC pass rates fall below 80% **Root Cause 19**: Historical low performance of students, absences, transitory patterns of student population
Problem Statement 20: US History EOC pass rates fall below 80% **Root Cause 20**: Historical low performance of students, absences, transitory patterns of student population

Demographics

Problem Statement 21: English I passing rates fall below 30% **Root Cause 21**: Historical low performance of students, absences, transitory patterns of student population

Problem Statement 22: Algebra I passing rates fall below 45% **Root Cause 22**: Historical low performance of students, absences, transitory patterns of student population

Student Academic Achievement

Problem Statement 1: Algebra I passing rates fall below 45% **Root Cause 1**: Historical low performance of students, absences, transitory patterns of student population

Problem Statement 2: English I passing rates fall below 30% **Root Cause 2**: Historical low performance of students, absences, transitory patterns of student population

Problem Statement 3: English II EOC passing rates fall below 30% **Root Cause 3**: Historical low performance of students, absences, transitory patterns of student population

Problem Statement 4: US History EOC pass rates fall below 80% **Root Cause 4**: Historical low performance of students, absences, transitory patterns of student population

Problem Statement 5: Biology EOC pass rates fall below 80% **Root Cause 5**: Historical low performance of students, absences, transitory patterns of student population

Problem Statement 21: Low passing rates on EOC exams. **Root Cause 21**: Students who attend Cooper Academy have academic deficits in the core subjects

Problem Statement 24: Students have low attendance and graduation rates. **Root Cause 24**: Cooper Academy has students attending from within all SAISD attendance zones. Greater than 90% of Cooper Academy students are considered economically disadvantaged. Many over-aged students do not have adequate transportation and are unable to attend school on a regular basis. .

Problem Statement 25: Mobility rate and attendance rate affects enrollment and progress. **Root Cause 25**: Students that do attend Cooper Academy at Navarro already come to us with attendance issues and high mobility rates

School Processes & Programs

Problem Statement 1: Low passing rates on EOC exams. **Root Cause 1**: Students who attend Cooper Academy have academic deficits in the core subjects

Problem Statement 23: Biology EOC pass rates fall below 80% **Root Cause 23**: Historical low performance of students, absences, transitory patterns of student population

Problem Statement 24: US History EOC pass rates fall below 80% **Root Cause 24**: Historical low performance of students, absences, transitory patterns of student population

Problem Statement 25: English II EOC passing rates fall below 30% **Root Cause 25**: Historical low performance of students, absences, transitory patterns of student population

Problem Statement 26: English I passing rates fall below 30% **Root Cause 26**: Historical low performance of students, absences, transitory patterns of student population

Problem Statement 27: Algebra I passing rates fall below 45% **Root Cause 27**: Historical low performance of students, absences, transitory patterns of student population

Problem Statement 31: Students have low attendance and graduation rates. **Root Cause 31**: Cooper Academy has students attending from within all SAISD attendance zones. Greater than 90% of Cooper Academy students are considered economically disadvantaged. Many over-aged students do not have adequate transportation and are unable to attend school on a regular basis. .

Problem Statement 32: Mobility rate and attendance rate affects enrollment and progress. **Root Cause 32**: Students that do attend Cooper Academy at Navarro already come to us with attendance issues and high mobility rates

Problem Statement 33: Recruiting highly qualified part time teachers for satellite campuses. **Root Cause 33**: Finding retired teachers that are willing to commit to a set schedule of tutoring

Perceptions

Problem Statement 16: Low passing rates on EOC exams. **Root Cause 16**: Students who attend Cooper Academy have academic deficits in the core subjects

Perceptions
Problem Statement 19: English II EOC passing rates fall below 30% **Root Cause 19**: Historical low performance of students, absences, transitory patterns of student population
Problem Statement 24: Students have low attendance and graduation rates. **Root Cause 24**: Cooper Academy has students attending from within all SAISD attendance zones. Greater than 90% of Cooper Academy students are considered economically disadvantaged. Many over-aged students do not have adequate transportation and are unable to attend school on a regular basis. .
Problem Statement 25: Mobility rate and attendance rate affects enrollment and progress. **Root Cause 25**: Students that do attend Cooper Academy at Navarro already come to us with attendance issues and high mobility rates
Problem Statement 26: Recruiting highly qualified part time teachers for satellite campuses. **Root Cause 26**: Finding retired teachers that are willing to commit to a set schedule of tutoring

Goal 1: ACADEMIC EXCELLENCE: Provide quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to Increase Student Achievement that exceeds the State average and meets or exceeds the National average - to ensure student success in college and/or careers.

Performance Objective 2: MATH: Ensure that all students receive quality math instruction that is aligned to the new state standards to increase Student Achievement, Student Progress, and Closing the Achievement Gap.

1. All Students
o Approaches Grade Level from __27___ to _35____.
o Meets Grade Level from __0___to __5___.
o Masters Grade Level from __0___to __1___.
2. Prior Year Failures from __27___to__35___.
3. Growth from __0___ to __8___.
4. Actual Growth for Economically Disadvantaged (Comparison Group)
o Approaches from __27___ to __35___.
o Meets from __0___ to __5___.
o Masters from __0___ to __1___.
o Regression Score from __60___ to __70___.
5. African American students from ___40__ to __45___.
o Approaches from __40____ to __45___.
o Meets from __0___ to __5___.
o Masters from __0___ to __1___.
6. Hispanic students from __26___ to __35___.
o Approaches from __26____ to __35___.
o Meets from __0___ to __5___.
o Masters from __0___ to __1___.
7. White students from __-___ to __-___.
o Approaches from __-____ to __-___.
o Meets from __-___ to __-___.
o Masters from __-___ to __-___.
8. ELL (current) students from __33___ to __35___.
o Approaches from __33___ to __35___.
o Meets from __0___ to __5___.
o Masters from __0___ to __1___.
9. ELL (former) students from __-___ to __-___.
o Approaches from __-____ to __-___.
o Meets from __-___ to __-___.
o Masters from __-___ to __-___.

10. Special education (current and former) from __50___ to __60___.
11. Continuously Enrolled 3 or More Years from _____ to _____.
12. Mobile Students from _____ to _____.
13. Non-Mobile Students from _____ to _____.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** **TEA Priorities** Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 1) Participate in Math professional learning opportunities at the campus, district, state, and national level to improve student performance. Implement Edgenuity and Pearson Math activities for the purpose of raising academic achievement as measured by mastery tests and STAAR EOC results. Attend district and Math department training sessions to develop strategies to increase student performance in math. Math teachers attend professional development conferences Advancing in Education and Model Schools conference.	2.4, 2.4, 2.5, 2.6, 2.6	Robert Loveland - Principal Eduardo Flores - Math Teacher	Professional development agendas, sign-ins, student credit attainment rates and passing rates for state assessments.	50%	65%		
Problem Statements: Demographics 19, 22 - Student Academic Achievement 1, 5, 6 - School Processes & Programs 10, 23, 27 - Perceptions 14 **Funding Sources**: 164 - State Compensatory Education (SCE) - 7000.00, 245 - ESEA Title I, 1003(a) - Priority and Focus - 1500.00, 211 - ESEA Title I, Part A - Regular - 7000.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** **TEA Priorities** Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 2) Students will be engaged in higher order skills through the implementation of hands-on activities, modified laboratory activities, and integration of technology. Increase technology integration by daily use with graphing calculator. Purchase necessary supplies and materials to include STAAR-EOC study guides and graphing calculators to support learning through the use of manipulatives and models to provide an enriched learning experience for student success. Student receives district printed STAAR-EOC study guides to review and practice problem solving skills.	2.4, 2.4, 2.5, 2.6	Robert Loveland, Principal Timothy Sumner, Assistant Principal, Claudio Garcia, Assistant Principal, Eduardo Flores, Math Teacher	Course tests, remediation assessments, on-line mastery exams, and state EOC assessments.	25%	45%		
	Problem Statements: Demographics 19, 22 - Student Academic Achievement 1, 5, 6 - School Processes & Programs 10, 23, 27 - Perceptions 14 **Funding Sources**: 164 - State Compensatory Education (SCE) - 7000.00, 245 - ESEA Title I, 1003(a) - Priority and Focus - 2500.00						

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 19: Biology EOC pass rates fall below 80% **Root Cause 19**: Historical low performance of students, absences, transitory patterns of student population
Problem Statement 22: Algebra I passing rates fall below 45% **Root Cause 22**: Historical low performance of students, absences, transitory patterns of student population

Student Academic Achievement
Problem Statement 1: Algebra I passing rates fall below 45% **Root Cause 1**: Historical low performance of students, absences, transitory patterns of student population
Problem Statement 5: Biology EOC pass rates fall below 80% **Root Cause 5**: Historical low performance of students, absences, transitory patterns of student population
Problem Statement 6: Graduation rate for Cooper Academy at Navarro is below 50%. **Root Cause 6**: High percentage of at-risk students that are highly mobile, which results in high absenteeism and poor performance on state mandated assessments.

School Processes & Programs

Problem Statement 10: Graduation rate for Cooper Academy at Navarro is below 50%. **Root Cause 10**: High percentage of at-risk students that are highly mobile, which results in high absenteeism and poor performance on state mandated assessments.

Problem Statement 23: Biology EOC pass rates fall below 80% **Root Cause 23**: Historical low performance of students, absences, transitory patterns of student population

Problem Statement 27: Algebra I passing rates fall below 45% **Root Cause 27**: Historical low performance of students, absences, transitory patterns of student population

Perceptions

Problem Statement 14: Graduation rate for Cooper Academy at Navarro is below 50%. **Root Cause 14**: High percentage of at-risk students that are highly mobile, which results in high absenteeism and poor performance on state mandated assessments.

Goal 1: ACADEMIC EXCELLENCE: Provide quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to Increase Student Achievement that exceeds the State average and meets or exceeds the National average - to ensure student success in college and/or careers.

Performance Objective 3: SCIENCE: Provide a rigorous and relevant instructional program to increase Student Achievement and Closing the Achievement Gap.

1. All Students
o Approaches Grade Level from __58___ to _65____.
o Meets Grade Level from __3___to __5___.
o Masters Grade Level from __0___to __1___.
2. Prior Year Failures from __58___to__65___.
3. African American students from __67___ to __70___.
o Approaches from __67____ to __70___.
o Meets from __0___ to __5___.
o Masters from __0___ to __1___.
4. Hispanic students from __57___ to __65___.
o Approaches from __57____ to _65____.
o Meets from __0___ to __5___.
o Masters from __0___ to __1___.
5. White students from __-___ to __-___.
o Approaches from __-____ to __-___.
o Meets from __-___ to __-___.
o Masters from __-___ to __-___.
6. ELL (current) students from __14___ to __20___.
o Approaches from ___14___ to __20___.
o Meets from __0___ to __5___.
o Masters from __0___ to __1___.
7. ELL (former) students from __-___ to __-___.
o Approaches from ___-___ to __-___.
o Meets from __-___ to __-___.
o Masters from __-___ to __-___.
8. Special education (current and former) from __0___ to __45___.
9. Continuously Enrolled 3 or More Years from _____ to _____.
10. Mobile Students from _____ to _____.
11. Non-Mobile Students from _____ to ______.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** 1) Participate in Science professional development at the district, state and national level to improve pedagogy. Principal, teachers and counselors will attend professional development conferences to include the Texas Association for Alternative Education (TAAE) conference.	2.4, 2.4, 2.5, 2.6, 2.6	Robert Loveland, Principal Timothy Sumner, Assistant Principal, Claudio Garcia, Assistant Principal, Melanie Martinez, ELA Teacher James Juarez, Social Studies Teacher Eduardo Flores, Math Teacher Anne Shipman, Science Teacher	Course tests, remediation assessments, on-line mastery exams, and state EOC assessments.	40%	70%		
	Problem Statements: Demographics 19 - Student Academic Achievement 5 - School Processes & Programs 23 **Funding Sources**: 164 - State Compensatory Education (SCE) - 3000.00, 211 - ESEA Title I, Part A - Regular - 7000.00						
Comprehensive Support Strategy **TEA Priorities** Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 2) Provide resources and materials for the science classroom. Purchase science materials for classroom labs and remediation activities. Remediation resources will include STAAR/EOC remediation curriculum materials.	2.4, 2.4, 2.5, 2.6, 2.6	Science Department Chairperson Science Department Teachers	Course tests, remediation assessments, on-line mastery exams, and state EOC assessments.	60%	75%		
	Problem Statements: Demographics 19 - Student Academic Achievement 5 - School Processes & Programs 23 **Funding Sources**: 164 - State Compensatory Education (SCE) - 3000.00, 211 - ESEA Title I, Part A - Regular - 1500.00, 245 - ESEA Title I, 1003(a) - Priority and Focus - 1000.00						

100% = Accomplished = Continue/Modify 0% = No Progress = Discontinue

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 19: Biology EOC pass rates fall below 80% **Root Cause 19**: Historical low performance of students, absences, transitory patterns of student population

Student Academic Achievement

Problem Statement 5: Biology EOC pass rates fall below 80% **Root Cause 5**: Historical low performance of students, absences, transitory patterns of student population

School Processes & Programs

Problem Statement 23: Biology EOC pass rates fall below 80% **Root Cause 23**: Historical low performance of students, absences, transitory patterns of student population

Goal 1: ACADEMIC EXCELLENCE: Provide quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to Increase Student Achievement that exceeds the State average and meets or exceeds the National average - to ensure student success in college and/or careers.

Performance Objective 4: SOCIAL STUDIES: Provide a rigorous and relevant instructional program to increase Student Achievement and Closing the Achievement Gap.

1. All Students
o Approaches Grade Level from __68___ to _80____.
o Meets Grade Level from __14___to __25___.
o Masters Grade Level from __0___to __1___.
2. Prior Year Failures from __68___to__80___.
3. African American students from __100___ to __100___.
o Approaches from __100____ to __100___.
o Meets from __0___ to _25____.
o Masters from __0___ to __1___.
4. Hispanic students from __67___ to __80___.
o Approaches from __67____ to __80___.
o Meets from __14__ to _25____.
o Masters from __0___ to __1___.
5. White students from _100____ to _100____.
o Approaches from __100____ to _100____.
o Meets from __14___ to __25___.
o Masters from __0___ to __1___.
6. ELL (current) students from __56___ to __65___.
o Approaches from _56___ to _65____.
o Meets from __0___ to __25___.
o Masters from __0___ to __1___.
7. ELL (former) students from __-___ to __-___.
o Approaches from __-____ to __-___.
o Meets from __-___ to __-___.
o Masters from ___-__ to __-___.
8. Special education (current and former) from __50___ to __75___.
9. Continuously Enrolled 3 or More Years from _____ to _____.
10. Mobile Students from _____ to _____.
11. Non-Mobile Students from _____ to ______.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** **TEA Priorities** Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 1) Utilize district Social Studies website for technology resources, wikis, blogs, online resources (including DBQ On-Line Library: Mini Qs in US History Vol.2), web quests and additional technology based instruction. Daily model and practice the following to increase social studies comprehension: interpret maps, political cartoons, reading graphs.	2.4, 2.4, 2.5, 2.6, 2.6	Robert Loveland, Principal Timothy Sumner, Assistant Principal, Claudio Garcia, Assistant Principal, Melanie Martinez, ELA Teacher James Juarez, Social Studies Teacher	On-Line assessments, remediation sessions, STAAR EOC results.	25%	55%		
Problem Statements: Demographics 20 - Student Academic Achievement 4 - School Processes & Programs 24 **Funding Sources**: 164 - State Compensatory Education (SCE) - 1000.00, 245 - ESEA Title I, 1003(a) - Priority and Focus - 2500.00, 211 - ESEA Title I, Part A - Regular - 7000.00							

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 20: US History EOC pass rates fall below 80% **Root Cause 20**: Historical low performance of students, absences, transitory patterns of student population

Student Academic Achievement
Problem Statement 4: US History EOC pass rates fall below 80% **Root Cause 4**: Historical low performance of students, absences, transitory patterns of student population

School Processes & Programs
Problem Statement 24: US History EOC pass rates fall below 80% **Root Cause 24**: Historical low performance of students, absences, transitory patterns of student population

Goal 1: ACADEMIC EXCELLENCE: Provide quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to Increase Student Achievement that exceeds the State average and meets or exceeds the National average - to ensure student success in college and/or careers.

Performance Objective 5: RETENTIONS AND TRANSITIONS: (District and all campuses) Provide effective and timely assistance to increase student success and eventual on-time graduation.

Evaluation Data Source(s) 5: Graduation rates, dropout rate, College career and military readiness measure. TAPR Report.

Summative Evaluation 5:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** **TEA Priorities** Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 1) Improve academic instruction in all areas by: * Optional Flexible School Day * STAAR/EOC tutoring * Credit attainment opportunities * Individualized test tracking folders * Printed study guides * Saturday school	2.4, 2.4, 2.5, 2.6, 2.6	Robert Loveland, Principal Timothy Sumner, Assistant Principal, Claudio Garcia, Assistant Principal, Melanie Martinez, ELA Teacher James Juarez, Social Studies Teacher Eduardo Flores, Math Teacher Anne Shipman, Science Teacher	Student individual goal sheets, student portfolios, course tests, remediation assessments and state EOC assessments.	35%	75%		
	Problem Statements: Demographics 19, 20, 21, 22 - Student Academic Achievement 1, 2, 3, 4, 5, 6 - School Processes & Programs 10, 23, 24, 25, 26, 27 - Perceptions 14, 19 **Funding Sources**: 164 - State Compensatory Education (SCE) - 24500.00, 211 - ESEA Title I, Part A - Regular - 1500.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** **TEA Priorities** Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 2) Create an EOC action plan to determine specific interventions by content, grade level and objective. Tutor non-mastery students during and after school. Utilize individualized Test tracking folders to monitor progress and determine areas of intervention by objective. Provide staff development and program review activities for the development of student interventions.	2.4, 2.4, 2.5, 2.6, 2.6	Robert Loveland, Principal Timothy Sumner, Assistant Principal, Claudio Garcia, Assistant Principal, Berenice Sainz, ELA Teacher James Juarez, Social Studies Teacher Eduardo Flores, Math Teacher Anne Shipman, Science Teacher	Student individual goal sheets, student portfolios, course tests, remediation assessments and state EOC assessments.	40%	60%		
	Problem Statements: Demographics 19, 20 - Student Academic Achievement 4, 5 - School Processes & Programs 23, 24 **Funding Sources**: 211 - ESEA Title I, Part A - Regular - 6100.00						
Comprehensive Support Strategy **Additional Targeted Support Strategy** **TEA Priorities** Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 3) Provide individual STAAR-EOC Math district printed study guides for STAAR-EOC Math re-testers.	2.4, 2.4, 2.5, 2.6, 2.6	Robert Loveland, Principal Timothy Sumner, Assistant Principal, Claudio Garcia, Assistant Principal, Eduardo Flores, Math Teacher Anne Shipman, Science Teacher	Course tests, remediation assessments, on-line mastery exams, and state TAKS and EOC assessments.	50%	65%		
	Problem Statements: Demographics 19, 20, 22 - Student Academic Achievement 1, 4, 5 - School Processes & Programs 23, 24, 27 **Funding Sources**: 164 - State Compensatory Education (SCE) - 1000.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** **TEA Priorities** Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 4) Build student reading capacity using rich textual reading materials. Title 1 Funds for books will be used. Utilize the on-line curriculum Edgenuity (E2020) to introduce literacy awareness and critical thinking skills. Utilize quality vocabulary instruction to promote students to use the words they learn daily and remember them over time.	2.4, 2.4, 2.5, 2.6, 2.6	Robert Loveland, Principal Timothy Sumner, Assistant Principal, Claudio Garcia, Assistant Principal, Eduardo Flores, Math Teacher Anne Shipman, Science Teacher, James Juarez, Social Studies Teacher, Berenice Sainz, English Teacher	Course tests, remediation assessments, on-line mastery exams, and state TAKS and EOC assessments.	60%	80%		
	Problem Statements: Demographics 21 - Student Academic Achievement 2, 3, 6 - School Processes & Programs 10, 25, 26 - Perceptions 14, 19 **Funding Sources**: 164 - State Compensatory Education (SCE) - 2000.00						
Comprehensive Support Strategy **Additional Targeted Support Strategy** **TEA Priorities** Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 5) Work with students to set short-term intermediate goals to monitor progress toward larger goals through manageable steps. Provide direct instruction as needed in order to improve reading skills and strategies. Reading/ELA tutors will provide core content assistance to students during Saturday tutoring session, regular, after and extended school hours.Saturday school and after school tutoring.	2.4, 2.4, 2.5, 2.6, 2.6	Robert Loveland, Principal Timothy Sumner, Assistant Principal, Claudio Garcia, Assistant Principal, Eduardo Flores, Math Teacher Anne Shipman, Science Teacher, James Juarez, Social Studies Teacher, Berenice Sainz, English Teacher	Student individual goal sheets, student portfolios, course tests, remediation assessments and state EOC assessments.	65%	70%		
	Problem Statements: Demographics 21 - Student Academic Achievement 2, 3, 6 - School Processes & Programs 10, 25, 26 - Perceptions 14, 19 **Funding Sources**: 211 - ESEA Title I, Part A - Regular - 1500.00, 164 - State Compensatory Education (SCE) - 1500.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** **TEA Priorities** Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 6) Tutor non-mastery students for summer school (extended year program). Hire part-time core content area tutors during the summer to increase STAAR/EOC scores and graduation rates. Thus, reducing the drop-out rate for the campus and district.	2.4, 2.4, 2.5, 2.5, 2.6	Robert Loveland - Principal	Course tests, remediation assessments, on-line mastery exams, and state EOC assessments.	65%	75%		
	Problem Statements: Demographics 1, 2, 19, 20, 21, 22 - Student Academic Achievement 1, 2, 3, 4, 5, 25 - School Processes & Programs 23, 24, 25, 26, 27, 32, 33 - Perceptions 19, 25, 26 **Funding Sources**: 164 - State Compensatory Education (SCE) - 31500.00, 211 - ESEA Title I, Part A - Regular - 15000.00						
Comprehensive Support Strategy **Additional Targeted Support Strategy** **TEA Priorities** Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 7) Work with students to set short-term intermediate goals to monitor progress toward larger goals through manageable steps. Provide direct instruction as needed in order to improve math skills and strategies.	2.4, 2.4, 2.5, 2.5, 2.6	Robert Loveland, Principal Timothy Sumner, Assistant Principal, Claudio Garcia, Assistant Principal, Eduardo Flores, Math Teacher Anne Shipman, Science Teacher, James Juarez, Social Studies Teacher, Melanie Martinez, English Teacher	Student individual goal sheets, student portfolios, course tests, remediation assessments and state EOC assessments.	60%	70%		
	Problem Statements: Demographics 19, 20 - Student Academic Achievement 4, 5 - School Processes & Programs 23, 24 **Funding Sources**: 164 - State Compensatory Education (SCE) - 1500.00, 211 - ESEA Title I, Part A - Regular - 1500.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** **TEA Priorities** Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 8) Through increased rigor, relevance, relationships, and reflection, the number of students meeting expectations on STAAR-EOC and graduation requirements will increase. Provide instructional intervention activities to include tutoring during and after school and Saturday school interventions and tutoring. To provide teaching and learning materials for daily instruction. Materials will include but not be limited to paper, pencils, construction paper, markers, highlighters, ink and toner.	2.4, 2.4, 2.5, 2.5, 2.6	Robert Loveland, Principal Timothy Sumner, Assistant Principal, Claudio Garcia, Assistant Principal, Eduardo Flores, Math Teacher Anne Shipman, Science Teacher, James Juarez, Social Studies Teacher,Melanie Martinez, English Teacher	Student individual goal sheets, student portfolios, course tests, remediation assessments and state EOC assessments.	60%	70%		
	Problem Statements: Demographics 17 - Student Academic Achievement 6, 8 - School Processes & Programs 10, 21 - Perceptions 14 **Funding Sources**: 211 - ESEA Title I, Part A - Regular - 6000.00, 164 - State Compensatory Education (SCE) - 6000.00						
Comprehensive Support Strategy **Additional Targeted Support Strategy** **TEA Priorities** Build a foundation of reading and math Improve low-performing schools 9) Physical Education lessons will increase student comprehension concerning physical outdoor activities, personal fitness, cross-curricular integration, and real-world applications. Students will use online lessons through the Edgenuity program to gain awareness and comprehension of physical fitness.	2.4, 2.5, 2.5	Robert Loveland, Principal Nelda Martell, Counselor John Paul Boone, Physical Ed. Teacher	Student individual goal sheets, student portfolios, course tests, remediation assessments and state EOC assessments.	50%	65%		
	Problem Statements: Demographics 8 - Student Academic Achievement 14 - School Processes & Programs 4 - Perceptions 10 **Funding Sources**: 164 - State Compensatory Education (SCE) - 1000.00, 211 - ESEA Title I, Part A - Regular - 1000.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **TEA Priorities** Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 10) Provide the online accessibility, and visual tools and all forms of technology to prepare students with 21st century skills. Upgrade technology in all classrooms by purchasing up-to-date equipment to prepare students with 21st century skills. This purchase will assist in the delivery of differentiated instruction and connect with a broader grouping of students. In addition, teachers will have greater mobility in the classroom, therefore increasing their ability to assist students with Edgenuity Learning. Laptops/Netbooks/Desktops/Monitors - iPads - Netbook cart - Digital recording devices - Interactive boards - Printers - Audio headsets for computer use - Accessories for interactive boards (nibs, pens, wands, bulbs, etc...) In order to utilize the education Edgenuity program that has been implemented in our district for the benefit of our students, more technology equipment is needed. This program will allow our students to recover their credits and prepare for their state assessments.	2.4, 2.4, 2.5, 2.5, 2.6	Robert Loveland, Principal Timothy Sumner, Asst. Principal Claudio Garcia, Asst. Principal Melanie Martinez, ELA Teacher Eduardo Flores, Math Teacher, Anne Shipman, Science Teacher James Juarez, Social Studies Teacher	Increased STAAR-EOC scores and graduation rates. Increased rates of credit attainment reflected on monthly credit attainment logs.	55%	65%		
	Problem Statements: Demographics 8 - Student Academic Achievement 14, 20 - School Processes & Programs 3, 4 - Perceptions 10 **Funding Sources**: 164 - State Compensatory Education (SCE) - 15000.00, 211 - ESEA Title I, Part A - Regular - 2000.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** **TEA Priorities** Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 11) Full time faculty and part-time staff support academic programs, including STAAR-EOC tutoring sessions, satellite campuses, academic/credit attainment through the fall and spring semesters, as well as an extended year session (June-July). Campus counselor will organize Saturday school opportunities for students. Counselors will also coordinate, with campus Family and Community Engagement Specialist parent information and program awareness sessions with parents.	2.4, 2.4, 2.5, 2.6, 2.6, 3.2	Robert Loveland, Principal Timothy Sumner, Asst. Principal Claudio Garcia, Asst. Principal Nelda Martell, Counselor Melanie Martinez, ELA Teacher Eduardo Flores, Math Teacher, Anne Shipman, Science Teacher, James Juarez, Social Studies Teacher	Increased STAAR-EOC scores and graduation rates. Increased rates of credit attainment reflected on monthly credit attainment logs.	60%	65%		
	Problem Statements: Demographics 1, 2, 9, 10, 17 - Student Academic Achievement 8, 13, 25 - School Processes & Programs 2, 11, 14, 15, 21, 32, 33 - Perceptions 1, 5, 6, 9, 25, 26 **Funding Sources**: 164 - State Compensatory Education (SCE) - 11500.00, 211 - ESEA Title I, Part A - Regular - 11500.00						
Comprehensive Support Strategy **Additional Targeted Support Strategy** **TEA Priorities** Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 12) Students receive one-to-one instruction in order to facilitate learning of objectives while completing course credits required for graduation. Our part time clerk assists teachers, office staff and counselor with facilitating student activities and programs. Provide substitute teachers for our teachers when they are absent. Provide a seamless transition between full time staff and substitutes preventing a gap between instruction and student learning.	2.4, 2.4, 2.5, 2.6, 2.6	Robert Loveland, Principal Timothy Sumner, Asst. Principal Claudio Garcia, Asst. Principal		70%	75%		
	Problem Statements: Demographics 2, 5, 9, 17 - Student Academic Achievement 6, 8, 25 - School Processes & Programs 10, 11, 14, 21, 29, 32 - Perceptions 1, 5, 14, 22, 25 **Funding Sources**: 164 - State Compensatory Education (SCE) - 10500.00, 245 - ESEA Title I, 1003(a) - Priority and Focus - 14000.00, 211 - ESEA Title I, Part A - Regular - 22000.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** **TEA Priorities** Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 13) Students will sign in and out with tutors and receive remediation of TEKS.	2.4, 2.4, 2.5, 2.5, 2.6	Robert Loveland, Principal Timothy Sumner, Asst. Principal Claudio Garcia, Asst. Principal Nelda Martinez, Counselor Melanie Martinez, ELA Teacher Eduardo Flores, Math Teacher, Anne Shipman, Science Teacher, James Juarez, Social Studies Teacher	Optional Flexible School Day student daily attendance forms.	60%	70%		
	Problem Statements: Demographics 1, 2, 17 - Student Academic Achievement 8, 9, 25 - School Processes & Programs 20, 21, 32, 33 - Perceptions 18, 25, 26 **Funding Sources**: 164 - State Compensatory Education (SCE) - 20000.00						
Comprehensive Support Strategy **Additional Targeted Support Strategy** **TEA Priorities** Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 14) Tutor non-mastery students for summer school (extended year program). Hire part-time core content area tutors during the summer to increase STAAR/EOC scores and graduation rates. Thus, reducing the drop-out rate for the campus and district.	2.4, 2.4, 2.5, 2.5, 2.6	Robert Loveland - Principal	Student individual goal sheets, student portfolios, course tests, remediation assessments and state EOC assessments.	50%	80%		
	Problem Statements: Demographics 19, 20, 21, 22 - Student Academic Achievement 1, 2, 3, 4, 5 - School Processes & Programs 23, 24, 25, 26, 27 - Perceptions 19 **Funding Sources**: 164 - State Compensatory Education (SCE) - 31500.00, 211 - ESEA Title I, Part A - Regular - 11500.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** **TEA Priorities** Build a foundation of reading and math Improve low-performing schools **ESF Levers** Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers 15) Through increased rigor, relevance, relationships, and reflection, the number of students meeting expectations on STAAR-EOC and graduation requirements will increase. Provide instructional intervention activities to include tutoring during and after school and Saturday school interventions and tutoring. To provide teaching and learning materials for daily instruction. Materials will include but not be limited to paper, pencils, construction paper, markers, highlighters, ink and toner.	2.4, 2.6	Robert Loveland, Principal Timothy Sumner, Asst. Principal Claudio Garcia, Asst. Principal Nelda Martellt, Counselor Melanie Martinez, ELA Teacher Eduardo Flores, Math Teacher, Anne Shipman, Science Teacher, James Juarez, Social Studies Teacher	Student individual goal sheets, student portfolios, course tests, remediation assessments and state EOC assessments.	50%	80%		
	Problem Statements: Demographics 19, 20, 21, 22 - Student Academic Achievement 1, 2, 3, 4, 5 - School Processes & Programs 23, 24, 25, 26, 27 - Perceptions 19 **Funding Sources**: 164 - State Compensatory Education (SCE) - 6000.00, 211 - ESEA Title I, Part A - Regular - 6000.00, 245 - ESEA Title I, 1003(a) - Priority and Focus - 2000.00						
Comprehensive Support Strategy **Additional Targeted Support Strategy** 16) Improve student success by closing achievement gap and increase state assessment performance, STAAR EOC performance. Students will sign in and out with tutors and receive remediation of TEKS.	2.4, 2.5	Robert Loveland, Principal Timothy Sumner, Assistant Principal, Claudio Garcia, Assistant Principal, Melanie Martinez, ELA Teacher James Juarez, Social Studies Teacher Eduardo Flores, Math Teacher Anne Shipman, Science Teacher	Course tests, remediation assessments, on-line mastery exams, and state EOC assessments.	70%	75%		
	Problem Statements: Demographics 2, 3, 17 - Student Academic Achievement 6, 8, 24, 25 - School Processes & Programs 10, 21, 31, 32 - Perceptions 14, 24, 25 **Funding Sources**: 164 - State Compensatory Education (SCE) - 6000.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** **TEA Priorities** Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 17) Improve student success by closing achievement gap and increase state assessment performance, STAAR EOC performance.	2.4, 2.4, 2.5, 2.5, 2.6	Robert Loveland, Principal Timothy Sumner, Assistant Principal, Claudio Garcia, Assistant Principal, Melanie Martinez, ELA Teacher James Juarez, Social Studies Teacher Eduardo Flores, Math Teacher Anne Shipman, Science Teacher	Student individual goal sheets, student portfolios, course tests, remediation assessments and state EOC assessments.	45%	75%		
	Problem Statements: Demographics 19, 20, 21, 22 - Student Academic Achievement 1, 2, 3, 4, 5 - School Processes & Programs 23, 24, 25, 26, 27 - Perceptions 19 **Funding Sources**: 164 - State Compensatory Education (SCE) - 127000.00						
Comprehensive Support Strategy **Additional Targeted Support Strategy** **TEA Priorities** Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 18) Core content tutors will provide assistance to students during Saturday tutoring session, school day, after-school and extended school hours, and extended year (summer school) session. Provide nutritional snacks to promote participation in Saturday school activities.	2.4, 2.4, 2.5, 2.5, 2.6, 3.1	Robert Loveland, Principal Timothy Sumner, Asst. Principal Claudio Garcia, Asst. Principal Nelda Martell, Counselor Melanie Martinez, ELA Teacher Eduardo Flores, Math Teacher, Anne Shipman, Science Teacher, James Juarez, Social Studies Teacher	Student individual goal sheets, student portfolios, course tests, remediation assessments and state EOC assessments	60%	60%		
	Problem Statements: Demographics 1, 2, 10, 19, 20, 21, 22 - Student Academic Achievement 1, 2, 3, 4, 5, 25 - School Processes & Programs 15, 23, 24, 25, 26, 27, 32, 33 - Perceptions 6, 19, 25, 26 **Funding Sources**: 164 - State Compensatory Education (SCE) - 46500.00, 211 - ESEA Title I, Part A - Regular - 15800.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** **TEA Priorities** Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 19) Create and print individualized folders to monitor progress and determine areas of intervention by objective. Use of copy paper as student practice realistic testing strategies, answering questions and receiving feedback regarding readiness for state assessments.	2.4, 2.4, 2.5, 2.5, 2.6	Robert Loveland, Principal Timothy Sumner, Assistant Principal, Claudio Garcia, Assistant Principal, Melanie Martinez, ELA Teacher James Juarez, Social Studies Teacher Eduardo Flores, Math Teacher Anne Shipman, Science Teacher	Student individual goal sheets, student portfolios, course tests, remediation assessments and state EOC assessments	60%	75%		
	Problem Statements: Demographics 19, 20, 21, 22 - Student Academic Achievement 1, 2, 3, 4, 5, 6 - School Processes & Programs 10, 23, 24, 25, 26, 27 - Perceptions 14, 19 **Funding Sources**: 164 - State Compensatory Education (SCE) - 2500.00, 211 - ESEA Title I, Part A - Regular - 11500.00						
Comprehensive Support Strategy **Additional Targeted Support Strategy** **TEA Priorities** Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 20) Teachers and tutors utilize district EOC review guides; Jarrett books, review materials. Teachers and tutors will review for STAAR with students through one-to-one or small group sessions with students.	2.4, 2.4, 2.5, 2.5, 2.6	Robert Loveland - Principal Timothy Sumner, Asst. Principal Claudio Garcia, Asst. Principal James Juarez - Social Studies Teacher	Course tests, remediation assessments, on-line mastery exams, and state EOC assessments.	70%	75%		
	Problem Statements: Demographics 19, 20, 21, 22 - Student Academic Achievement 1, 2, 3, 4, 5, 6 - School Processes & Programs 10, 23, 24, 25, 26, 27 - Perceptions 14, 19 **Funding Sources**: 164 - State Compensatory Education (SCE) - 6000.00, 211 - ESEA Title I, Part A - Regular - 6500.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** **TEA Priorities** Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college 21) Provide assessment opportunities to increase higher education admissions. Provide instructional readiness for students based on individual student evaluations to better prepare students for the STAAR/EOC and AP assessments required for graduation. Provide data for administrators to ensure students are placed in appropriate courses based on their performance on the college readiness assessments, including remediation and acceleration options.	2.4, 2.5, 2.5, 2.6	R. Loveland, Principal, T. Sumner, Assistant Principal, C. Garcia, Assistant Principal, Esperanza Pedrazine, CTC, N. Martell Counselor	Improved on-time graduation rates and accountability ratings.	45%	60%		
	Problem Statements: Demographics 17 - Student Academic Achievement 8, 9 - School Processes & Programs 20, 21 - Perceptions 18 **Funding Sources**: 164 - State Compensatory Education (SCE) - 1500.00						
Comprehensive Support Strategy **Targeted Support Strategy** **TEA Priorities** Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 22) Provide instructional readiness for students based on individual student evaluations to better prepare students for the STAAR/EOC assessments required for graduation and ensure improved on-time graduation rates.	2.5	Principal, R. Loveland CTC, H. Pedrazine, Core Content Dept. Chairs	Improved on-time graduation rates and accountability ratings.	50%	75%		
	Problem Statements: Demographics 2, 8 - Student Academic Achievement 14, 25 - School Processes & Programs 4, 32 - Perceptions 10, 25 **Funding Sources**: 164 - State Compensatory Education (SCE) - 1840.00						
Comprehensive Support Strategy **Targeted Support Strategy** **TEA Priorities** Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 23) : Provide instructional readiness for students based on individual student evaluations to better prepare students for the STAAR/EOC assessments required for graduation and ensure improved on-time graduation rates.	2.5	Mr. Robert Loveland, Principal, Ms. Esperanza Pedrazine, CTC, Dept. Chairs	Improved on-time graduation rates and accountability ratings.	45%	55%		
	Problem Statements: Demographics 8 - Student Academic Achievement 14 - School Processes & Programs 4 - Perceptions 10 **Funding Sources**: 164 - State Compensatory Education (SCE) - 1305.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math 24) Through the Edgenuity Online Learning Resource, students will receive online curriculum courses to support traditional and non-traditional learning.	2.6	Campus level at-risk staff Director of Online Learning	Students core course grades, attendance, behaviors, performance on district and state-wide exams and number of students graduating with cohort.	65%	75%		
	Problem Statements: Student Academic Achievement 18 - School Processes & Programs 18 - Perceptions 13 **Funding Sources**: 164 - State Compensatory Education (SCE) - 12025.00						

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 1: Recruiting highly qualified part time teachers for satellite campuses. **Root Cause 1**: Finding retired teachers that are willing to commit to a set schedule of tutoring
Problem Statement 2: Mobility rate and attendance rate affects enrollment and progress. **Root Cause 2**: Students that do attend Cooper Academy at Navarro already come to us with attendance issues and high mobility rates
Problem Statement 3: Students have low attendance and graduation rates. **Root Cause 3**: Cooper Academy has students attending from within all SAISD attendance zones. Greater than 90% of Cooper Academy students are considered economically disadvantaged. Many over-aged students do not have adequate transportation and are unable to attend school on a regular basis. .
Problem Statement 5: Mobility rate and attendance rate affects enrollment and progress. **Root Cause 5**: Students that do attend Cooper Academy at Navarro already to come to us with attendance issues and high mobility rates.
Problem Statement 8: Improving College and Career Readiness skills for Cooper Academy at Navarro students **Root Cause 8**: Students struggling at Cooper Academy at Navarro, due to gaps in educational experiences.
Problem Statement 9: The current parent/family participation rate is less than 15% in activities that support learning/academic performance. **Root Cause 9**: Parent and family members do not feel confident to assist their child(ren) because parents/family members lack the resources.
Problem Statement 10: Cooper Academy does not have enough community partnerships and incentives for the student to encourage student engagement. **Root Cause 10**: The majority of students at Cooper Academy at Navarro are economically disadvantaged and many are homeless.
Problem Statement 17: Cooper Academy students (Phoenix Middle College) do not complete 100% of the college courses for which they enroll. Less than 50% of students attending the Phoenix Middle College program receive a level 1 or level 2 industry certification. **Root Cause 17**: The Phoenix Middle College students struggle with the transition between their high school program and college program.
Problem Statement 19: Biology EOC pass rates fall below 80% **Root Cause 19**: Historical low performance of students, absences, transitory patterns of student population
Problem Statement 20: US History EOC pass rates fall below 80% **Root Cause 20**: Historical low performance of students, absences, transitory patterns of student population

Demographics

Problem Statement 21: English I passing rates fall below 30% **Root Cause 21**: Historical low performance of students, absences, transitory patterns of student population

Problem Statement 22: Algebra I passing rates fall below 45% **Root Cause 22**: Historical low performance of students, absences, transitory patterns of student population

Student Academic Achievement

Problem Statement 1: Algebra I passing rates fall below 45% **Root Cause 1**: Historical low performance of students, absences, transitory patterns of student population

Problem Statement 2: English I passing rates fall below 30% **Root Cause 2**: Historical low performance of students, absences, transitory patterns of student population

Problem Statement 3: English II EOC passing rates fall below 30% **Root Cause 3**: Historical low performance of students, absences, transitory patterns of student population

Problem Statement 4: US History EOC pass rates fall below 80% **Root Cause 4**: Historical low performance of students, absences, transitory patterns of student population

Problem Statement 5: Biology EOC pass rates fall below 80% **Root Cause 5**: Historical low performance of students, absences, transitory patterns of student population

Problem Statement 6: Graduation rate for Cooper Academy at Navarro is below 50%. **Root Cause 6**: High percentage of at-risk students that are highly mobile, which results in high absenteeism and poor performance on state mandated assessments.

Problem Statement 8: Cooper Academy students (Phoenix Middle College) do not complete 100% of the college courses for which they enroll. Less than 50% of students attending the Phoenix Middle College program receive a level 1 or level 2 industry certification. **Root Cause 8**: The Phoenix Middle College students struggle with the transition between their high school program and college program.

Problem Statement 9: After high school graduation, less than 50% of Cooper Academy students (Phoenix Middle College) register and attend a 4 year college or university program. **Root Cause 9**: Great than 90% of the students attending Cooper Academy are considered economically disadvantaged; thus, are not exposed to the university experience.

Problem Statement 13: Need to improve our partnerships with community groups and businesses. **Root Cause 13**: The majority of students at Cooper Academy at Navarro are economically disadvantaged and many are homeless.

Problem Statement 14: Improving College and Career Readiness skills for Cooper Academy at Navarro students **Root Cause 14**: Students struggling at Cooper Academy at Navarro, due to gaps in educational experiences.

Problem Statement 18: Students are at higher risk of dropping out of school without academic, motivational and social & emotional support **Root Cause 18**: Lack of parental support, poor attendance, lack of motivation and inefficiencies in academic skills and success

Problem Statement 20: Funding for continuous updating of peripheral hardware and software **Root Cause 20**: Technology breaks and becomes old and/or outdated

Problem Statement 24: Students have low attendance and graduation rates. **Root Cause 24**: Cooper Academy has students attending from within all SAISD attendance zones. Greater than 90% of Cooper Academy students are considered economically disadvantaged. Many over-aged students do not have adequate transportation and are unable to attend school on a regular basis. .

Problem Statement 25: Mobility rate and attendance rate affects enrollment and progress. **Root Cause 25**: Students that do attend Cooper Academy at Navarro already come to us with attendance issues and high mobility rates

School Processes & Programs

Problem Statement 2: Need to improve our partnerships with community groups and businesses. **Root Cause 2**: The majority of students at Cooper Academy at Navarro are economically disadvantaged and many are homeless.

Problem Statement 3: Funding for continuous updating of peripheral hardware and software **Root Cause 3**: Technology breaks and becomes old and/or outdated

School Processes & Programs

Problem Statement 4: Improving College and Career Readiness skills for Cooper Academy at Navarro students **Root Cause 4**: Students struggling at Cooper Academy at Navarro, due to gaps in educational experiences.

Problem Statement 10: Graduation rate for Cooper Academy at Navarro is below 50%. **Root Cause 10**: High percentage of at-risk students that are highly mobile, which results in high absenteeism and poor performance on state mandated assessments.

Problem Statement 11: Cooper Academy has low parent participation in school events and Family and Community Engagement Specialist meetings. **Root Cause 11**: Inefficient and ineffective school to parent and community communication.

Problem Statement 14: The current parent/family participation rate is less than 15% in activities that support learning/academic performance. **Root Cause 14**: Parent and family members do not feel confident to assist their child(ren) because parents/family members lack the resources.

Problem Statement 15: Cooper Academy does not have enough community partnerships and incentives for the student to encourage student engagement. **Root Cause 15**: The majority of students at Cooper Academy at Navarro are economically disadvantaged and many are homeless.

Problem Statement 18: Students are at higher risk of dropping out of school without academic, motivational and social & emotional support **Root Cause 18**: Lack of parental support, poor attendance, lack of motivation and inefficiencies in academic skills and success

Problem Statement 20: After high school graduation, less than 50% of Cooper Academy students (Phoenix Middle College) register and attend a 4 year college or university program. **Root Cause 20**: Great than 90% of the students attending Cooper Academy are considered economically disadvantaged; thus, are not exposed to the university experience.

Problem Statement 21: Cooper Academy students (Phoenix Middle College) do not complete 100% of the college courses for which they enroll. Less than 50% of students attending the Phoenix Middle College program receive a level 1 or level 2 industry certification. **Root Cause 21**: The Phoenix Middle College students struggle with the transition between their high school program and college program.

Problem Statement 23: Biology EOC pass rates fall below 80% **Root Cause 23**: Historical low performance of students, absences, transitory patterns of student population

Problem Statement 24: US History EOC pass rates fall below 80% **Root Cause 24**: Historical low performance of students, absences, transitory patterns of student population

Problem Statement 25: English II EOC passing rates fall below 30% **Root Cause 25**: Historical low performance of students, absences, transitory patterns of student population

Problem Statement 26: English I passing rates fall below 30% **Root Cause 26**: Historical low performance of students, absences, transitory patterns of student population

Problem Statement 27: Algebra I passing rates fall below 45% **Root Cause 27**: Historical low performance of students, absences, transitory patterns of student population

Problem Statement 29: Mobility rate and attendance rate affects enrollment and progress. **Root Cause 29**: Students that do attend Cooper Academy at Navarro already to come to us with attendance issues and high mobility rates.

Problem Statement 31: Students have low attendance and graduation rates. **Root Cause 31**: Cooper Academy has students attending from within all SAISD attendance zones. Greater than 90% of Cooper Academy students are considered economically disadvantaged. Many over-aged students do not have adequate transportation and are unable to attend school on a regular basis. .

Problem Statement 32: Mobility rate and attendance rate affects enrollment and progress. **Root Cause 32**: Students that do attend Cooper Academy at Navarro already come to us with attendance issues and high mobility rates

Problem Statement 33: Recruiting highly qualified part time teachers for satellite campuses. **Root Cause 33**: Finding retired teachers that are willing to commit to a set schedule of tutoring

Perceptions

Problem Statement 1: Cooper Academy has low parent participation in school events and Family and Community Engagement Specialist meetings. **Root Cause 1**: Inefficient and ineffective school to parent and community communication.

Perceptions
Problem Statement 5: The current parent/family participation rate is less than 15% in activities that support learning/academic performance. **Root Cause 5**: Parent and family members do not feel confident to assist their child(ren) because parents/family members lack the resources.
Problem Statement 6: Cooper Academy does not have enough community partnerships and incentives for the student to encourage student engagement. **Root Cause 6**: The majority of students at Cooper Academy at Navarro are economically disadvantaged and many are homeless.
Problem Statement 9: Need to improve our partnerships with community groups and businesses. **Root Cause 9**: The majority of students at Cooper Academy at Navarro are economically disadvantaged and many are homeless.
Problem Statement 10: Improving College and Career Readiness skills for Cooper Academy at Navarro students **Root Cause 10**: Students struggling at Cooper Academy at Navarro, due to gaps in educational experiences.
Problem Statement 13: Students are at higher risk of dropping out of school without academic, motivational and social & emotional support **Root Cause 13**: Lack of parental support, poor attendance, lack of motivation and inefficiencies in academic skills and success
Problem Statement 14: Graduation rate for Cooper Academy at Navarro is below 50%. **Root Cause 14**: High percentage of at-risk students that are highly mobile, which results in high absenteeism and poor performance on state mandated assessments.
Problem Statement 18: After high school graduation, less than 50% of Cooper Academy students (Phoenix Middle College) register and attend a 4 year college or university program. **Root Cause 18**: Great than 90% of the students attending Cooper Academy are considered economically disadvantaged; thus, are not exposed to the university experience.
Problem Statement 19: English II EOC passing rates fall below 30% **Root Cause 19**: Historical low performance of students, absences, transitory patterns of student population
Problem Statement 22: Mobility rate and attendance rate affects enrollment and progress. **Root Cause 22**: Students that do attend Cooper Academy at Navarro already to come to us with attendance issues and high mobility rates.
Problem Statement 24: Students have low attendance and graduation rates. **Root Cause 24**: Cooper Academy has students attending from within all SAISD attendance zones. Greater than 90% of Cooper Academy students are considered economically disadvantaged. Many over-aged students do not have adequate transportation and are unable to attend school on a regular basis. .
Problem Statement 25: Mobility rate and attendance rate affects enrollment and progress. **Root Cause 25**: Students that do attend Cooper Academy at Navarro already come to us with attendance issues and high mobility rates
Problem Statement 26: Recruiting highly qualified part time teachers for satellite campuses. **Root Cause 26**: Finding retired teachers that are willing to commit to a set schedule of tutoring

Goal 1: ACADEMIC EXCELLENCE: Provide quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to Increase Student Achievement that exceeds the State average and meets or exceeds the National average - to ensure student success in college and/or careers.

Performance Objective 6: COLLEGE READINESS (District and High Schools Only) Provide a rigorous and relevant instructional program to increase:
1. 4 Year Graduation Rate from _____ to _____.
2. 5 Year Graduation Rate from _____ to _____.
3. College ready in English Language Arts (ELAR) from ____ (class of 201_) to _____ (class of 201_). EOC
4. College ready in Math from ____ (class of 201_) to ____ (class of 201_). EOC
5. Advanced course/dual enrollment from _____ (201__) to ____ (201_).
6. AP/IB test scores at or Above Criterion from ____ (201_) to ____ (201_).
7. SAT/ACT test scores at or Above Criterion from _____ to _____.
8. SAT/ACT completion from ____ (201_) to ____ (201_).
9. Texas Success Initiative (TSI) _____ to_____.
10. Industry certifications from _____to _____.

Evaluation Data Source(s) 6:

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** **TEA Priorities** Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 1) Increase relevance of content to career, technology, and college preparedness through writing prompts and essays. Students will compare and contrast colleges, researching admissions criteria, course/degree descriptions, and career outlooks. Students will practice college essay writing skills to prepare for application process and to improve voice in personal essays. Phoenix Middle College students will utilize a daily planner to schedule college and high school academic activities.	2.4, 2.4, 2.5, 2.5, 2.6	Robert Loveland, Principal Timothy Sumner, Assistant Principal, Claudio Garcia, Assistant Principal, Nelda Martell, Counselor, Melanie Martinez, ELA Teacher James Juarez, Social Studies Teacher Eduardo Flores, Math Teacher Anne Shipman, Science Teacher	Course tests, remediation assessments, on-line mastery exams, and state EOC assessments.	60%	65%		
	Problem Statements: Demographics 8, 13, 17, 19, 20, 21, 22 - Student Academic Achievement 1, 2, 3, 4, 5, 8, 9, 14 - School Processes & Programs 4, 19, 20, 21, 23, 24, 25, 26, 27 - Perceptions 7, 10, 18, 19 **Funding Sources**: 211 - ESEA Title I, Part A - Regular - 6000.00, 164 - State Compensatory Education (SCE) - 6000.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** **TEA Priorities** Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 2) Provide instructional and intervention strategies in preparation for college readiness and state assessments. Increase vocabulary through meaningful texts, student-created word walls, use of dictionaries and personal lists. Cooper will utilize disaggregate data, support staff, and other support personnel in order to achieve student success.	2.4, 2.4, 2.5, 2.6, 2.6	Robert Loveland, Principal Timothy Sumner, Assistant Principal, Claudio Garcia, Assistant Principal, Nelda Martell, Counselor, Melanie Martinez, ELA Teacher James Juarez, Social Studies Teacher Eduardo Flores, Math Teacher Anne Shipman, Science Teacher	Student individual goal sheets, student portfolios, course tests, remediation assessments and state TAKS and EOC, TSI and SAT/ACT assessments.	60%	80%		
	Problem Statements: Demographics 19, 20, 21, 22 - Student Academic Achievement 1, 2, 3, 4, 5, 6 - School Processes & Programs 10, 23, 24, 25, 26, 27 - Perceptions 14, 19 **Funding Sources**: 211 - ESEA Title I, Part A - Regular - 10000.00, 164 - State Compensatory Education (SCE) - 12000.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** **TEA Priorities** Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 3) Counselors will review individual academic student plans, develop graduation plans, schedule student courses, inform parents and students of graduation needs. Supplies will include general office supplies (pens, paper, folders) pamphlets, graduation programs, diplomas and career posters to address topics such as study skills, college preparation steps, and successful academic strategies. Provide graduation plans for teachers who will conduct classroom sessions regarding academic requirements, study and test taking skills. Counselors will review all Academic Achievement Record (AAR) to ensure proper course placements, grade levels, snapshot group's reliability, develop individual graduation plans. Utilize student academic planners to help students plan college and high school daily activities.	2.4, 2.4, 2.5, 2.5, 2.6	Robert Loveland - Principal Nelda Martell - Counselor	Increased graduation rates, increased college application, enrollment rates and a reduction in the campus drop-out rate.	55%	65%		
	Problem Statements: Demographics 2, 8, 10, 17 - Student Academic Achievement 8, 9, 14, 25 - School Processes & Programs 4, 15, 20, 21, 32 - Perceptions 6, 10, 18, 25 **Funding Sources**: 211 - ESEA Title I, Part A - Regular - 4500.00						
TEA Priorities Connect high school to career and college 4) Provide the resources required to all students so that they are prepared for college; including, office supplies, transportation, curriculum and college advising. Students will receive assistance by a San Antonio Educational Partnership college advisor that will assist students and families with college assessment preparation, college entrance criteria, completion of applications and assistance with financial aid.	2.4, 2.6, 3.2	Campus counselor Campus Administration	Increased number of students enrolling and attending a 2 year and 4 year college program. Increase the success rate of first year college students continuing in college program for their second year.	55%	75%		
	Problem Statements: Demographics 8, 17 - Student Academic Achievement 8, 14 - School Processes & Programs 4, 21 - Perceptions 10 **Funding Sources**: 211 - ESEA Title I, Part A - Regular - 10000.00						

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 2: Mobility rate and attendance rate affects enrollment and progress. **Root Cause 2**: Students that do attend Cooper Academy at Navarro already come to us with attendance issues and high mobility rates
Problem Statement 8: Improving College and Career Readiness skills for Cooper Academy at Navarro students **Root Cause 8**: Students struggling at Cooper Academy at Navarro, due to gaps in educational experiences.
Problem Statement 10: Cooper Academy does not have enough community partnerships and incentives for the student to encourage student engagement. **Root Cause 10**: The majority of students at Cooper Academy at Navarro are economically disadvantaged and many are homeless.
Problem Statement 13: Need to improve our partnerships with community groups and businesses. **Root Cause 13**: Cooper Academy is an Alternative high school that does not have the same recognition as other high schools in SAISD. We need to work harder to get our name out into the community to spur partnerships.
Problem Statement 17: Cooper Academy students (Phoenix Middle College) do not complete 100% of the college courses for which they enroll. Less than 50% of students attending the Phoenix Middle College program receive a level 1 or level 2 industry certification. **Root Cause 17**: The Phoenix Middle College students struggle with the transition between their high school program and college program.
Problem Statement 19: Biology EOC pass rates fall below 80% **Root Cause 19**: Historical low performance of students, absences, transitory patterns of student population
Problem Statement 20: US History EOC pass rates fall below 80% **Root Cause 20**: Historical low performance of students, absences, transitory patterns of student population
Problem Statement 21: English I passing rates fall below 30% **Root Cause 21**: Historical low performance of students, absences, transitory patterns of student population
Problem Statement 22: Algebra I passing rates fall below 45% **Root Cause 22**: Historical low performance of students, absences, transitory patterns of student population

Student Academic Achievement
Problem Statement 1: Algebra I passing rates fall below 45% **Root Cause 1**: Historical low performance of students, absences, transitory patterns of student population
Problem Statement 2: English I passing rates fall below 30% **Root Cause 2**: Historical low performance of students, absences, transitory patterns of student population
Problem Statement 3: English II EOC passing rates fall below 30% **Root Cause 3**: Historical low performance of students, absences, transitory patterns of student population
Problem Statement 4: US History EOC pass rates fall below 80% **Root Cause 4**: Historical low performance of students, absences, transitory patterns of student population
Problem Statement 5: Biology EOC pass rates fall below 80% **Root Cause 5**: Historical low performance of students, absences, transitory patterns of student population
Problem Statement 6: Graduation rate for Cooper Academy at Navarro is below 50%. **Root Cause 6**: High percentage of at-risk students that are highly mobile, which results in high absenteeism and poor performance on state mandated assessments.
Problem Statement 8: Cooper Academy students (Phoenix Middle College) do not complete 100% of the college courses for which they enroll. Less than 50% of students attending the Phoenix Middle College program receive a level 1 or level 2 industry certification. **Root Cause 8**: The Phoenix Middle College students struggle with the transition between their high school program and college program.
Problem Statement 9: After high school graduation, less than 50% of Cooper Academy students (Phoenix Middle College) register and attend a 4 year college or university program. **Root Cause 9**: Great than 90% of the students attending Cooper Academy are considered economically disadvantaged; thus, are not exposed to the university experience.
Problem Statement 14: Improving College and Career Readiness skills for Cooper Academy at Navarro students **Root Cause 14**: Students struggling at Cooper Academy at Navarro, due to gaps in educational experiences.
Problem Statement 25: Mobility rate and attendance rate affects enrollment and progress. **Root Cause 25**: Students that do attend Cooper Academy at Navarro already come to us with attendance issues and high mobility rates

School Processes & Programs

Problem Statement 4: Improving College and Career Readiness skills for Cooper Academy at Navarro students **Root Cause 4**: Students struggling at Cooper Academy at Navarro, due to gaps in educational experiences.

Problem Statement 10: Graduation rate for Cooper Academy at Navarro is below 50%. **Root Cause 10**: High percentage of at-risk students that are highly mobile, which results in high absenteeism and poor performance on state mandated assessments.

Problem Statement 15: Cooper Academy does not have enough community partnerships and incentives for the student to encourage student engagement. **Root Cause 15**: The majority of students at Cooper Academy at Navarro are economically disadvantaged and many are homeless.

Problem Statement 19: Need to improve our partnerships with community groups and businesses. **Root Cause 19**: Cooper Academy is an Alternative high school that does not have the same recognition as other high schools in SAISD. We need to work harder to get our name out into the community to spur partnerships.

Problem Statement 20: After high school graduation, less than 50% of Cooper Academy students (Phoenix Middle College) register and attend a 4 year college or university program. **Root Cause 20**: Great than 90% of the students attending Cooper Academy are considered economically disadvantaged; thus, are not exposed to the university experience.

Problem Statement 21: Cooper Academy students (Phoenix Middle College) do not complete 100% of the college courses for which they enroll. Less than 50% of students attending the Phoenix Middle College program receive a level 1 or level 2 industry certification. **Root Cause 21**: The Phoenix Middle College students struggle with the transition between their high school program and college program.

Problem Statement 23: Biology EOC pass rates fall below 80% **Root Cause 23**: Historical low performance of students, absences, transitory patterns of student population

Problem Statement 24: US History EOC pass rates fall below 80% **Root Cause 24**: Historical low performance of students, absences, transitory patterns of student population

Problem Statement 25: English II EOC passing rates fall below 30% **Root Cause 25**: Historical low performance of students, absences, transitory patterns of student population

Problem Statement 26: English I passing rates fall below 30% **Root Cause 26**: Historical low performance of students, absences, transitory patterns of student population

Problem Statement 27: Algebra I passing rates fall below 45% **Root Cause 27**: Historical low performance of students, absences, transitory patterns of student population

Problem Statement 32: Mobility rate and attendance rate affects enrollment and progress. **Root Cause 32**: Students that do attend Cooper Academy at Navarro already come to us with attendance issues and high mobility rates

Perceptions

Problem Statement 6: Cooper Academy does not have enough community partnerships and incentives for the student to encourage student engagement. **Root Cause 6**: The majority of students at Cooper Academy at Navarro are economically disadvantaged and many are homeless.

Problem Statement 7: Need to improve our partnerships with community groups and businesses. **Root Cause 7**: Cooper Academy is an Alternative high school that does not have the same recognition as other high schools in SAISD. We need to work harder to get our name out into the community to spur partnerships.

Problem Statement 10: Improving College and Career Readiness skills for Cooper Academy at Navarro students **Root Cause 10**: Students struggling at Cooper Academy at Navarro, due to gaps in educational experiences.

Problem Statement 14: Graduation rate for Cooper Academy at Navarro is below 50%. **Root Cause 14**: High percentage of at-risk students that are highly mobile, which results in high absenteeism and poor performance on state mandated assessments.

Problem Statement 18: After high school graduation, less than 50% of Cooper Academy students (Phoenix Middle College) register and attend a 4 year college or university program. **Root Cause 18**: Great than 90% of the students attending Cooper Academy are considered economically disadvantaged; thus, are not exposed to the university experience.

Problem Statement 19: English II EOC passing rates fall below 30% **Root Cause 19**: Historical low performance of students, absences, transitory patterns of student population

Problem Statement 25: Mobility rate and attendance rate affects enrollment and progress. **Root Cause 25**: Students that do attend Cooper Academy at Navarro already come to us with attendance issues and high mobility rates

Goal 1: ACADEMIC EXCELLENCE: Provide quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to Increase Student Achievement that exceeds the State average and meets or exceeds the National average - to ensure student success in college and/or careers.

Performance Objective 7: Increase the percent of campuses rated high performing under the state accountability standards from 17 to 19 campuses.

Evaluation Data Source(s) 7: 2017-2018 TEA State Accountability Report for District and Campus.

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** **TEA Priorities** Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 1) Students will be engaged in higher order skills through the implementation of hands-on activities, modified laboratory activities, and integration of technology.	2.4, 2.4, 2.5, 2.6, 2.6	Robert Loveland, Principal Timothy Sumner, Assistant Principal, Claudio Garcia, Assistant Principal, Melanie Martinez, ELA Teacher James Juarez, Social Studies Teacher Eduardo Flores, Math Teacher Anne Shipman, Science Teacher	Course mini-assessments, district benchmark and simulation exams, TAKS and EOC state assessment results.	45%	70%		
	Problem Statements: Demographics 17, 19, 20, 21, 22 - Student Academic Achievement 1, 2, 3, 4, 5, 6, 8 - School Processes & Programs 10, 21, 23, 24, 25, 26, 27 - Perceptions 14, 19 **Funding Sources**: 164 - State Compensatory Education (SCE) - 2000.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** **TEA Priorities** Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 2) Create individualized student notebooks/folders for students to monitor progress and determine areas of intervention by objective/category. To improve organization of student work folders, each department will purchase hanging folders for student work, binders for student testing materials, novel projects and other direct instructional materials.	2.4, 2.4, 2.5, 2.6, 2.6	Robert Loveland, Principal Timothy Sumner, Assistant Principal, Claudio Garcia, Assistant Principal, Nelda Martell, Counselor, Melanie Martinez, ELA Teacher James Juarez, Social Studies Teacher Eduardo Flores, Math Teacher Anne Shipman, Science Teacher	Student individual goal sheets, student portfolios, course tests, remediation assessments and state TAKS and EOC assessments.	50%	80%		
	Problem Statements: Demographics 17, 19, 20, 21, 22 - Student Academic Achievement 1, 2, 3, 4, 5, 6, 8 - School Processes & Programs 10, 21, 23, 24, 25, 26, 27 - Perceptions 14, 19 **Funding Sources**: 211 - ESEA Title I, Part A - Regular - 2000.00, 164 - State Compensatory Education (SCE) - 7000.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** **TEA Priorities** Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 3) Support all content areas to improve critical areas and at-risk populations determined by state, district and campus data. Provide teachers and staff members new equipment, such as computers, ELMOs, LCDs, scanners and printers. Providing new equipment will enhance classroom instruction, improve training and communication between campus staff, community members, students and parents. Assess and utilize the School Technology and Readiness (STaR) Chart. Ensure completion of the LoTi survey with 100% participation. Offer opportunities of all Microsoft Office applications, IData Portal , Web Outlook. Attend district technology training and conferences. Maintain school webpage and calendars. SAISD Technology Department will provide staff to support campus technology needs and maintain district equipment. Provide teachers and staff members new equipment, such as computers, ELMOs, LCDs, scanners and printers. Providing new equipment will enhance classroom instruction, improve training and communication between campus staff, community members, students and parents.	2.4, 2.4, 2.5, 2.6, 2.6	Robert Loveland - Principal Timothy Sumner, Asst. Principal Claudio Garcia, Asst. Principal, Nelda Martell-Counselor James Juarez - S.S. Teacher/CTR Anne Shipman - Science Teacher/CTR	Improved integration of technology as indicated by LOTI and campus technology surveys. Training agendas, sign-in sheets, completion and rating for HB5 Technology section.	55%	60%		
	Problem Statements: Student Academic Achievement 13, 19, 20 - School Processes & Programs 2, 3, 5 - Perceptions 9 **Funding Sources**: 164 - State Compensatory Education (SCE) - 10000.00, 245 - ESEA Title I, 1003(a) - Priority and Focus - 9000.00, 211 - ESEA Title I, Part A - Regular - 4000.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** 4) Provide the online accessibility, and visual tools and all forms of technology to prepare students with 21st century skills. Upgrade technology in all classrooms by purchasing up-to-date equipment to prepare students with 21st century skills. This purchase will assist in the delivery of differentiated instruction and connect with a broader grouping of students. In addition, teachers will have greater mobility in the classroom, therefore increasing their ability to assist students with Edgenuity (E2020)Learning. Laptops/Netbooks/Desktops/Monitors - iPads - Netbook cart - Digital recording devices - Interactive boards - Wireless cards - Printers - Audio headsets for computer use - Accessories for interactive boards (nibs, pens, wands, bulbs, etc...) In order to utilize the education Edgenuity (E2020) program that has been implemented in our district for the benefit of our students, more technology equipment is needed. This program will allow our students to recover their credits and prepare for their state assessments.	2.4, 2.4, 2.5, 2.6, 2.6	Robert Loveland, Principal Timothy Sumner, Assistant Principal, Claudio Garcia, Assistant Principal, N. Martell, counselor, Melanie Martinez, ELA Teacher James Juarez, Social Studies Teacher Eduardo Flores, Math Teacher Anne Shipman, Science Teacher	Increased TAKS/STAAR-EOC scores and graduation rates. Increased rates of credit attainment reflected on monthly credit attainment logs.	60%	80%		
	Problem Statements: Demographics 8 - Student Academic Achievement 14, 19 - School Processes & Programs 4, 5 - Perceptions 10 **Funding Sources**: 164 - State Compensatory Education (SCE) - 15000.00, 211 - ESEA Title I, Part A - Regular - 2000.00						

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Performance Objective 7 Problem Statements:

Demographics
Problem Statement 8: Improving College and Career Readiness skills for Cooper Academy at Navarro students **Root Cause 8**: Students struggling at Cooper Academy at Navarro, due to gaps in educational experiences.

Demographics

Problem Statement 17: Cooper Academy students (Phoenix Middle College) do not complete 100% of the college courses for which they enroll. Less than 50% of students attending the Phoenix Middle College program receive a level 1 or level 2 industry certification. **Root Cause 17**: The Phoenix Middle College students struggle with the transition between their high school program and college program.

Problem Statement 19: Biology EOC pass rates fall below 80% **Root Cause 19**: Historical low performance of students, absences, transitory patterns of student population

Problem Statement 20: US History EOC pass rates fall below 80% **Root Cause 20**: Historical low performance of students, absences, transitory patterns of student population

Problem Statement 21: English I passing rates fall below 30% **Root Cause 21**: Historical low performance of students, absences, transitory patterns of student population

Problem Statement 22: Algebra I passing rates fall below 45% **Root Cause 22**: Historical low performance of students, absences, transitory patterns of student population

Student Academic Achievement

Problem Statement 1: Algebra I passing rates fall below 45% **Root Cause 1**: Historical low performance of students, absences, transitory patterns of student population

Problem Statement 2: English I passing rates fall below 30% **Root Cause 2**: Historical low performance of students, absences, transitory patterns of student population

Problem Statement 3: English II EOC passing rates fall below 30% **Root Cause 3**: Historical low performance of students, absences, transitory patterns of student population

Problem Statement 4: US History EOC pass rates fall below 80% **Root Cause 4**: Historical low performance of students, absences, transitory patterns of student population

Problem Statement 5: Biology EOC pass rates fall below 80% **Root Cause 5**: Historical low performance of students, absences, transitory patterns of student population

Problem Statement 6: Graduation rate for Cooper Academy at Navarro is below 50%. **Root Cause 6**: High percentage of at-risk students that are highly mobile, which results in high absenteeism and poor performance on state mandated assessments.

Problem Statement 8: Cooper Academy students (Phoenix Middle College) do not complete 100% of the college courses for which they enroll. Less than 50% of students attending the Phoenix Middle College program receive a level 1 or level 2 industry certification. **Root Cause 8**: The Phoenix Middle College students struggle with the transition between their high school program and college program.

Problem Statement 13: Need to improve our partnerships with community groups and businesses. **Root Cause 13**: The majority of students at Cooper Academy at Navarro are economically disadvantaged and many are homeless.

Problem Statement 14: Improving College and Career Readiness skills for Cooper Academy at Navarro students **Root Cause 14**: Students struggling at Cooper Academy at Navarro, due to gaps in educational experiences.

Problem Statement 19: Funding for peripheral hardware and software for the enhancement of student learning, and to ensure the reinforcement of 21st century skills **Root Cause 19**: Student focused online learning, reinforcement of 21st century skills

Problem Statement 20: Funding for continuous updating of peripheral hardware and software **Root Cause 20**: Technology breaks and becomes old and/or outdated

School Processes & Programs

Problem Statement 2: Need to improve our partnerships with community groups and businesses. **Root Cause 2**: The majority of students at Cooper Academy at Navarro are economically disadvantaged and many are homeless.

Problem Statement 3: Funding for continuous updating of peripheral hardware and software **Root Cause 3**: Technology breaks and becomes old and/or outdated

Problem Statement 4: Improving College and Career Readiness skills for Cooper Academy at Navarro students **Root Cause 4**: Students struggling at Cooper Academy at Navarro, due to gaps in educational experiences.

School Processes & Programs

Problem Statement 5: Funding for peripheral hardware and software for the enhancement of student learning, and to ensure the reinforcement of 21st century skills **Root Cause 5**: Student focused online learning, reinforcement of 21st century skills

Problem Statement 10: Graduation rate for Cooper Academy at Navarro is below 50%. **Root Cause 10**: High percentage of at-risk students that are highly mobile, which results in high absenteeism and poor performance on state mandated assessments.

Problem Statement 21: Cooper Academy students (Phoenix Middle College) do not complete 100% of the college courses for which they enroll. Less than 50% of students attending the Phoenix Middle College program receive a level 1 or level 2 industry certification. **Root Cause 21**: The Phoenix Middle College students struggle with the transition between their high school program and college program.

Problem Statement 23: Biology EOC pass rates fall below 80% **Root Cause 23**: Historical low performance of students, absences, transitory patterns of student population

Problem Statement 24: US History EOC pass rates fall below 80% **Root Cause 24**: Historical low performance of students, absences, transitory patterns of student population

Problem Statement 25: English II EOC passing rates fall below 30% **Root Cause 25**: Historical low performance of students, absences, transitory patterns of student population

Problem Statement 26: English I passing rates fall below 30% **Root Cause 26**: Historical low performance of students, absences, transitory patterns of student population

Problem Statement 27: Algebra I passing rates fall below 45% **Root Cause 27**: Historical low performance of students, absences, transitory patterns of student population

Perceptions

Problem Statement 9: Need to improve our partnerships with community groups and businesses. **Root Cause 9**: The majority of students at Cooper Academy at Navarro are economically disadvantaged and many are homeless.

Problem Statement 10: Improving College and Career Readiness skills for Cooper Academy at Navarro students **Root Cause 10**: Students struggling at Cooper Academy at Navarro, due to gaps in educational experiences.

Problem Statement 14: Graduation rate for Cooper Academy at Navarro is below 50%. **Root Cause 14**: High percentage of at-risk students that are highly mobile, which results in high absenteeism and poor performance on state mandated assessments.

Problem Statement 19: English II EOC passing rates fall below 30% **Root Cause 19**: Historical low performance of students, absences, transitory patterns of student population

Goal 1: ACADEMIC EXCELLENCE: Provide quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to Increase Student Achievement that exceeds the State average and meets or exceeds the National average - to ensure student success in college and/or careers.

Performance Objective 8: COLLEGE READINESS (District and High Schools Only) Provide a rigorous and relevant instructional program to increase student scores on Advance Placement exams

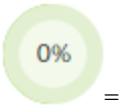
Evaluation Data Source(s) 8: AP scores, TSI scores

Summative Evaluation 8:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 1) Implement AP courses in core content areas, develop rigorous and relevant TSI preparatory sessions.	2.4, 2.5, 2.6	Robert Loveland, Principal Timothy Sumner, Assistant Principal, Claudio Garcia, Assistant Principal, Nelda Martell, Counselor, Melanie Martinez, ELA Teacher James Juarez, Social Studies Teacher Eduardo Flores, Math Teacher Anne Shipman, Science Teacher	Increased scores on TSI and AP Exams	60%	80%	0%	
	Problem Statements: Demographics 8, 17 - Student Academic Achievement 8, 9, 14 - School Processes & Programs 4, 20, 21 - Perceptions 10, 18 **Funding Sources**: 164 - State Compensatory Education (SCE) - 1500.00, 211 - ESEA Title I, Part A - Regular - 1500.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

= Accomplished = Continue/Modify 

= No Progress = Discontinue

Performance Objective 8 Problem Statements:

Demographics
Problem Statement 8: Improving College and Career Readiness skills for Cooper Academy at Navarro students **Root Cause 8**: Students struggling at Cooper Academy at Navarro, due to gaps in educational experiences.
Problem Statement 17: Cooper Academy students (Phoenix Middle College) do not complete 100% of the college courses for which they enroll. Less than 50% of students attending the Phoenix Middle College program receive a level 1 or level 2 industry certification. **Root Cause 17**: The Phoenix Middle College students struggle with the transition between their high school program and college program.

Student Academic Achievement
Problem Statement 8: Cooper Academy students (Phoenix Middle College) do not complete 100% of the college courses for which they enroll. Less than 50% of students attending the Phoenix Middle College program receive a level 1 or level 2 industry certification. **Root Cause 8**: The Phoenix Middle College students struggle with the transition between their high school program and college program.
Problem Statement 9: After high school graduation, less than 50% of Cooper Academy students (Phoenix Middle College) register and attend a 4 year college or university program. **Root Cause 9**: Great than 90% of the students attending Cooper Academy are considered economically disadvantaged; thus, are not exposed to the university experience.
Problem Statement 14: Improving College and Career Readiness skills for Cooper Academy at Navarro students **Root Cause 14**: Students struggling at Cooper Academy at Navarro, due to gaps in educational experiences.

School Processes & Programs
Problem Statement 4: Improving College and Career Readiness skills for Cooper Academy at Navarro students **Root Cause 4**: Students struggling at Cooper Academy at Navarro, due to gaps in educational experiences.
Problem Statement 20: After high school graduation, less than 50% of Cooper Academy students (Phoenix Middle College) register and attend a 4 year college or university program. **Root Cause 20**: Great than 90% of the students attending Cooper Academy are considered economically disadvantaged; thus, are not exposed to the university experience.
Problem Statement 21: Cooper Academy students (Phoenix Middle College) do not complete 100% of the college courses for which they enroll. Less than 50% of students attending the Phoenix Middle College program receive a level 1 or level 2 industry certification. **Root Cause 21**: The Phoenix Middle College students struggle with the transition between their high school program and college program.

Perceptions
Problem Statement 10: Improving College and Career Readiness skills for Cooper Academy at Navarro students **Root Cause 10**: Students struggling at Cooper Academy at Navarro, due to gaps in educational experiences.

Perceptions

Problem Statement 18: After high school graduation, less than 50% of Cooper Academy students (Phoenix Middle College) register and attend a 4 year college or university program.
Root Cause 18: Great than 90% of the students attending Cooper Academy are considered economically disadvantaged; thus, are not exposed to the university experience.

Goal 1: ACADEMIC EXCELLENCE: Provide quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to Increase Student Achievement that exceeds the State average and meets or exceeds the National average - to ensure student success in college and/or careers.

Performance Objective 9: Provide effective and timely assistance to increase student success and eventual on-time graduation. If you don't already have this performance objective, please add one.

Evaluation Data Source(s) 9: Provide instructional readiness for students based on individual student evaluations to better prepare students for the STAAR/EOC assessments required for graduation and ensure improved on-time graduation rates.
Critical Success Factors: CSF1 and CSF2

Summative Evaluation 9:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Targeted Support Strategy** **Additional Targeted Support Strategy** **TEA Priorities** Connect high school to career and college Improve low-performing schools **ESF Levers** Lever 3: Positive School Culture 1) Work with students to set short-term intermediate goals to monitor progress toward larger goals through manageable steps. Provide team building and goal setting activities for students to develop skills necessary for college and career readiness. Students will participate in outdoor activities at the Newcombe Ranch to build communication, team building, problem solving and analytical skills that will prepare them to be successful for the state academic standards.	2.5, 2.6	Robert Loveland, Principal Timothy Sumner, Asst. Principal Claudio Garcia, Asst Principal, John P. Boone, PBIS teacher	Increase in on time graduation rate, increase in EOC, TSI and SAT scores.				
	Problem Statements: Student Academic Achievement 18 - School Processes & Programs 18 - Perceptions 13 **Funding Sources**: 211 - ESEA Title I, Part A - Regular - 4500.00						

= Accomplished = Continue/Modify

= No Progress = Discontinue

Performance Objective 9 Problem Statements:

Student Academic Achievement

Problem Statement 18: Students are at higher risk of dropping out of school without academic, motivational and social & emotional support **Root Cause 18**: Lack of parental support, poor attendance, lack of motivation and inefficiencies in academic skills and success

School Processes & Programs

Problem Statement 18: Students are at higher risk of dropping out of school without academic, motivational and social & emotional support **Root Cause 18**: Lack of parental support, poor attendance, lack of motivation and inefficiencies in academic skills and success

Perceptions

Problem Statement 13: Students are at higher risk of dropping out of school without academic, motivational and social & emotional support **Root Cause 13**: Lack of parental support, poor attendance, lack of motivation and inefficiencies in academic skills and success

Goal 1: ACADEMIC EXCELLENCE: Provide quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to Increase Student Achievement that exceeds the State average and meets or exceeds the National average - to ensure student success in college and/or careers.

Performance Objective 10: MATH: Ensure that all students receive quality math instructions that is aligned to the state standards to increase Student Achievement, Student Progress, and Closing the Achievement Gap.

Evaluation Data Source(s) 10: STAAR
Research and Accountability Reports
PBMAS
MAP

Summative Evaluation 10: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide an adaptive, online math program designed to complement classroom instruction that responds to learners' actions and decisions by continuously adapting to support the complexity of student learning, promoting strategies for fluency and application and provides real time data to inform instruction for targeted intervention.		Directors of Mathematics Instructional Specialists	Students complete 6-10 lessons per week to support increase of math performance to Meet standard and students earn progress measure on STAAR.	60%	75%		
	Problem Statements: Student Academic Achievement 11 **Funding Sources**: 164 - State Compensatory Education (SCE) - 6000.00						

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= No Progress = Discontinue

Performance Objective 10 Problem Statements:

Student Academic Achievement
Problem Statement 11: Students are challenged to meet the academic goals identified by the state. **Root Cause 11**: The SAISD community is a high poverty district promoting an unstable community affecting the child's ability to learn

Goal 1: ACADEMIC EXCELLENCE: Provide quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to Increase Student Achievement that exceeds the State average and meets or exceeds the National average - to ensure student success in college and/or careers.

Performance Objective 11: Teaching & Org Learning will provide professional development in content, coaching, professional learning communities, instructional resources and implementation that is inclusive of flexible pedagogy to increases depth and complexity and relevant curriculum and assessment.

Evaluation Data Source(s) 11:

Summative Evaluation 11:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Attend professional learning that enhances literacy and biliteracy, sheltered Instruction in the content area, Certification Pathway, technology and strategic planning.		Assistant Superintendent, Teaching and Organizational Learning/ Special Projects Coordinators	Increase teachers' efficacy and provide various high-yielding instructional strategies to address all SAISD students.	60%	80%		
	Problem Statements: Student Achievement 1 **Funding Sources**: 164 - State Compensatory Education (SCE) - 503.56						

= Accomplished = Continue/Modify

= No Progress = Discontinue

Performance Objective 11 Problem Statements:

Student Achievement
Problem Statement 1: Students are at high risk of dropping out of school due to lack of supports in areas to include motivational, academic and social/emotional **Root Cause 1**: The SAISD community has a very high propensity of poverty and a serious lack of homes for the families.

Goal 1: ACADEMIC EXCELLENCE: Provide quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to Increase Student Achievement that exceeds the State average and meets or exceeds the National average - to ensure student success in college and/or careers.

Performance Objective 12: Lead4ward training and support designed to help teachers, campus leaders, and implementation specialists utilize data to focus the design and implementation of effective lessons to increase student achievement

Evaluation Data Source(s) 12:

Summative Evaluation 12:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Targeted Support Strategy** **Additional Targeted Support Strategy** **TEA Priorities** Recruit, support, retain teachers and principals 1) Attend professional learning that enhances literacy and biliteracy, sheltered Instruction in the content area, Certification Pathway, technology and strategic planning.	2.4, 2.5	Assistant Superintendent, DCSIs, Teaching and Organizational Learning, Special Project Coordinators	Campuses use Lead4ward data in Eduphoria and the skills learned during training to make decisions regarding teaching and learning with fidelity to skills learned during training.	55%	65%		
	Problem Statements: Student Achievement 2 - Demographics 6, 6 - Student Academic Achievement 22 - School Processes & Programs 28 - Perceptions 20, 21 **Funding Sources**: 164 - State Compensatory Education (SCE) - 1840.08						

= Accomplished = Continue/Modify

= No Progress = Discontinue

Performance Objective 12 Problem Statements:

Student Achievement
Problem Statement 2: SAISD students do not meet and exceed state and national averages on assessments in rigorous courses or for college admissions. **Root Cause 2**: Students and teachers need skills and strategies for success such as those provided by AVID to promote successful learning in rigorous courses.

Demographics
Problem Statement 6: Over the last three years, over 60% of ESL(3-8) students did not meet the standard in all content areas. **Root Cause 6**: There is inconsistent differentiation in Tier 1 core instruction and intervention.

Demographics

Problem Statement 6: There is a need to increase the number of English Learners who are attaining "Meets" on the STAAR/EOC state assessment. Currently, 30% of students in Bilingual Education and 11% of students in ESL have achieved "Meets" on the STAAR/EOC assessments. **Root Cause 6**: Teachers of English Learners need to linguistically accommodate instruction by implementing high yield instructional strategies that engage students in listening, speaking, reading and writing.

Student Academic Achievement

Problem Statement 22: Over the last three years, over 60% of ESL(3-8) students did not meet the standard in all content areas. **Root Cause 22**: There is inconsistent differentiation in Tier 1 core instruction and intervention.

School Processes & Programs

Problem Statement 28: There is a need to increase the number of English Learners who are attaining "Meets" on the STAAR/EOC state assessment. Currently, 30% of students in Bilingual Education and 11% of students in ESL have achieved "Meets" on the STAAR/EOC assessments. **Root Cause 28**: Teachers of English Learners need to linguistically accommodate instruction by implementing high yield instructional strategies that engage students in listening, speaking, reading and writing.

Perceptions

Problem Statement 20: There is a need to increase the number of English Learners who are attaining "Meets" on the STAAR/EOC state assessment. Currently, 30% of students in Bilingual Education and 11% of students in ESL have achieved "Meets" on the STAAR/EOC assessments. **Root Cause 20**: Teachers of English Learners need to linguistically accommodate instruction by implementing high yield instructional strategies that engage students in listening, speaking, reading and writing.

Problem Statement 21: Over the last three years, over 60% of ESL(3-8) students did not meet the standard in all content areas. **Root Cause 21**: There is inconsistent differentiation in Tier 1 core instruction and intervention.

Goal 1: ACADEMIC EXCELLENCE: Provide quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to Increase Student Achievement that exceeds the State average and meets or exceeds the National average - to ensure student success in college and/or careers.

Performance Objective 13: Provide rigorous and relevant instructional progrom to increase Student Achievement and Closing the Achievement Gap

Evaluation Data Source(s) 13:

Summative Evaluation 13:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Targeted Support Strategy** **Additional Targeted Support Strategy** **TEA Priorities** Improve low-performing schools **ESF Levers** Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Integrate Document Based Questions (DBQ's) in grades 4-7 social studies instruction and in High School including: World Geography, World History, Government, and Economics courses to promote improved student writing and content knowledge by providing professional learning and resources.	2.4, 2.5, 2.6	Social Studies Director Social Studies Instructional Specialists Social Studies Department Chairs	Implementation of Document Based Questions should improve student writing skill and social studies content knowledge and skills. This should result in increased performance on state assessments in writing and social studies.	30%	50%		
Problem Statements: Student Achievement 3 - Student Academic Achievement 12 **Funding Sources**: 164 - State Compensatory Education (SCE) - 1527.00							

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Performance Objective 13 Problem Statements:

Student Achievement
Problem Statement 3: SAISD students do not meet and exceed state and national averages on assessments in rigorous courses or for college admissions. **Root Cause 3**: Students and teachers need skills and strategies for success such as those provided by AVID to promote successful learning in rigorous courses.

Student Academic Achievement

Problem Statement 12: Students are challenged to meet the academic goals identified by the state. **Root Cause 12**: The SAISD community is a high poverty district promoting an unstable community affecting the child's ability to learn

Goal 1: ACADEMIC EXCELLENCE: Provide quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to Increase Student Achievement that exceeds the State average and meets or exceeds the National average - to ensure student success in college and/or careers.

Performance Objective 14: Implement and monitor an aligned and integrated Writing process to increase student achievement and closing the achievement gap

Evaluation Data Source(s) 14:

Summative Evaluation 14:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Implement a structured framework of writing instruction where students learn the writing process. Provide resources and tools that support gradual release of responsibility in writing skills.		Principal and Associate Principals Trinity Admin. Intern Campus Instructional Coach	-Student journals -Quick write summaries in all content areas -STAAR writing scores -NWEA MAP Language Usage Scores	55%	80%		
	Problem Statements: Demographics 21 - Student Academic Achievement 2, 11 - School Processes & Programs 26 **Funding Sources**: 164 - State Compensatory Education (SCE) - 6000.00						

= Accomplished = Continue/Modify

= No Progress = Discontinue

Performance Objective 14 Problem Statements:

Demographics
Problem Statement 21: English I passing rates fall below 30% **Root Cause 21**: Historical low performance of students, absences, transitory patterns of student population

Student Academic Achievement
Problem Statement 2: English I passing rates fall below 30% **Root Cause 2**: Historical low performance of students, absences, transitory patterns of student population
Problem Statement 11: Students are challenged to meet the academic goals identified by the state. **Root Cause 11**: The SAISD community is a high poverty district promoting an unstable community affecting the child's ability to learn

School Processes & Programs
Problem Statement 26: English I passing rates fall below 30% **Root Cause 26**: Historical low performance of students, absences, transitory patterns of student population

Goal 1: ACADEMIC EXCELLENCE: Provide quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to Increase Student Achievement that exceeds the State average and meets or exceeds the National average - to ensure student success in college and/or careers.

Performance Objective 15: provide a comprehensive reading process to increase student achievement, student progrss, and closing the achievement gap.

Evaluation Data Source(s) 15: STAAR
Research and Accountability Reports
PBMAS
MAP

Summative Evaluation 15: Significant progress made toward meeting Performance Objective

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) provide resources for teachers for reading, intervention, and remediation.		Campus Administrative Staff, Instructional Specialists, Instructional Coaches, R-LA Elementary Director, Professional Development Attendance	Students meet and exceed state and national averages on assessments in rigorous courses.	50%	65%		
	Problem Statements: Demographics 7 **Funding Sources**: 164 - State Compensatory Education (SCE) - 1609.40						

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Performance Objective 15 Problem Statements:

Demographics
Problem Statement 7: There is a need to recruit, develop, and retain high quality and experienced staff which includes teachers and administrators. **Root Cause 7**: A systematic approach to providing professional pathways for teachers and administrators does not currently exist.

Goal 2: CULTURE SHIFT: Build a climate of trust and high expectations that focuses on creating and sustaining safe, nurturing, and positive learning environments for all (District Priorities 1, 2, 3, 4, 5, 6, 7, 8, 9, 10).

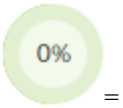
Performance Objective 1: POSITIVE BEHAVIOR INTERVENTION SUPPORT: The district will continue to implement a system of Positive Behavior Intervention and Support at all campuses in order to promote character education, foster respect, and develop appropriate decision-making for all students.
1. Decrease in-school suspensions by ___% from _____ to less than _____.
a. Special Education by ___% from _____ to less than _____.
b. African American by ___% from _____ to less than _____.
2. Decrease the number of out of school suspensions by 40% from 45 to less than 27.
a. Special Education by ___% from _____ to less than _____.
b. African American by ___% from _____ to less than _____.
3. Decrease the number of Discipline Alternative Education Placements by 50% from 7 to less than 4.
a. Special Education by ___% from _____ to less than _____.
b. African American by ___% from _____ to less than _____.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** 1) Campus will practice and implement safety procedures to assure a conducive, safe, and positive learning/work environment. Satellite campuses will be provided a cellular phone to be used for parent and student conferences, improve attendance and academic passing rates and to communicate with administration and SAISD Police Department. Campus faculty and staff will participate in emergency response and containment training (DATE: TBA) 1. Create an emergency evacuation plan. 2. Monthly fire drills conducted. 3. Campus faculty consistently implements rules and procedures, as outlined in the Student Code of Conduct. 4. Parents are informed about the School Code of Conduct upon registration Parents sign and acknowledgement of receipt of handbook.	2.4, 2.6	Robert Loveland, Principal Timothy Sumner, Asst. Principal Claudio Garcia, Asst. Principal.	Monthly fire drills/containment reports filed with District office. Sign-in sheets of training sessions kept on file. Reports discipline incidents and maintain records of physical safety violations. Sign in sheets, classroom observation of procedures posted, evacuation plan filed at district office	50%	65%		
	Problem Statements: Demographics 2, 8, 15 - Student Academic Achievement 6, 13, 14, 25 - School Processes & Programs 2, 4, 6, 10, 32 - Perceptions 9, 10, 14, 15, 25 **Funding Sources**: 164 - State Compensatory Education (SCE) - 1000.00						
Comprehensive Support Strategy **Additional Targeted Support Strategy** 2) Increase collaboration through mentoring, tutoring, parent meetings, student/teacher conferences and campus leadership team to improve student success. Increase attendance and academic performance through the setting of SMART goals. Use the Boystown model to manage behavior, build relationships, and teach social skills, emphasizing proactive practices to enhance learning. Utilize attendance incentives such as coupon books, dining gift cards, and school/or office supply items to promote attendance and reward attendance. Campus administrators will make home visits and satellite site visits to improve campus attendance and graduation rates.	2.4, 2.6, 2.6, 3.1, 3.2, 3.2	Robert Loveland, Principal Timothy Sumner, Asst. Principal Claudio Garcia, Asst. Principal Nelda Martell, Counselor Melanie Martinez, ELA Teacher Eduardo Flores, Math Teacher, Anne Shipman, Science Teacher, James Juarez, Social Studies Teacher	Student individual goal sheets, student portfolios, course tests, remediation assessments and state TAKS and EOC assessments.	55%	70%		
	Problem Statements: Demographics 8 - Student Academic Achievement 13, 14, 21 - School Processes & Programs 1, 2, 4 - Perceptions 9, 10, 16 **Funding Sources**: 164 - State Compensatory Education (SCE) - 19000.00, 211 - ESEA Title I, Part A - Regular - 15000.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

= Accomplished = Continue/Modify 

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Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Mobility rate and attendance rate affects enrollment and progress. **Root Cause 2**: Students that do attend Cooper Academy at Navarro already come to us with attendance issues and high mobility rates
Problem Statement 8: Improving College and Career Readiness skills for Cooper Academy at Navarro students **Root Cause 8**: Students struggling at Cooper Academy at Navarro, due to gaps in educational experiences.
Problem Statement 15: Recruiting highly qualified part time teachers for satellite Campuses. **Root Cause 15**: Finding retired teachers that are willing to commit to a set schedule of tutoring.

Student Academic Achievement
Problem Statement 6: Graduation rate for Cooper Academy at Navarro is below 50%. **Root Cause 6**: High percentage of at-risk students that are highly mobile, which results in high absenteeism and poor performance on state mandated assessments.
Problem Statement 13: Need to improve our partnerships with community groups and businesses. **Root Cause 13**: The majority of students at Cooper Academy at Navarro are economically disadvantaged and many are homeless.
Problem Statement 14: Improving College and Career Readiness skills for Cooper Academy at Navarro students **Root Cause 14**: Students struggling at Cooper Academy at Navarro, due to gaps in educational experiences.
Problem Statement 21: Low passing rates on EOC exams. **Root Cause 21**: Students who attend Cooper Academy have academic deficits in the core subjects
Problem Statement 25: Mobility rate and attendance rate affects enrollment and progress. **Root Cause 25**: Students that do attend Cooper Academy at Navarro already come to us with attendance issues and high mobility rates

School Processes & Programs
Problem Statement 1: Low passing rates on EOC exams. **Root Cause 1**: Students who attend Cooper Academy have academic deficits in the core subjects
Problem Statement 2: Need to improve our partnerships with community groups and businesses. **Root Cause 2**: The majority of students at Cooper Academy at Navarro are economically disadvantaged and many are homeless.
Problem Statement 4: Improving College and Career Readiness skills for Cooper Academy at Navarro students **Root Cause 4**: Students struggling at Cooper Academy at Navarro, due to gaps in educational experiences.
Problem Statement 6: Recruiting highly qualified part time teachers for satellite Campuses. **Root Cause 6**: Finding retired teachers that are willing to commit to a set schedule of tutoring.

School Processes & Programs

Problem Statement 10: Graduation rate for Cooper Academy at Navarro is below 50%. **Root Cause 10**: High percentage of at-risk students that are highly mobile, which results in high absenteeism and poor performance on state mandated assessments.

Problem Statement 32: Mobility rate and attendance rate affects enrollment and progress. **Root Cause 32**: Students that do attend Cooper Academy at Navarro already come to us with attendance issues and high mobility rates

Perceptions

Problem Statement 9: Need to improve our partnerships with community groups and businesses. **Root Cause 9**: The majority of students at Cooper Academy at Navarro are economically disadvantaged and many are homeless.

Problem Statement 10: Improving College and Career Readiness skills for Cooper Academy at Navarro students **Root Cause 10**: Students struggling at Cooper Academy at Navarro, due to gaps in educational experiences.

Problem Statement 14: Graduation rate for Cooper Academy at Navarro is below 50%. **Root Cause 14**: High percentage of at-risk students that are highly mobile, which results in high absenteeism and poor performance on state mandated assessments.

Problem Statement 15: Recruiting highly qualified part time teachers for satellite Campuses. **Root Cause 15**: Finding retired teachers that are willing to commit to a set schedule of tutoring.

Problem Statement 16: Low passing rates on EOC exams. **Root Cause 16**: Students who attend Cooper Academy have academic deficits in the core subjects

Problem Statement 25: Mobility rate and attendance rate affects enrollment and progress. **Root Cause 25**: Students that do attend Cooper Academy at Navarro already come to us with attendance issues and high mobility rates

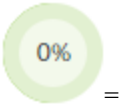
Goal 2: CULTURE SHIFT: Build a climate of trust and high expectations that focuses on creating and sustaining safe, nurturing, and positive learning environments for all (District Priorities 1, 2, 3, 4, 5, 6, 7, 8, 9, 10).

Performance Objective 2: ATTENDANCE: Implement a Campus/District wide system for monitoring student attendance. Increase the attendance rate from 78% to 80%.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** 1) Via bus passes will be provided to students requesting transportation assistance. Bus passes will be used to improve student attendance and increase graduation rates. To provide students with VIA bus cards that will enable them to travel to and from campus activities, daily instructional days and Saturday or after school intervention activities.	2.4, 2.5, 2.6	Robert Loveland - Principal Timothy Sumner, Asst. Principal Claudio Garcia, Asst. Principal Nelda Martell - Counselor	Increased graduation and reduction of drop-out rates. Increased foundation and recommended diplomas.	75%	90%		
	Problem Statements: Demographics 2, 3, 4 - Student Academic Achievement 23, 24, 25 - School Processes & Programs 30, 31, 32 - Perceptions 23, 24, 25 **Funding Sources**: 164 - State Compensatory Education (SCE) - 11000.00						
2) Provide supplies and resources for the campus nurse that will support student needs to improve their academic performance and attendance rates. Thus, giving them more opportunities to accelerate their coursework and improve our graduation rate.	2.4, 2.5, 2.6	Yvette O'Neil	Increased attendance rates Increased graduation rates Increased credit attainment rates. Increase student academic performance.	65%	70%		
	Problem Statements: Demographics 2, 3, 4, 5, 19, 20 - Student Academic Achievement 4, 5, 23, 24, 25 - School Processes & Programs 23, 24, 29, 30, 31, 32 - Perceptions 22, 23, 24, 25 **Funding Sources**: 164 - State Compensatory Education (SCE) - 1000.00, 211 - ESEA Title I, Part A - Regular - 1000.00						

= Accomplished = Continue/Modify 

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Performance Objective 2 Problem Statements:

Demographics

Problem Statement 2: Mobility rate and attendance rate affects enrollment and progress. **Root Cause 2**: Students that do attend Cooper Academy at Navarro already come to us with attendance issues and high mobility rates

Problem Statement 3: Students have low attendance and graduation rates. **Root Cause 3**: Cooper Academy has students attending from within all SAISD attendance zones. Greater than 90% of Cooper Academy students are considered economically disadvantaged. Many over-aged students do not have adequate transportation and are unable to attend school on a regular basis. .

Problem Statement 4: Students at Cooper Academy have low attendance rates, which negatively impacts their academic progress. **Root Cause 4**: Greater than 90% of Cooper Academy students are considered economically disadvantaged and do not have adequate access to health care.

Problem Statement 5: Mobility rate and attendance rate affects enrollment and progress. **Root Cause 5**: Students that do attend Cooper Academy at Navarro already to come to us with attendance issues and high mobility rates.

Problem Statement 19: Biology EOC pass rates fall below 80% **Root Cause 19**: Historical low performance of students, absences, transitory patterns of student population

Problem Statement 20: US History EOC pass rates fall below 80% **Root Cause 20**: Historical low performance of students, absences, transitory patterns of student population

Student Academic Achievement

Problem Statement 4: US History EOC pass rates fall below 80% **Root Cause 4**: Historical low performance of students, absences, transitory patterns of student population

Problem Statement 5: Biology EOC pass rates fall below 80% **Root Cause 5**: Historical low performance of students, absences, transitory patterns of student population

Problem Statement 23: Students at Cooper Academy have low attendance rates, which negatively impacts their academic progress. **Root Cause 23**: Greater than 90% of Cooper Academy students are considered economically disadvantaged and do not have adequate access to health care.

Problem Statement 24: Students have low attendance and graduation rates. **Root Cause 24**: Cooper Academy has students attending from within all SAISD attendance zones. Greater than 90% of Cooper Academy students are considered economically disadvantaged. Many over-aged students do not have adequate transportation and are unable to attend school on a regular basis. .

Problem Statement 25: Mobility rate and attendance rate affects enrollment and progress. **Root Cause 25**: Students that do attend Cooper Academy at Navarro already come to us with attendance issues and high mobility rates

School Processes & Programs

Problem Statement 23: Biology EOC pass rates fall below 80% **Root Cause 23**: Historical low performance of students, absences, transitory patterns of student population

Problem Statement 24: US History EOC pass rates fall below 80% **Root Cause 24**: Historical low performance of students, absences, transitory patterns of student population

Problem Statement 29: Mobility rate and attendance rate affects enrollment and progress. **Root Cause 29**: Students that do attend Cooper Academy at Navarro already to come to us with attendance issues and high mobility rates.

Problem Statement 30: Students at Cooper Academy have low attendance rates, which negatively impacts their academic progress. **Root Cause 30**: Greater than 90% of Cooper Academy students are considered economically disadvantaged and do not have adequate access to health care.

Problem Statement 31: Students have low attendance and graduation rates. **Root Cause 31**: Cooper Academy has students attending from within all SAISD attendance zones. Greater than 90% of Cooper Academy students are considered economically disadvantaged. Many over-aged students do not have adequate transportation and are unable to attend school on a regular basis. .

Problem Statement 32: Mobility rate and attendance rate affects enrollment and progress. **Root Cause 32**: Students that do attend Cooper Academy at Navarro already come to us with attendance issues and high mobility rates

Perceptions
Problem Statement 22: Mobility rate and attendance rate affects enrollment and progress. **Root Cause 22**: Students that do attend Cooper Academy at Navarro already to come to us with attendance issues and high mobility rates.
Problem Statement 23: Students at Cooper Academy have low attendance rates, which negatively impacts their academic progress. **Root Cause 23**: Greater than 90% of Cooper Academy students are considered economically disadvantaged and do not have adequate access to health care.
Problem Statement 24: Students have low attendance and graduation rates. **Root Cause 24**: Cooper Academy has students attending from within all SAISD attendance zones. Greater than 90% of Cooper Academy students are considered economically disadvantaged. Many over-aged students do not have adequate transportation and are unable to attend school on a regular basis. .
Problem Statement 25: Mobility rate and attendance rate affects enrollment and progress. **Root Cause 25**: Students that do attend Cooper Academy at Navarro already come to us with attendance issues and high mobility rates

Goal 2: CULTURE SHIFT: Build a climate of trust and high expectations that focuses on creating and sustaining safe, nurturing, and positive learning environments for all (District Priorities 1, 2, 3, 4, 5, 6, 7, 8, 9, 10).

Performance Objective 3: DRUG FREE SCHOOLS: The district will decrease the incidents of student discipline regarding drug, alcohol, and tobacco by 10% for the 2019-20 school year from 5 incidents to less than 2.

Evaluation Data Source(s) 3: PBIS, Discipline reports

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Improve low-performing schools 1) Cooper Academy at Navarro will decrease the incidents of student discipline regarding drug, alcohol, and tobacco, by implementing the Positive Behavior Interventions and Supports.	2.6, 3.1	Mr, Robert Loveland, Principal, Mr. Timothy Sumner, Asst. Principal, Mr. Claudio Garcia, Asst. Principal, John Paul Boone, Positive Behavior teacher.	Reduction of 10% for the 2019-20 school year from 5 incidents to less than 2	45%	60%	0%	
	Problem Statements: Demographics 3, 4 - Student Academic Achievement 23, 24 - School Processes & Programs 30, 31 - Perceptions 23, 24						

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 3: Students have low attendance and graduation rates. **Root Cause 3**: Cooper Academy has students attending from within all SAISD attendance zones. Greater than 90% of Cooper Academy students are considered economically disadvantaged. Many over-aged students do not have adequate transportation and are unable to attend school on a regular basis. .
Problem Statement 4: Students at Cooper Academy have low attendance rates, which negatively impacts their academic progress. **Root Cause 4**: Greater than 90% of Cooper Academy students are considered economically disadvantaged and do not have adequate access to health care.

Student Academic Achievement

Problem Statement 23: Students at Cooper Academy have low attendance rates, which negatively impacts their academic progress. **Root Cause 23**: Greater than 90% of Cooper Academy students are considered economically disadvantaged and do not have adequate access to health care.

Problem Statement 24: Students have low attendance and graduation rates. **Root Cause 24**: Cooper Academy has students attending from within all SAISD attendance zones. Greater than 90% of Cooper Academy students are considered economically disadvantaged. Many over-aged students do not have adequate transportation and are unable to attend school on a regular basis. .

School Processes & Programs

Problem Statement 30: Students at Cooper Academy have low attendance rates, which negatively impacts their academic progress. **Root Cause 30**: Greater than 90% of Cooper Academy students are considered economically disadvantaged and do not have adequate access to health care.

Problem Statement 31: Students have low attendance and graduation rates. **Root Cause 31**: Cooper Academy has students attending from within all SAISD attendance zones. Greater than 90% of Cooper Academy students are considered economically disadvantaged. Many over-aged students do not have adequate transportation and are unable to attend school on a regular basis. .

Perceptions

Problem Statement 23: Students at Cooper Academy have low attendance rates, which negatively impacts their academic progress. **Root Cause 23**: Greater than 90% of Cooper Academy students are considered economically disadvantaged and do not have adequate access to health care.

Problem Statement 24: Students have low attendance and graduation rates. **Root Cause 24**: Cooper Academy has students attending from within all SAISD attendance zones. Greater than 90% of Cooper Academy students are considered economically disadvantaged. Many over-aged students do not have adequate transportation and are unable to attend school on a regular basis. .

Goal 3: STAKEHOLDER ENGAGEMENT: Promote the SAISD Vision, Mission, and Core Beliefs through strong family and community partnerships for our district and schools (District Priorities 1, 2, 3, 4, 5, 6, 7, 8, 9, 10).

Performance Objective 1: PARENT INVOLVEMENT: Family and Community Engagement Specialist will be utilized at all K-8 campuses to increase the percentage of parents represented at district and campus activities by 20%. Family and Community Engagement Specialist will organize and facilitate parent information meetings before, during and after school. Family and Community Engagement Specialist will prepare materials and contact parents for the meetings being held before, during and after school. Problem statement: Cooper Academy has low parent participation at school events and Family and Community Engagement Specialist meetings. Root Cause: Inefficient and ineffective parent and school communication.

Evaluation Data Source(s) 1: Parent meeting agendas and sign-ins. Parent and community volunteer agendas and sign-ins. Pictures of campus and district parent involvement activities.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** 1) The Family and Community Engagement representative will hold bi-weekly parent meetings.	2.6, 3.1, 3.2	Monica Flores-Family and Community Engagement Specialist	Parent meeting agendas and sign-ins. Parent and community volunteer agendas and sign-ins. Pictures of campus and district parent involvement activities.	0%	0%		
	Problem Statements: Demographics 13 - School Processes & Programs 11, 19 - Perceptions 1, 7 **Funding Sources**: 199 - Local Maintenance - 22400.00, 211 - ESEA Title I, Part A - Regular - 2000.00, 164 - State Compensatory Education (SCE) - 1000.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** 2) Family and Community Engagement representative (Face) will work on building/improving parent involvement. Parents and the Community will become more involved at Cooper Academy via a range of opportunities and events throughout the school year. Family and Community Engagement Specialist will organize and facilitate parent and community meetings providing information for Alamo Community College Certification classes, work force development, community partnerships, curriculum and state testing information sessions. The Family and Community Engagement Specialist will: Assist campus in the recruitment of parents, families and community member to assist with school activities and program needs. Schedule, coordinate and facilitate parent, community and Alamo Community College District meetings. Collect, prepare, maintain and distribute materials relating to parent involvement policy. Serve as a liaison and assist district, school staff, parents and community in gaining appreciation of the added value of parent education and parent involvement and engagement. Provide custodial services for organizing, maintaining and cleaning building before, during and after parent and community events. These events will take place before, during and after the normal school day. These events will also take place on Saturdays; to include the parent and student extended year program and graduation informational meeting held on the first Saturday of June. Perform home visits.	3.1, 3.2	Nelda Martell - Counselor Monica Flores - Family and Community Engagement Specialist	Increased graduation rates, increased college application, enrollment rates and a reduction in the campus drop-out rate. Increase parent and community involvement by 10%.	35%	40%		
	Problem Statements: Demographics 9, 10, 13 - School Processes & Programs 11, 12, 13, 14, 15, 19 - Perceptions 1, 3, 4, 5, 6, 7 **Funding Sources**: 199 - Local Maintenance - 21500.00, 164 - State Compensatory Education (SCE) - 2000.00, 211 - ESEA Title I, Part A - Regular - 2000.00, 194 - San Antonio Foundation of Excellence in Educ - 1500.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** 3) The FACE specialist will assist in increasing collaboration through mentoring, tutoring, parent meetings, student/teacher conferences and campus leadership team to improve student success. The FACE Specialist will assist students and parents with setting Specific, Measurable, Attainable, Realistic, Timely (SMART) goals for attendance and credit retrieval. The Face specialist will utilize ink cartridges purchased to print and produce media to inform parent, student, and community events. Create and mail critical parent information including brochures, pamphlets, stamps/postage and mail outs regarding state assessment dates and results, school events, resources, and critical federal, state, and district information. Implement and assist the parent orientation/intake for all incoming students.	3.1, 3.2	Nora Miranda-Potthast - Counselor Linda Sanchez - Parent Family Liaison	Increased graduation rates, increased college application, enrollment rates and a reduction in the campus drop-out rate. Increase parent and community involvement by 10%	30%	35%		
	Problem Statements: Demographics 9, 10, 13 - School Processes & Programs 11, 12, 13, 14, 15, 19 - Perceptions 1, 3, 4, 5, 6, 7 **Funding Sources**: 211 - ESEA Title I, Part A - Regular - 3500.00						
Comprehensive Support Strategy **Additional Targeted Support Strategy** **TEA Priorities** Recruit, support, retain teachers and principals Improve low-performing schools **ESF Levers** Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture 4) The FACe specialist will promote opportunities for student success and parent involvement through brochures, banners, and campus displays. Utilize paper, ink, toner to increase student motivation and parental involvement throughout school by displaying graduates, motivational affirmations, and educational opportunities.	3.1, 3.2	Nelda Martell, Counselor Monica Flores - Family & Community Engagement Specialist	Increased graduation and reduction of drop-out rates. Increased foundation and recommended diplomas.	20%	25%		
	Problem Statements: Demographics 9, 10, 13 - School Processes & Programs 11, 12, 13, 14, 15, 19 - Perceptions 1, 3, 4, 5, 6, 7 **Funding Sources**: 211 - ESEA Title I, Part A - Regular - 3000.00, 199 - Local Maintenance - 6000.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** 5) Engage parents and family members to participate in meetings and seminars that will build capacity and a partnership and provide resources to increase the academic achievement of all students. We will convene each Spring with parents and family members to jointly develop and review the Family and Community Engagement Policy and School-Parent Compact.	3.1, 3.1, 3.2, 3.2	Nelda Martell-Counselor Monica Flores-FACE specialist	Increased graduation and reduction of drop-out rates. Increased foundation and recommended diplomas.	25%	35%		
	Problem Statements: Demographics 9 - School Processes & Programs 14 - Perceptions 5 **Funding Sources**: 211 - ESEA Title I, Part A - Regular - 2000.00						

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 9: The current parent/family participation rate is less than 15% in activities that support learning/academic performance. **Root Cause 9**: Parent and family members do not feel confident to assist their child(ren) because parents/family members lack the resources.
Problem Statement 10: Cooper Academy does not have enough community partnerships and incentives for the student to encourage student engagement. **Root Cause 10**: The majority of students at Cooper Academy at Navarro are economically disadvantaged and many are homeless.
Problem Statement 13: Need to improve our partnerships with community groups and businesses. **Root Cause 13**: Cooper Academy is an Alternative high school that does not have the same recognition as other high schools in SAISD. We need to work harder to get our name out into the community to spur partnerships.

School Processes & Programs
Problem Statement 11: Cooper Academy has low parent participation in school events and Family and Community Engagement Specialist meetings. **Root Cause 11**: Inefficient and ineffective school to parent and community communication.
Problem Statement 12: Cooper Academy has few community partnerships. **Root Cause 12**: Family and Community Engagement Specialist has not been trained in the capacity of engaging and building effective partnerships with business and community members.
Problem Statement 13: Low participation of parents of students at Cooper Academy **Root Cause 13**: Parent activities have not been valued by the attendees; thus, resulting in fewer returning parents to the parental activities.
Problem Statement 14: The current parent/family participation rate is less than 15% in activities that support learning/academic performance. **Root Cause 14**: Parent and family members do not feel confident to assist their child(ren) because parents/family members lack the resources.
Problem Statement 15: Cooper Academy does not have enough community partnerships and incentives for the student to encourage student engagement. **Root Cause 15**: The majority of students at Cooper Academy at Navarro are economically disadvantaged and many are homeless.

School Processes & Programs

Problem Statement 19: Need to improve our partnerships with community groups and businesses. **Root Cause 19**: Cooper Academy is an Alternative high school that does not have the same recognition as other high schools in SAISD. We need to work harder to get our name out into the community to spur partnerships.

Perceptions

Problem Statement 1: Cooper Academy has low parent participation in school events and Family and Community Engagement Specialist meetings. **Root Cause 1**: Inefficient and ineffective school to parent and community communication.

Problem Statement 3: Cooper Academy has few community partnerships. **Root Cause 3**: Family and Community Engagement Specialist has not been trained in the capacity of engaging and building effective partnerships with business and community members.

Problem Statement 4: Low participation of parents of students at Cooper Academy **Root Cause 4**: Parent activities have not been valued by the attendees; thus, resulting in fewer returning parents to the parental activities.

Problem Statement 5: The current parent/family participation rate is less than 15% in activities that support learning/academic performance. **Root Cause 5**: Parent and family members do not feel confident to assist their child(ren) because parents/family members lack the resources.

Problem Statement 6: Cooper Academy does not have enough community partnerships and incentives for the student to encourage student engagement. **Root Cause 6**: The majority of students at Cooper Academy at Navarro are economically disadvantaged and many are homeless.

Problem Statement 7: Need to improve our partnerships with community groups and businesses. **Root Cause 7**: Cooper Academy is an Alternative high school that does not have the same recognition as other high schools in SAISD. We need to work harder to get our name out into the community to spur partnerships.

Goal 3: STAKEHOLDER ENGAGEMENT: Promote the SAISD Vision, Mission, and Core Beliefs through strong family and community partnerships for our district and schools (District Priorities 1, 2, 3, 4, 5, 6, 7, 8, 9, 10).

Performance Objective 2: PUBLIC RELATIONS: Promote San Antonio ISD/Campuses while embracing diversity and celebrating successes of students, staff and District through distribution of newsworthy items and delivery of key messages. Family and Community Engagement Specialist and campus secretary will organize and facilitate parent information meetings before, during and after school. Family and Community Engagement Specialist and campus secretary will prepare materials and contact parents for the meetings being held before, during and after school.

Evaluation Data Source(s) 2: Parent meeting agendas and sign-ins. Parent and community volunteer agendas and sign-ins. Pictures of campus and district parent involvement activities. Campus newsletters and website pictures.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** 1) The campus Family and Community Engagement representative will display campus activities, organizations, parent activities on bulletin boards, campus website, newsletters, and campus leadership meetings.	3.1, 3.2	Monica Flores-FACE specialist	Parent meeting agendas and sign-ins. Parent and community volunteer agendas and sign-ins. Pictures of campus and district parent involvement activities. Campus newsletters and website pictures.	35%	45%		
	Problem Statements: Demographics 8 - Student Academic Achievement 14, 15 - School Processes & Programs 4, 11, 12, 13 - Perceptions 1, 2, 3, 4, 10 **Funding Sources**: 211 - ESEA Title I, Part A - Regular - 2800.00, 164 - State Compensatory Education (SCE) - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** **RDA** **TEA Priorities** Recruit, support, retain teachers and principals Improve low-performing schools **ESF Levers** Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture 2) Utilize Title 1 funds to increase parental involvement through various forms of communication and activities. Provide a Family and Community Engagement representative to increase parental involvement. Offer parents the opportunity to attend the Parent Summits to learn of effective strategies of community and educational involvement. Provide local travel mileage for Family and Community Engagement representative for parent and student home visits to disseminate critical school information. Provide water, refreshments and healthy snacks at parent meetings and activities. Provide supplies, flyer and brochures for parents to actively participate in meetings and activities and to be informed of critical school information	2.6, 3.1, 3.1, 3.2, 3.2	Nelda Martell, Counselor Monica Flores - Family & Community Engagement Specialist	Increased graduation rates, increased college application, enrollment rates and a reduction in the campus drop-out rate. Increase parent and community involvement by 10%.	30%	40%		
	Problem Statements: Demographics 19, 20, 21, 22 - Student Academic Achievement 1, 2, 3, 4, 5, 15 - School Processes & Programs 11, 12, 13, 23, 24, 25, 26, 27 - Perceptions 1, 2, 3, 4, 19 **Funding Sources**: 211 - ESEA Title I, Part A - Regular - 5500.00, 164 - State Compensatory Education (SCE) - 2000.00, 245 - ESEA Title I, 1003(a) - Priority and Focus - 1000.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** 3) Increase collaboration through mentoring, tutoring, parent meetings, student/teacher conferences and campus leadership team to improve student success.	2.4, 2.5, 2.6, 3.1, 3.2, 3.2	Robert Loveland, Principal Timothy Sumner, Asst. Principal Claudio Garcia, Asst. Principal Nelda Martell, Counselor Melanie Martinez, ELA Teacher Eduardo Flores, Math Teacher, Anne Shipman, Science Teacher, James Juarez, Social Studies Teacher	Student surveys, college enrollment reports.	45%	65%		
	Problem Statements: Demographics 19, 20, 21, 22 - Student Academic Achievement 1, 2, 3, 4, 5, 13 - School Processes & Programs 2, 11, 12, 23, 24, 25, 26, 27 - Perceptions 1, 3, 9, 19 **Funding Sources**: 211 - ESEA Title I, Part A - Regular - 7000.00, 173 - Student Attendance Incentive - 3000.00, 164 - State Compensatory Education (SCE) - 3000.00						

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 8: Improving College and Career Readiness skills for Cooper Academy at Navarro students **Root Cause 8**: Students struggling at Cooper Academy at Navarro, due to gaps in educational experiences.
Problem Statement 19: Biology EOC pass rates fall below 80% **Root Cause 19**: Historical low performance of students, absences, transitory patterns of student population
Problem Statement 20: US History EOC pass rates fall below 80% **Root Cause 20**: Historical low performance of students, absences, transitory patterns of student population
Problem Statement 21: English I passing rates fall below 30% **Root Cause 21**: Historical low performance of students, absences, transitory patterns of student population
Problem Statement 22: Algebra I passing rates fall below 45% **Root Cause 22**: Historical low performance of students, absences, transitory patterns of student population

Student Academic Achievement

Problem Statement 1: Algebra I passing rates fall below 45% **Root Cause 1**: Historical low performance of students, absences, transitory patterns of student population

Problem Statement 2: English I passing rates fall below 30% **Root Cause 2**: Historical low performance of students, absences, transitory patterns of student population

Problem Statement 3: English II EOC passing rates fall below 30% **Root Cause 3**: Historical low performance of students, absences, transitory patterns of student population

Problem Statement 4: US History EOC pass rates fall below 80% **Root Cause 4**: Historical low performance of students, absences, transitory patterns of student population

Problem Statement 5: Biology EOC pass rates fall below 80% **Root Cause 5**: Historical low performance of students, absences, transitory patterns of student population

Problem Statement 13: Need to improve our partnerships with community groups and businesses. **Root Cause 13**: The majority of students at Cooper Academy at Navarro are economically disadvantaged and many are homeless.

Problem Statement 14: Improving College and Career Readiness skills for Cooper Academy at Navarro students **Root Cause 14**: Students struggling at Cooper Academy at Navarro, due to gaps in educational experiences.

Problem Statement 15: Students that attend Cooper Academy do not have the same access to vocational classes as other students in SAISD. **Root Cause 15**: Many of Cooper Academy's students are over aged and not eligible to participate in traditional vocational classes offered by SAISD.

School Processes & Programs

Problem Statement 2: Need to improve our partnerships with community groups and businesses. **Root Cause 2**: The majority of students at Cooper Academy at Navarro are economically disadvantaged and many are homeless.

Problem Statement 4: Improving College and Career Readiness skills for Cooper Academy at Navarro students **Root Cause 4**: Students struggling at Cooper Academy at Navarro, due to gaps in educational experiences.

Problem Statement 11: Cooper Academy has low parent participation in school events and Family and Community Engagement Specialist meetings. **Root Cause 11**: Inefficient and ineffective school to parent and community communication.

Problem Statement 12: Cooper Academy has few community partnerships. **Root Cause 12**: Family and Community Engagement Specialist has not been trained in the capacity of engaging and building effective partnerships with business and community members.

Problem Statement 13: Low participation of parents of students at Cooper Academy **Root Cause 13**: Parent activities have not been valued by the attendees; thus, resulting in fewer returning parents to the parental activities.

Problem Statement 23: Biology EOC pass rates fall below 80% **Root Cause 23**: Historical low performance of students, absences, transitory patterns of student population

Problem Statement 24: US History EOC pass rates fall below 80% **Root Cause 24**: Historical low performance of students, absences, transitory patterns of student population

Problem Statement 25: English II EOC passing rates fall below 30% **Root Cause 25**: Historical low performance of students, absences, transitory patterns of student population

Problem Statement 26: English I passing rates fall below 30% **Root Cause 26**: Historical low performance of students, absences, transitory patterns of student population

Problem Statement 27: Algebra I passing rates fall below 45% **Root Cause 27**: Historical low performance of students, absences, transitory patterns of student population

Perceptions

Problem Statement 1: Cooper Academy has low parent participation in school events and Family and Community Engagement Specialist meetings. **Root Cause 1**: Inefficient and ineffective school to parent and community communication.

Problem Statement 2: Students that attend Cooper Academy do not have the same access to vocational classes as other students in SAISD. **Root Cause 2**: Many of Cooper Academy's students are over aged and not eligible to participate in traditional vocational classes offered by SAISD.

Perceptions
Problem Statement 3: Cooper Academy has few community partnerships. **Root Cause 3**: Family and Community Engagement Specialist has not been trained in the capacity of engaging and building effective partnerships with business and community members.
Problem Statement 4: Low participation of parents of students at Cooper Academy **Root Cause 4**: Parent activities have not been valued by the attendees; thus, resulting in fewer returning parents to the parental activities.
Problem Statement 9: Need to improve our partnerships with community groups and businesses. **Root Cause 9**: The majority of students at Cooper Academy at Navarro are economically disadvantaged and many are homeless.
Problem Statement 10: Improving College and Career Readiness skills for Cooper Academy at Navarro students **Root Cause 10**: Students struggling at Cooper Academy at Navarro, due to gaps in educational experiences.
Problem Statement 19: English II EOC passing rates fall below 30% **Root Cause 19**: Historical low performance of students, absences, transitory patterns of student population

Goal 3: STAKEHOLDER ENGAGEMENT: Promote the SAISD Vision, Mission, and Core Beliefs through strong family and community partnerships for our district and schools (District Priorities 1, 2, 3, 4, 5, 6, 7, 8, 9, 10).

Performance Objective 3: COMMUNICATION: Communicate District information to the community through consistent and timely messages to include SAISD website, social media, printed materials, media releases, and meetings with editors/reporters, and stakeholders. Family and Community Engagement Specialist and campus secretary will organize and facilitate parent information meetings before, during and after school. Family and Community Engagement Specialist and secretary will prepare materials and contact parents for the meetings being held before, during and after school.

Evaluation Data Source(s) 3: Parent meeting agendas and sign-ins. Parent and community volunteer agendas and sign-ins. Pictures of campus and district parent involvement activities. Campus newsletters and website pictures. Communicate using web based notification system (PENS).

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** **RDA** **TEA Priorities** Recruit, support, retain teachers and principals Improve low-performing schools **ESF Levers** Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture	2.6, 3.1, 3.1, 3.2, 3.2	Nelda Martell, Counselor Monica Flores - Family & Community Engagement Specialist	Parent meeting agendas and sign-ins. Parent and community volunteer agendas and sign-ins. Pictures of campus and district parent involvement activities. Campus newsletters and website pictures. Communicate using web based notification system (PENS).	35%	40%		
1) Family and Community Engagement representative and other appropriate campus staff members will update campus website, create and send newsletters, fliers, mailers and PENS messages highlighting campus achievements, parent involvement activities and student activities.	**Problem Statements**: Demographics 1, 2 - Student Academic Achievement 15, 25 - School Processes & Programs 11, 12, 13, 32, 33 - Perceptions 1, 2, 3, 4, 25, 26 **Funding Sources**: 211 - ESEA Title I, Part A - Regular - 2400.00, 164 - State Compensatory Education (SCE) - 1000.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **RDA** **TEA Priorities** Recruit, support, retain teachers and principals Improve low-performing schools **ESF Levers** Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture 2) Support all content areas to improve critical areas and at-risk populations determined by state, district and campus data. Provide teachers and staff members new equipment, such as computers, ELMOs, LCDs, scanners and printers. Providing new equipment will enhance classroom instruction, improve training and communication between campus staff, community members, students and parents. Assess and utilize the School Technology and Readiness (STaR) Chart. Ensure completion of the LoTi survey with 100% participation. Offer opportunities of all Microsoft Office applications, IData Portal , Web Outlook. Attend district technology training and conferences. Maintain school webpage and calendars. SAISD Technology Department will provide staff to support campus technology needs and maintain district equipment. Provide teachers and staff members new equipment, such as computers, ELMOs, LCDs, scanners and printers. Providing new equipment will enhance classroom instruction, improve training and communication between campus staff, community members, students and parents.	2.4, 2.4, 2.5, 2.6, 2.6, 3.2	Robert Loveland - Principal Timothy Sumner, Asst. Principal Claudio Garcia, Asst. Principal Nelda Martell-Counselor James Juarez - S.S. Teacher/CTR Anne Shipman - Science Teacher/CTR	Improved integration of technology as indicated by LOTI and campus technology surveys. Training agendas, sign-in sheets, completion and rating for HB5 Technology section.	60%	75%		
	Problem Statements: Demographics 8, 9 - Student Academic Achievement 13, 14, 20, 21 - School Processes & Programs 1, 2, 3, 4, 11, 13, 14 - Perceptions 1, 4, 5, 9, 10, 16 **Funding Sources**: 164 - State Compensatory Education (SCE) - 10000.00, 245 - ESEA Title I, 1003(a) - Priority and Focus - 9000.00, 211 - ESEA Title I, Part A - Regular - 2000.00						

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: Recruiting highly qualified part time teachers for satellite campuses. **Root Cause 1**: Finding retired teachers that are willing to commit to a set schedule of tutoring

Problem Statement 2: Mobility rate and attendance rate affects enrollment and progress. **Root Cause 2**: Students that do attend Cooper Academy at Navarro already come to us with attendance issues and high mobility rates

Problem Statement 8: Improving College and Career Readiness skills for Cooper Academy at Navarro students **Root Cause 8**: Students struggling at Cooper Academy at Navarro, due to gaps in educational experiences.

Problem Statement 9: The current parent/family participation rate is less than 15% in activities that support learning/academic performance. **Root Cause 9**: Parent and family members do not feel confident to assist their child(ren) because parents/family members lack the resources.

Student Academic Achievement

Problem Statement 13: Need to improve our partnerships with community groups and businesses. **Root Cause 13**: The majority of students at Cooper Academy at Navarro are economically disadvantaged and many are homeless.

Problem Statement 14: Improving College and Career Readiness skills for Cooper Academy at Navarro students **Root Cause 14**: Students struggling at Cooper Academy at Navarro, due to gaps in educational experiences.

Problem Statement 15: Students that attend Cooper Academy do not have the same access to vocational classes as other students in SAISD. **Root Cause 15**: Many of Cooper Academy's students are over aged and not eligible to participate in traditional vocational classes offered by SAISD.

Problem Statement 20: Funding for continuous updating of peripheral hardware and software **Root Cause 20**: Technology breaks and becomes old and/or outdated

Problem Statement 21: Low passing rates on EOC exams. **Root Cause 21**: Students who attend Cooper Academy have academic deficits in the core subjects

Problem Statement 25: Mobility rate and attendance rate affects enrollment and progress. **Root Cause 25**: Students that do attend Cooper Academy at Navarro already come to us with attendance issues and high mobility rates

School Processes & Programs

Problem Statement 1: Low passing rates on EOC exams. **Root Cause 1**: Students who attend Cooper Academy have academic deficits in the core subjects

Problem Statement 2: Need to improve our partnerships with community groups and businesses. **Root Cause 2**: The majority of students at Cooper Academy at Navarro are economically disadvantaged and many are homeless.

Problem Statement 3: Funding for continuous updating of peripheral hardware and software **Root Cause 3**: Technology breaks and becomes old and/or outdated

Problem Statement 4: Improving College and Career Readiness skills for Cooper Academy at Navarro students **Root Cause 4**: Students struggling at Cooper Academy at Navarro, due to gaps in educational experiences.

Problem Statement 11: Cooper Academy has low parent participation in school events and Family and Community Engagement Specialist meetings. **Root Cause 11**: Inefficient and ineffective school to parent and community communication.

Problem Statement 12: Cooper Academy has few community partnerships. **Root Cause 12**: Family and Community Engagement Specialist has not been trained in the capacity of engaging and building effective partnerships with business and community members.

Problem Statement 13: Low participation of parents of students at Cooper Academy **Root Cause 13**: Parent activities have not been valued by the attendees; thus, resulting in fewer returning parents to the parental activities.

Problem Statement 14: The current parent/family participation rate is less than 15% in activities that support learning/academic performance. **Root Cause 14**: Parent and family members do not feel confident to assist their child(ren) because parents/family members lack the resources.

School Processes & Programs

Problem Statement 32: Mobility rate and attendance rate affects enrollment and progress. **Root Cause 32**: Students that do attend Cooper Academy at Navarro already come to us with attendance issues and high mobility rates

Problem Statement 33: Recruiting highly qualified part time teachers for satellite campuses. **Root Cause 33**: Finding retired teachers that are willing to commit to a set schedule of tutoring

Perceptions

Problem Statement 1: Cooper Academy has low parent participation in school events and Family and Community Engagement Specialist meetings. **Root Cause 1**: Inefficient and ineffective school to parent and community communication.

Problem Statement 2: Students that attend Cooper Academy do not have the same access to vocational classes as other students in SAISD. **Root Cause 2**: Many of Cooper Academy's students are over aged and not eligible to participate in traditional vocational classes offered by SAISD.

Problem Statement 3: Cooper Academy has few community partnerships. **Root Cause 3**: Family and Community Engagement Specialist has not been trained in the capacity of engaging and building effective partnerships with business and community members.

Problem Statement 4: Low participation of parents of students at Cooper Academy **Root Cause 4**: Parent activities have not been valued by the attendees; thus, resulting in fewer returning parents to the parental activities.

Problem Statement 5: The current parent/family participation rate is less than 15% in activities that support learning/academic performance. **Root Cause 5**: Parent and family members do not feel confident to assist their child(ren) because parents/family members lack the resources.

Problem Statement 9: Need to improve our partnerships with community groups and businesses. **Root Cause 9**: The majority of students at Cooper Academy at Navarro are economically disadvantaged and many are homeless.

Problem Statement 10: Improving College and Career Readiness skills for Cooper Academy at Navarro students **Root Cause 10**: Students struggling at Cooper Academy at Navarro, due to gaps in educational experiences.

Problem Statement 16: Low passing rates on EOC exams. **Root Cause 16**: Students who attend Cooper Academy have academic deficits in the core subjects

Problem Statement 25: Mobility rate and attendance rate affects enrollment and progress. **Root Cause 25**: Students that do attend Cooper Academy at Navarro already come to us with attendance issues and high mobility rates

Problem Statement 26: Recruiting highly qualified part time teachers for satellite campuses. **Root Cause 26**: Finding retired teachers that are willing to commit to a set schedule of tutoring

Goal 3: STAKEHOLDER ENGAGEMENT: Promote the SAISD Vision, Mission, and Core Beliefs through strong family and community partnerships for our district and schools (District Priorities 1, 2, 3, 4, 5, 6, 7, 8, 9, 10).

Performance Objective 4: PARTNERSHIPS: Foster business and community partnerships through active participation in community-based opportunities and events.

Evaluation Data Source(s) 4: Increased community partnerships, mentors and volunteers hours as indicated on the quarterly report submitted to Government Relations. Campus newsletters and website pictures.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** **RDA** **TEA Priorities** Connect high school to career and college Improve low-performing schools **ESF Levers** Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture 1) Family and Community Engagement representative will contact local businesses, volunteer organizations and post secondary education campuses to solicit assistance with job readiness, mentoring and volunteer opportunities for our students. The parent family liaison will need office supplies to create parent, community and business informational fliers, pamphlets and parent meetings.	3.1, 3.1, 3.2, 3.2	Nelda Martell, Counselor Monica Flores - Family & Community Engagement Specialist	Increased community partnerships, mentors and volunteers hours as indicated on the quarterly report submitted to Government Relations. Campus newsletters and website pictures.	50%	65%		
	Problem Statements: Demographics 9 - School Processes & Programs 11, 12, 13, 14 - Perceptions 1, 3, 4, 5 **Funding Sources**: 211 - ESEA Title I, Part A - Regular - 1600.00, 164 - State Compensatory Education (SCE) - 1000.00, 245 - ESEA Title I, 1003(a) - Priority and Focus - 1500.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** **TEA Priorities** Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 2) Provide a comprehensive counseling program addressing academic, personal, social, college and career needs with collaboration and consultation with staff, students and parents. Participate in field trips to local community college campuses, as well as local universities and business organizations (Elf Louise, San Antonio Food Bank, Toyota Motor Manufacturing, LBJ National Historical Bank and HEB) to expose students to post-secondary career opportunities. Provide transportation to local universities and colleges to expose students to educational opportunities post high school graduation (Monster Tech, University field trips and ACCD campus tours). Military recruiters will be welcomed on campus to address prospective applicants for military service. ASVAB testing will be determined by need and recruiters. Create and mail critical parent information including brochures, pamphlets, stamps/postage and mail outs regarding state assessment dates and results, school events, resources, and critical federal, state, and district information.	2.4, 2.5, 2.5, 2.6, 2.6	Robert Loveland - Principal Nelda Martell-Counselor	Increased graduation rates, increased college application, enrollment rates and a reduction in the campus drop-out rate.	25%	40%		
	Problem Statements: Demographics 13, 17 - Student Academic Achievement 8, 9 - School Processes & Programs 19, 20, 21 - Perceptions 7, 18 **Funding Sources**: 211 - ESEA Title I, Part A - Regular - 5500.00, 164 - State Compensatory Education (SCE) - 3250.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** **TEA Priorities** Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 3) Provide students with accessible campus locations throughout SAISD where students will receive academic instruction, assessment remediation, attain and recover course credits. Satellite campuses will be located in CC Ball Academy, Sam Houston High School and Jefferson United Methodist Church. Lease a classroom from Jefferson United Methodist Church to provide daily student instruction from 8:00 am to 4:00 pm.	2.4, 2.6	Robert Loveland - Principal Timothy Sumner, Asst. Principal Claudio Garcia, Asst. Principal	Student individual goal sheets, student portfolios, course tests, remediation assessments and state TAKS and EOC assessments.	60%	80%		
	Problem Statements: Demographics 1, 2, 3, 19, 20 - Student Academic Achievement 4, 5, 24, 25 - School Processes & Programs 12, 23, 24, 31, 32, 33 - Perceptions 3, 24, 25, 26 **Funding Sources**: 164 - State Compensatory Education (SCE) - 8000.00, 211 - ESEA Title I, Part A - Regular - 1000.00						

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Recruiting highly qualified part time teachers for satellite campuses. **Root Cause 1**: Finding retired teachers that are willing to commit to a set schedule of tutoring
Problem Statement 2: Mobility rate and attendance rate affects enrollment and progress. **Root Cause 2**: Students that do attend Cooper Academy at Navarro already come to us with attendance issues and high mobility rates
Problem Statement 3: Students have low attendance and graduation rates. **Root Cause 3**: Cooper Academy has students attending from within all SAISD attendance zones. Greater than 90% of Cooper Academy students are considered economically disadvantaged. Many over-aged students do not have adequate transportation and are unable to attend school on a regular basis. .
Problem Statement 9: The current parent/family participation rate is less than 15% in activities that support learning/academic performance. **Root Cause 9**: Parent and family members do not feel confident to assist their child(ren) because parents/family members lack the resources.
Problem Statement 13: Need to improve our partnerships with community groups and businesses. **Root Cause 13**: Cooper Academy is an Alternative high school that does not have the same recognition as other high schools in SAISD. We need to work harder to get our name out into the community to spur partnerships.

Demographics

Problem Statement 17: Cooper Academy students (Phoenix Middle College) do not complete 100% of the college courses for which they enroll. Less than 50% of students attending the Phoenix Middle College program receive a level 1 or level 2 industry certification. **Root Cause 17**: The Phoenix Middle College students struggle with the transition between their high school program and college program.

Problem Statement 19: Biology EOC pass rates fall below 80% **Root Cause 19**: Historical low performance of students, absences, transitory patterns of student population

Problem Statement 20: US History EOC pass rates fall below 80% **Root Cause 20**: Historical low performance of students, absences, transitory patterns of student population

Student Academic Achievement

Problem Statement 4: US History EOC pass rates fall below 80% **Root Cause 4**: Historical low performance of students, absences, transitory patterns of student population

Problem Statement 5: Biology EOC pass rates fall below 80% **Root Cause 5**: Historical low performance of students, absences, transitory patterns of student population

Problem Statement 8: Cooper Academy students (Phoenix Middle College) do not complete 100% of the college courses for which they enroll. Less than 50% of students attending the Phoenix Middle College program receive a level 1 or level 2 industry certification. **Root Cause 8**: The Phoenix Middle College students struggle with the transition between their high school program and college program.

Problem Statement 9: After high school graduation, less than 50% of Cooper Academy students (Phoenix Middle College) register and attend a 4 year college or university program. **Root Cause 9**: Great than 90% of the students attending Cooper Academy are considered economically disadvantaged; thus, are not exposed to the university experience.

Problem Statement 24: Students have low attendance and graduation rates. **Root Cause 24**: Cooper Academy has students attending from within all SAISD attendance zones. Greater than 90% of Cooper Academy students are considered economically disadvantaged. Many over-aged students do not have adequate transportation and are unable to attend school on a regular basis. .

Problem Statement 25: Mobility rate and attendance rate affects enrollment and progress. **Root Cause 25**: Students that do attend Cooper Academy at Navarro already come to us with attendance issues and high mobility rates

School Processes & Programs

Problem Statement 11: Cooper Academy has low parent participation in school events and Family and Community Engagement Specialist meetings. **Root Cause 11**: Inefficient and ineffective school to parent and community communication.

Problem Statement 12: Cooper Academy has few community partnerships. **Root Cause 12**: Family and Community Engagement Specialist has not been trained in the capacity of engaging and building effective partnerships with business and community members.

Problem Statement 13: Low participation of parents of students at Cooper Academy **Root Cause 13**: Parent activities have not been valued by the attendees; thus, resulting in fewer returning parents to the parental activities.

Problem Statement 14: The current parent/family participation rate is less than 15% in activities that support learning/academic performance. **Root Cause 14**: Parent and family members do not feel confident to assist their child(ren) because parents/family members lack the resources.

Problem Statement 19: Need to improve our partnerships with community groups and businesses. **Root Cause 19**: Cooper Academy is an Alternative high school that does not have the same recognition as other high schools in SAISD. We need to work harder to get our name out into the community to spur partnerships.

Problem Statement 20: After high school graduation, less than 50% of Cooper Academy students (Phoenix Middle College) register and attend a 4 year college or university program. **Root Cause 20**: Great than 90% of the students attending Cooper Academy are considered economically disadvantaged; thus, are not exposed to the university experience.

Problem Statement 21: Cooper Academy students (Phoenix Middle College) do not complete 100% of the college courses for which they enroll. Less than 50% of students attending the Phoenix Middle College program receive a level 1 or level 2 industry certification. **Root Cause 21**: The Phoenix Middle College students struggle with the transition between their high school program and college program.

School Processes & Programs

Problem Statement 23: Biology EOC pass rates fall below 80% **Root Cause 23**: Historical low performance of students, absences, transitory patterns of student population

Problem Statement 24: US History EOC pass rates fall below 80% **Root Cause 24**: Historical low performance of students, absences, transitory patterns of student population

Problem Statement 31: Students have low attendance and graduation rates. **Root Cause 31**: Cooper Academy has students attending from within all SAISD attendance zones. Greater than 90% of Cooper Academy students are considered economically disadvantaged. Many over-aged students do not have adequate transportation and are unable to attend school on a regular basis. .

Problem Statement 32: Mobility rate and attendance rate affects enrollment and progress. **Root Cause 32**: Students that do attend Cooper Academy at Navarro already come to us with attendance issues and high mobility rates

Problem Statement 33: Recruiting highly qualified part time teachers for satellite campuses. **Root Cause 33**: Finding retired teachers that are willing to commit to a set schedule of tutoring

Perceptions

Problem Statement 1: Cooper Academy has low parent participation in school events and Family and Community Engagement Specialist meetings. **Root Cause 1**: Inefficient and ineffective school to parent and community communication.

Problem Statement 3: Cooper Academy has few community partnerships. **Root Cause 3**: Family and Community Engagement Specialist has not been trained in the capacity of engaging and building effective partnerships with business and community members.

Problem Statement 4: Low participation of parents of students at Cooper Academy **Root Cause 4**: Parent activities have not been valued by the attendees; thus, resulting in fewer returning parents to the parental activities.

Problem Statement 5: The current parent/family participation rate is less than 15% in activities that support learning/academic performance. **Root Cause 5**: Parent and family members do not feel confident to assist their child(ren) because parents/family members lack the resources.

Problem Statement 7: Need to improve our partnerships with community groups and businesses. **Root Cause 7**: Cooper Academy is an Alternative high school that does not have the same recognition as other high schools in SAISD. We need to work harder to get our name out into the community to spur partnerships.

Problem Statement 18: After high school graduation, less than 50% of Cooper Academy students (Phoenix Middle College) register and attend a 4 year college or university program. **Root Cause 18**: Great than 90% of the students attending Cooper Academy are considered economically disadvantaged; thus, are not exposed to the university experience.

Problem Statement 24: Students have low attendance and graduation rates. **Root Cause 24**: Cooper Academy has students attending from within all SAISD attendance zones. Greater than 90% of Cooper Academy students are considered economically disadvantaged. Many over-aged students do not have adequate transportation and are unable to attend school on a regular basis. .

Problem Statement 25: Mobility rate and attendance rate affects enrollment and progress. **Root Cause 25**: Students that do attend Cooper Academy at Navarro already come to us with attendance issues and high mobility rates

Problem Statement 26: Recruiting highly qualified part time teachers for satellite campuses. **Root Cause 26**: Finding retired teachers that are willing to commit to a set schedule of tutoring

Goal 3: STAKEHOLDER ENGAGEMENT: Promote the SAISD Vision, Mission, and Core Beliefs through strong family and community partnerships for our district and schools (District Priorities 1, 2, 3, 4, 5, 6, 7, 8, 9, 10).

Performance Objective 5: Increase student exposure to career certification opportunities. Provide training to students to achieve career certifications.

Evaluation Data Source(s) 5: Recruiting Agenda and Rosters. Student attendance and sign in sheets. Documentations through pictures, student activities and certifications awarded.

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** **RDA** **TEA Priorities** Connect high school to career and college Improve low-performing schools **ESF Levers** Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 5: Effective Instruction 1) Career Readiness: Create and maintain partnership with Goodwill Industries to provide Level I and Level II certifications in the following four areas: Certified Nursing Assistant, Medical Assistant, Supply Chain Logistics, and Apartment Building Maintenance, through the Goodwill Academy.	2.4, 2.5, 2.5, 2.6, 2.6	Campus Administration CTE Teacher Nelda Martell, Counselor Monica Flores - Family & Community Engagement Specialist	Daily attendance rosters Student activity sign-ins and agendas Student career certifications awarded.	30%	40%		
Problem Statements: Demographics 4, 17 - Student Academic Achievement 6, 8, 9, 19, 23 - School Processes & Programs 5, 10, 20, 21, 30 - Perceptions 14, 18, 23 **Funding Sources**: 164 - State Compensatory Education (SCE) - 1500.00, 211 - ESEA Title I, Part A - Regular - 3500.00							

= Accomplished = Continue/Modify

= No Progress = Discontinue

Performance Objective 5 Problem Statements:

Demographics

Problem Statement 4: Students at Cooper Academy have low attendance rates, which negatively impacts their academic progress. **Root Cause 4**: Greater than 90% of Cooper Academy students are considered economically disadvantaged and do not have adequate access to health care.

Problem Statement 17: Cooper Academy students (Phoenix Middle College) do not complete 100% of the college courses for which they enroll. Less than 50% of students attending the Phoenix Middle College program receive a level 1 or level 2 industry certification. **Root Cause 17**: The Phoenix Middle College students struggle with the transition between their high school program and college program.

Student Academic Achievement

Problem Statement 6: Graduation rate for Cooper Academy at Navarro is below 50%. **Root Cause 6**: High percentage of at-risk students that are highly mobile, which results in high absenteeism and poor performance on state mandated assessments.

Problem Statement 8: Cooper Academy students (Phoenix Middle College) do not complete 100% of the college courses for which they enroll. Less than 50% of students attending the Phoenix Middle College program receive a level 1 or level 2 industry certification. **Root Cause 8**: The Phoenix Middle College students struggle with the transition between their high school program and college program.

Problem Statement 9: After high school graduation, less than 50% of Cooper Academy students (Phoenix Middle College) register and attend a 4 year college or university program. **Root Cause 9**: Great than 90% of the students attending Cooper Academy are considered economically disadvantaged; thus, are not exposed to the university experience.

Problem Statement 19: Funding for peripheral hardware and software for the enhancement of student learning, and to ensure the reinforcement of 21st century skills **Root Cause 19**: Student focused online learning, reinforcement of 21st century skills

Problem Statement 23: Students at Cooper Academy have low attendance rates, which negatively impacts their academic progress. **Root Cause 23**: Greater than 90% of Cooper Academy students are considered economically disadvantaged and do not have adequate access to health care.

School Processes & Programs

Problem Statement 5: Funding for peripheral hardware and software for the enhancement of student learning, and to ensure the reinforcement of 21st century skills **Root Cause 5**: Student focused online learning, reinforcement of 21st century skills

Problem Statement 10: Graduation rate for Cooper Academy at Navarro is below 50%. **Root Cause 10**: High percentage of at-risk students that are highly mobile, which results in high absenteeism and poor performance on state mandated assessments.

Problem Statement 20: After high school graduation, less than 50% of Cooper Academy students (Phoenix Middle College) register and attend a 4 year college or university program. **Root Cause 20**: Great than 90% of the students attending Cooper Academy are considered economically disadvantaged; thus, are not exposed to the university experience.

Problem Statement 21: Cooper Academy students (Phoenix Middle College) do not complete 100% of the college courses for which they enroll. Less than 50% of students attending the Phoenix Middle College program receive a level 1 or level 2 industry certification. **Root Cause 21**: The Phoenix Middle College students struggle with the transition between their high school program and college program.

Problem Statement 30: Students at Cooper Academy have low attendance rates, which negatively impacts their academic progress. **Root Cause 30**: Greater than 90% of Cooper Academy students are considered economically disadvantaged and do not have adequate access to health care.

Perceptions

Problem Statement 14: Graduation rate for Cooper Academy at Navarro is below 50%. **Root Cause 14**: High percentage of at-risk students that are highly mobile, which results in high absenteeism and poor performance on state mandated assessments.

Problem Statement 18: After high school graduation, less than 50% of Cooper Academy students (Phoenix Middle College) register and attend a 4 year college or university program. **Root Cause 18**: Great than 90% of the students attending Cooper Academy are considered economically disadvantaged; thus, are not exposed to the university experience.

Perceptions

Problem Statement 23: Students at Cooper Academy have low attendance rates, which negatively impacts their academic progress. **Root Cause 23**: Greater than 90% of Cooper Academy students are considered economically disadvantaged and do not have adequate access to health care.

Goal 4: FISCAL MANAGEMENT: Ensure that the district makes fiscally sound decisions that support student achievement, district initiatives, and maintains a strong financial position (District Priorities 1, 2, 3, 4, 5, 6, 7, 8, 9, 10).

Performance Objective 1: OVERSIGHT: Maintain proper oversight of Campus Budget, Activity Accounts, including proper authorization for disbursements, proper record keeping of payments, and safe and secure handling of Funds.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Goal 5: TALENT MANAGEMENT: Build a highly effective workforce through strategic recruitment, develop pathways to increase leadership capacity, provide targeted mentoring support, and deliver ongoing job-embedded professional learning opportunities for all staff (District Priorities 1, 2, 3, 4, 5, 6, 7, 8, 9, 10).

Performance Objective 1: LEADERSHIP: Establish a program for training aspiring leaders and implement effective instructional leadership models for site-based decision making practices at the district level and all campuses.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** **TEA Priorities** Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 1) The principal will conduct interviews as necessary to fill vacant positions. Opportunities will be provided for participation and input from other leadership positions in order to employ the best candidate for every given position. Administrative and teacher leaders will participate in professional learning opportunities to build and implement professional learning community culture at Cooper Academy. Provide instructional intervention activities to include tutoring during and after school and Saturday school interventions and tutoring.	2.4, 2.5, 2.6	Robert Loveland, Principal Timothy Sumner, Asst. Principal Claudio Garcia, Asst. Principal	Increased STAAR-EOC scores and graduation rates. Increased rates of credit attainment reflected on monthly credit attainment logs.	45%	70%		
	Funding Sources: 164 - State Compensatory Education (SCE) - 5000.00, 211 - ESEA Title I, Part A - Regular - 1000.00						

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 5: TALENT MANAGEMENT: Build a highly effective workforce through strategic recruitment, develop pathways to increase leadership capacity, provide targeted mentoring support, and deliver ongoing job-embedded professional learning opportunities for all staff (District Priorities 1, 2, 3, 4, 5, 6, 7, 8, 9, 10).

Performance Objective 2: PROFESSIONAL DEVELOPMENT: Build instructional capacity and effectiveness for all instructional staff through targeted training.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** **TEA Priorities** Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 1) Provide opportunities for ongoing staff development for teachers, counselors and administrators to attend conferences and seminars. They will addressing attendance, graduation, academic planning, student academic performance, teacher pedagogy, fine arts and learning strategies. Strategies obtained from attending the following conferences will be used to improve graduation rates, attendance rates, students participating in college programs, improving teaching and learning strategies. Conferences - Texas Association for Alternative Education and Texas Counseling Association. Attend professional development opportunities at ESC Region 20.	2.4, 2.4, 2.5, 2.5, 2.6	Robert Loveland, Principal Timothy Sumner, Asst. Principal Claudio Garcia, Asst. Principal Nelda Martell, Counselor Melanie Martinez, ELA Teacher Eduardo Flores, Math Teacher, Anne Shipman, Science Teacher, James Juarez, Social Studies Teacher	Increased graduation and reduction of drop-out rates. Increased foundation and recommended diplomas.	50%	70%		
	Problem Statements: Demographics 8, 19, 20, 21, 22 - Student Academic Achievement 1, 2, 3, 4, 5, 13, 14, 21 - School Processes & Programs 1, 2, 4, 23, 24, 25, 26, 27 - Perceptions 9, 10, 16, 19 **Funding Sources**: 164 - State Compensatory Education (SCE) - 10500.00, 211 - ESEA Title I, Part A - Regular - 5000.00, 245 - ESEA Title I, 1003(a) - Priority and Focus - 4000.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** **TEA Priorities** Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 2) Attend core content and fine arts professional learning opportunities to improve student success. Increase collaboration through mentoring, tutoring, parent meetings, student/teacher conferences, department head and campus leadership team meetings to improve student success.	2.4, 2.5	Robert Loveland, Principal Timothy Sumner, Asst. Principal Claudio Garcia, Asst. Principal Nelda Martell, Counselor Melanie Martinez, ELA Teacher Eduardo Flores, Math Teacher, Anne Shipman, Science Teacher, James Juarez, Social Studies Teacher	On-Line assessments, remediation sessions, TAKS/STAAR EOC results.	55%	65%		
	Problem Statements: Demographics 7, 19, 20, 21, 22 - Student Academic Achievement 1, 2, 3, 4, 5 - School Processes & Programs 23, 24, 25, 26, 27 - Perceptions 19 **Funding Sources**: 211 - ESEA Title I, Part A - Regular - 4000.00, 164 - State Compensatory Education (SCE) - 3500.00						

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 7: There is a need to recruit, develop, and retain high quality and experienced staff which includes teachers and administrators. **Root Cause 7**: A systematic approach to providing professional pathways for teachers and administrators does not currently exist.
Problem Statement 8: Improving College and Career Readiness skills for Cooper Academy at Navarro students **Root Cause 8**: Students struggling at Cooper Academy at Navarro, due to gaps in educational experiences.
Problem Statement 19: Biology EOC pass rates fall below 80% **Root Cause 19**: Historical low performance of students, absences, transitory patterns of student population
Problem Statement 20: US History EOC pass rates fall below 80% **Root Cause 20**: Historical low performance of students, absences, transitory patterns of student population
Problem Statement 21: English I passing rates fall below 30% **Root Cause 21**: Historical low performance of students, absences, transitory patterns of student population
Problem Statement 22: Algebra I passing rates fall below 45% **Root Cause 22**: Historical low performance of students, absences, transitory patterns of student population

Student Academic Achievement
Problem Statement 1: Algebra I passing rates fall below 45% **Root Cause 1**: Historical low performance of students, absences, transitory patterns of student population
Problem Statement 2: English I passing rates fall below 30% **Root Cause 2**: Historical low performance of students, absences, transitory patterns of student population
Problem Statement 3: English II EOC passing rates fall below 30% **Root Cause 3**: Historical low performance of students, absences, transitory patterns of student population
Problem Statement 4: US History EOC pass rates fall below 80% **Root Cause 4**: Historical low performance of students, absences, transitory patterns of student population
Problem Statement 5: Biology EOC pass rates fall below 80% **Root Cause 5**: Historical low performance of students, absences, transitory patterns of student population
Problem Statement 13: Need to improve our partnerships with community groups and businesses. **Root Cause 13**: The majority of students at Cooper Academy at Navarro are economically disadvantaged and many are homeless.
Problem Statement 14: Improving College and Career Readiness skills for Cooper Academy at Navarro students **Root Cause 14**: Students struggling at Cooper Academy at Navarro, due to gaps in educational experiences.
Problem Statement 21: Low passing rates on EOC exams. **Root Cause 21**: Students who attend Cooper Academy have academic deficits in the core subjects

School Processes & Programs
Problem Statement 1: Low passing rates on EOC exams. **Root Cause 1**: Students who attend Cooper Academy have academic deficits in the core subjects
Problem Statement 2: Need to improve our partnerships with community groups and businesses. **Root Cause 2**: The majority of students at Cooper Academy at Navarro are economically disadvantaged and many are homeless.
Problem Statement 4: Improving College and Career Readiness skills for Cooper Academy at Navarro students **Root Cause 4**: Students struggling at Cooper Academy at Navarro, due to gaps in educational experiences.
Problem Statement 23: Biology EOC pass rates fall below 80% **Root Cause 23**: Historical low performance of students, absences, transitory patterns of student population
Problem Statement 24: US History EOC pass rates fall below 80% **Root Cause 24**: Historical low performance of students, absences, transitory patterns of student population
Problem Statement 25: English II EOC passing rates fall below 30% **Root Cause 25**: Historical low performance of students, absences, transitory patterns of student population
Problem Statement 26: English I passing rates fall below 30% **Root Cause 26**: Historical low performance of students, absences, transitory patterns of student population
Problem Statement 27: Algebra I passing rates fall below 45% **Root Cause 27**: Historical low performance of students, absences, transitory patterns of student population

Perceptions
Problem Statement 9: Need to improve our partnerships with community groups and businesses. **Root Cause 9**: The majority of students at Cooper Academy at Navarro are economically disadvantaged and many are homeless.
Problem Statement 10: Improving College and Career Readiness skills for Cooper Academy at Navarro students **Root Cause 10**: Students struggling at Cooper Academy at Navarro, due to gaps in educational experiences.
Problem Statement 16: Low passing rates on EOC exams. **Root Cause 16**: Students who attend Cooper Academy have academic deficits in the core subjects
Problem Statement 19: English II EOC passing rates fall below 30% **Root Cause 19**: Historical low performance of students, absences, transitory patterns of student population

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Utilize scoring rubrics to help all students reach levels of "Approaches," "Meets" or "Masters" on state reading comprehension and writing assessments. Title 1 funds will be used. Offer tutoring before and after school for student interventions. continue and expand the Twilight program. Utilize scoring rubrics for short answer responses to help all students meet standards for "partially sufficient," "sufficient," or "exemplary." Provide intensive tutoring to review weaknesses in state objectives for non-master re-testers. Create student notebooks, flashcards, and testing strategy clues to improve student vocabulary.
1	1	2	Support the on-line curriculum by using projector, computers, printers, digital cameras, memory cards, study carrels, on-line subscriptions, supplementary texts consumable teaching materials, including organizational materials, posters, Scholastic Action magazines and note taking apparatus to facilitate note taking, practice needs-based instructional strategies, one on one teaching strategies, small group and online interactive study methods. Provide instructional intervention activities to include tutoring during and after school and Saturday school interventions and tutoring. Copy paper will be purchased to achieve set goals. STAAR-EOC tutoring, before school, after school, and on designated Saturdays to include refreshments for students to increase the awareness of the importance of healthy eating and incentive to participate. Provide for substitute part-time clerical as needed throughout the year.
1	1	3	Participate in English Language Arts (ELA), Mathematics, Social Studies professional learning opportunities at the campus, district, state, and national level to improve student performance. Implement Edgenuity (E2020) and Pearson reading and writing activities for the purpose of raising academic achievement as measured by mastery tests and STAAR-EOC results. Attend district and English Language Arts (ELA) department training to develop strategies to increase student performance in reading and writing. Utilize quality vocabulary instruction and Scholastic Action magazines to promote students to use word they use/see daily. ELA and Reading teachers attend professional development conferences Advancing in Education and Model Schools conference. Implement EOC Testing guides for English, Social Studies and Algebra I, to increase student performance on the End of Course exams.
1	1	4	Library books and textbooks will be purchased with funds in order for students to utilize library resources to improve reading and writing comprehension. Increase student access to library books and resources for tutoring and research in addition to on-line activities. Utilize library books to enhance reading lessons, including use of texts as models of writing.
1	1	5	Implement multi-sensory writing strategies. Review scored writing samples from past test administrations to determine which research-based intervention strategies will increase student performance. Students will recognize different types of compositions, including narrative, expository, and persuasive.

Goal	Objective	Strategy	Description
1	1	6	Students will be engaged in higher order skills through the implementation of hands-on activities, exposure to multi-cultural events, modified laboratory activities and integration of technology. Utilize library resources for research and individual reading needs.
1	1	7	Implement effective strategies for ELL and migrant students to improve language acquisition, increase TELPAS, STAAR, EOC performance rate. Through professional development, Implementing SIOP strategies, Seven Steps to an language Rich Classroom, and Total Participation Techniques.
1	1	8	All ELAR teachers will be ESL certified by the end of the school year.
1	2	1	Participate in Math professional learning opportunities at the campus, district, state, and national level to improve student performance. Implement Edgenuity and Pearson Math activities for the purpose of raising academic achievement as measured by mastery tests and STAAR EOC results. Attend district and Math department training sessions to develop strategies to increase student performance in math. Math teachers attend professional development conferences Advancing in Education and Model Schools conference.
1	2	2	Students will be engaged in higher order skills through the implementation of hands-on activities, modified laboratory activities, and integration of technology. Increase technology integration by daily use with graphing calculator. Purchase necessary supplies and materials to include STAAR-EOC study guides and graphing calculators to support learning through the use of manipulatives and models to provide an enriched learning experience for student success. Student receives district printed STAAR-EOC study guides to review and practice problem solving skills.
1	3	1	Participate in Science professional development at the district, state and national level to improve pedagogy. Principal, teachers and counselors will attend professional development conferences to include the Texas Association for Alternative Education (TAAE) conference.
1	3	2	Provide resources and materials for the science classroom. Purchase science materials for classroom labs and remediation activities. Remediation resources will include STAAR/EOC remediation curriculum materials.
1	4	1	Utilize district Social Studies website for technology resources, wikis, blogs, online resources (including DBQ On-Line Library: Mini Qs in US History Vol.2), web quests and additional technology based instruction. Daily model and practice the following to increase social studies comprehension: interpret maps, political cartoons, reading graphs.
1	5	1	Improve academic instruction in all areas by: * Optional Flexible School Day * STAAR/EOC tutoring * Credit attainment opportunities * Individualized test tracking folders * Printed study guides * Saturday school
1	5	2	Create an EOC action plan to determine specific interventions by content, grade level and objective. Tutor non-mastery students during and after school. Utilize individualized Test tracking folders to monitor progress and determine areas of intervention by objective. Provide staff development and program review activities for the development of student interventions.
1	5	3	Provide individual STAAR-EOC Math district printed study guides for STAAR-EOC Math re-testers.

Goal	Objective	Strategy	Description
1	5	4	Build student reading capacity using rich textual reading materials. Title 1 Funds for books will be used. Utilize the on-line curriculum Edgenuity (E2020) to introduce literacy awareness and critical thinking skills. Utilize quality vocabulary instruction to promote students to use the words they learn daily and remember them over time.
1	5	5	Work with students to set short-term intermediate goals to monitor progress toward larger goals through manageable steps. Provide direct instruction as needed in order to improve reading skills and strategies. Reading/ELA tutors will provide core content assistance to students during Saturday tutoring session, regular, after and extended school hours.Saturday school and after school tutoring.
1	5	6	Tutor non-mastery students for summer school (extended year program). Hire part-time core content area tutors during the summer to increase STAAR/EOC scores and graduation rates. Thus, reducing the drop-out rate for the campus and district.
1	5	7	Work with students to set short-term intermediate goals to monitor progress toward larger goals through manageable steps. Provide direct instruction as needed in order to improve math skills and strategies.
1	5	8	Through increased rigor, relevance, relationships, and reflection, the number of students meeting expectations on STAAR-EOC and graduation requirements will increase. Provide instructional intervention activities to include tutoring during and after school and Saturday school interventions and tutoring. To provide teaching and learning materials for daily instruction. Materials will include but not be limited to paper, pencils, construction paper, markers, highlighters, ink and toner.
1	5	9	Physical Education lessons will increase student comprehension concerning physical outdoor activities, personal fitness, cross-curricular integration, and real-world applications. Students will use online lessons through the Edgenuity program to gain awareness and comprehension of physical fitness.
1	5	10	Provide the online accessibility, and visual tools and all forms of technology to prepare students with 21st century skills. Upgrade technology in all classrooms by purchasing up-to-date equipment to prepare students with 21st century skills. This purchase will assist in the delivery of differentiated instruction and connect with a broader grouping of students. In addition, teachers will have greater mobility in the classroom, therefore increasing their ability to assist students with Edgenuity Learning. Laptops/Netbooks/Desktops/Monitors - iPads - Netbook cart - Digital recording devices - Interactive boards - Printers - Audio headsets for computer use - Accessories for interactive boards (nibs, pens, wands, bulbs, etc...) In order to utilize the education Edgenuity program that has been implemented in our district for the benefit of our students, more technology equipment is needed. This program will allow our students to recover their credits and prepare for their state assessments.
1	5	11	Full time faculty and part-time staff support academic programs, including STAAR-EOC tutoring sessions, satellite campuses, academic/credit attainment through the fall and spring semesters, as well as an extended year session (June-July). Campus counselor will organize Saturday school opportunities for students. Counselors will also coordinate, with campus Family and Community Engagement Specialist parent information and program awareness sessions with parents.

Goal	Objective	Strategy	Description
1	5	12	Students receive one-to-one instruction in order to facilitate learning of objectives while completing course credits required for graduation. Our part time clerk assists teachers, office staff and counselor with facilitating student activities and programs. Provide substitute teachers for our teachers when they are absent. Provide a seamless transition between full time staff and substitutes preventing a gap between instruction and student learning.
1	5	13	Students will sign in and out with tutors and receive remediation of TEKS.
1	5	14	Tutor non-mastery students for summer school (extended year program). Hire part-time core content area tutors during the summer to increase STAAR/EOC scores and graduation rates. Thus, reducing the drop-out rate for the campus and district.
1	5	15	Through increased rigor, relevance, relationships, and reflection, the number of students meeting expectations on STAAR-EOC and graduation requirements will increase. Provide instructional intervention activities to include tutoring during and after school and Saturday school interventions and tutoring. To provide teaching and learning materials for daily instruction. Materials will include but not be limited to paper, pencils, construction paper, markers, highlighters, ink and toner.
1	5	16	Improve student success by closing achievement gap and increase state assessment performance, STAAR EOC performance. Students will sign in and out with tutors and receive remediation of TEKS.
1	5	17	Improve student success by closing achievement gap and increase state assessment performance, STAAR EOC performance.
1	5	18	Core content tutors will provide assistance to students during Saturday tutoring session, school day, after-school and extended school hours, and extended year (summer school) session. Provide nutritional snacks to promote participation in Saturday school activities.
1	5	19	Create and print individualized folders to monitor progress and determine areas of intervention by objective. Use of copy paper as student practice realistic testing strategies, answering questions and receiving feedback regarding readiness for state assessments.
1	5	20	Teachers and tutors utilize district EOC review guides; Jarrett books, review materials. Teachers and tutors will review for STAAR with students through one-to-one or small group sessions with students.
1	5	21	Provide assessment opportunities to increase higher education admissions. Provide instructional readiness for students based on individual student evaluations to better prepare students for the STAAR/EOC and AP assessments required for graduation. Provide data for administrators to ensure students are placed in appropriate courses based on their performance on the college readiness assessments, including remediation and acceleration options.
1	5	22	Provide instructional readiness for students based on individual student evaluations to better prepare students for the STAAR/EOC assessments required for graduation and ensure improved on-time graduation rates.
1	5	23	: Provide instructional readiness for students based on individual student evaluations to better prepare students for the STAAR/EOC assessments required for graduation and ensure improved on-time graduation rates.

Goal	Objective	Strategy	Description
1	6	1	Increase relevance of content to career, technology, and college preparedness through writing prompts and essays. Students will compare and contrast colleges, researching admissions criteria, course/degree descriptions, and career outlooks. Students will practice college essay writing skills to prepare for application process and to improve voice in personal essays. Phoenix Middle College students will utilize a daily planner to schedule college and high school academic activities.
1	6	2	Provide instructional and intervention strategies in preparation for college readiness and state assessments. Increase vocabulary through meaningful texts, student-created word walls, use of dictionaries and personal lists. Cooper will utilize disaggregate data, support staff, and other support personnel in order to achieve student success.
1	6	3	Counselors will review individual academic student plans, develop graduation plans, schedule student courses, inform parents and students of graduation needs. Supplies will include general office supplies (pens, paper, folders) pamphlets, graduation programs, diplomas and career posters to address topics such as study skills, college preparation steps, and successful academic strategies. Provide graduation plans for teachers who will conduct classroom sessions regarding academic requirements, study and test taking skills. Counselors will review all Academic Achievement Record (AAR) to ensure proper course placements, grade levels, snapshot group's reliability, develop individual graduation plans. Utilize student academic planners to help students plan college and high school daily activities.
1	7	1	Students will be engaged in higher order skills through the implementation of hands-on activities, modified laboratory activities, and integration of technology.
1	7	2	Create individualized student notebooks/folders for students to monitor progress and determine areas of intervention by objective/category. To improve organization of student work folders, each department will purchase hanging folders for student work, binders for student testing materials, novel projects and other direct instructional materials.
1	7	3	Support all content areas to improve critical areas and at-risk populations determined by state, district and campus data. Provide teachers and staff members new equipment, such as computers, ELMOs, LCDs, scanners and printers. Providing new equipment will enhance classroom instruction, improve training and communication between campus staff, community members, students and parents. Assess and utilize the School Technology and Readiness (STaR) Chart. Ensure completion of the LoTi survey with 100% participation. Offer opportunities of all Microsoft Office applications, IData Portal , Web Outlook. Attend district technology training and conferences. Maintain school webpage and calendars. SAISD Technology Department will provide staff to support campus technology needs and maintain district equipment. Provide teachers and staff members new equipment, such as computers, ELMOs, LCDs, scanners and printers. Providing new equipment will enhance classroom instruction, improve training and communication between campus staff, community members, students and parents.

Goal	Objective	Strategy	Description
1	7	4	Provide the online accessibility, and visual tools and all forms of technology to prepare students with 21st century skills. Upgrade technology in all classrooms by purchasing up-to-date equipment to prepare students with 21st century skills. This purchase will assist in the delivery of differentiated instruction and connect with a broader grouping of students. In addition, teachers will have greater mobility in the classroom, therefore increasing their ability to assist students with Edgenuity (E2020)Learning. Laptops/Netbooks/Desktops/Monitors - iPads - Netbook cart - Digital recording devices - Interactive boards - Wireless cards - Printers - Audio headsets for computer use - Accessories for interactive boards (nibs, pens, wands, bulbs, etc...) In order to utilize the education Edgenuity (E2020) program that has been implemented in our district for the benefit of our students, more technology equipment is needed. This program will allow our students to recover their credits and prepare for their state assessments.
1	9	1	Work with students to set short-term intermediate goals to monitor progress toward larger goals through manageable steps. Provide team building and goal setting activities for students to develop skills necessary for college and career readiness. Students will participate in outdoor activities at the Newcombe Ranch to build communication, team building, problem solving and analytical skills that will prepare them to be successful for the state academic standards.
1	12	1	Attend professional learning that enhances literacy and biliteracy, sheltered Instruction in the content area, Certification Pathway, technology and strategic planning.
1	13	1	Integrate Document Based Questions (DBQ's) in grades 4-7 social studies instruction and in High School including: World Geography, World History, Government, and Economics courses to promote improved student writing and content knowledge by providing professional learning and resources.
2	1	1	Campus will practice and implement safety procedures to assure a conducive, safe, and positive learning/work environment. Satellite campuses will be provided a cellular phone to be used for parent and student conferences, improve attendance and academic passing rates and to communicate with administration and SAISD Police Department. Campus faculty and staff will participate in emergency response and containment training (DATE: TBA) 1. Create an emergency evacuation plan. 2. Monthly fire drills conducted. 3. Campus faculty consistently implements rules and procedures, as outlined in the Student Code of Conduct. 4. Parents are informed about the School Code of Conduct upon registration Parents sign and acknowledgement of receipt of handbook.
2	1	2	Increase collaboration through mentoring, tutoring, parent meetings, student/teacher conferences and campus leadership team to improve student success. Increase attendance and academic performance through the setting of SMART goals. Use the Boystown model to manage behavior, build relationships, and teach social skills, emphasizing proactive practices to enhance learning. Utilize attendance incentives such as coupon books, dining gift cards, and school/or office supply items to promote attendance and reward attendance. Campus administrators will make home visits and satellite site visits to improve campus attendance and graduation rates.

Goal	Objective	Strategy	Description
2	2	1	Via bus passes will be provided to students requesting transportation assistance. Bus passes will be used to improve student attendance and increase graduation rates. To provide students with VIA bus cards that will enable them to travel to and from campus activities, daily instructional days and Saturday or after school intervention activities.
3	1	1	The Family and Community Engagement representative will hold bi-weekly parent meetings.
3	1	2	Family and Community Engagement representative (Face) will work on building/improving parent involvement. Parents and the Community will become more involved at Cooper Academy via a range of opportunities and events throughout the school year. Family and Community Engagement Specialist will organize and facilitate parent and community meetings providing information for Alamo Community College Certification classes, work force development, community partnerships, curriculum and state testing information sessions. The Family and Community Engagement Specialist will: Assist campus in the recruitment of parents, families and community member to assist with school activities and program needs. Schedule, coordinate and facilitate parent, community and Alamo Community College District meetings. Collect, prepare, maintain and distribute materials relating to parent involvement policy. Serve as a liaison and assist district, school staff, parents and community in gaining appreciation of the added value of parent education and parent involvement and engagement. Provide custodial services for organizing, maintaining and cleaning building before, during and after parent and community events. These events will take place before, during and after the normal school day. These events will also take place on Saturdays; to include the parent and student extended year program and graduation informational meeting held on the first Saturday of June. Perform home visits.
3	1	3	The FACE specialist will assist in increasing collaboration through mentoring, tutoring, parent meetings, student/teacher conferences and campus leadership team to improve student success. The FACE Specialist will assist students and parents with setting Specific, Measurable, Attainable, Realistic, Timely (SMART) goals for attendance and credit retrieval. The Face specialist will utilize ink cartridges purchased to print and produce media to inform parent, student, and community events. Create and mail critical parent information including brochures, pamphlets, stamps/postage and mail outs regarding state assessment dates and results, school events, resources, and critical federal, state, and district information. Implement and assist the parent orientation/intake for all incoming students.
3	1	4	The FACe specialist will promote opportunities for student success and parent involvement through brochures, banners, and campus displays. Utilize paper, ink, toner to increase student motivation and parental involvement throughout school by displaying graduates, motivational affirmations, and educational opportunities.
3	1	5	Engage parents and family members to participate in meetings and seminars that will build capacity and a partnership and provide resources to increase the academic achievement of all students. We will convene each Spring with parents and family members to jointly develop and review the Family and Community Engagement Policy and School-Parent Compact.
3	2	1	The campus Family and Community Engagement representative will display campus activities, organizations, parent activities on bulletin boards, campus website, newsletters, and campus leadership meetings.

Goal	Objective	Strategy	Description
3	2	2	Utilize Title 1 funds to increase parental involvement through various forms of communication and activities. Provide a Family and Community Engagement representative to increase parental involvement. Offer parents the opportunity to attend the Parent Summits to learn of effective strategies of community and educational involvement. Provide local travel mileage for Family and Community Engagement representative for parent and student home visits to disseminate critical school information. Provide water, refreshments and healthy snacks at parent meetings and activities. Provide supplies, flyer and brochures for parents to actively participate in meetings and activities and to be informed of critical school information
3	2	3	Increase collaboration through mentoring, tutoring, parent meetings, student/teacher conferences and campus leadership team to improve student success.
3	3	1	Family and Community Engagement representative and other appropriate campus staff members will update campus website, create and send newsletters, fliers, mailers and PENS messages highlighting campus achievements, parent involvement activities and student activities.
3	3	2	Support all content areas to improve critical areas and at-risk populations determined by state, district and campus data. Provide teachers and staff members new equipment, such as computers, ELMOs, LCDs, scanners and printers. Providing new equipment will enhance classroom instruction, improve training and communication between campus staff, community members, students and parents. Assess and utilize the School Technology and Readiness (STaR) Chart. Ensure completion of the LoTi survey with 100% participation. Offer opportunities of all Microsoft Office applications, IData Portal , Web Outlook. Attend district technology training and conferences. Maintain school webpage and calendars. SAISD Technology Department will provide staff to support campus technology needs and maintain district equipment. Provide teachers and staff members new equipment, such as computers, ELMOs, LCDs, scanners and printers. Providing new equipment will enhance classroom instruction, improve training and communication between campus staff, community members, students and parents.
3	4	1	Family and Community Engagement representative will contact local businesses, volunteer organizations and post secondary education campuses to solicit assistance with job readiness, mentoring and volunteer opportunities for our students. The parent family liaison will need office supplies to create parent, community and business informational fliers, pamphlets and parent meetings.
3	4	2	Provide a comprehensive counseling program addressing academic, personal, social, college and career needs with collaboration and consultation with staff, students and parents. Participate in field trips to local community college campuses, as well as local universities and business organizations (Elf Louise, San Antonio Food Bank, Toyota Motor Manufacturing, LBJ National Historical Bank and HEB) to expose students to post-secondary career opportunities. Provide transportation to local universities and colleges to expose students to educational opportunities post high school graduation (Monster Tech, University field trips and ACCD campus tours). Military recruiters will be welcomed on campus to address prospective applicants for military service. ASVAB testing will be determined by need and recruiters. Create and mail critical parent information including brochures, pamphlets, stamps/postage and mail outs regarding state assessment dates and results, school events, resources, and critical federal, state, and district information.

Goal	Objective	Strategy	Description
3	4	3	Provide students with accessible campus locations throughout SAISD where students will receive academic instruction, assessment remediation, attain and recover course credits. Satellite campuses will be located in CC Ball Academy, Sam Houston High School and Jefferson United Methodist Church. Lease a classroom from Jefferson United Methodist Church to provide daily student instruction from 8:00 am to 4:00 pm.
3	5	1	Career Readiness: Create and maintain partnership with Goodwill Industries to provide Level I and Level II certifications in the following four areas: Certified Nursing Assistant, Medical Assistant, Supply Chain Logistics, and Apartment Building Maintenance, through the Goodwill Academy.
5	1	1	The principal will conduct interviews as necessary to fill vacant positions. Opportunities will be provided for participation and input from other leadership positions in order to employ the best candidate for every given position. Administrative and teacher leaders will participate in professional learning opportunities to build and implement professional learning community culture at Cooper Academy. Provide instructional intervention activities to include tutoring during and after school and Saturday school interventions and tutoring.
5	2	1	Provide opportunities for ongoing staff development for teachers, counselors and administrators to attend conferences and seminars. They will addressing attendance, graduation, academic planning, student academic performance, teacher pedagogy, fine arts and learning strategies. Strategies obtained from attending the following conferences will be used to improve graduation rates, attendance rates, students participating in college programs, improving teaching and learning strategies. Conferences - Texas Association for Alternative Education and Texas Counseling Association. Attend professional development opportunities at ESC Region 20.
5	2	2	Attend core content and fine arts professional learning opportunities to improve student success. Increase collaboration through mentoring, tutoring, parent meetings, student/teacher conferences, department head and campus leadership team meetings to improve student success.

RDA Strategies

Goal	Objective	Strategy	Description
3	2	2	Utilize Title 1 funds to increase parental involvement through various forms of communication and activities. Provide a Family and Community Engagement representative to increase parental involvement. Offer parents the opportunity to attend the Parent Summits to learn of effective strategies of community and educational involvement. Provide local travel mileage for Family and Community Engagement representative for parent and student home visits to disseminate critical school information. Provide water, refreshments and healthy snacks at parent meetings and activities. Provide supplies, flyer and brochures for parents to actively participate in meetings and activities and to be informed of critical school information
3	3	1	Family and Community Engagement representative and other appropriate campus staff members will update campus website, create and send newsletters, fliers, mailers and PENS messages highlighting campus achievements, parent involvement activities and student activities.
3	3	2	Support all content areas to improve critical areas and at-risk populations determined by state, district and campus data. Provide teachers and staff members new equipment, such as computers, ELMOs, LCDs, scanners and printers. Providing new equipment will enhance classroom instruction, improve training and communication between campus staff, community members, students and parents. Assess and utilize the School Technology and Readiness (STaR) Chart. Ensure completion of the LoTi survey with 100% participation. Offer opportunities of all Microsoft Office applications, IData Portal , Web Outlook. Attend district technology training and conferences. Maintain school webpage and calendars. SAISD Technology Department will provide staff to support campus technology needs and maintain district equipment. Provide teachers and staff members new equipment, such as computers, ELMOs, LCDs, scanners and printers. Providing new equipment will enhance classroom instruction, improve training and communication between campus staff, community members, students and parents.
3	4	1	Family and Community Engagement representative will contact local businesses, volunteer organizations and post secondary education campuses to solicit assistance with job readiness, mentoring and volunteer opportunities for our students. The parent family liaison will need office supplies to create parent, community and business informational fliers, pamphlets and parent meetings.
3	5	1	Career Readiness: Create and maintain partnership with Goodwill Industries to provide Level I and Level II certifications in the following four areas: Certified Nursing Assistant, Medical Assistant, Supply Chain Logistics, and Apartment Building Maintenance, through the Goodwill Academy.

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

CNA revision dates:

1. April 16, 2019

2. April 30, 2019

3. May 3, 2019

CNA approval date:

1. 05/14/2019

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

SAN ANTONIO INDEPENDENT SCHOOL DISTRICT

CLT MEMBERSHIP FOR HIGH SCHOOL (FORM B4-E)

SCHOOL: Cooper Academy at Navarro **Date: August 19, 2019**

Category	Number	Sub-Category	Name	Elected	Replacement/Date Elected	Term Expiration

SCHOOL: Cooper Academy at Navarro **Date: August 19, 2019**

NON-EMPLOYEES (Non-Elected Members)

Parents	Minimum 2	Parent Organization Representative	Cassandra Acosta		
	(At least two parents shall be elected officers of the PTA, PTO, etc.)	Parent Organization Representative	Savannah Gomez		
		Parent			
		Parent		September 2019	May 2021
Students	Minimum 2	4th grade or above	Allison Ruiz		
		4th grade or above	Alazae Garcia		
Community	Minimum 2	Reside in SAISD	Iris Chavez		
		Reside in SAISD	John Feagins		
Business	Minimum 1	Martinez Tortilla Factory	Jaime Posada		

EMPLOYEES(Elected)

SCHOOL: Cooper Academy at Navarro

Date: August 19, 2019

Teachers *Elected by their grade level, departments, learning teams, and vertical or multi-grade-level teaching teams or academies.*	12 - 14 (Up to 3 representing vertical learning teams)	English/Lang. Arts/Reading Mathematics Social Studies /History Science Electives Electives Grade Level 9th Grade Level 10th Grade Level 11th Grade Level 12th Special Education Vertical Learning Team Vertical Learning Team Vertical Learning Team	Melanie Martinez Eduardo Flores James Juarez Anne Shipman Jolene Navarro Gloria VanOver Estella Leyva Kathleen Weigle Ricardo Huerta Rigoberto Gonzales Patrick Lopez Jean Carlo Hernandez Amanda Martinez James Pearce	September 2019	May 2021
Paraprofessional & Classified	2 (1 each or 2 of same)	Para or Classified Para or Classified	Mariela Torres Patricia Arambula		
Prof. Support Staff *(Counselor/Social Worker, Nurse, Librarian, AP, DIC)*	1 or 2	Counselor Social Worker	Nelda Martell Angela Solis		
District-level Professional	1	SAISD PEIMS Manager	Joshua Johannessen		

Please send this original form to the appropriate Assistant Superintendent and a copy to the Governmental & Community Relations Department

Revised: July 2019

2.2: Regular monitoring and revision

1. CIP Quarterly review please check the audit log.

a. November 15, 2019

b. January 17, 2020

c. March 6, 2020

d. May 1, 2020

2. CIP Revision Dates: April 16, 2019, April 30, 2019 and May 3, 2019

3. CIP Approval Date: May 22, 2019

2.3: Available to parents and community in an understandable format and language

Campus CIP and CNA are available to parents and communities members through the campus website and in the campus registrar's office. Upon request, the CIP is available in English. Posters stating that the CIP is available in the registrars office are posted through the campus.

2.4: Opportunities for all children to meet State standards

The appropriate element boxes have been checked and linked. Please check Plan4Learning.

2.5: Increased learning time and well-rounded education

The appropriate element boxes have been checked and linked. Please check Plan4Learning.

2.6: Address needs of all students, particularly at-risk

The appropriate element boxes have been checked and linked. Please check Plan4Learning.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

1. Parent and Family Engagement Policy Committee Members:

a. Cassandra Acosta (parent) - role review, revised parent and family engagement policy and compact.

b. Savannah Gomez (parent) - role review, revised parent and family engagement policy and compact.

c. Monica Flores (Family and Community Engagement Specialist) - role organized, facilitated, reviewed, revised parent and family engagement policy and compact

d. Robert Loveland (Principal) - role participated, reviewed and revised parent and family engagement policy and compact

e. Iris Chavez (business partner "Methodist Health Ministries") - role review and revised parent and family engagement policy and compact

2. The Parent and Family Engagement Policy is distributed during registrations, parent meetings, posted on website, in front office and during the Fall Open House.

3. The Parent and Family Engagement Policy is distributed to the parents and community in both English and Spanish languages.

4. We address the Building Capacity for Involvement with the following activities:

a. State accountability information, campus performance rating was provided during the Fall Open House (October 9 and 23, 2019). Information on state curriculum standards is provided to the parents during monthly principal, PFL and parent meetings. In addition to the Fall Open House the campus and campus PFL will provide evening meetings to parents (two times per semester).

b. Literacy, technology and state accountability resources and trainings will be provided at the monthly principal to parent meetings during the day and at the evening. The following agencies have provided or are scheduled to provide training this year to our parents this year: Martinez Street Womens Center, San Antonio Food Bank, Waste Management Recycling, "Coffee with the Principal" meeting 2019-2020 schedule is listed below:

- October 3, 2019
- October 22, 2019
- November 12, 2019
- December 17. 2019
- February 11, 2020

- March 17, 2020
- April 14, 2020
- May 12, 2020

c. The campus Family and Community Engagement Specialist and parents present the "Value and Utility of Parents" presentation to the campus staff through faculty meeting session held October 14, 2019.

d. The campus Family and Community Engagement Specialist posts the update Parent and Family Engagement Policy on the campus website in English and Spanish Languages, the campus registrar distributes the Parent and Family Engagement Policy (PFEP) during registrations and the PFEP is also posted in the registrars office and at the attendance office. Hard copies of the PFEP are available upon request from the campus attendance clerk and registrar. The Parent Compact is distributed by the campus registrar during registration. After reviewed by the parent and student the signed compact is collected by the Family and Community Engagement Specialist and filed in a campus binder. The compact binder is stored in the Family and Community Engagement Specialist office.

e. Campus communication to parent and community members is provide in both English and Spanish.

f. Family and Community Engagement Specialist communicates activities with campus administration. Weekly Principal to Family and Community Engagement Specialist meetings are held every Friday. Once approved, the campus administration assists coordinating campus resources for the events. Parent and Family events are stocked with refreshments provided by the campus or district. Materials are ordered and provided to the parents for the successful completion of the events. Family and Community Engagement Specialist and campus parent meetings are held monthly. The campus Family and Community Engagement Specialist coordinates with local agencies and businesses to provide trainings and demonstrations. When coordinating and facilitating events campus teachers and staff members assist the campus Family and Community Engagement Specialist with duties.

3.2: Offer flexible number of parent involvement meetings

Monthly Principals Meeting with the parents occur one Tuesday per month. The Tuesdays meetings are held at the main Cooper campus, in the LDA and held between 9:30 am and 10:30 am. We conduct a Fall Open House that is held on main campus and is held from 5:30 pm to 6:30 pm. We conduct a Fall and Spring Open House with parents for students attending the Phoenix Middle College Program at St. Philips SW (800 Quintana Rd.) The Phoenix Middle College parent meetings are held from 5:30 pm and 7:30 pm on either Tuesdays or Thursdays. We also hold evening meetings twice per semester at the main campus which occur in the PM after school. We also hold parent meetings at the satellite campuses two times per semester in the PM after school.

2019-2020 Campus Leadership Team

Committee Role	Name	Position
Administrator	Timothy Sumner	Assistant Principal
Classroom Teacher	Anne Shipman	Science Department Chair
Administrator	Robert Loveland	Principal
Non-classroom Professional	Cynthia White	Social Worker
Classroom Teacher	Eduardo Flores	Math Department Chair
Administrator	Claudio Garcia	Assistant Principal
Classroom Teacher	James Juarez	Social Studies Department Chair
Counselor	Nora Potthast	Counselor
Classroom Teacher	Patrick Lopez	Special Education Teacher
Classroom Teacher	Berenice Sainz	English Department Chair
Classroom Teacher	Jean Carlo Hernandez	Teacher
Paraprofessional	Linda Sanchez	PFL Teacher

Campus Funding Summary

164 - State Compensatory Education (SCE)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Supplies and Materials		$2,000.00
1	1	1	Travel-Staff Development		$1,500.00
1	1	2	Supplies and Materials		$5,000.00
1	1	2	Supplemental Pay - Extra Duty		$10,000.00
1	1	2	Scholastic Magazines		$500.00
1	1	2	books, literacy resources		$3,000.00
1	1	3	Supplies and Materials		$2,000.00
1	1	3	Travel		$1,500.00
1	1	3	Scholastic Magazines		$500.00
1	1	4	Supplies and Materials		$2,000.00
1	1	5	Travel		$1,500.00
1	1	6	Supplies and Materials		$1,500.00
1	1	7	Supplies and Materials		$1,000.00
1	1	7	Professional Development (Teacher)		$1,500.00
1	1	7	Professional Development (Administrator)		$1,500.00
1	1	8	Staff Development (Teacher)		$1,500.00
1	2	1	Supplemental Pay - Extra Duty		$5,000.00
1	2	1	Supplies and Materials		$1,000.00
1	2	1	Travel		$1,000.00
1	2	2	Supplies and Materials		$2,000.00
1	2	2	Supplemental Pay - Extra Duty		$5,000.00

164 - State Compensatory Education (SCE)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1	Travel		$1,500.00
1	3	1	Supplies and Materials		$1,500.00
1	3	2	Science Resources and Materials		$3,000.00
1	4	1	Supplies and Materials		$1,000.00
1	5	1	Supplemental Pay - Extra Duty		$20,000.00
1	5	1	Supplies and Materials		$2,000.00
1	5	1	Furniture and Equipment		$2,500.00
1	5	3	Supplies and Materials		$1,000.00
1	5	4	Supplies and Materials		$2,000.00
1	5	5	Supplies and Materials		$1,500.00
1	5	6	Supplemental Pay - Extra Duty		$30,000.00
1	5	6	Supplies and Materials		$1,500.00
1	5	7	Supplies and Materials		$1,500.00
1	5	8	Supplies and Materials		$1,000.00
1	5	8	Supplemental Pay - Extra Duty		$5,000.00
1	5	9	Supplies and Materials		$1,000.00
1	5	10	Supplies and Materials		$5,000.00
1	5	10	Supplemental Pay - Extra Duty		$10,000.00
1	5	11	Supplies and Materials		$1,500.00
1	5	11	Supplemental Pay - Extra Duty		$10,000.00
1	5	12	Substitute Teacher		$2,500.00
1	5	12	Supplemental Pay - Extra Duty		$6,000.00
1	5	12	Extra Duty and Certified Retired Teachers		$2,000.00
1	5	13	Supplemental Material - Extra Duty		$20,000.00
1	5	14	Supplemental Pay - Extra Duty		$30,000.00

164 - State Compensatory Education (SCE)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	5	14	Supplies and Materials		$1,500.00
1	5	15	Supplies and Materials		$1,000.00
1	5	15	Supplemental Pay - Extra Duty		$5,000.00
1	5	16	Supplies and Materials		$1,000.00
1	5	16	Supplemental Pay - Extra Duty		$5,000.00
1	5	17	Supplemental Pay - Extra Duty		$120,000.00
1	5	17	Supplies and Materials		$3,000.00
1	5	17	Substitute Teachers		$4,000.00
1	5	18	Supplemental Pay - Extra Duty		$45,000.00
1	5	18	Supplies and Materials		$1,500.00
1	5	19	Supplies and Materials		$1,000.00
1	5	19	Furniture and Equipment		$1,500.00
1	5	20	Supplemental Pay - Extra Duty		$5,000.00
1	5	20	Supplies and Materials		$1,000.00
1	5	21	Other Testing Materials		$1,500.00
1	5	22	MAP Testing		$1,840.00
1	5	23	PSAT		$1,305.00
1	5	24	Edgenuity - Online Learning Subscriptions		$12,025.00
1	6	1	Supplemental Pay - Extra Duty		$5,000.00
1	6	1	Supplies and Materials		$1,000.00
1	6	2	Supplies and Materials		$2,000.00
1	6	2	Supplemental Pay - Extra Duty		$10,000.00
1	7	1	Supplies and Materials		$2,000.00
1	7	2	Supplies and Materials		$2,000.00
1	7	2	Extra Duty		$5,000.00

164 - State Compensatory Education (SCE)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	7	3	Supplies and Materials		$5,000.00
1	7	3	Supplies and Materials		$5,000.00
1	7	4	Supplies and Materials		$5,000.00
1	7	4	Supplemental Pay - Extra Duty		$10,000.00
1	8	1	Testing Supplies and Materials		$1,500.00
1	10	1	Instructional Materials		$6,000.00
1	11	1	prof services, related materials		$503.56
1	12	1	subscriptions and professional development		$1,840.08
1	13	1	Consultant		$357.00
1	13	1	Instructional Resources		$1,170.00
1	14	1	Instructional Resources and PD		$6,000.00
1	15	1	Instructional Resources and PD		$359.40
1	15	1	Instructional Resources		$1,250.00
2	1	1	Supplies and Materials		$500.00
2	1	1	Contracted Services		$500.00
2	1	2	Supplemental Extra Duty		$15,000.00
2	1	2	Supplies and Materials		$2,500.00
2	1	2	Travel-Mileage Local		$1,500.00
2	2	1	Supplies and Materials		$5,000.00
2	2	1	Contracted Services		$3,000.00
2	2	1	Travel-Miscellaneous Operating Costs		$3,000.00
2	2	2	Supplies and Materials		$1,000.00
3	1	1	Family and Community Engagement Specialist-Extra duty pay		$1,000.00
3	1	2	Supplies and Materials		$1,000.00
3	1	2	Contracted Services		$1,000.00

164 - State Compensatory Education (SCE)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	2	1	Family and Community Engagement Specialist-Extra Duty Pay		$0.00
3	2	2	Supplies and Materials		$1,000.00
3	2	2	PFL-Supplies and Materials		$1,000.00
3	2	3	Travel		$1,000.00
3	2	3	Supplies and Materials		$1,000.00
3	2	3	Furniture and Equipment		$1,000.00
3	3	1	Family and Community Engagement Specialist-Extra Duty Pay		$1,000.00
3	3	2	Supplies and Materials		$5,000.00
3	3	2	Supplies and Materials		$5,000.00
3	4	1	Family and Community Engagement Specialist-Extra Duty Pay		$1,000.00
3	4	2	164-Postage		$250.00
3	4	2	164-Student Travel		$1,000.00
3	4	2	164-Resources		$2,000.00
3	4	3	Contracted Services		$8,000.00
3	5	1	Resources		$1,500.00
5	1	1	Supplies and Materials		$1,000.00
5	1	1	Contracted Services		$1,000.00
5	1	1	Supplemental Pay - Extra Duty		$3,000.00
5	2	1	Travel		$2,500.00
5	2	1	Contracted Services		$3,000.00
5	2	1	Professional Development		$5,000.00
5	2	2	Supplies and Materials		$1,000.00
5	2	2	Teachers/Extra Duty		$2,500.00
				Sub-Total	$580,400.04

173 - Student Attendance Incentive					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	2	3	Student Attendance Incentives		$3,000.00
				Sub-Total	$3,000.00

194 - San Antonio Foundation of Excellence in Educ					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	2	Travel		$1,500.00
				Sub-Total	$1,500.00

199 - Local Maintenance					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	1	Family and Community Engagement Specialist		$20,000.00
3	1	1	Family and Community Engagement Specialist Extra Duty		$1,200.00
3	1	1	Family and Community Engagement Specialist Travel		$1,200.00
3	1	2	Supplemental Pay - Extra Duty		$1,500.00
3	1	2	Salaries		$20,000.00
3	1	4	Supplemental Pay - Extra Duty		$5,000.00
3	1	4	Family and Community Engagement Specialist - Refreshments		$1,000.00
				Sub-Total	$49,900.00

211 - ESEA Title I, Part A - Regular					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Supplies and Materials		$2,500.00
1	1	1	Staff Development		$2,000.00
1	1	2	Supplies and Materials		$5,000.00
1	1	2	Travel		$1,000.00
1	1	2	Resources-Technology		$5,000.00
1	1	2	Extra Duty - Teacher		$2,500.00
1	1	3	Staff Development		$2,000.00

211 - ESEA Title I, Part A - Regular					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	Supplies and Materials		$1,500.00
1	1	3	Extra Duty-Teachers		$5,000.00
1	1	4	Supplies and Materials		$2,000.00
1	1	5	Supplemental Pay - Extra Duty		$5,000.00
1	1	6	Supplies and Materials		$1,500.00
1	1	7	Supplies and Materials		$1,000.00
1	1	7	Professional Development (Administrator)		$1,500.00
1	1	7	Professional Development (Teacher)		$1,500.00
1	1	8	Staff Development (Teacher)		$1,500.00
1	2	1	Supplemental Pay-Extra Duty		$5,000.00
1	2	1	Professional Development		$2,000.00
1	3	1	Supplemental Pay-Extra Duty		$5,000.00
1	3	1	Proessional Development		$2,000.00
1	3	2	Science Resources and Materials		$1,500.00
1	4	1	Supplemental Pay-Extra Duty		$5,000.00
1	4	1	Professional Development		$2,000.00
1	5	1	Resources		$1,500.00
1	5	2	Supplies and Materials		$1,100.00
1	5	2	Supplemental Pay - Extra Duty		$5,000.00
1	5	5	Supplies and Materials		$1,500.00
1	5	6	Supplemental Pay - Extra Duty		$15,000.00
1	5	7	Supplies and Materials		$1,500.00
1	5	8	Supplies and Materials		$1,000.00
1	5	8	Supplemental Pay - Extra Duty		$5,000.00
1	5	9	Supplies and Materials		$1,000.00

211 - ESEA Title I, Part A - Regular					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	5	10	Supplies and Materials		$2,000.00
1	5	11	Supplies and Materials		$1,500.00
1	5	11	Supplemental Pay - Extra Duty		$10,000.00
1	5	12	Extra Duty and Certified Retired Teachers (Tutors)		$20,000.00
1	5	12	Substitute Teacher		$2,000.00
1	5	14	Supplemental Pay - Extra Duty		$10,000.00
1	5	14	Supplies and Materials		$1,500.00
1	5	15	Supplies and Materials		$1,000.00
1	5	15	Supplemental Pay - Extra Duty		$5,000.00
1	5	18	Tutoring Refreshments		$800.00
1	5	18	Supplemental Pay - Extra Duty		$15,000.00
1	5	19	Supplemental Pay - Extra Duty		$10,000.00
1	5	19	Supplies and Materials		$1,500.00
1	5	20	Supplemental Pay - Extra Duty		$5,000.00
1	5	20	Supplies and Materials		$1,500.00
1	6	1	Supplemental Pay - Extra Duty		$5,000.00
1	6	1	Supplies and Materials		$1,000.00
1	6	2	Supplemental Pay - Extra Duty		$10,000.00
1	6	3	Supplies and Materials		$1,000.00
1	6	3	Supplemental Pay - Extra Duty		$2,500.00
1	6	3	Printing Materials		$1,000.00
1	6	4	San Antonio Educational Partnership Advisor	211-11-6299-95-024-0-11-000	$10,000.00
1	7	2	Supplies and Materials		$2,000.00
1	7	3	Technology Supplies		$4,000.00
1	7	4	Supplies and Materials		$2,000.00

211 - ESEA Title I, Part A - Regular					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	8	1	Testing Supplies and Materials		$1,500.00
1	9	1	Field Trips		$2,500.00
1	9	1	Student Travel		$2,000.00
2	1	2	Supplemental Extra Duty		$15,000.00
2	2	2	Supplies and Materials		$1,000.00
3	1	1	Parent Involvement Supplies		$1,000.00
3	1	1	Parent Involvement Refreshments		$1,000.00
3	1	2	Supplies and Materials		$1,000.00
3	1	2	Refreshments for Parent Events		$1,000.00
3	1	3	Contracted Services		$1,500.00
3	1	3	Family and Community Engagement Specialist Supplies and Materials		$1,000.00
3	1	3	Family and Community Engagement Specialist - Refreshments		$1,000.00
3	1	4	Family and Community Engagement Specialist - Supplies and Materials-Parent Family Engagement		$1,500.00
3	1	4	Family and Community Engagement Specialist - Refreshments-Parent Family Engagement		$1,500.00
3	1	5	Supplies and Refreshments	2116163990102493000	$1,000.00
3	1	5	Supplies and Refreshments	2116163990002493000	$1,000.00
3	2	1	Parent Involvement Supplies		$800.00
3	2	1	Parent Involvement Refreshments		$800.00
3	2	1	Family and Community Engagement Specialist Travel		$1,200.00
3	2	2	Supplement Pay - Extra Duty		$1,500.00
3	2	2	PFL - Supplies and Materials		$1,500.00
3	2	2	Travel		$1,500.00
3	2	2	PFL - Refreshments		$1,000.00

211 - ESEA Title I, Part A - Regular					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	2	3	Supplemental Pay - Extra Duty		$5,000.00
3	2	3	Travel		$2,000.00
3	3	1	Family and Community Engagement Specialist-Parent Involvement Supplies and Materials		$800.00
3	3	1	Family and Community Engagement Specialist-Parent Involvement Travel		$1,000.00
3	3	1	Family and Community Engagement Specialist-Parent & Family Refreshments		$600.00
3	3	2	Family and Community Engagement Specialist-Supplies-Parent & Family Engagement		$1,000.00
3	3	2	Family and Community Engagement Specialist-Refreshments		$1,000.00
3	4	1	Family and Community Engagement Specialist-Parent Involvement Supplies		$800.00
3	4	1	Family and Community Engagement Specialist-Parent Involvement Refreshments		$800.00
3	4	2	Supplies and Materials		$1,500.00
3	4	2	Supplemental Pay - Extra Duty		$2,500.00
3	4	2	Student Travel		$1,500.00
3	4	3	Contracted Services		$1,000.00
3	5	1	Resources		$1,500.00
3	5	1	Family and Community Engagement Specialist-Supplies & Materials		$1,000.00
3	5	1	Family and Community Engagement Specialist-Refreshments		$1,000.00
5	1	1	Supplies and Materials		$1,000.00
5	2	1	Resources-ESC Region 20		$1,000.00
5	2	1	Professional Development-ESC Region 20		$1,000.00
5	2	1	Out of State Travel		$2,000.00
5	2	1	Travel		$1,000.00

211 - ESEA Title I, Part A - Regular					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
5	2	2	Travel		$1,000.00
5	2	2	Supplies and Materials		$1,000.00
5	2	2	Supplemental Pay - Extra Duty		$2,000.00
				Sub-Total	$296,700.00

245 - ESEA Title I, 1003(a) - Priority and Focus					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	245-Instructional Supplies and Materials		$1,000.00
1	1	2	245-Technology-Supplies and Materials		$9,000.00
1	1	3	Testing Materials		$7,500.00
1	2	1	Supplies and Materials		$1,500.00
1	2	2	Supplies and Materials		$2,500.00
1	3	2	Science Resources and Materials		$1,000.00
1	4	1	Supplies and Materials		$2,500.00
1	5	12	Supplies and Materials		$2,500.00
1	5	12	Supplement Pay - Extra Duty		$10,000.00
1	5	12	Substitute Teacher		$1,500.00
1	5	15	Testing Materials		$2,000.00
1	7	3	Supplies and Materials		$9,000.00
3	2	2	PFL-Supplies and Materials		$1,000.00
3	3	2	Supplies and Materials		$9,000.00
3	4	1	Family and Community Engagement Specialist-Supplies and Materials		$1,500.00
5	2	1	Travel-Out of State		$2,000.00
5	2	1	Travel-Out of State Administration		$2,000.00
				Sub-Total	$65,500.00

245 - ESEA Title I, 1003(a) - Priority and Focus					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Grand Total	$997,000.04