

San Antonio Independent School District

Cooper Academy at Navarro

2022-2023 Campus Improvement Plan

Accountability Rating: A



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

Our primary purpose of improving lives through a quality education is driven by an unrelenting determination to graduate all of our students and prepare them for success in higher education. Our ideology is reflected in our fundamental beliefs, commitments and core values that guide us in our daily practices.

Value Statement

- Student Centered
- High Expectations
- Commitment
- Passion
- Integrity
- Respect
- Teamwork

Core Beliefs

- Every student can learn and achieve at high levels.
- We are responsible for the education and safety of every student.
- We are responsible for the efficient and effective operation of the school system.
- Everyone should be treated with respect.
- People support what they help create.

It is the policy of San Antonio ISD not to discriminate on the basis of race, color, national origin, age, sex or handicap in its vocational programs.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

6/1/22

P. Lopez/A. Shipman/Elizondo/Sumner/O'Grady

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 in Edgenuity and/or taking Accelerated Face to Face courses, enabling them to attain their high school diplomas in a more efficient manner to catch them up to their cohort. 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 also includes the Phoenix Middle College Campus that is located at St. Phillips College. 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 industry accepted certifications in the areas of OSHA 30 General Industry. The Phoenix Middle College campus is part of Cooper Academy at Navarro and offers students dual credit courses with an opportunity to earn industry accepted certifications while earning college credit during their last two years of high school.

We are engaged with the Wesley Nurse; University Health Systems-Robert B Green; Communities in Schools; and La Trinidad United Methodist Church, and we have a Learning Center (Day Care) on our campus that provides support for district students who have children.

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. La Trinidad United Methodist Church, along with the Wesley Nurse, partners with the 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 our own Cooper Academy at Navarro allows students to earn certifications as well.

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 providing required College medical requirements as necessary.

We know that we have success with our programs in several ways: With the certifications they earn they are improving their resumes which will in part increase their hiring potential. In regards to the Wesley Nurse program and the Brady Green partnership, when our students need medical assistance, and they receive it, they then become healthier and are able to attend school more frequently and complete their courses in order to graduate. The Communities in schools program allows those students who are experiencing difficulties in their lives to talk to a Social Worker, gain guidance and/or assistance as necessary so they can continue to work toward graduating while addressing those situations that are interfering in that goal at that time. The Methodist Church partnership allows our students to be able to go into a different environment and socialize in a different atmosphere that allows them to take a break from their daily lunch schedule once a week. Due to COVID this was put on hold and the church installed a brand new basketball court with a shot clock, but is still a partnership until they finish the court. This has been very effective in maintaining attendance as students look forward to this.

The stakeholders of our Campus are involved together in developing and implementing the Improvement plan. All of our programs align with the needs and desires of our students, parents and community as well as with the philosophy and beliefs of our teachers, administrators and school district.

Enrollment

This is our sixth year as Cooper Academy at Navarro. Compared to 2019-2020 enrollment has increased, nationalities are more or less consistent, eco disadvantaged still high, Special Education population has remained steady, At-Risk, 504, Homeless and LEP are consistent.

Previous Years' and Current Enrollment

2016-17 329 Students

2017-18 332 Students

2018-19 318 Students

2019-2020 349 Students

2020-2021 394 Students

Enrollment increased from the previous year (19-20) by 55 students.

Here at Cooper Academy at Navarro we technically graduate students on a daily basis and they are processed at the end of each month

Ethnic categories by percentage:

	19-20	20-21
American Indian:	.6%	0%
Asian:	0%	0%
African American:	4.4%	5.6%

Hispanic/Latino:	90.9%	91.6%
White:	3.9%	2.5%
Hawaiian/Pacific Islander:	0%	0%

There really was no main difference in Race/Ethnicity compared to last year. African American and Hispanic/Latino barely increased and the White population decreased. Overall, Cooper Academy at Navarro's Race/Ethnicity has been consistent.

Economically Disadvantaged

19-20: 95.3%

20-21: 95.9% Slight increase from last year.

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<u>Special Populations/Groups</u>	<u>19-20</u>	<u>20-21</u>
ESL:	11.1% Increase of 4.4%	8.9% Decrease of 2.2%
At Risk:	95.6% Increase of .1%	95.4% Decrease of .2%
Sped	5% Still the same	4.8% Decrease of .2%
GT	.6% Increase of .1%	1% Increase of .4%
Migrant	0% Stayed the same	0% Stayed the same
CTE	34.9% Decrease of 3.6%	
Homeless	6.1% Decrease of 1.1%	4.1% Decrease of 2%
Pregnant	2.4% Decreased of .3%	27/394 Increase of 3.6%
PEP	12.7% Increase of 1.5%	69/394 18% Increase of 5.3%
Dyslexia	5.8% Increase of .1%	3.8% Decrease of 2%
504	7.5% Increase of .6%	5.6% Decrease of 1.9%

Compared to 2019-2020, enrollment has increased, nationalities are more or less consistent with a 3.9% increase in African American students, eco disadvantaged is still high, Special Education population has remained steady, At-Risk, 504, Homeless and LEP are still pretty consistent, with LEP showing a decrease of 2.2%. CTE had a minor decrease of 3.6%. We know that all of our groups of students need as much extra support as they can receive in addition to the support they already receive.

Students that drop out are At-Risk students with a low Socioeconomic status who do so because they are tired of school, may have already had a baby, support their family and/or just

want to work or they simply do not believe in school.

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), and school staff that does home visits year round, a Social Worker, a daily home visit Liaison, One to One tutoring, and PENS messaging along with VIA transportation passes.

For the 20-21 school year this is the data listed for dual credit graduates the previous two years:

18-19: 14.2%

19-20: 27%

20-21: there was no information for 20-21

Based on this information, Cooper Academy at Navarro dual credit graduates did increase by 12.8%.

Disciplinary placement was only 1.6% of the student population, .3% above the district average. Support systems that are in place to assist/prevent discipline issues are PBIS and Restorative Justice. Additionally, new district protocol in place now includes a Campus Threat Assessment Team. There is a counselor and a Social Worker who also provide behavioral support. At times, all of these are used with students so that they can receive positive behavioral support and meet their immediate needs so that they feel safe and comfortable on our campus.

For students that are tardy/dropouts, we are a school that is designed to get them back into school and graduate them, so we don't necessarily retain them. The Attendance Committee has procedures in place so students can earn denied credits to help move ahead and graduate. Students that maintain 90% of the required attendance minutes will earn their face to face credits for each 9 week period. Students that have 75%-90% of their required attendance minutes will have the opportunity to make up seat time in order to earn their face to face credits. Student's that have less than 74% or less of the required attendance minutes will have to retake the course as Credit Recovery in Edgenuity. Students' truancy from their previous schools play a part in what got them to us in the first place. Over the last 6 years we have continued to see students who dropped out and/or were unsuccessful at multiple traditional campuses find their way to our campus and graduate. Cooper Academy at Navarro utilizes positive intervention strategies involving PBIS and Restorative Justice including various monthly celebrations (cultural, campus and student centered) along with classroom reinforcers to help promote higher attendance rates, in addition to other strategies previously mentioned. In addition to attendance strategies, teachers make daily phone calls to their students, which are documented on a shared google document (through which administration can see who is not responding, view who needs home visits, and which phone numbers are not working and need to be updated with the registrar), & make referrals to the Counselor/Social Worker. Student absences are usually attributed to students not wanting to come to school, working, staying home to care for family members, and/or staying home to take care of their own children.

Instructional paraprofessionals are highly-qualified and the district provides its own trainings for IA's. The retention rate for IA's on our campus is 100%.

Our staff certifications include being aligned all areas that students need in order to graduate. Additionally, special populations have certified personnel that are highly qualified to meet their needs. Teacher ethnicity on the campus is 63.6% Hispanic and 1.8%% White with 4.5% being two or more races. 63.6% have Bachelors' Degrees and 36.4% have Masters' Degrees. Teacher experience included 3 first year teachers, 4 with 1-5 years' experience, 2 with 6-10 years' experience, 10 with 11-20 years' experience, and 2 with over 20 years' experience and 1 with 30 years plus. Our school leaders base their preparations on the needs of the students and the staff. Whatever the teachers feel they need to help improve their craft, administration will research it and then report back to the teacher to verify if it is a good fit.

New teachers are assigned a mentor and SAISD has mentor trainings in place to support the Mentor Program. Yearly Campus and Professional Development are in place to help build capacity. Additionally, campus administration works collaboratively with all staff to ensure capacity. For those teachers' students whose performance is below district and/or state standards, Professional Development is available, as well as having district personnel available to come to the campus to view classroom instruction and provide specific feedback. Team meetings are held weekly to ensure all departments are working on the same strategies and approaches to learning to ensure consistency. Professional Learning Communities (PLS) Meetings are held weekly The staff continually share their strengths with one another through collaboration, staff meetings, team meetings, department meeting and training sessions.

Positions funded with state special allotment and federal funds are reevaluated and adjusted every year for necessity and effectiveness. Professional Development and resources needs are data driven and they are identified through instructional and state assessment data.

All types of professional development are available to all professional staff. PD is provided on campus, face to face at Region 20, and/or online/virtually through Zoom. Professional staff that perform the PD can be contacted for further assistance as needed. Administrative structures are in place to ensure implementation of PD occurs through walkthroughs, staff meetings, and one-on-one collaboration with feedback.

The retention rate for all employees, including retirements/change of career, is roughly 86%.

Demographics Strengths

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The retention rate for all employees, including retirements/change of career, is roughly 86%.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Thirty-five percent of the students at Cooper Academy at Navarro drop out of school or seek other pathways to earn a High School equivalency certification. **Root Cause:** Lack of communication of campus resources and services to service students academic, motivational and social & emotional support needs.

Problem Statement 2 (Prioritized): Cooper Academy at Navarro had a Teacher retention rate of 86% for the 2021-2022 school year, there is a need to recruit, develop, and retain high quality and experienced staff which includes teachers. **Root Cause:** A systematic approach to providing professional pathways for teachers and administrators does not currently exist.

Problem Statement 3 (Prioritized): Cooper Academy at Navarro had a 86% retention rate during the 2021-2022 school year, administration needs to build capacity with the teaching staff to grow teacher leaders to improve campus decision making processes. **Root Cause:** Communication flow and top down decision making. The structure of the organization is hierarchical, there is some teacher development. However, the training, follow-up and feedback is inconsistent.

Student Learning

Student Learning Summary

Student Achievement Summary

Student Group Scores (TAPR Report 2020-2021): *Spring 2020 scores omitted due the cancelation of Spring 2020 STAAR

Black/African American: Algebra * (no group); Biology *(no group); English I (29% passed); English II (14% passed); U.S. History (80% passed).

Hispanic: Algebra (44% passed); Biology (40% passed); English I (34% passed); English II (33% passed); U.S. History (72% passed).

Eco Dis: Algebra (46% passed); Biology (36% passed); English I (30% passed); English II (30% passed); U.S. History (70% passed).

ELL: Algebra (67% passed); Biology (29% passed); English I (55% passed); English II (08% passed); U.S. History (57% passed).

There has been an equalization of the disparity between the Black/African American group and the Hispanic group since the 2018-2019 school year; there is no longer a significant difference in passing rates between the groups except in English II. There has been an increase in passing rates for Algebra I, English II, Biology and U.S. History for Economic Disadvantaged students. The passing rate for English I remained the same for Economic Disadvantaged Students. ELL's continue to make gains in passing rates - - - Biology, English I, and U.S. History had significant gains. Furthermore, Algebra I continued to have a passing rate of 67%.

English I (2015) – 36% passed

English I (2016) – 6% passed

English I (2017) – 20% passed

English I (2018) – 26% passed

English I (Dec 2019) – 42% Retesters Passed

English I (Dec 2020) – 17% passed

English I (2021)- 32% passed

English I (December 2021) - 46% passed - - -

English II (2015) – 21% passed

English II (2016) – 19% passed

English II (2017) – 21% passed

English II (2018) – 31% passed

English II (Dec 2019) - 27% Retesters passed

English II (December 2020) – 33% passed

English II (2021) - 32% passed

English II (December 2021) - 36% Passed

Algebra I (2015) – 20% passed

Algebra I (2016) – 17% passed

Algebra I (2017) – 22% passed

Algebra I (2018) – 53% passed

Algebra I (Dec. 2019) - 69% Retesters Passed

Algebra 1 (December 2020) – 44% Passed

Algebra 1 (2021) - 38% Passed

Algebra 1 (December 2021) - 80% Passed

Biology (2015) – 17% passed

Biology (2016) – 61% passed

Biology (2017) – 24% passed

Biology (2018) – 47% passed

Biology (Dec. 2019) – 50% Retesters Passed

Biology (December 2020) - 26% passed

Biology (2021) - 38% Passed

Biology (December 2021) - 53% passed

US History (2015) – 39% passed

US History (2016) – 62% passed

US History (2017) – 51% passed

US History (2018) – 77% passed

US History (Dec. 2019) – 64% Retesters passed

US History (December 2020) - 67% passed

US History (2021) - 72% passed

US History (December 2021) - 68% passed

From Decemeber 2020 to December 2021, End of Course student scores show growth in English I, English II, Algebra I, Biology, and U.S. History. English I scores increaded by 29%. English scores increased by 3%. Algebra 1 scores increased by 36%. Biology scores increased by 27%. U.S. History scores increased by 1%, as well as a 2% increased with students scoring at Masters Grade Level.

Tutoring – before, during, and after school; during Evening School and Saturday school. Tutoring continues throughout Summer school and during the planned Intersessions throughout the school year.

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 (11:30-12:45)

2nd semester: Algebra I (9:15-10:15); English I and II (10:15-11:15); Biology (11:30-12:45); US History (1:15-2:10)

Blitz (otherwise known as all day) tutoring was also held as following:

1st semester: English I and II, Algebra I, and Biology (11/16-11/20 and 11/30-12/4)

2nd semester: English I and II (3/23-4/1); Algebra I and US History (4/19-4/30)

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 the initial credit 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 teacher created assignments and assessments.

Students are supported academically through one-to-one interactions with teachers, special education support staff, counselors, Teen parenting social worker, campus social worker,

Communities-in-Schools social worker, FACE Specialist, financial aid and college-bound advisor. Academic support and tutoring are available through scheduled remediation as well as individual conferencing with students.

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 experience with being successful in the school setting. PBIS team will model and reward positive behavior, through demonstrations, field trips and in class presentations - In the school setting, students have benefited from an Instructional Assistant to monitor their progress who can act as a mentor and academic coach to motivate student success.

Student Learning Strengths

From December 2020 to December 2021, End of Course student scores show growth in English I, English II, Algebra I, Biology, and U.S. History. English I scores increased by 29%. English scores increased by 3%. Algebra 1 scores increased by 36%. Biology scores increased by 27%. U.S. History scores increased by 1%, as well as a 2% increase with students scoring at Masters Grade Level. 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 (Blitz), the one on one before/after-school, and Saturday tutoring sessions. Teachers actively planned together during common planning periods, including July planning sessions and PLCs. Students being guided by the college advisor, PBIS team, and the attendance strategies implemented by the campus staff improve attendance among students. With COVID restrictions ending the college and career readiness field trips to local colleges, universities, and businesses, we expected to see some changes in the passing rates. However, in the past it has had a positive impact on student academic achievement and will resume in the next school year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Over the last three years, over 60% of ESL(9-12) students did not meet the standard in all content areas. **Root Cause:** There are inconsistent differentiation and SIOP strategies being implemented in Tier 1 core instruction and intervention.

Problem Statement 2 (Prioritized): More than 90% of Cooper Academy students are considered Economically Disadvantaged, transient, and do not have adequate access to health care. **Root Cause:** Lack of campus services to assist students with social services.

Problem Statement 3 (Prioritized): Cooper Academy students STAAR End of Course consistently perform below district performance levels. The student EOC results are 10% to 30% below their district peers. **Root Cause:** As a campus, we need to improve systems that involve assessments, how we evaluate the results of the assessments, and how we create targeted intervention plans for students with gaps in grade-level readiness.

Problem Statement 4 (Prioritized): As a district, 31% of students are at grade-level in reading and 35% in math. 16% of our students are not graduating "on time" and 27% of our students are not college, career, or military ready. **Root Cause:** As a campus, we need to improve systems that involve assessments, how we evaluate the results of the assessments, and how we create targeted intervention plans for students with gaps in grade-level readiness.

Problem Statement 5 (Prioritized): Students attending Cooper Academy satellite campuses STAAR End of Course performance is 5% to 15% lower than students attending the main campus. **Root Cause:** Provide additional teaching/tutoring support for students attending the satellite campuses that have not had consistent administrative feedback, consistently participated in content area planning nor received consistent and routine accountability training.

Problem Statement 6 (Prioritized): Less than 50% Cooper Academy students qualify for College and Career Readiness Skills. **Root Cause:** Campus procedures and services for students needs to be streamlined and continued follow up to ensure success.

School Processes & Programs

School Processes & Programs Summary

Parents and families are encouraged to be active and participate in their child's education. Parents and families are invited to campus and district meetings, trainings and workshops to further their knowledge and build skills to improve student learning at home. The Family and Community Engagement Specialist and Social Worker will host community meetings, Principal's Coffee, Parenting Classes, Job Fairs, Health Fairs and other events to promote educational and mental health skills. Faculty and staff will hold parent/teacher conferences and encourage parents to monitor their child's progress on Edgenuity. Faculty and staff aim to build working relationships with parents and families via email, phone calls and parent conferences. We want the families to feel comfortable communicating with faculty and staff. Multiple forms of communication will be used to ensure that all parents and families will be notified of school events, community resources and district announcements. We communicate by PENS (phone calls), school messenger, school web page, texts, mobile app, letters, social media, campus and district newsletters, parent and student information boards, virtual classrooms, and meetings.

School Processes & Programs Strengths

Community Business partners and organizations are invited to share their resources and communicate with our students, parents and families during monthly meetings and events throughout the school year. Mentors and volunteers are welcomed to engage with our students. We have two parent meetings a month where we share information for military and college readiness, financial aid workshops strategies to improve academic skills, city resources, medical and mental health assistance. Job Fairs, Food Drives and Community Health Fairs will also be held for our students, parents, and families.

Cooper Academy establishes relationships with local business agencies and local organizations to help improve the culture of our campus. La Trinidad Church, H-E-B, Target, Café College, SA Public Library, UT Teen Health Science Center, United Way, SA Threads, Adopt-A-Needy Family Christmas Program, Parent Life Club, San Antonio Food Bank, are some of the agencies and business that help assist our campus with their donations, time, and resources that enrich the lives of our students and families. Incentives are donated to the school which can be distributed to the students for their participation and progress.

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 in SAISD. Due to being a high school located 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 were aware of a student, sibling or parent incarcerated we would be in violation of FERPA to disclose the information.

Cooper Academy has an established relationship with UT Teen Health Clinic at the University Hospital Robert B. Green Campus. University Hospital's mobile unit has been made available to Cooper Academy to provide students with vaccinations and immunizations needed for college entry. We refer first time mothers to the Nurse Family Partnership where a nurse will aide them through their pregnancy to answer any questions they may have. Texas Child Health Access Through Telemedicine (TCHAT) is available for students who need mental health short term stabilization. They provide telepsychiatry and pharmacology services to students for short term services.

Cooper Academy is truly 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 a great foundation 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 conducts yearly field trips for our students to colleges and universities in the city, such as Our Lady of the Lake University (OLLU), National Hispanic College Fair,

Café College Workshops, and Alamo Community College District (ACCD). Parents and family members are invited to attend tours and college workshops. The UTSA family engagement department hosts college readiness workshops for our Cooper Parents and Students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): 90% of students graduate from Cooper Academy with out a technology based certification. Students do not have technology proficiency necessary to succeed in 21st Century careers or higher education. **Root Cause:** There is an absence of Technology based certification programs at the campus level.

Problem Statement 2 (Prioritized): Cooper Academy at Navarro had a 20% increase in the level of teacher turn-over, resulting in the need for additional recruitment of qualified and certified teachers. Thus, creating the need for continuous training and skill building. **Root Cause:** 16% of the existing instructional staff members retired or left the school district.

Problem Statement 3 (Prioritized): Cooper Academy at Navarro had a 84% retention rate during the 2020-2021 school year, administration needs to build capacity with the teaching staff to grow teacher leaders to improve campus decision making processes. **Root Cause:** Communication flow and top down decision making. The structure of the organization is hierarchical, there is some teacher development. However, the training, follow-up and feedback is inconsistent.

Problem Statement 4 (Prioritized): 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:** Consistent campus processes and monitoring processes must be established and maintained throughout the school year. Must ensure that the campus college bound advisor, campus counselors and financial aide advisors are meeting with students and families to complete financial aide and college applications.

Perceptions

Perceptions Summary

Cooper Academy at Navarro utilizes SAISD Talent Management protocols for recruiting, selecting, assigning, inducting and retaining high-quality educators. Careful consideration is always given to student needs when assigning classroom teachers. First-and second-year teachers receive induction support from campus-assigned mentors. The relationship between the novice teacher and an experienced teacher serves to provide support and information through which the novice teacher can grow professionally. These pairings promote teachers' professional growth in curricula and classroom management, and help the district retain talented individuals who serve all SAISD students at the highest level.

Cooper Academy at Navarro staff members attend a variety of professional development sessions and conferences that provide training on research based instructional strategies designed to improve instructional practices within classrooms containing a high percentage of at-risk students. The primary objective is to increase student achievement in English Language Arts and Reading, Mathematics, Science, and Social Studies. Professional development opportunities for teachers and administrators include training at ESC Region 20, ESC Region 4, Carnegie Improvement Science Conference and National Counseling Conference.

Teachers attend district technology training sessions and conferences that offer opportunities for all Microsoft office applications, Frontline, Canvas, 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.

Formal leadership is structured in a traditional manner. Cooper Academy at Navarro has one principal, who oversees all school operations, curriculum, staff and students, and two Assistant Principals. Cooper Academy at Navarro has two full time counselors and a Campus Testing Coordinator. Twenty-One full-time Cooper Academy at Navarro teachers are responsible for instruction across two campuses and three satellites. In addition, Cooper Academy at Navarro has part time tutors to support the main campus and its satellite campuses. Of the twenty-one full-time teachers, four act as the department chairs for each core area (Mathematics, Science, Social Studies, and English).

Cooper Academy at Navarro has a Campus Instructional Leadership Team. The CILT is composed of faculty, administration, and others who make decisions of a formal nature for the campuses. The CILT 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.

Goals for the campus are reflected in our targeted improvement plan. Teachers meet throughout the year to monitor quarterly goals for all core content areas. Campus goals include, but is not limited to meeting performance objectives, creating formative assessments, creating exit tickets, and reviewing student's performance. The use of online platforms like Eduphoria and Edgenuity drives student achievement. They allow teachers, staff, departments, campuses, the district, and students to track student progress. Through Edgenuity, these stakeholders can track progress by accessing "Progress Reports" 24 hours a day, 7 days a week. The leadership team meets to review CCMR data and progress. Phoenix Middle College team meets to review student performance and attendance. Student's college hours and OSHA 30 hours are documented on a spreadsheet to monitor CCMR attainment.

The campus focus is highly directed at improving student achievement. Core teachers meet in professional learning communities (PLC) to monitor student progress. Teachers and leadership focus on lesson planning, assessments, exit tickets, TSIA2 performance, EOC performance, special populations, and professional development. Teachers meet on Saturdays for program planning and tutoring. Team members conduct home visits during the week and on the weekends for at-risk students. Team members plan instruction for blitz and Saturday school.

Evidence of how the curriculum and instruction increase student achievement is documented in our targeted improvement plan. Data indicates a steady increase in graduation rate, passing rate in core subject areas. Data indicates that Cooper Academy at Navarro continues to be on track to improve rating.

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 opportunities to attend school, Cooper Academy at Navarro offers several days that the school is open later than the traditional day. Tuesday through Thursday, Cooper Academy at Navarro has night school from 4:00-8:00 p.m. Cooper Academy at Navarro 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.

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.

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.

College advisors meet with seniors to provide guidance for students planning post-secondary education and to help identify a career path. Data is collected and documented on a spreadsheet.

Perceptions Strengths

Core content subject-area teachers meet weekly in Professional Learning Communities to support highly effective teaching and learning. PLCs analyze data, align curriculum and assessment to TEKS with a year-long scope and sequence, and effectively plan to meet students' needs. Lesson plans and assessments are data driven. Lessons include critical thinking, formative assessments, and interventions. Best practices for Emergent Bilinguals, including the SIOP model, are integrated into lessons.

Teachers use a variety of research based teaching strategies to help ensure students are successful in their learning. These strategies include the FIT teaching model and the GRR Instructional Framework. Bi-weekly teacher-created assessments are conducted to measure student progress. These assessments are created using the online systems Eduphoria and Performance Matters in order to effectively utilize data for planning purposes. Teachers can pinpoint the areas that need remediation and guide students through additional lessons on Edgenuity or through small-group intervention sessions.

At Cooper Academy at Navarro the following goals were approved for the 2022-2023 school year.

- Increase EOC performance from prior year failures.
- Increase 4, 5, and 6-year graduation rate.
- Decrease dropout rate.
- Increase the campus attendance rate.
- Increase college readiness
- Increase student college ready performance in Math and ELA (TSIA2).
- 100% of seniors will complete FAFSA, Apply Texas and TSIA2.
- Increase the number of students graduating with a recommended or foundation diploma.

Data sources used to monitor progress will be EOC scores, FAFSA applications, TSIA2 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.

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.

The campus focus is highly directed at improving student achievement. Core teachers meet in professional learning communities (PLC) to monitor student progress. Teachers and leadership focus on lesson planning, assessments, exit tickets, TSIA2 performance, EOC performance, special populations, and professional development. Teachers meet on Saturdays for program planning and tutoring. Team members conduct home visits during the week and on the weekends for at-risk students. Team members plan instruction for blitz and Saturday school.

Evidence of how the curriculum and instruction increase student achievement is documented in our targeted improvement plan. Data indicates a steady increase in graduation rate, passing rate in core subject areas. Data indicates that Cooper Academy at Navarro continues to be on track to improve rating.

Teachers maintain and plan on Canvas for synchronous and asynchronous learning for students taking online zoom classes with teachers that are located at the satellite campuses. Teachers at Cooper and Phoenix conduct virtual conferences (and in-person conferences) for struggling students. Phoenix Middle College conducts recruitment sessions (virtual and in-person) and documents all contact on a spreadsheet. Phoenix Middle College conducts informational zooms to increase student enrollment.

Campus funds were also utilized to purchase the Sirius book resources and Cambridge Test Prep books to address student performance in EOC and TSIA2.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Cooper Academy graduation rates for the 4 yr, 5 yr, and 6 yr is below 60%. **Root Cause:** Student perception of their potential to change factors that are central to their school performance, growth mindset, is the lowest self reported area for their parent and student survey. Campus staff must focus on implementing campus wide activities to build student self-confidence.

Problem Statement 2 (Prioritized): Cooper Academy students are at higher risk of dropping out of school, less than 60% graduation rate(s) without academic, motivational and social & emotional support. **Root Cause:** Inconsistent staff trainings to develop highly skilled instructional staff members whom have the skills and ability to implement PBIS and social and emotional activities designed to improve students sense of self-awareness, sense of self-confidence and growth mindset.

Problem Statement 3 (Prioritized): 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 children because parents/family members lack the resources.

Problem Statement 4 (Prioritized): Cooper Academy parent participation rate in school events and Family and Community Engagement Specialist meeting is below 10%. **Root Cause:** Inefficient and ineffective school to parent and community communication.

Problem Statement 5 (Prioritized): Over 50% of Cooper Academy at Navarro students graduate with plans to enter the workforce. The Campus needs to increase the number and participation of community business partnerships with local businesses and agencies to provide employment opportunities for graduating students. **Root Cause:** Cooper Academy conducts monthly parent and community meetings; however, there is low participant participation. Cooper Academy must review their communication, coordination and recruitment processes and then develop a systematic plan to improve the notification, coordination and implementation of meetings and campus activities.

Priority Problem Statements

Problem Statement 1: Thirty-five percent of the students at Cooper Academy at Navarro drop out of school or seek other pathways to earn a High School equivalency certification.

Root Cause 1: Lack of communication of campus resources and services to service students academic, motivational and social & emotional support needs.

Problem Statement 1 Areas: Demographics

Problem Statement 4: Over the last three years, over 60% of ESL(9-12) students did not meet the standard in all content areas.

Root Cause 4: There are inconsistent differentiation and SIOP strategies being implemented in Tier 1 core instruction and intervention.

Problem Statement 4 Areas: Student Learning

Problem Statement 10: 90% of students graduate from Cooper Academy with out a technology based certification. Students do not have technology proficiency necessary to succeed in 21st Century careers or higher education.

Root Cause 10: There is an absence of Technology based certification programs at the campus level.

Problem Statement 10 Areas: School Processes & Programs

Problem Statement 14: Cooper Academy graduation rates for the 4 yr, 5 yr, and 6 yr is below 60%.

Root Cause 14: Student perception of their potential to change factors that are central to their school performance, growth mindset, is the lowest self reported area for their parent and student survey. Campus staff must focus on implementing campus wide activities to build student self-confidence.

Problem Statement 14 Areas: Perceptions

Problem Statement 2: Cooper Academy at Navarro had a Teacher retention rate of 86% for the 2021-2022 school year, there is a need to recruit, develop, and retain high quality and experienced staff which includes teachers.

Root Cause 2: A systematic approach to providing professional pathways for teachers and administrators does not currently exist.

Problem Statement 2 Areas: Demographics

Problem Statement 5: More than 90% of Cooper Academy students are considered Economically Disadvantaged, transient, and do not have adequate access to health care.

Root Cause 5: Lack of campus services to assist students with social services.

Problem Statement 5 Areas: Student Learning

Problem Statement 11: Cooper Academy at Navarro had a 20% increase in the level of teacher turn-over, resulting in the need for additional recruitment of qualified and certified teachers. Thus, creating the need for continuous training and skill building.

Root Cause 11: 16% of the existing instructional staff members retired or left the school district.

Problem Statement 11 Areas: School Processes & Programs

Problem Statement 15: Cooper Academy students are at higher risk of dropping out of school, less than 60% graduation rate(s) without academic, motivational and social & emotional support.

Root Cause 15: Inconsistent staff trainings to develop highly skilled instructional staff members whom have the skills and ability to implement PBIS and social and emotional activities designed to improve students sense of self-awareness, sense of self-confidence and growth mindset.

Problem Statement 15 Areas: Perceptions

Problem Statement 3: Cooper Academy at Navarro had a 86% retention rate during the 2021-2022 school year, administration needs to build capacity with the teaching staff to grow teacher leaders to improve campus decision making processes.

Root Cause 3: Communication flow and top down decision making. The structure of the organization is hierarchical, there is some teacher development. However, the training, follow-up and feedback is inconsistent.

Problem Statement 3 Areas: Demographics

Problem Statement 6: Cooper Academy students STAAR End of Course consistently perform below district performance levels. The student EOC results are 10% to 30% below their district peers.

Root Cause 6: As a campus, we need to improve systems that involve assessments, how we evaluate the results of the assessments, and how we create targeted intervention plans for students with gaps in grade-level readiness.

Problem Statement 6 Areas: Student Learning

Problem Statement 13: Cooper Academy at Navarro had a 84% retention rate during the 2020-2021 school year, administration needs to build capacity with the teaching staff to grow teacher leaders to improve campus decision making processes.

Root Cause 13: Communication flow and top down decision making. The structure of the organization is hierarchical, there is some teacher development. However, the training, follow-up and feedback is inconsistent.

Problem Statement 13 Areas: School Processes & Programs

Problem Statement 16: The current parent/family participation rate is less than 15% in activities that support learning/academic performance.

Root Cause 16: Parent and family members do not feel confident to assist their children because parents/family members lack the resources.

Problem Statement 16 Areas: Perceptions

Problem Statement 7: As a district, 31% of students are at grade-level in reading and 35% in math. 16% of our students are not graduating "on time" and 27% of our students are not college, career, or military ready.

Root Cause 7: As a campus, we need to improve systems that involve assessments, how we evaluate the results of the assessments, and how we create targeted intervention plans for students with gaps in grade-level readiness.

Problem Statement 7 Areas: Student Learning

Problem Statement 12: 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 12: Consistent campus processes and monitoring processes must be established and maintained throughout the school year. Must ensure that the campus college bound

advisor, campus counselors and financial aide advisors are meeting with students and families to complete financial aide and college applications.

Problem Statement 12 Areas: School Processes & Programs

Problem Statement 18: Cooper Academy parent participation rate in school events and Family and Community Engagement Specialist meeting is below 10%.

Root Cause 18: Inefficient and ineffective school to parent and community communication.

Problem Statement 18 Areas: Perceptions

Problem Statement 8: Students attending Cooper Academy satellite campuses STAAR End of Course performance is 5% to 15% lower than students attending the main campus.

Root Cause 8: Provide additional teaching/tutoring support for students attending the satellite campuses that have not had consistent administrative feedback, consistently participated in content area planning nor received consistent and routine accountability training.

Problem Statement 8 Areas: Student Learning

Problem Statement 17: Over 50% of Cooper Academy at Navarro students graduate with plans to enter the workforce. The Campus needs to increase the number and participation of community business partnerships with local businesses and agencies to provide employment opportunities for graduating students.

Root Cause 17: Cooper Academy conducts monthly parent and community meetings; however, there is low participant participation. Cooper Academy must review their communication, coordination and recruitment processes and then develop a systematic plan to improve the notification, coordination and implementation of meetings and campus activities.

Problem Statement 17 Areas: Perceptions

Problem Statement 9: Less than 50% Cooper Academy students qualify for College and Career Readiness Skills.

Root Cause 9: Campus procedures and services for students needs to be streamlined and continued follow up to ensure success.

Problem Statement 9 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment 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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results

- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Grades that measure student performance based on the TEKS

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
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services 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
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- 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
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data

- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback

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
- Study of best practices
- Action research results
- Other additional data

Goals

Revised/Approved: June 3, 2022

Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS


1a: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)


Performance Objective 1: Increase the amount of students that score "Meets" and "Masters" on all State EOC exams by 10% by the EOY.





High Priority


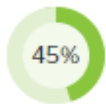




HB3 Goal

Evaluation Data Sources: TAPR, End of Course Assessment data for all population groups, core content curriculum assessments.

Strategy 1 Details	Reviews			
Strategy 1: Offer tutoring before and after school for student interventions, continue and expand the Evening School program. Provide opportunities for working students to complete their credits for graduation. Campus will provide nutritional refreshments to promote participation in student interventions and tutoring activities. KPI/Metric/Measure: Increase student credit submissions 5% each quarter Staff Responsible for Monitoring: Administration, Evening School Teachers 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 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 1 - Student Learning 3 Funding Sources: Supplies and Materials - 211 - ESEA Title I, Part A - Regular - \$2,500, Teacher- Extra Duty Pay - 211 - ESEA Title I, Part A - Regular - \$5,000, Teacher- Extra Duty Pay - 164 - State Compensatory Education (SCE) - \$5,000, Supplies and Materials - 164 - State Compensatory Education (SCE) - \$2,500, tutoring refreshments - 211 - ESEA Title I, Part A - Regular - \$2,500	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Provide online accessibility, visual tools , online subscriptions for all contents 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. These purchases will assist in the delivery of differentiated instruction and connect with a broader grouping of students, student and parent communication, progress reporting and goal setting. In addition, teachers will have greater mobility in the classroom, therefore increasing their ability to assist students with Edgenuity, synchronous and asynchronous learning.</p> <ul style="list-style-type: none"> - Laptops/Desktops/Monitors - iPads - Smart Technology Boards - Printers - Audio headsets for computer use - Online subscriptions for core content areas -Printing services (Print Shop) <p>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.</p> <p>KPI/Metric/Measure: Graduation rate, EOC State assessment results CCMR</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Counselor Core Content Department Chairs</p> <p>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</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Learning 2, 3 - School Processes & Programs 1</p> <p>Funding Sources: Substitute Teacher - 164 - State Compensatory Education (SCE) - \$2,000, Substitute Teacher - 211 - ESEA Title I, Part A - Regular - \$2,000, Technology - 211 - ESEA Title I, Part A - Regular - \$1,000, Supplies and Materials - 211 - ESEA Title I, Part A - Regular - \$1,500, Supplies and Materials - 164 - State Compensatory Education (SCE) - \$2,000, Extra Duty and Certified Retired Teachers - 164 - State Compensatory Education (SCE) - \$20,000, Extra Duty and Certified Retired Teachers - 211 - ESEA Title I, Part A - Regular - \$20,000, Supplemental Pay - Extra Duty - 164 - State Compensatory Education (SCE) - \$10,000, Supplemental Pay - Extra Duty - 211 - ESEA Title I, Part A - Regular - \$10,000, Extra Duty and Certified Retired Teachers (Tutors) - 211 - ESEA Title I, Part A - Regular - \$20,000, Printing Services - 211 - ESEA Title I, Part A - Regular - \$2,500</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 3 Details	Reviews			
<p>Strategy 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 Highlands High School, Sam Houston School and Jefferson Community Church. Lease a classroom from Jefferson Community Church to provide daily student instruction from 8:00 am to 4:00 pm.</p> <p>KPI/Metric/Measure: Student individual goal sheets, student portfolios, course tests, remediation assessments and state EOC assessments.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals and Core Dept. Chairs</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- 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</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 1 - Student Learning 5</p> <p>Funding Sources: Contracted Services - 164 - State Compensatory Education (SCE) - \$8,000, Contracted Services - 211 - ESEA Title I, Part A - Regular - \$1,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: T Mobile Cellular Service for the Jefferson satellite teacher to call absent students.</p> <p>KPI/Metric/Measure: TAPR, Campus benchmarks and EOC test score</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Core Content Department Chairs</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: Supplies and Materials-MAP - 164 - State Compensatory Education (SCE) - \$1,000, Supplies and Materials-MAP - 211 - ESEA Title I, Part A - Regular - \$1,000, contracted services - 164 - State Compensatory Education (SCE) - \$200</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 5 Details	Reviews			
Strategy 5: Provide staff development and program review activities for the development of student interventions. KPI/Metric/Measure: Quarterly Benchmarks, EOC Staff Responsible for Monitoring: Dept Chairs, Principal, APs Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Learning 4, 5 Funding Sources: Supplemental Pay - 164 - State Compensatory Education (SCE) - \$10,000, Supplies and Materials - 211 - ESEA Title I, Part A - Regular - \$1,500, Supplies and Materials - 164 - State Compensatory Education (SCE) - \$1,500, Supplemental Pay - 211 - ESEA Title I, Part A - Regular - \$5,000	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 6 Details	Reviews			
Strategy 6: Teachers will implement "Performance Monitoring" instructional strategy to increase the amount of students that score "Meets" and "Masters" on all State EOC exams by 10% by the EOY. KPI/Metric/Measure: Quarterly CBA, December and Spring EOC exams Staff Responsible for Monitoring: Administration, Department Chairs, teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Learning 3, 4 Funding Sources: Supplies and resources - 164 - State Compensatory Education (SCE) - \$2,000, Printed materials - 164 - State Compensatory Education (SCE) - \$1,500, Printing Services - 211 - ESEA Title I, Part A - Regular - \$1,500	Formative			Summative
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Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Thirty-five percent of the students at Cooper Academy at Navarro drop out of school or seek other pathways to earn a High School equivalency certification. **Root Cause:** Lack of communication of campus resources and services to service students academic, motivational and social & emotional support needs.

Student Learning

Problem Statement 2: More than 90% of Cooper Academy students are considered Economically Disadvantaged, transient, and do not have adequate access to health care. **Root Cause:** Lack of campus services to assist students with social services.

Problem Statement 3: Cooper Academy students STAAR End of Course consistently perform below district performance levels. The student EOC results are 10% to 30% below their district peers. **Root Cause:** As a campus, we need to improve systems that involve assessments, how we evaluate the results of the assessments, and how we create targeted intervention plans for students with gaps in grade-level readiness.

Problem Statement 4: As a district, 31% of students are at grade-level in reading and 35% in math. 16% of our students are not graduating "on time" and 27% of our students are not college, career, or military ready. **Root Cause:** As a campus, we need to improve systems that involve assessments, how we evaluate the results of the assessments, and how we create targeted intervention plans for students with gaps in grade-level readiness.

Problem Statement 5: Students attending Cooper Academy satellite campuses STAAR End of Course performance is 5% to 15% lower than students attending the main campus. **Root Cause:** Provide additional teaching/tutoring support for students attending the satellite campuses that have not had consistent administrative feedback, consistently participated in content area planning nor received consistent and routine accountability training.

School Processes & Programs

Problem Statement 1: 90% of students graduate from Cooper Academy with out a technology based certification. Students do not have technology proficiency necessary to succeed in 21st Century careers or higher education. **Root Cause:** There is an absence of Technology based certification programs at the campus level.

Goal 2: ENSURE PROFICIENCY

2a: Increase the percent of students kinder ready in Reading & Math (as identified by MAP BOY or subsequent State assessments)

Goal 3: ENSURE PROFICIENCY

2b: Increase the percent of Grade 3 students on grade level in Reading & Math STAAR

Goal 4: ENSURE PROFICIENCY


2c: Increase the percent of all students on grade level (all grades/all subjects at the Meets grade level standard)







Performance Objective 1: For the 2022-2023 school year, provide quality instruction for all students through rigorous academic standards that will lead to 10% increase of student achievement passing rates in all STAAR EOC assessments.

High Priority

HB3 Goal

Evaluation Data Sources: EOC results and graduation rate

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide intervention sessions with non-mastery students for the 2022-2023 school year. Implement intercession programs and extended year program (summer school) for students needing addition assistance with grade repair, attendance improvement, intervention activities for state mandated assessment and attainment/credit recovery sessions. Provide extra duty opportunities for full time and part-time core content area and required elective teachers. These additional intervention sessions are designed to increase STAAR/EOC scores, grade level promotion and graduation rates. Thus, reducing the drop-out rate for the campus and district.</p> <p>KPI/Metric/Measure: Graduation rate, EOC State assessment results CCMR</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Learning 6</p> <p>Funding Sources: Supplies and Materials - 211 - ESEA Title I, Part A - Regular - \$1,500, Supplemental Pay - Extra Duty - 164 - State Compensatory Education (SCE) - \$10,000, Supplemental Pay - Extra Duty - 211 - ESEA Title I, Part A - Regular - \$10,000</p>	Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: Students will be engaged in higher order skills through the implementation of hands-on activities, field trips that expose students to multi-cultural events, team building experiences and campus sponsored club events. KPI/Metric/Measure: graduation rate, CCMR Staff Responsible for Monitoring: Principal Assistant Principals Teachers TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Perceptions 2 Funding Sources: Supplies and Materials - 164 - State Compensatory Education (SCE) - \$2,000, Supplies and Materials - 211 - ESEA Title I, Part A - Regular - \$2,000, Field Trips - 211 - ESEA Title I, Part A - Regular - \$1,500, Buses for Field Trips - 211 - ESEA Title I, Part A - Regular - \$1,000, Buses for Field Trips - 164 - State Compensatory Education (SCE) - \$1,000		Formative			Summative
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		 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 6: Less than 50% Cooper Academy students qualify for College and Career Readiness Skills. Root Cause: Campus procedures and services for students needs to be streamlined and continued follow up to ensure success.
Perceptions
Problem Statement 2: Cooper Academy students are at higher risk of dropping out of school, less than 60% graduation rate(s) without academic, motivational and social & emotional support. Root Cause: Inconsistent staff trainings to develop highly skilled instructional staff members whom have the skills and ability to implement PBIS and social and emotional activities designed to improve students sense of self-awareness, sense of self-confidence and growth mindset.

Goal 4: ENSURE PROFICIENCY


2c: Increase the percent of all students on grade level (all grades/all subjects at the Meets grade level standard)



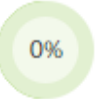





Performance Objective 2: Provide rigorous and relevant instructional program to increase Student Achievement and Closing the Achievement Gap by 10% by the EOY.

High Priority

HB3 Goal

Evaluation Data Sources: Graduation rate, CCMR, EOC test results

Strategy 1 Details	Reviews			
Strategy 1: Students will be provided with a variety of rigorous and differentiated learning experiences to increase performance across all Science content areas. KPI/Metric/Measure: Course tests, remediation assessments, on-line mastery exams, and state EOC assessments. Staff Responsible for Monitoring: Science Department Chairperson Science Department Teachers TEA Priorities: Recruit, support, retain teachers and principals, 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, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Learning 3 Funding Sources: Science Supplies and Materials - 164 - State Compensatory Education (SCE) - \$2,000, Science Supplies and Materials - 211 - ESEA Title I, Part A - Regular - \$2,000	Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: Improve student success by closing achievement gap and increase state assessment performance, STAAR EOC performance. Students will sign in and out with part-time tutors (retired teachers) and receive remediation of TEKS. KPI/Metric/Measure: Course tests, remediation assessments, on-line mastery exams, and state EOC assessments. Staff Responsible for Monitoring: Principal Assistant Principals Core Content Dept. Chairs 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 Problem Statements: Student Learning 3 Funding Sources: Teacher Pay Supplemental - 164 - State Compensatory Education (SCE) - \$120,000, Teacher Pay Supplemental - 211 - ESEA Title I, Part A - Regular - \$4,000, Teacher Pay: Certified Retired - 164 - State Compensatory Education (SCE) - \$4,000, Supplies and Materials - 164 - State Compensatory Education (SCE) - \$4,000, Supplies and Materials - 211 - ESEA Title I, Part A - Regular - \$4,000, Substitute Teachers - 211 - ESEA Title I, Part A - Regular - \$4,000, Substitute Teachers - 164 - State Compensatory Education (SCE) - \$4,000		Formative			Summative
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Strategy 3 Details		Reviews			
Strategy 3: Students receive one-to-one instruction in order to facilitate learning of objectives, while completing course credits required for graduation. Campus part-time clerks assists teachers, office staff and counselor with facilitating student activities and programs. Provide substitute teachers for teachers when they are absent. Provide a seamless transition between full time and substitutes preventing a gap between instruction and student learning. KPI/Metric/Measure: Increased STAAR-EOC scores, CCMR and graduation rates. Increased rates of credit attainment reflected on monthly credit attainment logs. Staff Responsible for Monitoring: Principal, Counselor, School Secretary Assistant Principals 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 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Learning 3 Funding Sources: Extra Duty Supplemental - 164 - State Compensatory Education (SCE) - \$2,000, Extra Duty Supplemental - 211 - ESEA Title I, Part A - Regular - \$1,500, Substitute Teacher - 164 - State Compensatory Education (SCE) - \$2,500		Formative			Summative
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Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 3: Cooper Academy students STAAR End of Course consistently perform below district performance levels. The student EOC results are 10% to 30% below their district peers. Root Cause: As a campus, we need to improve systems that involve assessments, how we evaluate the results of the assessments, and how we create targeted intervention plans for students with gaps in grade-level readiness.</p>

Goal 4: ENSURE PROFICIENCY


2c: Increase the percent of all students on grade level (all grades/all subjects at the Meets grade level standard)


Performance Objective 3: Build instructional capacity and instructional effectiveness for all professional staff members by increasing the number of professional development opportunities by 10% by the EOY.


High Priority


HB3 Goal






Evaluation Data Sources: Certificates of registration
Certificates of completion

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will participate in professional learning opportunities at the campus, district, state, and national level to improve student performance. Implement Instructional Strategies and activities for the purpose of raising academic achievement as measured by mastery tests and STAAR EOC results. Attend district and department training sessions to develop strategies to increase student performance. Provide professional development resources such as on-line staff development (instruction training materials) resources, journals, books, and guest trainers. Teachers attend professional development conferences. Provide substitute teachers when teachers are attending professional development.</p> <p>KPI/Metric/Measure: Professional development agendas, sign-ins, student credit attainment rates and passing rates for state assessments.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Core Content Dept. Chairs</p> <p>Problem Statements: Student Learning 3, 6</p> <p>Funding Sources: Supplies and Materials - 164 - State Compensatory Education (SCE) - \$2,000, Supplies and Materials - 211 - ESEA Title I, Part A - Regular - \$1,500, Teacher Travel OS - 164 - State Compensatory Education (SCE) - \$1,500, Teacher Travel OS - 211 - ESEA Title I, Part A - Regular - \$1,500, Teacher Travel - 164 - State Compensatory Education (SCE) - \$2,000, Teacher Travel - 211 - ESEA Title I, Part A - Regular - \$2,000, Teacher Substitute - 164 - State Compensatory Education (SCE) - \$2,000, Teacher Substitute - 211 - ESEA Title I, Part A - Regular - \$1,500</p>	Formative			Summative
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Strategy 2 Details	Reviews			
<p>Strategy 2: Participate in English Language Arts (ELA), Mathematics, Social Studies and Science professional learning opportunities at the campus, district, state, and national level to improve student performance. Implement differentiated learning strategies, backwards by design and Edgenuity for the purpose of raising academic achievement as measured by "Meets and Masters" on STAAR-EOC exams. Implement EOC Testing guides for English, Social Studies, Science and Algebra I, to increase student performance on the End of Course exams.</p> <p>KPI/Metric/Measure: Professional development agendas, sign-ins, student credit attainment rates and passing rates for state assessments.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Core Content Dept. Chairs</p> <p>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</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Learning 3, 4</p> <p>Funding Sources: Administrator Travel - 164 - State Compensatory Education (SCE) - \$1,500, Teacher Travel - 164 - State Compensatory Education (SCE) - \$1,500, Science Supplies and Materials - 164 - State Compensatory Education (SCE) - \$1,500, Professional Development - 211 - ESEA Title I, Part A - Regular - \$2,000, Supplemental Pay- Extra Duty - 211 - ESEA Title I, Part A - Regular - \$2,000, Science Resources - 164 - State Compensatory Education (SCE) - \$1,500, Science Resources - 211 - ESEA Title I, Part A - Regular - \$2,000</p>	Formative			Summative
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Strategy 3 Details	Reviews			
<p>Strategy 3: Participate in Science professional development at the district, state and national level to improve pedagogy. Principal, teachers and counselors will attend professional development conferences at the district, state and national level to improve pedagogy.</p> <p>KPI/Metric/Measure: Course tests, remediation assessments, on-line mastery exams, and state EOC assessments.</p> <p>Staff Responsible for Monitoring: Science Department Chairperson Science Department Teachers</p> <p>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</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 1 - Student Learning 3</p> <p>Funding Sources: Teacher Travel - 164 - State Compensatory Education (SCE) - \$2,000, Teacher Travel - 211 - ESEA Title I, Part A - Regular - \$2,000, Teacher Travel out of state - 164 - State Compensatory Education (SCE) - \$1,500, Teacher Travel out of state - 211 - ESEA Title I, Part A - Regular - \$1,500</p>	Formative			Summative
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Strategy 4 Details	Reviews			
<p>Strategy 4: 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.</p> <p>KPI/Metric/Measure: Increased graduation and reduction of drop-out rates. Increased foundation and recommended diplomas</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Core Content Dept. Chairs</p> <p>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</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: Travel-Out of State - 211 - ESEA Title I, Part A - Regular - \$3,000, Travel-In State - 164 - State Compensatory Education (SCE) - \$3,000, Travel-In State - 211 - ESEA Title I, Part A - Regular - \$3,000, Professional Development-ESC Region 20 - 164 - State Compensatory Education (SCE) - \$1,500, Professional Development-ESC Region 20 - 211 - ESEA Title I, Part A - Regular - \$1,500, Contracted Services - 164 - State Compensatory Education (SCE) - \$2,500, Out of State Travel - 164 - State Compensatory Education (SCE) - \$2,500</p>	Formative			Summative
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Strategy 5 Details		Reviews			
Strategy 5: 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 KPI/Metric/Measure: On-Line assessments, remediation sessions, STAAR EOC results Staff Responsible for Monitoring: Principal Assistant Principals Core Content Dept. Chairs 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 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Perceptions 1 Funding Sources: Supplies and Materials - 164 - State Compensatory Education (SCE) - \$1,000, Teachers/Extra Duty - 164 - State Compensatory Education (SCE) - \$1,500, Supplemental Pay - Extra Duty - 211 - ESEA Title I, Part A - Regular, Supplies and Materials - 211 - ESEA Title I, Part A - Regular - \$1,500, Travel - 211 - ESEA Title I, Part A - Regular - \$2,000		Formative			Summative
		Oct	Jan	Apr	June
					
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Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Thirty-five percent of the students at Cooper Academy at Navarro drop out of school or seek other pathways to earn a High School equivalency certification. Root Cause: Lack of communication of campus resources and services to service students academic, motivational and social & emotional support needs.
Student Learning
Problem Statement 3: Cooper Academy students STAAR End of Course consistently perform below district performance levels. The student EOC results are 10% to 30% below their district peers. Root Cause: As a campus, we need to improve systems that involve assessments, how we evaluate the results of the assessments, and how we create targeted intervention plans for students with gaps in grade-level readiness.
Problem Statement 4: As a district, 31% of students are at grade-level in reading and 35% in math. 16% of our students are not graduating "on time" and 27% of our students are not college, career, or military ready. Root Cause: As a campus, we need to improve systems that involve assessments, how we evaluate the results of the assessments, and how we create targeted intervention plans for students with gaps in grade-level readiness.
Problem Statement 6: Less than 50% Cooper Academy students qualify for College and Career Readiness Skills. Root Cause: Campus procedures and services for students needs to be streamlined and continued follow up to ensure success.


Perceptions





Problem Statement 1: Cooper Academy graduation rates for the 4 yr, 5 yr, and 6 yr is below 60%. **Root Cause:** Student perception of their potential to change factors that are central to their school performance, growth mindset, is the lowest self reported area for their parent and student survey. Campus staff must focus on implementing campus wide activities to build student self-confidence.



Goal 5: ENSURE PROFICIENCY


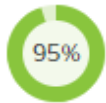
2d: Increase % on-time, 4-year Graduation and decrease Dropout Rates






Performance Objective 1: By the end of the 2022-2023 school year, we plan to increase 4 year, 5 year or 6 year student graduation rate to 70%.**High Priority****HB3 Goal****Evaluation Data Sources:** Graduation rate, CCMR data

Strategy 1 Details	Reviews			
Strategy 1: Family and Community Engagement Specialist will be utilized 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, and during , and during Saturday school sessions t help support thier child's education. KPI/Metric/Measure: Parent meeting agendas and sign-ins. Parent and community volunteer agendas and sign-ins. Pictures of campus and district parent involvement activities. Staff Responsible for Monitoring: Principal FACE Specialist 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 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Perceptions 4 Funding Sources: Supplies, Materials and Refreshments - 164 - State Compensatory Education (SCE) - \$1,500, Supplies, Materials and Refreshments - 211 - ESEA Title I, Part A - Regular - \$1,500	Formative			Summative
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Strategy 2 Details	Reviews			
<p>Strategy 2: Family and Community Engagement Specialist and campus secretary will organize, facilitate and increase the frequency of parent information meetings by 10% per semester. Parent information meetings will be held before, during and after school. The Family and Community Engagement Specialist and campus secretary will prepare materials and contact parents for the meetings being held before, during and after school.</p> <p>KPI/Metric/Measure: Parent meeting agendas and sign-ins. Parent and community volunteer agendas and sign-ins. Pictures of campus and district parent involvement activities.</p> <p>Staff Responsible for Monitoring: 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.</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 1 - Perceptions 4</p> <p>Funding Sources: Supplies and Materials - 164 - State Compensatory Education (SCE) - \$1,500, Supplies and Materials - 211 - ESEA Title I, Part A - Regular - \$2,000</p>	Formative			Summative
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Strategy 3 Details	Reviews			
<p>Strategy 3: Purchasing medical (clinic) supplies will increase student attendance by providing clinic access to well supplied and prepared campus clinic by providing supplies and resources for the campus nurse. The nurse will support student academic success by providing medical care on site which will reduce the amount of time the student(s) are absent. Increased on site support will improve student attendance, student performance and graduation rates.</p> <p>KPI/Metric/Measure: Increase student attendance rate.</p> <p>Staff Responsible for Monitoring: Campus Nurse</p> <p>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</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 2 - School Processes & Programs 3</p> <p>Funding Sources: Supplies - 164 - State Compensatory Education (SCE) - \$2,000, Supplies - 211 - ESEA Title I, Part A - Regular - \$1,500</p>	Formative			Summative
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Strategy 4 Details		Reviews			
Strategy 4: For the 2022-2023 school year, we will provide full time and part-time teachers (tutors) to support academic programs, including STAAR-EOC tutoring sessions, student interventions at satellite campuses, academic/credit attainment through the fall and spring semesters, and during extended school year sessions (June-July). KPI/Metric/Measure: Increased STAAR-EOC scores and graduation rates. Increased rates of credit attainment reflected on monthly credit attainment logs. Staff Responsible for Monitoring: Principal & Asst. Principals 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 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Perceptions 2 Funding Sources: Supplies and Resources - 164 - State Compensatory Education (SCE) - \$1,500, Supplies and Resources - 211 - ESEA Title I, Part A - Regular - \$2,000, Supplemental Pay - 211 - ESEA Title I, Part A - Regular - \$10,000, Supplemental Pay - 164 - State Compensatory Education (SCE) - \$10,000		Formative			Summative
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Strategy 5 Details		Reviews			
Strategy 5: 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. KPI/Metric/Measure: Increased graduation rates, increased college application, enrollment rates and a reduction in the campus drop-out rate. Increase parent and community involvement by 10%. Staff Responsible for Monitoring: Principal Counselor Family and Community Engagement Specialist TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Perceptions 3, 4 Funding Sources: Supplies and Material - 164 - State Compensatory Education (SCE) - \$1,500, Refreshments - 211 - ESEA Title I, Part A - Regular - \$1,500, Family and Community Engagement Specialist-Extra Duty Pay - 164 - State Compensatory Education (SCE) - \$1,000, Family and Community Engagement Specialist- Travel - 211 - ESEA Title I, Part A - Regular - \$1,000		Formative			Summative
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Strategy 6 Details		Reviews			
Strategy 6: Campus part-time clerks will assist counselors, office staff and teachers with facilitating student activities and programs. Counselor's secretary will assist the counselor with creating meetings, contacting students preparing documents with the counselor to assist students with creating and maintaining FAFSA, Apply Texas and completing CCMR. KPI/Metric/Measure: Graduation rate, CCMR Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors 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 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Learning 6 - Perceptions 1 Funding Sources: Supplemental Pay - 164 - State Compensatory Education (SCE) - \$20,000, supplies - 164 - State Compensatory Education (SCE) - \$1,500, Supplemental Pay - 211 - ESEA Title I, Part A - Regular - \$5,000		Formative			Summative
		Oct	Jan	Apr	June
					
Strategy 7 Details		Reviews			
Strategy 7: To ensure that students requesting transportation assistance to be able to travel to and from campus activities, daily instructional days, Saturday and Evening school, Via bus passes will be provided to students at no cost. KPI/Metric/Measure: Increased attendance and graduation rates Staff Responsible for Monitoring: Principal and Assistant Principals TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 1 Funding Sources: Via Bus Passes - 164 - State Compensatory Education (SCE) - \$1,500, Via Bus Passes - 211 - ESEA Title I, Part A - Regular - \$2,000		Formative			Summative
		Oct	Jan	Apr	June
					

Strategy 8 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 8: Campus part-time retention specialist will conduct routine home visits to communicate with parents and students. Increased direct parent and student communication some/site visits at a increased frequency will lead to a grade level reading of 10% across all student populations for student attendance, daily performance, end of the year graduation rate. KPI/Metric/Measure: Increased student attendance rate, increased student graduation rate Staff Responsible for Monitoring: Principal, Assistant Principal part-time retention specialist 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 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Perceptions 1 Funding Sources: Part-time retention Specialist - 282 - ESSER - \$20,000				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Thirty-five percent of the students at Cooper Academy at Navarro drop out of school or seek other pathways to earn a High School equivalency certification. Root Cause: Lack of communication of campus resources and services to service students academic, motivational and social & emotional support needs. Problem Statement 2: Cooper Academy at Navarro had a Teacher retention rate of 86% for the 2021-2022 school year, there is a need to recruit, develop, and retain high quality and experienced staff which includes teachers. Root Cause: A systematic approach to providing professional pathways for teachers and administrators does not currently exist.
Student Learning
Problem Statement 6: Less than 50% Cooper Academy students qualify for College and Career Readiness Skills. Root Cause: Campus procedures and services for students needs to be streamlined and continued follow up to ensure success.
School Processes & Programs
Problem Statement 3: Cooper Academy at Navarro had a 84% retention rate during the 2020-2021 school year, administration needs to build capacity with the teaching staff to grow teacher leaders to improve campus decision making processes. Root Cause: Communication flow and top down decision making. The structure of the organization is hierarchical, there is some teacher development. However, the training, follow-up and feedback is inconsistent.
Perceptions
Problem Statement 1: Cooper Academy graduation rates for the 4 yr, 5 yr, and 6 yr is below 60%. Root Cause: Student perception of their potential to change factors that are central to their school performance, growth mindset, is the lowest self reported area for their parent and student survey. Campus staff must focus on implementing campus wide activities to build student self-confidence.

Perceptions

Problem Statement 2: Cooper Academy students are at higher risk of dropping out of school, less than 60% graduation rate(s) without academic, motivational and social & emotional support. **Root Cause:** Inconsistent staff trainings to develop highly skilled instructional staff members whom have the skills and ability to implement PBIS and social and emotional activities designed to improve students sense of self-awareness, sense of self-confidence and growth mindset.

Problem Statement 3: 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 children because parents/family members lack the resources.

Problem Statement 4: Cooper Academy parent participation rate in school events and Family and Community Engagement Specialist meeting is below 10%. **Root Cause:** Inefficient and ineffective school to parent and community communication.

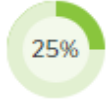
Goal 5: ENSURE PROFICIENCY

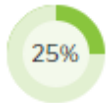
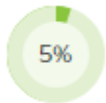




2d: Increase % on-time, 4-year Graduation and decrease Dropout Rates

Performance Objective 2: By the end of the 2022-2023 school year, increase business and community partnerships through active participation in community-based opportunities and events by 10%

High Priority**HB3 Goal**

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

Strategy 1 Details	Reviews			
Strategy 1: Increase business and community partnerships through active participation in community-based opportunities and events by 10%. KPI/Metric/Measure: Increased partnership, sign in sheets commitment letters Staff Responsible for Monitoring: Principal, FACE Specialist TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 1 Funding Sources: Supplies and Materials - 164 - State Compensatory Education (SCE) - \$1,500, Supplies and Materials - 211 - ESEA Title I, Part A - Regular - \$1,500	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 2 Details	Reviews			
Strategy 2: Continue Partnership with RBG Teen Clinic at University Hospital, servicing students on Tuesdays and Thursdays. Student receive free medical services including Meningitis vaccination for College/University. KPI/Metric/Measure: Sign in Sheets, RBG documentation Staff Responsible for Monitoring: Principal FACE Specialist Campus Social Worker 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 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 2 Funding Sources: Supplies and Materials - 164 - State Compensatory Education (SCE) - \$1,500, Supplies and Materials - 211 - ESEA Title I, Part A - Regular - \$1,500	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 3 Details	Reviews			
Strategy 3: Provide Social Emotional support for students with a Communities in School advisor. Individual will provide social services for all 5 Cooper Academy @ Navarro campuses. CIS will counsel students, and conduct home visits and provide professional services for the At-Risks students. The Kindness fund will be utilized to support the students at Cooper Academy with providing food, clothing, etc. KPI/Metric/Measure: student contact log Staff Responsible for Monitoring: Principal Assistant Principal Counselor Social Worker Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Demographics 1 Funding Sources: CIS -Salary - 282 - ESSER - \$25,000, Kindness Fund - 282 - ESSER - \$5,000	Formative			Summative
	Oct	Jan	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Thirty-five percent of the students at Cooper Academy at Navarro drop out of school or seek other pathways to earn a High School equivalency certification. Root Cause: Lack of communication of campus resources and services to service students academic, motivational and social & emotional support needs.</p> <p>Problem Statement 2: Cooper Academy at Navarro had a Teacher retention rate of 86% for the 2021-2022 school year, there is a need to recruit, develop, and retain high quality and experienced staff which includes teachers. Root Cause: A systematic approach to providing professional pathways for teachers and administrators does not currently exist.</p>

Goal 5: ENSURE PROFICIENCY

2d: Increase % on-time, 4-year Graduation and decrease Dropout Rates

Performance Objective 3: Students will be provided with a variety of rigorous and differentiated learning experiences to increase performance across all content areas by 5%.

High Priority

HB3 Goal

Evaluation Data Sources: EOC exams, TSI, MAP data

Goal 6: CULTIVATE HIGH-PERFORMING STUDENTS


3a: Increase the percent of Grade 8 students earning HS credit








Goal 7: CULTIVATE HIGH-PERFORMING STUDENTS

3b: Increase the percent of HS students earning college credit (AP, IB, DC, etc.)

Performance Objective 1: COLLEGE READINESS (District and High Schools Only) Provide a rigorous and relevant instructional program to increase student scores on Advance Placement exams by 3 to 5 percent, By the end of the 2022-2023 school year.

High Priority**HB3 Goal****Evaluation Data Sources:** AP scores, TSIA2 scores

Strategy 1 Details	Reviews			
Strategy 1: Support students to be CCMR ready by developing rigorous and relevant TSIA2 preparatory sessions. Provide necessary resources and classroom supplies for TSIA2 Prep, AP Spanish Language, and AP Art 2D and 3D KPI/Metric/Measure: AP scores, TSI scores Staff Responsible for Monitoring: Principal Assistant Principals Core Dept Chairs 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 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Learning 6 Funding Sources: Supplies and Materials - 164 - State Compensatory Education (SCE) - \$1,500, Supplies and Materials - 211 - ESEA Title I, Part A - Regular - \$1,500, AP Testing materials - 164 - State Compensatory Education (SCE) - \$1,500	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 2 Details	Reviews			
Strategy 2: Provide students with Progress Monitoring forms to set short-term intermediate goals to implement progress monitoring toward larger goals in the Credit Recovery Lab, and in the face-to-face classrooms. KPI/Metric/Measure: Increased Graduation rate and students meeting CCMR Staff Responsible for Monitoring: Principal, Assistant Principals, Counselor, Core Dept. Chair TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Learning 6 Funding Sources: Supplies and Materials - 164 - State Compensatory Education (SCE), Supplies and Materials - 211 - ESEA Title I, Part A - Regular - \$1,500	Formative			Summative
	Oct	Jan	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:






Student Learning	
Problem Statement 6: Less than 50% Cooper Academy students qualify for College and Career Readiness Skills. Root Cause: Campus procedures and services for students needs to be streamlined and continued follow up to ensure success.	

Goal 8: TARGETED FOCUS ON POST-SECONDARY SUCCESS

4a: Increase the % meeting TSI/SAT/ACT college-ready performance

Performance Objective 1: By the end of the 2022-2023 school year, Provide a rigorous and relevant instructional program to increase the amount of students meeting TSIA2/ACT/SAT college readiness from 46% to 50%.

High Priority**HB3 Goal****Evaluation Data Sources:** CCMR data, Graduation rates

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: Implement TSIA2/College Prep courses in Math and English, develop rigorous and relevant TSIA2/College Prep preparatory sessions. Provide necessary resources and classroom supplies for TSI Prep and College Prep Math and English. KPI/Metric/Measure: Increased scores on TSIA2 and SAT/PSAT Staff Responsible for Monitoring: Principal, Assistant Principals, Counselor and Core Department Chairs TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Learning 6 Funding Sources: Supplies and Materials - 164 - State Compensatory Education (SCE) - \$1,500, Supplies and Materials - 211 - ESEA Title I, Part A - Regular - \$1,500				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:






Student Learning
Problem Statement 6: Less than 50% Cooper Academy students qualify for College and Career Readiness Skills. Root Cause: Campus procedures and services for students needs to be streamlined and continued follow up to ensure success.

Goal 9: TARGETED FOCUS ON POST-SECONDARY SUCCESS

4b: Increase the % of HS students College, Career, & Military Ready (CCMR)

Performance Objective 1: By the end of the 2022-2023 school year, 51% of Cooper Academy/Phoenix students will be considered College and Career Ready by obtaining Industry Certifications, successfully completing a dual credit course, being successful in College Prep Math or English, achieving a college ready score on SAT, ACT or PSAT or joining a branch of the Military.

High Priority**HB3 Goal****Evaluation Data Sources:** Campus CCMR data, TSIA2/PSAT/SAT scores

Strategy 1 Details		Reviews			
Strategy 1: 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 and college bound advisor that will assist students and families with college assessment preparation, college entrance criteria, completion of applications and assistance with financial aid. KPI/Metric/Measure: Campus CCMR data, TSIA2/PSAT/SAT scores Staff Responsible for Monitoring: Campus counselor Campus Administration 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 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Learning 6 - School Processes & Programs 3, 4 Funding Sources: Materials and Supplies - 164 - State Compensatory Education (SCE) - \$2,000, Materials and Supplies - 211 - ESEA Title I, Part A - Regular - \$2,000, College Bound Advisor Salary - 282 - ESSER - \$20,000		Formative			Summative
		Oct	Jan	Apr	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 6: Less than 50% Cooper Academy students qualify for College and Career Readiness Skills. Root Cause: Campus procedures and services for students needs to be streamlined and continued follow up to ensure success.

School Processes & Programs








Problem Statement 3: Cooper Academy at Navarro had a 84% retention rate during the 2020-2021 school year, administration needs to build capacity with the teaching staff to grow teacher leaders to improve campus decision making processes. **Root Cause:** Communication flow and top down decision making. The structure of the organization is hierarchical, there is some teacher development. However, the training, follow-up and feedback is inconsistent.

Problem Statement 4: 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:** Consistent campus processes and monitoring processes must be established and maintained throughout the school year. Must ensure that the campus college bound advisor, campus counselors and financial aide advisors are meeting with students and families to complete financial aide and college applications.

Goal 10: TARGETED FOCUS ON POST-SECONDARY SUCCESS

4c: Increase the percent of graduates attending College

Performance Objective 1: By the end of the 2022-2023 school year, increase the amount of graduates pursuing a post-secondary degree or certification by 10%.**High Priority****HB3 Goal****Evaluation Data Sources:** CCMR data, Phoenix enrollment

Strategy 1 Details	Reviews			
Strategy 1: Recruiting students to attend Phoenix Middle College, Teachers, Counselors and Administrators will conduct recruitment fairs at area high schools, community centers, and send mailers to increase the number of students earning industry certifications by 15%. KPI/Metric/Measure: CCMR Data, Phoenix enrollment data Staff Responsible for Monitoring: Administrators, teachers and counselors 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 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Learning 6 - School Processes & Programs 4 Funding Sources: Supplies and Materials - 164 - State Compensatory Education (SCE) - \$1,500, Supplies and Materials - 211 - ESEA Title I, Part A - Regular - \$1,500	Formative			Summative
	Oct	Jan	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 6: Less than 50% Cooper Academy students qualify for College and Career Readiness Skills. Root Cause: Campus procedures and services for students needs to be streamlined and continued follow up to ensure success.

School Processes & Programs

Problem Statement 4: 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:** Consistent campus processes and monitoring processes must be established and maintained throughout the school year. Must ensure that the campus college bound advisor, campus counselors and financial aide advisors are meeting with students and families to complete financial aide and college applications.


Goal 11: District Purchases for Campuses Monitored at the District Level - ENSURE PROFICIENCY

2c: Increase the percent of all students on grade level (all grades/all subjects at the Meets grade level standard)

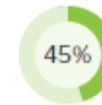
Performance Objective 1: (Testing & Evaluation) By the end of 2022-2032, student grade level readiness will increase by 5%, the 4 year graduation rate will increase to 85.4% and the CCMR rate to 75%.

High Priority

Evaluation Data Sources: CBE Results, MAP results, PSAT results, SAT results, ACT results, retention rates, drop out rates, and graduation rates

Strategy 1 Details	Reviews			
Strategy 1: Students will be offered college readiness exams such as the SAT, AP, and PSAT at no cost to themselves. KPI/Metric/Measure: By the end of 2022-2023, the college ready ratings will increase by 5% Staff Responsible for Monitoring: SAISD Testing and Evaluation Staff with assistance from campus counselors TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: School Processes & Programs 4 Funding Sources: PSAT/SAT/ACT Examinations - 164 - State Compensatory Education (SCE) - \$0, AP Exams - 164 - State Compensatory Education (SCE) - \$1,500	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Students will be provided with permanent classroom coverage through the use of substitutes to provide for a seamless transition and the preservation of meaningful instruction, stability and consistency and less disruption to the students' learning.	Formative			Summative
	Oct	Jan	Apr	June

KPI/Metric/Measure: Quarterly campus-generated assessments
Staff Responsible for Monitoring: Campus administration team



TEA Priorities:

Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability

Problem Statements: Student Learning 4

Funding Sources: Substitute payroll - 164 - State Compensatory Education (SCE) - \$10,000



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 4: As a district, 31% of students are at grade-level in reading and 35% in math. 16% of our students are not graduating "on time" and 27% of our students are not college, career, or military ready. **Root Cause:** As a campus, we need to improve systems that involve assessments, how we evaluate the results of the assessments, and how we create targeted intervention plans for students with gaps in grade-level readiness.






School Processes & Programs

Problem Statement 4: 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:** Consistent campus processes and monitoring processes must be established and maintained throughout the school year. Must ensure that the campus college bound advisor, campus counselors and financial aide advisors are meeting with students and families to complete financial aide and college applications.

Goal 11: District Purchases for Campuses Monitored at the District Level - ENSURE PROFICIENCY

2c: Increase the percent of all students on grade level (all grades/all subjects at the Meets grade level standard)

Performance Objective 2: By the end of the year, students who meet the standards of college level exams will increase by 5%**Evaluation Data Sources:** AP Results

Strategy 1 Details	Reviews			
Strategy 1: Students will be able to take AP exams at no cost of their own KPI/Metric/Measure: By the end of the year, students who meet the standards of college level exams will increase by 5% Staff Responsible for Monitoring: Admin Team Problem Statements: Student Learning 4 Funding Sources: AP Exams - 164 - State Compensatory Education (SCE) - \$1,698	Formative			Summative
	Oct	Jan	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 4: As a district, 31% of students are at grade-level in reading and 35% in math. 16% of our students are not graduating "on time" and 27% of our students are not college, career, or military ready. Root Cause: As a campus, we need to improve systems that involve assessments, how we evaluate the results of the assessments, and how we create targeted intervention plans for students with gaps in grade-level readiness.

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

Dates the CNA was reviewed and or revised for the school year:

5/31/22 21-22 Summative and 22-23 CNA

8/23/22 8/31/22

10/18/22 Q1 Review

Dates the CNA was reviewed and or revised for the school year: The 21-22 CIPs was reviewed and used to guide and evaluate the systems in place. A team of stakeholders reviewed historical achievement and enrollment data and identified trends and patterns for student learning, demographic and perceptions components. These trends and patterns were used to develop problem statements and identify root causes. This information in conjunction with the Targeted Improvement plan was used to identify strategies to address the problem statements and root causes. (See addendum)

2. Campus Improvement Plan

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 20, 2021	
Category	Number	Sub-Category	Name	Elected	Replacement/ Date Elected	Term Expiration
NON-EMPLOYEES (Non-Elected Members)						

SCHOOL: Cooper Academy at Navarro**Date: August 20, 2021**

Parents	Minimum 2	Parent Organization Representative	Alana Myers	September 2021
	<i>(At least two parents shall be elected officers of the PTA, PTO, etc.)</i>	Parent Organization Representative		May 2023
		Parent	Cassandra Ortiz	
Students	Minimum 2	Parent	Elsie Newton	
		4 th grade or above	Krissy Perez	
		4 th grade or above	Sarita Wolfe	
Community	Minimum 2	Reside in SAISD	Iris Chavez	
		Reside in SAISD	John Feagins	
Business	Minimum 1	Martinez Tortilla Factory	Jaime Posada	
EMPLOYEES(Elected)				

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)

Paraprofessional & 2 (1 each or 2 of same)

Classified

Prof. Support Staff 1 or 2

(Counselor/Social Worker, Nurse, Librarian, AP, DIC)

District-level Professional 1

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

Para or Classified

Para or Classified

Counselor

Social Worker

SAISD PEIMS Manager

Taylor Keisling

Eduardo Flores

James Juarez

Anne Shipman

Jolene Navarro

Gloria VanOver

John Paul Boone

Julian Guerra

Ricardo Huerta

Taylor Keisling

Patrick Lopez

Jean Carlo Hernandez

Amanda Martinez

Kathleen Dillon

Mariela Torres

Patricia Arambula

Nelda Martell

Betty Sanchez

Joshua Johannessen

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

Revised: August 22

2.2: Regular monitoring and revision

First Quarter - October 12, 2022

Second Quarter - January 13-27, 2023

Third Quarter - March 17-31, 2023

Fourth Quarter - May 5-12, 2023

Final - May 19-June 2, 2023

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

The Campus Improvement Plan is made available in both English and Spanish to parents and community stakeholders in multiple ways. Digitally, the CIP is available on the campus website; physical paper copies are made available during Parent and community engagement meetings, and always available in the front office.

2.4: Opportunities for all children to meet State standards

Cooper Academy at Navarro will provide opportunities for all children, including each of the subgroups of students, to meet State academic standards. All strategies identified on the CIP have been developed specifically to address the instructional needs of At-Risk students. In the Plan4Learning system, strategies that provide opportunities for all students have been identified by checking the appropriate element box. Clicking on the green “+” symbol will provide a list of the strategies that are aligned to this element.

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.

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

Face Specialist works collaboratively with parents to develop and refine the Parent and Family Engagement Policy every year. This policy is made available to parents in Spanish and English via multiple forms, including but not limited to, paper copies sent home and available in the front office and digital copies sent via e-mail. Parent education meetings are held once per month in English and Spanish by the Family and Community Engagement Specialist. One session each semester will focus on providing parents assistance in understanding the State’s academic standards, the State and local assessment standards. [Your Campus] will support parents' involvement in improving their child's achievements by hosting one curriculum night per semester that provides parents ideas and instructional activities that can be done at home with students to improve student achievements. Our Family and Community Engagement Specialist and counselor (federal funds) collaborate to provide resources, parent education, and outreach to families. Parents receive school information in both Spanish and English in several formats - flyers, voice messages, letters, parent meetings, family events. Our Bilingual teachers and counselors will often act as translators for families who speak languages other than English. Our campus provides opportunities for parent activities at various times during the day. Some events are scheduled during the day; others are scheduled in the evening to accommodate working parents. Family surveys will be utilized to get feedback from families at events to continuously improve events from the perspective of families being served. A list of the individuals and their roles who assist with the development and refinement of the Parent and Family Engagement Policy for the 22-23 school year is included below:

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

The Parent Family Engagement Policy was distributed at a meeting held on August 24, 2022 from 11:00 am to 1 pm pm in the LDA.. The meeting and refinement of policy was conducted in English and Spanish. Campus Compact on is available in English and Spanish directly from the campus website.

4.2: Offer flexible number of parent involvement meetings

Parent involvement meetings are offered throughout the school year.

5. Targeted Assistance Schools Only

Campus Funding Summary

164 - State Compensatory Education (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplies and Materials		\$2,500.00
1	1	1	Teacher- Extra Duty Pay		\$5,000.00
1	1	2	Supplies and Materials		\$2,000.00
1	1	2	Extra Duty and Certified Retired Teachers		\$20,000.00
1	1	2	Supplemental Pay - Extra Duty		\$10,000.00
1	1	2	Substitute Teacher		\$2,000.00
1	1	3	Contracted Services		\$8,000.00
1	1	4	Supplies and Materials-MAP		\$1,000.00
1	1	4	contracted services		\$200.00
1	1	5	Supplies and Materials		\$1,500.00
1	1	5	Supplemental Pay		\$10,000.00
1	1	6	Supplies and resources		\$2,000.00
1	1	6	Printed materials		\$1,500.00
4	1	1	Supplemental Pay - Extra Duty		\$10,000.00
4	1	2	Supplies and Materials		\$2,000.00
4	1	2	Buses for Field Trips		\$1,000.00
4	2	1	Science Supplies and Materials		\$2,000.00
4	2	2	Teacher Pay Supplemental		\$120,000.00
4	2	2	Teacher Pay: Certified Retired		\$4,000.00
4	2	2	Substitute Teachers		\$4,000.00
4	2	2	Supplies and Materials		\$4,000.00
4	2	3	Extra Duty Supplemental		\$2,000.00
4	2	3	Substitute Teacher		\$2,500.00
4	3	1	Teacher Travel OS		\$1,500.00
4	3	1	Teacher Substitute		\$2,000.00
4	3	1	Supplies and Materials		\$2,000.00
4	3	1	Teacher Travel		\$2,000.00

164 - State Compensatory Education (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	3	2	Science Supplies and Materials		\$1,500.00
4	3	2	Science Resources		\$1,500.00
4	3	2	Teacher Travel		\$1,500.00
4	3	2	Administrator Travel		\$1,500.00
4	3	3	Teacher Travel out of state		\$1,500.00
4	3	3	Teacher Travel		\$2,000.00
4	3	4	Out of State Travel		\$2,500.00
4	3	4	Contracted Services		\$2,500.00
4	3	4	Professional Development-ESC Region 20		\$1,500.00
4	3	4	Travel-In State		\$3,000.00
4	3	5	Supplies and Materials		\$1,000.00
4	3	5	Teachers/Extra Duty		\$1,500.00
5	1	1	Supplies, Materials and Refreshments		\$1,500.00
5	1	2	Supplies and Materials		\$1,500.00
5	1	3	Supplies		\$2,000.00
5	1	4	Supplies and Resources		\$1,500.00
5	1	4	Supplemental Pay		\$10,000.00
5	1	5	Family and Community Engagement Specialist-Extra Duty Pay		\$1,000.00
5	1	5	Supplies and Material		\$1,500.00
5	1	6	supplies		\$1,500.00
5	1	6	Supplemental Pay		\$20,000.00
5	1	7	Via Bus Passes		\$1,500.00
5	2	1	Supplies and Materials		\$1,500.00
5	2	2	Supplies and Materials		\$1,500.00
7	1	1	Supplies and Materials		\$1,500.00
7	1	1	AP Testing materials		\$1,500.00
7	1	2	Supplies and Materials		\$0.00
8	1	1	Supplies and Materials		\$1,500.00
9	1	1	Materials and Supplies		\$2,000.00
10	1	1	Supplies and Materials		\$1,500.00

164 - State Compensatory Education (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
11	1	1	PSAT/SAT/ACT Examinations		\$0.00
11	1	1	AP Exams		\$1,500.00
11	1	2	Substitute payroll		\$10,000.00
11	2	1	AP Exams		\$1,698.00
Sub-Total					\$312,398.00
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	tutoring refreshments		\$2,500.00
1	1	1	Teacher- Extra Duty Pay		\$5,000.00
1	1	2	Supplemental Pay - Extra Duty		\$10,000.00
1	1	2	Supplies and Materials		\$1,500.00
1	1	2	Substitute Teacher		\$2,000.00
1	1	2	Printing Services		\$2,500.00
1	1	2	Technology		\$1,000.00
1	1	2	Extra Duty and Certified Retired Teachers		\$20,000.00
1	1	2	Extra Duty and Certified Retired Teachers (Tutors)		\$20,000.00
1	1	3	Contracted Services		\$1,000.00
1	1	4	Supplies and Materials-MAP		\$1,000.00
1	1	5	Supplemental Pay		\$5,000.00
1	1	5	Supplies and Materials		\$1,500.00
1	1	6	Printing Services		\$1,500.00
4	1	1	Supplemental Pay - Extra Duty		\$10,000.00
4	1	1	Supplies and Materials		\$1,500.00
4	1	2	Field Trips		\$1,500.00
4	1	2	Supplies and Materials		\$2,000.00
4	1	2	Buses for Field Trips		\$1,000.00
4	2	1	Science Supplies and Materials		\$2,000.00
4	2	2	Substitute Teachers		\$4,000.00
4	2	2	Teacher Pay Supplemental		\$4,000.00

211 - ESEA Title I, Part A - Regular					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	2	Supplies and Materials		\$4,000.00
4	2	3	Extra Duty Supplemental		\$1,500.00
4	3	1	Teacher Substitute		\$1,500.00
4	3	1	Teacher Travel OS		\$1,500.00
4	3	1	Teacher Travel		\$2,000.00
4	3	1	Supplies and Materials		\$1,500.00
4	3	2	Professional Development		\$2,000.00
4	3	2	Supplemental Pay- Extra Duty		\$2,000.00
4	3	2	Science Resources		\$2,000.00
4	3	3	Teacher Travel		\$2,000.00
4	3	3	Teacher Travel out of state		\$1,500.00
4	3	4	Professional Development-ESC Region 20		\$1,500.00
4	3	4	Travel-In State		\$3,000.00
4	3	4	Travel-Out of State		\$3,000.00
4	3	5	Supplies and Materials		\$1,500.00
4	3	5	Supplemental Pay - Extra Duty		\$0.00
4	3	5	Travel		\$2,000.00
5	1	1	Supplies, Materials and Refreshments		\$1,500.00
5	1	2	Supplies and Materials		\$2,000.00
5	1	3	Supplies		\$1,500.00
5	1	4	Supplies and Resources		\$2,000.00
5	1	4	Supplemental Pay		\$10,000.00
5	1	5	Family and Community Engagement Specialist- Travel		\$1,000.00
5	1	5	Refreshments		\$1,500.00
5	1	6	Supplemental Pay		\$5,000.00
5	1	7	Via Bus Passes		\$2,000.00
5	2	1	Supplies and Materials		\$1,500.00
5	2	2	Supplies and Materials		\$1,500.00
7	1	1	Supplies and Materials		\$1,500.00
7	1	2	Supplies and Materials		\$1,500.00

211 - ESEA Title I, Part A - Regular					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
8	1	1	Supplies and Materials		\$1,500.00
9	1	1	Materials and Supplies		\$2,000.00
10	1	1	Supplies and Materials		\$1,500.00
Sub-Total					\$173,000.00
282 - ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	8	Part-time retention Specialist		\$20,000.00
5	2	3	CIS -Salary		\$25,000.00
5	2	3	Kindness Fund		\$5,000.00
9	1	1	College Bound Advisor Salary		\$20,000.00
Sub-Total					\$70,000.00