

San Antonio Independent School District
Cooper Academy
2018-2019 Campus Improvement Plan



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

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.

Value Statement

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

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Comprehensive Needs Assessment

Revised/Approved: May 09, 2018

Demographics

Demographics Summary

Cooper Academy at Navarro is a non-traditional dropout prevention and recovery high school after Texas statesman Cooper Academy, Jose Antonio Navarro. Cooper Academy at Navarro serves students between the ages of 15 -25 who have previously dropped out or who are at risk of not completing high school with their cohort. Here students are given the opportunity to complete their remaining coursework, enabling them to attain their high school diplomas. The school has three satellite classrooms located at Jefferson United Methodist church, Sam Houston High School and Charles C. Ball Academy to expand its reach and serve more students. Cooper Academy at Navarro provides support and educational opportunities to students who find themselves lost in their journey to completing high school. The teachers and staff at Cooper Academy at Navarro provide these students a second chance to achieve success. The school motto, "My past is not my future," exemplifies the spirit of our Cooper students.

Cooper Academy at Navarro works in conjunction with with the University of Texas as San Antonio Mentor Program, Youth for Christ, MTC Incorporated, Communities in Schools, and United Methodist Church. The Mentor Program has given our students an opportunity to speak and share information with another person in their life that provides them advice and/or past experiences that our students can utilize in their personal lives. The Youth for Christ program counsels with our Teen Parents, brings in guest speakers to discuss important social issues, and they do activities with the Teen Parents to enhance their parenting skills.

MTC Incorporated is a partnership we have with the Cortez family who hire our students and provides opportunities for them to participate in job fairs and provides them opportunities to participate in mock interviews to enhance their interview skills.

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.

Cooper Academy at Navarro will enter into a partnership with Goodwill Industries to provide our students with industry certification pathways in the following four areas:

Apartment building maintenance.

Supply Chain Logistics

Certified Nursing Assistant

Medical assistant

The United Methodist Church partners with our school throughout the school year in different capacities, from donations to utilizing their facilities for Health Fairs and other activities for our campus.

Total Enrollment: 279

Ethnic categories by percentage:

American Indian:	.3%
Asian:	.3%
Black:	9%
Hispanic/Latino	88.5%
White	1.4%

Socioeconomic Percentage 92.5% Eco disadvantaged

Gender: F - 49.8% M - 50.2%

Special Populations/Groups

LEP:	6%
ESL:	5%
At Risk:	97%
Sped	5%

GT	.3%
CTE	33%
Homeless	6.5%
Foster Care	.3%
Pregnant	4%
PEP	13%
Dyslexia	8%
504	9%

Enrollment

This is our second year as Cooper Academy at Navarro. Data comparison is for these two years only:

Enrollment has increased, nationalities distribution has remained more or less consistent, economically disadvantaged population is still high, Special Education population has increased, At-Risk is still high, 504 increased, Homeless decreased & LEP is consistent

1. All 21 full-time and 8 part-time teachers at Cooper Academy are highly qualified.
2. The retention rate for full-time teaching staff is 100% while the retention rate for the entire staff at Cooper Academy is over 90%. If Cooper Academy receives any new teachers to our district, they will attend new teacher orientation prior to the school year. New teachers are also assigned mentors for their first two years in the district.
3. Building teacher capacity in both full time and part time teachers is done by providing opportunities for staff development both on and off campus as well as sending full time teachers to instructional conferences and seminars.
4. Professional development and resources necessary to improve the ability to provide a successful learning environment are identified through teacher collaboration, staff discussions and student observations.
5. Successful teachers share their strengths through collaboration, peer coaching and staff development presentations.
6. Support for students who perform below district and/or state standards is provided by having tutors in place before and after school, having Saturday

school tutoring sessions as well as online testing resources made available to all students in the classroom as well as anywhere that they may have access to a computer/the internet.

Demographics Strengths

Numerous types of student supports are offered: Saturday Schools, One-to-one tutoring and extended hours.

Frequent parent communication through phone calls, home visits and PENS messages.

Campus retention rate is high, greater than 90%. Increased staff collaboration provides foundation for teachers to build relationships based on one another strengths.

Problem Statements Identifying Demographics Needs

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

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

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

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

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

Student Academic Achievement

Student Academic Achievement Summary

Student Achievement Summary

Student Group Scores (Summary Report Fall 2017):

Black/African American: Algebra (11% passed); Biology (14% passed); English I (31% passed); English II (18% passed); U.S. History (33% passed).

Hispanic: Algebra (25% passed); Biology (26% passed); English I (19% passed); English II (22% passed); U.S. History (52% passed).

Eco Dis: Algebra (21% passed); Biology (25% passed); English I (21% passed); English II (22% passed); U.S. History (53% passed).

ELL: Algebra (19% passed); Biology (25% passed); English I (20% passed); English II (21% passed); U.S. History (53% passed).

A significant difference in passing rates exists between the Black/African American group and the Hispanic group outperforming in terms of the Algebra I (11% v 14%), Biology (14% v 26%) and US History (33% v 52%) passing rates. The Black/African American subgroup outperformed Hispanic subgroup in English I (31% v 19%), and English II did not show a significance difference in passing rates. The Black/African American group is a smaller group in terms of membership.

English I (May 2015) – 0% retesters passed

English I (Dec 2015) – 36% retesters passed

English I (Dec 2016) – 6% retesters passed

English I (Dec 2017) – 20% retesters passed

English II (May 2015) – 5% retesters passed

English II (Dec 2015) – 21% retesters passed

English II (Dec 2016) – 21% retesters passed

English II (Dec 2017) – 21% retesters passed

Algebra I (May 2015) – 11% retesters passed

Algebra I (Dec 2015) – 20% retesters passed

Algebra I (Dec 2016) – 16% retesters passed

Algebra I (Dec 2017) – 22% retesters passed

Biology (May 2015) – 40% retesters passed

Biology (Dec 2015) – 1% retesters passed

Biology (Dec 2016) – 61% retesters passed

Biology (Dec 2017) – 24% retesters passed

US History (May 2015) – 25% retesters passed

US History (Dec 2015) – 39% retesters passed

US History (Dec 2016) – 69% retesters passed

US History (Dec 2017) – 65% retesters passed

EOC students and scores show the biggest growth in the US History passing percentages of retesters.

Comparing Dec 2015 to Dec 2016, Algebra and Biology show increases in passing percentages of retesters and English II remained constant for three Fall administrations. English I showed an increase from May 2015 (0%) to Dec 2015 (36%) passing rate for retesters. English I showed an increase from Dec 2016 (6%) to Dec 2017 (20%)

Tutoring – before, during, and after school; during Twilight hours and Saturday school. Tutoring continues throughout the extended year (Summer school).

Corrective instruction/one-to-one tutoring sessions

Dedicated time for tutoring as follows:

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

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

Informed leadership – teachers have access to resources

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

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

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

Students are supported academically through one-to-one interactions with teachers, special education support staff, counselors, parenting team, parent-family

liaison, social worker, and senior college advisor. Academic support and tutoring are available through scheduled remediation as well as individual conferencing with student.E

Student Academic Achievement Strengths

Increased passing rates for English I were achieved as 6% retesters passed in Dec 2016 and 20% retesters passed in Dec 2017. Algebra I retester percentage also increased from 16% (Dec 2016) to 22% (Dec 2017).

Total number of credits earned increased from a total of 483 in 2016-2017 school year to 499 at the end of the third nine weeks in the 2017-2018 school year.

US History EOC continues to be an area of strength with 65% percent retesters passing Dec 2017.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Algebra I passing rates fall below 30% **Root Cause:** Historical low performance of students, absences, transitory patterns of student population

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

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

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

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

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

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

Problem Statement 8: Cooper Academy students (Phoenix Middle College) do not complete 100% of the college courses for which they enroll. Less than

50% of students attending the Phoenix Middle College program receive a level 1 or level 2 industry certification. **Root Cause:** The Phoenix Middle College students struggle with the transition between their high school program and college program.

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

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

School Processes & Programs

School Processes & Programs Summary

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

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

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

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

The District 2015-2020 5 year goals are:

- (1) Increase the percent of campuses rated high performing (B or higher) under State accountability standards. 5-Year Goal: A-B
- (3) Increase the passing rate of prior year failures. 5 Year Goal: 60%
- (4) Increase the percent of HS students who complete an AP/IB/Dual Credit or CTE coherent sequence of courses. 5-Year Goal: 90%
- (5) Increase on-time 4-year graduation rates and decrease dropout rates. 5-Year Goal: 90%, less than 10%.
- (6) Increase performance at the highest level on State assessments (Advanced Level III)
5-Year Goal 30%
- (7) Increase AP/IB participation and performance. 5-Year Goal: 30%, 59%

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

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

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

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

At Cooper Academy the following goals were approved for the 2017-2018 school year.

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

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

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

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

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

Instruction and learning are supported by providing staff with updated technology (i.e. computers, printers, software and Edgenuity on-line instruction and instructional support). The updated hardware and software enhances classroom instruction, enhances training and communication between campus staff, community members, students and parents. New technology will help support all content areas to improve critical areas and at-risk populations determined by the state.

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

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

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

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

School Processes & Programs Strengths

District curriculum is rigorous and relevant.

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

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

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

Teachers collaborate regularly to create individual prescriptive interventions.

Problem Statements Identifying School Processes & Programs Needs

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

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

at Navarro are economically disadvantaged and many are homeless.

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

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

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

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

Perceptions

Perceptions Summary

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

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

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

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

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

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

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

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

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

Perceptions Strengths

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

Teachers email, call and make home visits.

Improved development and use of campus web page.

Parent room and clothes closet.

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

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

Problem Statements Identifying Perceptions Needs

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

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

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

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

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

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

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

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

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

Goals

Revised/Approved: August 20, 2018

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

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

1. All Students

o Approaches Grade Level from 20 to 45.

o Meets Grade Level from 6 to 7.

o Masters Grade Level from 0 to 1.

2. Prior Year Failures from 20 to 45.

3. Growth from 40 to 45.

4. Actual Growth for Economically Disadvantaged (Comparison Group)

o Approaches from 20 to 45.

o Meets from 6 to 7.

o Masters from 0 to 1.

o Regression Score from 60 to 70.

5. African American students from 25 to 45.

o Approaches from 25 to 45.

o Meets from 0 to 7.

o Masters from 0 to 1.

6. Hispanic students from 19 to 45.

o Approaches from 19 to 45.

o Meets from 0 to 7.

o Masters from 0 to 1.

7. White students from 100 to 100.

o Approaches from 100 to 100.

o Meets from 0 to 7.

o Masters from 0 to 1.

8. ELL (current) students from 18 to 45.

o Approaches from 18 to 45.

- o Meets from __0__ to __7__.
- o Masters from __0__ to __1__.
- 9. ELL (former) students from __-__ to __-__.
- o Approaches from __-__ to __-__.
- o Meets from __-__ to __-__.
- o Masters from __-__ to __-__.
- 10. Special education (current and former) from __25__ to __45__.
- 11. Continuously Enrolled 3 or More Years from ____ to ____.
- 12. Mobile Students from ____ to ____.
- 13. Non-Mobile Students from ____ to ____.
- 14. TELPAS
 - o Progressing one proficiency level from ____ to ____.
 - o Reading Beginning Level to Advanced and Advanced-High from ____ to ____.
 - o 5+ yrs in U.S. schools attaining Advanced-High level from ____ to ____.







Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Comprehensive Support Strategy</p> <p>Targeted Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Utilize scoring rubrics to help all students reach levels of "Approaches," "Meets" or "Masters" on state reading comprehension and writing assessments. Title 1 funds will be used. Offer tutoring before and after school for student interventions. continue and expand the Twilight program. Utilize scoring rubrics for short answer responses to help all students meet standards for "partially sufficient," "sufficient," or "exemplary." Provide intensive tutoring to review weaknesses in state objectives for non-master re-testers. Create student notebooks, flashcards, and testing strategy clues to improve student vocabulary.</p>	2.4, 2.6	Robert Loveland, Principal Timothy Sumner, Assistant Principal, Claudio Garcia, Assistant Principal, Geri Barnes, ELA Teacher James Juarez, Social Studies Teacher Eduardo Flores, Math Teacher Anne Shipman, Science Teacher	Course mini-assessments, district benchmark and simulation exams, TAKS and EOC state assessment results.				
Funding Sources: 164 - State Compensatory Education (SCE) - 3500.00							

<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Support the on-line curriculum by using projector, computers, printers, digital cameras, memory cards, study carrels, on-line subscriptions, supplementary texts consumable teaching materials, including organizational materials, posters, Scholastic Action magazines and note taking apparatus to facilitate note taking. practice needs-based instructional strategies, one on one teaching strategies, small group and online interactive study methods. Provide instructional intervention activities to include tutoring during and after school and Saturday school interventions and tutoring. Copy paper will be purchased to achieve set goals. TAKS/STAAR-EOC tutoring, before school, after school, and on designated Saturdays to include refreshments for students to increase the awareness of the importance of healthy eating and incentive to participate. Provide for substitute part-time clerical as needed throughout the year.</p>	<p>2.4, 2.5</p>	<p>Robert Loveland, Principal Timothy Sumner, Assistant Principal, Claudio Garcia, Assistant Principal, Geri Barnes, ELA Teacher James Juarez, Social Studies Teacher Eduardo Flores, Math Teacher Anne Shipman, Science Teacher</p>	<p>Self-paced on-line instruction, researched-based strategies, Edgenuity (E2020) Learning environment, study guides, exams, progress monitoring tools, credits earned.</p>				
<p>Problem Statements: Student Academic Achievement 2, 3 Funding Sources: 211 - ESEA Title I, Part A - Regular - 13500.00, 164 - State Compensatory Education (SCE) - 15500.00, 245 - ESEA Title I, 1003(a) - Priority and Focus - 10000.00</p>							
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>3) Participate in English Language Arts (ELA) professional learning opportunities at the campus, district, state, and national level to improve student performance. Implement Edgenuity (E2020) and Pearson reading and writing activities for the purpose of raising academic achievement as measured by mastery tests and TAKS/STAAR-EOC results. Attend district and English Language Arts (ELA) department training to develop strategies to increase student performance in reading and writing. Utilize quality vocabulary instruction and Scholastic Action magazines to promote students to use word they use/see daily. ELA and Reading teachers attend professional development conferences Advancing in Education and Model Schools conference.</p>	<p>2.4, 2.6</p>	<p>Robert Loveland, Principal Timothy Sumner, Assistant Principal, Claudio Garcia, Assistant Principal, Geri Barnes, ELA Teacher James Juarez, Social Studies Teacher</p>	<p>Professional development agendas, sign-ins, student credit attainment rates and passing rates for state assessments.</p>				
<p>Problem Statements: Student Academic Achievement 2, 3 Funding Sources: 164 - State Compensatory Education (SCE) - 4000.00</p>							

<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>4) Library books and textbooks will be purchased with funds in order for students to utilize library resources to improve reading and writing comprehension. Increase student access to library books and resources for tutoring and research in addition to on-line activities. Utilize library books to enhance reading lessons, including use of texts as models of writing.</p>	<p>2.4, 2.5</p>	<p>Robert Loveland, Principal Timothy Sumner, Assistant Principal, Claudio Garcia, Assistant Principal, Geri Barnes, ELA Teacher James Juarez, Social Studies Teacher Eduardo Flores, Math Teacher Anne Shipman, Science Teacher</p>	<p>Circulation reports, English I and English II EOC passing rates.</p>				
<p>Problem Statements: Student Academic Achievement 2, 3</p>							
<p>Funding Sources: 164 - State Compensatory Education (SCE) - 2000.00</p>							
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>5) Implement multi-sensory writing strategies. Review scored writing samples from past test administrations to determine which research-based intervention strategies will increase student performance. Students will recognize different types of compositions, including narrative, expository, and persuasive.</p>	<p>2.4, 2.6</p>	<p>Robert Loveland, Principal Timothy Sumner, Assistant Principal, Claudio Garcia, Assistant Principal, Geri Barnes, ELA Teacher James Juarez, Social Studies Teacher Eduardo Flores, Math Teacher Anne Shipman, Science Teacher</p>	<p>Course tests, remediation assessments, on-line mastery exams, and state TAKS and EOC assessments.</p>				
<p>Problem Statements: Student Academic Achievement 2, 3</p>							
<p>Funding Sources: 211 - ESEA Title I, Part A - Regular - 5000.00, 164 - State Compensatory Education (SCE) - 1500.00</p>							

<p>Comprehensive Support Strategy</p> <p>Targeted Support Strategy</p> <p>Critical Success Factors</p> <p>CSF 1 CSF 2 CSF 4 CSF 7</p> <p>6) Students will be engaged in higher order skills through the implementation of hands-on activities, modified laboratory activities and integration of technology. Utilize library resources for research and individual reading needs.</p>	2.4, 2.6	Robert Loveland, Principal Timothy Sumner, Asst. Principal Claudio Garcia, Asst. Principal Geri Barnes, ELA Teacher, Eduardo Flores, Math Anne Shipman, Science Teacher James Juarez, Social Studies Teacher	Student individual goal sheets, student portfolios, course tests, remediation assessments and state TAKS and EOC assessments.				
	Problem Statements: Student Academic Achievement 2, 3, 5 Funding Sources: 164 - State Compensatory Education (SCE) - 1500.00						
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 2: English I passing rates fall below 30% Root Cause 2: Historical low performance of students, absences, transitory patterns of student population
Problem Statement 3: English II EOC passing rates fall below 30% Root Cause 3: Historical low performance of students, absences, transitory patterns of student population
Problem Statement 5: Biology EOC pass rates fall below 80% Root Cause 5: Historical low performance of students, absences, transitory patterns of student population

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

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

1. All Students

o Approaches Grade Level from 27 to 35 .

o Meets Grade Level from 0 to 5 .

o Masters Grade Level from 0 to 1 .

2. Prior Year Failures from 27 to 35 .

3. Growth from 0 to 8 .

4. Actual Growth for Economically Disadvantaged (Comparison Group)

o Approaches from 27 to 35 .

o Meets from 0 to 5 .

o Masters from 0 to 1 .

o Regression Score from 60 to 70 .

5. African American students from 40 to 45 .

o Approaches from 40 to 45 .

o Meets from 0 to 5 .

o Masters from 0 to 1 .

6. Hispanic students from 26 to 35 .

o Approaches from 26 to 35 .

o Meets from 0 to 5 .

o Masters from 0 to 1 .

7. White students from - to - .

o Approaches from - to - .

o Meets from - to - .

o Masters from - to - .

8. ELL (current) students from 33 to 35 .

o Approaches from 33 to 35 .

o Meets from 0 to 5 .

o Masters from 0 to 1 .

9. ELL (former) students from - to - .

o Approaches from - to - .

o Meets from - to - .

o Masters from - to - .

10. Special education (current and former) from 50 to 60 .

11. Continuously Enrolled 3 or More Years from _____ to _____.







12. Mobile Students from _____ to _____.

13. Non-Mobile Students from _____ to _____.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>1) Participate in Math professional learning opportunities at the campus, district, state, and national level to improve student performance. Implement Edgenuity (E2020) and Pearson Math activities for the purpose of raising academic achievement as measured by mastery tests and TAKS/STAAR EOC results. Attend district and Math department training sessions to develop strategies to increase student performance in math. Math teachers attend professional development conferences Advancing in Education and Model Schools conference.</p>	2.4, 2.6	Robert Loveland - Principal Eduardo Flores - Math Teacher	Professional development agendas, sign-ins, student credit attainment rates and passing rates for state assessments.				
<p>Problem Statements: Student Academic Achievement 1, 5, 6 Funding Sources: 164 - State Compensatory Education (SCE) - 7000.00</p>							

<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> <p>2) Students will be engaged in higher order skills through the implementation of hands-on activities, modified laboratory activities, and integration of technology. Increase technology integration by daily use with graphing calculator. Purchase necessary supplies and materials to include TAKS/STAAR-EOC study guides and graphing calculators to support learning through the use of manipulatives and models to provide an enriched learning experience for student success. Student receives district printed TAKS/STAAR-EOC study guides to review and practice problem solving skills.</p>	2.4, 2.6	Robert Loveland, Principal Timothy Sumner, Assistant Principal, Claudio Garcia, Assistant Principal, Eduardo Flores, Math Teacher	Course tests, remediation assessments, on-line mastery exams, and state TAKS and EOC assessments.				
<p>Problem Statements: Student Academic Achievement 1, 5, 6 Funding Sources: 164 - State Compensatory Education (SCE) - 7000.00</p>							
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 1: Algebra I passing rates fall below 30% Root Cause 1: Historical low performance of students, absences, transitory patterns of student population
Problem Statement 5: Biology EOC pass rates fall below 80% Root Cause 5: Historical low performance of students, absences, transitory patterns of student population
Problem Statement 6: Graduation rate for Cooper Academy at Navarro is below 50%. Root Cause 6: High percentage of at-risk students that are highly mobile, which results in high absenteeism and poor performance on state mandated assessments.

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

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

1. All Students

o Approaches Grade Level from 58 to 65.

o Meets Grade Level from 3 to 5.

o Masters Grade Level from 0 to 1.

2. Prior Year Failures from 58 to 65.

3. African American students from 67 to 70.

o Approaches from 67 to 70.

o Meets from 0 to 5.

o Masters from 0 to 1.

4. Hispanic students from 57 to 65.

o Approaches from 57 to 65.

o Meets from 0 to 5.

o Masters from 0 to 1.

5. White students from - to -.

o Approaches from - to -.

o Meets from - to -.

o Masters from - to -.

6. ELL (current) students from 14 to 20.

o Approaches from 14 to 20.

o Meets from 0 to 5.

o Masters from 0 to 1.

7. ELL (former) students from - to -.

o Approaches from - to -.

o Meets from - to -.

o Masters from - to -.

8. Special education (current and former) from 0 to 45.


9. Continuously Enrolled 3 or More Years from _____ to _____.

10. Mobile Students from _____ to _____.

11. Non-Mobile Students from _____ to _____.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 1) Participate in Science professional development at the district, state and national level to improve pedagogy. Principal, teachers and counselors will attend professional development conferences to include the Texas Association for Alternative Education (TAAE) conference.	2.4, 2.6	Robert Loveland, Principal Timothy Sumner, Asst. Principal Claudio Garcia, Asst. Principal Geri Barnes, ELA Teacher Eduardo Flores, Math Teacher, Anne Shipman, Science Teacher James Juarez, Social Studies Teacher	Course tests, remediation assessments, on-line mastery exams, and state EOC assessments.				
				Problem Statements: Student Academic Achievement 5 Funding Sources: 164 - State Compensatory Education (SCE) - 3000.00			
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 2) Provide resources and materials for the science classroom. Purchase science materials for classroom labs and remediation activities.	2.4, 2.6	Science Department Chairperson Science Department Teachers	Course tests, remediation assessments, on-line mastery exams, and state EOC assessments.				
				Problem Statements: Student Academic Achievement 5 Funding Sources: 164 - State Compensatory Education (SCE) - 3000.00, 211 - ESEA Title I, Part A - Regular - 1500.00, 245 - ESEA Title I, 1003(a) - Priority and Focus - 1000.00			
							

Performance Objective 3 Problem Statements:

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

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

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

1. All Students

o Approaches Grade Level from 68 to 80 .

o Meets Grade Level from 14 to 25 .

o Masters Grade Level from 0 to 1 .

2. Prior Year Failures from 68 to 80 .

3. African American students from 100 to 100 .

o Approaches from 100 to 100 .

o Meets from 0 to 25 .

o Masters from 0 to 1 .

4. Hispanic students from 67 to 80 .

o Approaches from 67 to 80 .

o Meets from 14 to 25 .

o Masters from 0 to 1 .

5. White students from 100 to 100 .

o Approaches from 100 to 100 .

o Meets from 14 to 25 .

o Masters from 0 to 1 .

6. ELL (current) students from 56 to 65 .

o Approaches from 56 to 65 .

o Meets from 0 to 25 .

o Masters from 0 to 1 .

7. ELL (former) students from - to - .

o Approaches from - to - .

o Meets from - to - .

o Masters from - to - .

8. Special education (current and former) from 50 to 75 .

9. Continuously Enrolled 3 or More Years from to .

10. Mobile Students from to .

11. Non-Mobile Students from to .

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>1) Utilize district Social Studies website for technology resources, wikis, blogs, online resources, web quests and additional technology based instruction. Daily model and practice the following to increase social studies comprehension: interpret maps, political cartoons, reading graphs.</p>	2.4, 2.6	Robert Loveland, Principal Geri Barnes, ELA Teacher Eduardo Flores, Math Teacher, Anne Shipman, Science Teacher James Juarez, Social Studies Teacher	On-Line assessments, remediation sessions, TAKS/STAAR EOC results.				
Problem Statements: Student Academic Achievement 4 Funding Sources: 164 - State Compensatory Education (SCE) - 1000.00							

Performance Objective 4 Problem Statements:

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

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

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

Evaluation Data Source(s) 5:

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>1) Improve academic instruction in all areas by: * Optional Flexible School Day * STAAR/EOC tutoring * Credit attainment opportunities * Individualized test tracking folders * Printed study guides * Saturday school</p>	2.4, 2.6	Robert Loveland, Principal Timothy Sumner, Assistant Principal, Claudio Garcia, Assistant Principal, Geri Barnes, ELA Teacher James Juarez, Social Studies Teacher Eduardo Flores, Math Teacher Anne Shipman, Science Teacher	Student individual goal sheets, student portfolios, course tests, remediation assessments and state TAKS and EOC assessments.				
Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5, 6 Funding Sources: 164 - State Compensatory Education (SCE) - 24500.00, 211 - ESEA Title I, Part A - Regular - 1500.00							

<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>2) Create a TAKS/EOC action plan to determine specific interventions by content, grade level and objective. Tutor non-mastery students during and after school. Utilize individualized Test tracking folders to monitor progress and determine areas of intervention by objective.</p>	<p>2.4, 2.6</p>	<p>Robert Loveland, Principal Timothy Sumner, Assistant Principal, Claudio Garcia, Assistant Principal, Geri Barnes, ELA Teacher James Juarez, Social Studies Teacher Eduardo Flores, Math Teacher Anne Shipman, Science Teacher</p>	<p>Student individual goal sheets, student portfolios, course tests, remediation assessments and state TAKS and EOC assessments.</p>				
<p>Problem Statements: Student Academic Achievement 4, 5</p>							
<p>Funding Sources: 211 - ESEA Title I, Part A - Regular - 6100.00</p>							
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>3) Provide individual TAKS/STAAR-EOC Math district printed study guides for TAKS/STAAR-EOC Math re-testers.</p>	<p>2.4, 2.6</p>	<p>Robert Loveland, Principal Timothy Sumner, Assistant Principal, Claudio Garcia, Assistant Principal, Eduardo Flores, Math Teacher Anne Shipman, Science Teacher</p>	<p>Course tests, remediation assessments, on-line mastery exams, and state TAKS and EOC assessments.</p>				
<p>Problem Statements: Student Academic Achievement 1</p>							
<p>Funding Sources: 164 - State Compensatory Education (SCE) - 1000.00</p>							

<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>4) Build student reading capacity using rich textual reading materials. Title 1 Funds for books will be used. Utilize the on-line curriculum Edgenuity (E2020) to introduce literacy awareness and critical thinking skills. Utilize quality vocabulary instruction to promote students to use the words they learn daily and remember them over time.</p>	2.4, 2.6	Robert Loveland, Principal Timothy Sumner, Assistant Principal, Claudio Garcia, Assistant Principal, Eduardo Flores, Math Teacher Anne Shipman, Science Teacher, James Juarez, Social Studies Teacher, Geri Barnes, English Teacher	Course tests, remediation assessments, on-line mastery exams, and state TAKS and EOC assessments.				
Problem Statements: Student Academic Achievement 2, 3, 6							
Funding Sources: 164 - State Compensatory Education (SCE) - 2000.00							
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5</p> <p>5) Work with students to set short-term intermediate goals to monitor progress toward larger goals through manageable steps. Provide direct instruction as needed in order to improve reading skills and strategies. Reading/ELA tutors will provide core content assistance to students during Saturday tutoring session, regular, after and extended school hours. Saturday school and after school tutoring.</p>	2.4, 2.6	Robert Loveland, Principal Timothy Sumner, Assistant Principal, Claudio Garcia, Assistant Principal, Eduardo Flores, Math Teacher Anne Shipman, Science Teacher, James Juarez, Social Studies Teacher, Geri Barnes, English Teacher	Student individual goal sheets, student portfolios, course tests, remediation assessments and state TAKS and EOC assessments.				
Problem Statements: Student Academic Achievement 2, 3, 6							
Funding Sources: 211 - ESEA Title I, Part A - Regular - 1500.00, 164 - State Compensatory Education (SCE) - 1500.00							
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>6) Tutor non-mastery students for summer school (extended year program). Hire part-time core content area tutors during the summer to increase TAKS, STAAR/EOC scores and graduation rates. Thus, reducing the drop-out rate for the campus and district.</p>	2.4, 2.5	Robert Loveland - Principal	Course tests, remediation assessments, on-line mastery exams, and state TAKS and EOC assessments.				
Problem Statements: Demographics 1, 2 - Student Academic Achievement 1, 2, 3, 4, 5							
Funding Sources: 164 - State Compensatory Education (SCE) - 31500.00							

<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>7) Work with students to set short-term intermediate goals to monitor progress toward larger goals through manageable steps. Provide direct instruction as needed in order to improve math skills and strategies.</p>	2.4, 2.5	Robert Loveland, Principal Timothy Sumner, Assistant Principal, Claudio Garcia, Assistant Principal, Eduardo Flores, Math Teacher Anne Shipman, Science Teacher, James Juarez, Social Studies Teacher, Geri Barnes, English Teacher	Student individual goal sheets, student portfolios, course tests, remediation assessments and state TAKS and EOC assessments.				
Problem Statements: Student Academic Achievement 4, 5 Funding Sources: 164 - State Compensatory Education (SCE) - 1500.00							
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>8) Through increased rigor, relevance, relationships, and reflection, the number of students meeting expectations on TAKS/STAAR-EOC and graduation requirements will increase. Provide instructional intervention activities to include tutoring during and after school and Saturday school interventions and tutoring. To provide teaching and learning materials for daily instruction. Materials will include but not be limited to paper, pencils, construction paper, markers, highlighters, ink and toner.</p>	2.4, 2.5	Robert Loveland, Principal Timothy Sumner, Assistant Principal, Claudio Garcia, Assistant Principal, Eduardo Flores, Math Teacher Anne Shipman, Science Teacher, James Juarez, Social Studies Teacher, Geri Barnes, English Teacher	Student individual goal sheets, student portfolios, course tests, remediation assessments and state TAKS and EOC assessments.				
Problem Statements: Student Academic Achievement 6, 8 Funding Sources: 211 - ESEA Title I, Part A - Regular - 6000.00, 164 - State Compensatory Education (SCE) - 6000.00							
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>9) Physical Education lessons will increase student comprehension concerning physical outdoor activities, personal fitness, cross-curricular integration, and real-world applications. Students will use online lessons through the Edgenuity (E2020) program to gain awareness and comprehension of physical fitness.</p>	2.5	Robert Loveland, Principal Nora Miranda- Potthast, Counselor John Paul Boone, Physical Ed. Teacher	Student individual goal sheets, student portfolios, course tests, remediation assessments and state TAKS and EOC assessments.				
Problem Statements: School Processes & Programs 4 Funding Sources: 164 - State Compensatory Education (SCE) - 1000.00							







<p align="center">Comprehensive Support Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 4 CSF 7</p> <p>10) Provide the online accessibility, and visual tools and all forms of technology to prepare students with 21st century skills. Upgrade technology in all classrooms by purchasing up-to-date equipment to prepare students with 21st century skills. This purchase will assist in the delivery of differentiated instruction and connect with a broader grouping of students. In addition, teachers will have greater mobility in the classroom, therefore increasing their ability to assist students with Edgenuity (E2020) Learning.</p>	2.4, 2.5	Robert Loveland, Principal Timothy Sumner, Asst. Principal Claudio Garcia, Asst. Principal Geri Barnes, ELA Teacher Eduardo Flores, Math Teacher, Anne Shipman, Science Teacher James Juarez, Social Studies Teacher	Increased TAKS/STAAR-EOC scores and graduation rates. Increased rates of credit attainment reflected on monthly credit attainment logs.				
<p>Laptops/Netbooks/Desktops/Monitors</p> <ul style="list-style-type: none"> - iPads - Netbook cart - Digital recording devices - Interactive boards - Wireless cards - Printers - Audio headsets for computer use - Accessories for interactive boards (nibs, pens, wands, bulbs, etc...) <p>In order to utilize the education Edgenuity (E2020) program that has been implemented in our district for the benefit of our students, more technology equipment is needed. This program will allow our students to recover their credits and prepare for their state assessments.</p>	<p>Problem Statements: School Processes & Programs 3, 4</p> <p>Funding Sources: 164 - State Compensatory Education (SCE) - 15000.00, 211 - ESEA Title I, Part A - Regular - 2000.00</p>						

<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6</p> <p>11) Full time faculty and part-time staff support academic programs, including TAKS/STAAR-EOC tutoring sessions, satellite campuses, academic/credit attainment through the fall and spring semesters, as well as an extended year session (June-July). Campus counselor will organize Saturday school opportunities for students. Counselors will also coordinate, with campus Parent Liaison, parent information and program awareness sessions with parents.</p>	<p>2.4, 2.6, 3.2</p>	<p>Robert Loveland, Principal Timothy Sumner, Asst. Principal Claudio Garcia, Asst. Principal Nora Miranda-Potthast, Counselor Geri Barnes, ELA Teacher Eduardo Flores, Math Teacher Anne Shipman, Science Teacher James Juarez, Social Studies Teacher</p>	<p>Increased TAKS/STAAR-EOC scores and graduation rates. Increased rates of credit attainment reflected on monthly credit attainment logs.</p>				
<p>Problem Statements: Demographics 1, 2 - Student Academic Achievement 8 - School Processes & Programs 2 - Perceptions 1, 5, 6 Funding Sources: 164 - State Compensatory Education (SCE) - 11500.00</p>							
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7</p> <p>12) Students receive one-to-one instruction in order to facilitate learning of objectives while completing course credits required for graduation. Our part time clerk assists teachers, office staff and counselor with facilitating student activities and programs. Provide substitute teachers for our teachers when they are absent. Provide a seamless transition between full time staff and substitutes preventing a gap between instruction and student learning.</p>	<p>2.4, 2.6</p>	<p>Robert Loveland, Principal Timothy Sumner, Asst. Principal Claudio Garcia, Asst. Principal Principal</p>					
<p>Problem Statements: Demographics 2, 5 - Student Academic Achievement 6, 8 - Perceptions 1, 5 Funding Sources: 164 - State Compensatory Education (SCE) - 8500.00, 245 - ESEA Title I, 1003(a) - Priority and Focus - 12500.00, 211 - ESEA Title I, Part A - Regular - 20000.00</p>							

<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>13) Students will sign in and out with tutors and receive remediation of TEKS.</p>	<p>2.4, 2.5</p>	<p>Robert Loveland, Principal Timothy Sumner, Asst. Principal Claudio Garcia, Asst. Principal Nora Miranda-Potthast, Counselor Geri Barnes, ELA Teacher Eduardo Flores, Math Teacher, Anne Shipman, Science Teacher, James Juarez, Social Studies Teacher</p>	<p>Optional Flexible School Day student daily attendance forms.</p>				
<p>Problem Statements: Demographics 1, 2 - Student Academic Achievement 8, 9 Funding Sources: 164 - State Compensatory Education (SCE) - 20000.00</p>							
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>14) Tutor non-mastery students for summer school (extended year program). Hire part-time core content area tutors during the summer to increase TAKS, STAAR/EOC scores and graduation rates. Thus, reducing the drop-out rate for the campus and district.</p>	<p>2.4, 2.5</p>	<p>Robert Loveland - Principal</p>	<p>Student individual goal sheets, student portfolios, course tests, remediation assessments and state TAKS and EOC assessments.</p>				
<p>Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5 Funding Sources: 164 - State Compensatory Education (SCE) - 31500.00</p>							

<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>15) Through increased rigor, relevance, relationships, and reflection, the number of students meeting expectations on TAKS/STAAR-EOC and graduation requirements will increase. Provide instructional intervention activities to include tutoring during and after school and Saturday school interventions and tutoring. To provide teaching and learning materials for daily instruction. Materials will include but not be limited to paper, pencils, construction paper, markers, highlighters, ink and toner.</p>	<p>2.4, 2.6</p>	<p>Robert Loveland, Principal Timothy Sumner, Asst. Principal Claudio Garcia, Asst. Principal Nora Miranda-Potthast, Counselor Geri Barnes, ELA Teacher Eduardo Flores, Math Teacher Anne Shipman, Science Teacher James Juarez, Social Studies Teacher</p>	<p>Student individual goal sheets, student portfolios, course tests, remediation assessments and state TAKS and EOC assessments.</p>				
<p>Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5 Funding Sources: 164 - State Compensatory Education (SCE) - 6000.00, 211 - ESEA Title I, Part A - Regular - 6000.00, 245 - ESEA Title I, 1003(a) - Priority and Focus - 2000.00</p>							
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>16) Improve student success by closing achievement gap and increase state assessment performance, TAKS/STAAR EOC performance. Students will sign in and out with tutors and receive remediation of TEKS.</p>	<p>2.4, 2.5</p>	<p>Robert Loveland, Principal Timothy Sumner, Assistant Principal, Claudio Garcia, Assistant Principal, Geri Barnes, ELA Teacher James Juarez, Social Studies Teacher Eduardo Flores, Math Teacher Anne Shipman, Science Teacher</p>	<p>Course tests, remediation assessments, on-line mastery exams, and state TAKS and EOC assessments.</p>				
<p>Problem Statements: Demographics 2, 3 - Student Academic Achievement 6, 8 Funding Sources: 164 - State Compensatory Education (SCE) - 6000.00</p>							

<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>17) Improve student success by closing achievement gap and increase state assessment performance, TAKS/STAAR EOC performance.</p>	<p>2.4, 2.5</p>	<p>Robert Loveland, Principal Timothy Sumner, Assistant Principal, Claudio Garcia, Assistant Principal, Geri Barnes, ELA Teacher James Juarez, Social Studies Teacher Eduardo Flores, Math Teacher Anne Shipman, Science Teacher</p>	<p>Student individual goal sheets, student portfolios, course tests, remediation assessments and state TAKS and EOC assessments.</p>				
<p>Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5</p>							
<p>Funding Sources: 164 - State Compensatory Education (SCE) - 127000.00</p>							
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>18) Core content tutors will provide assistance to students during Saturday tutoring session, school day, after-school and extended school hours, and extended year (summer school) session. Provide nutritional snacks to promote participation in Saturday school activities.</p>	<p>2.4, 2.5, 3.1</p>	<p>Robert Loveland, Principal Timothy Sumner, Asst. Principal Claudio Garcia, Asst. Principal Nora Miranda-Potthast, Counselor Geri Barnes, ELA Teacher Eduardo Flores, Math Teacher, Anne Shipman, Science Teacher, James Juarez, Social Studies Teacher</p>	<p>Student individual goal sheets, student portfolios, course tests, remediation assessments and state TAKS and EOC assessments</p>				
<p>Problem Statements: Demographics 1, 2 - Student Academic Achievement 1, 2, 3, 4, 5 - Perceptions 6</p>							
<p>Funding Sources: 164 - State Compensatory Education (SCE) - 46500.00, 211 - ESEA Title I, Part A - Regular - 800.00</p>							

<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>19) Create and print individualized folders to monitor progress and determine areas of intervention by objective. Use of copy paper as student practice realistic testing strategies, answering questions and receiving feedback regarding readiness for state assessments.</p>	2.4, 2.5	<p>Robert Loveland, Principal Timothy Sumner, Asst. Principal Claudio Garcia, Asst. Principal Nora Miranda-Potthast, Counselor Geri Barnes, ELA Teacher Eduardo Flores, Math Teacher, Anne Shipman, Science Teacher, James Juarez, Social Studies Teacher</p>	<p>Student individual goal sheets, student portfolios, course tests, remediation assessments and state TAKS and EOC assessments</p>				
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>20) Teachers and tutors utilize district EOC review guides; Jarrett books, review materials. Teachers and tutors will review for STAAR with students through one-to-one or small group sessions with students.</p>	2.4, 2.5	<p>Robert Loveland - Principal Timothy Sumner, Asst. Principal Claudio Garcia, Asst. Principal James Juarez - Social Studies Teacher</p>	<p>Course tests, remediation assessments, on-line mastery exams, and state TAKS and EOC assessments.</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 5 Problem Statements:

Demographics
<p>Problem Statement 1: Recruiting highly qualified part time teachers for satellite campuses. Root Cause 1: Finding retired teachers that are willing to commit to a set schedule of tutoring</p>
<p>Problem Statement 2: Mobility rate and attendance rate affects enrollment and progress. Root Cause 2: Students that do attend Cooper Academy at Navarro already come to us with attendance issues and high mobility rates</p>
<p>Problem Statement 3: Students have low attendance and graduation rates. Root Cause 3: Cooper Academy has students attending from within all SAISD attendance zones. Greater than 90% of Cooper Academy students are considered economically disadvantaged. Many over-aged students do not have adequate transportation and are unable to attend school on a regular basis. .</p>

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

Student Academic Achievement

Problem Statement 1: Algebra I passing rates fall below 30% **Root Cause 1:** Historical low performance of students, absences, transitory patterns of student population

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

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

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

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

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

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

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

School Processes & Programs

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

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

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

Perceptions

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

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

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

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

Performance Objective 6: COLLEGE READINESS (District and High Schools Only) Provide a rigorous and relevant instructional program to increase:







1. 4 Year Graduation Rate from _____ to _____.
2. 5 Year Graduation Rate from _____ to _____.
3. College ready in English Language Arts (ELAR) from ____ (class of 201_) to ____ (class of 201_). EOC
4. College ready in Math from ____ (class of 201_) to ____ (class of 201_). EOC
5. Advanced course/dual enrollment from ____ (201_) to ____ (201_).
6. AP/IB test scores at or Above Criterion from ____ (201_) to ____ (201_).
7. SAT/ACT test scores at or Above Criterion from _____ to _____.
8. SAT/ACT completion from ____ (201_) to ____ (201_).
9. Texas Success Initiative (TSI) _____ to _____.
10. Industry certifications from _____ to _____.

Evaluation Data Source(s) 6:

Summative Evaluation 6:

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

<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Increase relevance of content to career, technology, and college preparedness through writing prompts and essays. Students will compare and contrast colleges, researching admissions criteria, course/degree descriptions, and career outlooks. Students will practice college essay writing skills to prepare for application process and to improve voice in personal essays. Phoenix Middle College students will utilize a daily planner to schedule college and high school academic activities.</p>	<p>2.4, 2.5</p>	<p>Robert Loveland, Principal Timothy Sumner, Asst. Principal Claudio Garcia, Asst. Principal Nora Miranda-Potthast, Counselor Geri Barnes, ELA Teacher Eduardo Flores, Math Teacher, Anne Shipman, Science Teacher, James Juarez, Social Studies Teacher</p>	<p>Course tests, remediation assessments, on-line mastery exams, and state TAKS and EOC assessments.</p>				
<p>Problem Statements: Student Academic Achievement 8, 9 - School Processes & Programs 4 - Perceptions 7 Funding Sources: 211 - ESEA Title I, Part A - Regular - 6000.00</p>							
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Provide instructional and intervention strategies in preparation for college readiness and state assessments. Increase vocabulary through meaningful texts, student-created word walls, use of dictionaries and personal lists. Cooper will utilize disaggregate data, support staff, and other support personnel in order to achieve student success.</p>	<p>2.4, 2.6</p>	<p>Robert Loveland, Principal Timothy Sumner, Asst. Principal Claudio Garcia, Asst. Principal Nora Miranda-Potthast, Counselor Geri Barnes, ELA Teacher Eduardo Flores, Math Teacher, Anne Shipman, Science Teacher, James Juarez, Social Studies Teacher</p>	<p>Student individual goal sheets, student portfolios, course tests, remediation assessments and state TAKS and EOC, TSI and SAT/ACT assessments.</p>				
<p>Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5, 6 Funding Sources: 211 - ESEA Title I, Part A - Regular - 10000.00, 164 - State Compensatory Education (SCE) - 12000.00</p>							

<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p>	2.4, 2.5	Robert Loveland - Principal Nora Miranda-Potthast - Counselor	Increased graduation rates, increased college application, enrollment rates and a reduction in the campus drop-out rate.				
<p>3) Counselors will review individual academic student plans, develop graduation plans, schedule student courses, inform parents and students of graduation needs. Supplies will include general office supplies (pens, paper, folders) pamphlets, graduation programs, diplomas and career posters to address topics such as study skills, college preparation steps, and successful academic strategies. Provide graduation plans for teachers who will conduct classroom sessions regarding academic requirements, study and test taking skills. Counselors will review all Academic Achievement Record (AAR) to ensure proper course placements, grade levels, snapshot group's reliability, develop individual graduation plans. Utilize student academic planners to help students plan college and high school daily activities.</p> <p>Problem Statements: Demographics 2 - Student Academic Achievement 8, 9 - School Processes & Programs 4 - Perceptions 6 Funding Sources: 211 - ESEA Title I, Part A - Regular - 4500.00</p>							
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 6 Problem Statements:

Demographics
<p>Problem Statement 2: Mobility rate and attendance rate affects enrollment and progress. Root Cause 2: Students that do attend Cooper Academy at Navarro already come to us with attendance issues and high mobility rates</p>
Student Academic Achievement
<p>Problem Statement 1: Algebra I passing rates fall below 30% Root Cause 1: Historical low performance of students, absences, transitory patterns of student population</p>
<p>Problem Statement 2: English I passing rates fall below 30% Root Cause 2: Historical low performance of students, absences, transitory patterns of student population</p>
<p>Problem Statement 3: English II EOC passing rates fall below 30% Root Cause 3: Historical low performance of students, absences, transitory patterns of student population</p>
<p>Problem Statement 4: US History EOC pass rates fall below 80% Root Cause 4: Historical low performance of students, absences, transitory patterns of student population</p>
<p>Problem Statement 5: Biology EOC pass rates fall below 80% Root Cause 5: Historical low performance of students, absences, transitory patterns of student population</p>
<p>Problem Statement 6: Graduation rate for Cooper Academy at Navarro is below 50%. Root Cause 6: High percentage of at-risk students that are highly mobile, which results in high absenteeism and poor performance on state mandated assessments.</p>
<p>Problem Statement 8: Cooper Academy students (Phoenix Middle College) do not complete 100% of the college courses for which they enroll. Less than 50% of students attending the Phoenix Middle College program receive a level 1 or level 2 industry certification. Root Cause 8: The Phoenix Middle College students struggle with the transition between their high school program and college program.</p>

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

School Processes & Programs

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

Perceptions

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

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

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

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







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

Summative Evaluation 7: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Students will be engaged in higher order skills through the implementation of hands-on activities, modified laboratory activities, and integration of technology.</p>	2.4, 2.6	Robert Loveland, Principal Timothy Sumner, Assistant Principal, Claudio Garcia, Assistant Principal, Geri Barnes, ELA Teacher James Juarez, Social Studies Teacher Eduardo Flores, Math Teacher Anne Shipman, Science Teacher	Course mini-assessments, district benchmark and simulation exams, TAKS and EOC state assessment results.				
Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5, 6, 8 Funding Sources: 164 - State Compensatory Education (SCE) - 2000.00							

<p>Comprehensive Support Strategy</p> <p>Targeted Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5</p> <p>2) Create individualized student notebooks/folders for students to monitor progress and determine areas of intervention by objective/category. To improve organization of student work folders, each department will purchase hanging folders for student work, binders for student testing materials, novel projects and other direct instructional materials.</p>	<p>2.4, 2.6</p>	<p>Robert Loveland, Principal Timothy Sumner, Asst. Principal Claudio Garcia, Asst. Principal Nora Miranda-Potthast, Counselor Geri Barnes, ELA Teacher Eduardo Flores, Math Teacher, Anne Shipman, Science Teacher, James Juarez, Social Studies Teacher</p>	<p>Student individual goal sheets, student portfolios, course tests, remediation assessments and state TAKS and EOC assessments.</p>				
<p>Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5, 6, 8</p> <p>Funding Sources: 211 - ESEA Title I, Part A - Regular - 2000.00, 164 - State Compensatory Education (SCE) - 7000.00</p>							

<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5</p> <p>3) Support all content areas to improve critical areas and at-risk populations determined by state, district and campus data. Provide teachers and staff members new equipment, such as computers, ELMOs, LCDs, scanners and printers. Providing new equipment will enhance classroom instruction, improve training and communication between campus staff, community members, students and parents. Assess and utilize the School Technology and Readiness (STaR) Chart. Ensure completion of the LoTi survey with 100% participation. Offer opportunities of all Microsoft Office applications, IData Portal , Web Outlook. Attend district technology training and conferences. Maintain school webpage and calendars. SAISD Technology Department will provide staff to support campus technology needs and maintain district equipment. Provide teachers and staff members new equipment, such as computers, ELMOs, LCDs, scanners and printers. Providing new equipment will enhance classroom instruction, improve training and communication between campus staff, community members, students and parents.</p>	<p>2.4, 2.6</p>	<p>Robert Loveland - Principal Timothy Sumner, Asst. Principal Claudio Garcia, Asst. Principal, Nora Miranda Potthast - Counselor James Juarez - S.S. Teacher/CTR Anne Shipman - Science Teacher/CTR</p>	<p>Improved integration of technology as indicated by LOTI and campus technology surveys. Training agendas, sign-in sheets, completion and rating for HB5 Technology section.</p>				
<p>Problem Statements: School Processes & Programs 2, 3, 5 Funding Sources: 164 - State Compensatory Education (SCE) - 10000.00, 245 - ESEA Title I, 1003(a) - Priority and Focus - 9000.00, 211 - ESEA Title I, Part A - Regular - 4000.00</p>							

<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>4) Provide the online accessibility, and visual tools and all forms of technology to prepare students with 21st century skills. Upgrade technology in all classrooms by purchasing up-to-date equipment to prepare students with 21st century skills. This purchase will assist in the delivery of differentiated instruction and connect with a broader grouping of students. In addition, teachers will have greater mobility in the classroom, therefore increasing their ability to assist students with Edgenuity (E2020) Learning.</p> <p>Laptops/Netbooks/Desktops/Monitors - iPads - Netbook cart - Digital recording devices - Interactive boards - Wireless cards - Printers - Audio headsets for computer use - Accessories for interactive boards (nibs, pens, wands, bulbs, etc...)</p> <p>In order to utilize the education Edgenuity (E2020) program that has been implemented in our district for the benefit of our students, more technology equipment is needed. This program will allow our students to recover their credits and prepare for their state assessments.</p>	2.4, 2.6	Robert Loveland, Principal Timothy Sumner, Asst. Principal Claudio Garcia, Asst. Principal Nora Miranda-Potthast, Counselor Geri Barnes, ELA Teacher Eduardo Flores, Math Teacher Anne Shipman, Science Teacher James Juarez, Social Studies Teacher	Increased TAKS/STAAR-EOC scores and graduation rates. Increased rates of credit attainment reflected on monthly credit attainment logs.				
<p>Problem Statements: School Processes & Programs 4, 5 Funding Sources: 164 - State Compensatory Education (SCE) - 15000.00, 211 - ESEA Title I, Part A - Regular - 2000.00</p>							
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 7 Problem Statements:

Student Academic Achievement
Problem Statement 1: Algebra I passing rates fall below 30% Root Cause 1: Historical low performance of students, absences, transitory patterns of student population
Problem Statement 2: English I passing rates fall below 30% Root Cause 2: Historical low performance of students, absences, transitory patterns of student population
Problem Statement 3: English II EOC passing rates fall below 30% Root Cause 3: Historical low performance of students, absences, transitory patterns of student population
Problem Statement 4: US History EOC pass rates fall below 80% Root Cause 4: Historical low performance of students, absences, transitory patterns of student population

Problem Statement 5: Biology EOC pass rates fall below 80% Root Cause 5: Historical low performance of students, absences, transitory patterns of student population
Problem Statement 6: Graduation rate for Cooper Academy at Navarro is below 50%. Root Cause 6: High percentage of at-risk students that are highly mobile, which results in high absenteeism and poor performance on state mandated assessments.
Problem Statement 8: Cooper Academy students (Phoenix Middle College) do not complete 100% of the college courses for which they enroll. Less than 50% of students attending the Phoenix Middle College program receive a level 1 or level 2 industry certification. Root Cause 8: The Phoenix Middle College students struggle with the transition between their high school program and college program.
School Processes & Programs
Problem Statement 2: Need to improve our partnerships with community groups and businesses. Root Cause 2: The majority of students at Cooper Academy at Navarro are economically disadvantaged and many are homeless.
Problem Statement 3: Funding for continuous updating of peripheral hardware and software Root Cause 3: Technology breaks and becomes old and/or outdated
Problem Statement 4: Improving College and Career Readiness skills for Cooper Academy at Navarro students Root Cause 4: Students struggling at Cooper Academy at Navarro, due to gaps in educational experiences.
Problem Statement 5: Funding for peripheral hardware and software for the enhancement of student learning, and to ensure the reinforcement of 21st century skills Root Cause 5: Student focused online learning, reinforcement of 21st century skills

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







Performance Objective 1: POSITIVE BEHAVIOR INTERVENTION SUPPORT: The district will continue to implement a system of Positive Behavior Intervention and Support at all campuses in order to promote character education, foster respect, and develop appropriate decision-making for all students.

- 1. Decrease in-school suspensions by ___% from _____ to less than _____.
 - a. Special Education by ___% from _____ to less than _____.
 - b. African American by ___% from _____ to less than _____.
- 2. Decrease the number of out of school suspensions by 40% from 45 to less than 27.
 - a. Special Education by ___% from _____ to less than _____.
 - b. African American by ___% from _____ to less than _____.
- 3. Decrease the number of Discipline Alternative Education Placements by 50% from 7 to less than 4.
 - a. Special Education by ___% from _____ to less than _____.
 - b. African American by ___% from _____ to less than _____.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

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

<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 3 CSF 6</p> <p>1) Campus will practice and implement safety procedures to assure a conducive, safe, and positive learning/work environment. Satellite campuses will be provided a cellular phone to be used for parent and student conferences, improve attendance and academic passing rates and to communicate with administration and SAISD Police Department. Campus faculty and staff will participate in emergency response and containment training (DATE: TBA)</p> <ol style="list-style-type: none"> 1. Create an emergency evacuation plan. 2. Monthly fire drills conducted. 3. Campus faculty consistently implements rules and procedures, as outlined in the Student Code of Conduct. 4. Parents are informed about the School Code of Conduct upon registration Parents sign and acknowledgement of receipt of handbook. 	2.4, 2.6	Robert Loveland, Principal Timothy Sumner, Asst. Principal Claudio Garcia, Asst. Principal.	Monthly fire drills/containment reports filed with District office. Sign-in sheets of training sessions kept on file. Reports discipline incidents and maintain records of physical safety violations. Sign in sheets, classroom observation of procedures posted, evacuation plan filed at district office				
<p>Problem Statements: Demographics 2 - Student Academic Achievement 6 - School Processes & Programs 2, 4, 6</p> <p>Funding Sources: 164 - State Compensatory Education (SCE) - 1000.00</p>							
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5</p> <p>2) Increase collaboration through mentoring, tutoring, parent meetings, student/teacher conferences and campus leadership team to improve student success. Increase attendance and academic performance through the setting of SMART goals. Use the Boystown model to manage behavior, build relationships, and teach social skills, emphasizing proactive practices to enhance learning. Utilize attendance incentives such as coupon books, dining gift cards, and school/or office supply items to promote attendance and reward attendance. Campus administrators will make home visits and satellite site visits to improve campus attendance and graduation rates.</p>	2.4, 2.6, 3.2	Robert Loveland, Principal Timothy Sumner, Asst. Principal Claudio Garcia, Asst. Principal Nora Miranda-Potthast, Counselor Geri Barnes, ELA Teacher Eduardo Flores, Math Teacher Anne Shipman, Science Teacher James Juarez, Social Studies Teacher	Student individual goal sheets, student portfolios, course tests, remediation assessments and state TAKS and EOC assessments.				
<p>Problem Statements: School Processes & Programs 1, 2, 4</p> <p>Funding Sources: 164 - State Compensatory Education (SCE) - 19000.00, 211 - ESEA Title I, Part A - Regular - 15000.00</p>							
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 1 Problem Statements:

Demographics

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

Student Academic Achievement

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

School Processes & Programs

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

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

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


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

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

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

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6 1) Via bus passes will be provided to students requesting transportation assistance. Bus passes will be used to improve student attendance and increase graduation rates. To provide students with VIA bus cards that will enable them to travel to and from campus activities, daily instructional days and Saturday or after school intervention activities.	2.4, 2.5, 2.6	Robert Loveland - Principal Timothy Sumner, Asst. Principal Claudio Garcia, Asst. Principal Nora Miranda-Potthast - Counselor	Increased graduation and reduction of drop-out rates. Increased foundation and recommended diplomas.				
	Problem Statements: Demographics 2, 3, 4 Funding Sources: 164 - State Compensatory Education (SCE) - 11000.00						
Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6 2) Provide supplies and resources for the campus nurse that will support student needs to improve their academic performance and attendance rates. Thus, giving them more opportunities to accelerate their coursework and improve our graduation rate.	2.4, 2.5, 2.6	Yvette O'Neil	Increased attendance rates Increased graduation rates Increased credit attainment rates. Increase student academic performance.				
	Problem Statements: Demographics 2, 3, 4, 5 Funding Sources: 164 - State Compensatory Education (SCE) - 1000.00						
							

Performance Objective 2 Problem Statements:

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

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

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

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

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

Performance Objective 3: DRUG FREE SCHOOLS: The district will decrease the incidents of student discipline regarding drug, alcohol, and tobacco by 10% for the 2017-18 school year from 5 incidents to less than 2.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

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

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

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 5 CSF 6 1) The parent family liaison will hold bi-weekly parent meetings.	2.6, 3.1, 3.2	Linda Sanchez- Parent Family Liaison	Parent meeting agendas and sign-ins. Parent and community volunteer agendas and sign-ins. Pictures of campus and district parent involvement activities.				
Problem Statements: Perceptions 1, 7 Funding Sources: 199 - Local Maintenance - 22400.00, 211 - ESEA Title I, Part A - Regular - 2000.00, 164 - State Compensatory Education (SCE) - 1000.00							

<p align="center">Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5 CSF 6</p>	3.1, 3.2	Nora Miranda- Potthast - Counselor Linda Sanchez - Parent Family Liaison	Increased graduation rates, increased college application, enrollment rates and a reduction in the campus drop-out rate. Increase parent and community involvement by 10%.				
<p>2) Parent & Family Liaison (PFL) will work on building/improving parent involvement. Parents and the Community will become more involved at Cooper Academy via a range of opportunities and events throughout the school year. PFL will organize and facilitate parent and community meetings providing information for Alamo Community College Certification classes, work force development, community partnerships, curriculum and state testing information sessions. The Parent & Family Liaison (PFL) will:</p> <p>Assist campus in the recruitment of parents, families and community member to assist with school activities and program needs.</p> <p>Schedule, coordinate and facilitate parent, community and Alamo Community College District meetings.</p> <p>Collect, prepare, maintain and distribute materials relating to parent involvement policy.</p> <p>Serve as a liaison and assist district, school staff, parents and community in gaining appreciation of the added value of parent education and parent involvement and engagement.</p> <p>Provide custodial services for organizing, maintaining and cleaning building before, during and after parent and community events. These events will take place before, during and after the normal school day. These events will also take place on Saturdays; to include the parent and student extended year program and graduation informational meeting held on the first Saturday of June.</p> <p>Perform home visits.</p> <p>Problem Statements: Perceptions 1, 3, 4, 5, 6, 7</p> <p>Funding Sources: 199 - Local Maintenance - 21500.00, 164 - State Compensatory Education (SCE) - 2000.00, 211 - ESEA Title I, Part A - Regular - 2000.00, 194 - San Antonio Foundation of Excellence in Educ - 1500.00</p>							

<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5 CSF 6</p> <p>3) The PFL will assist in increasing collaboration through mentoring, tutoring, parent meetings, student/teacher conferences and campus leadership team to improve student success. The PFL will assist students and parents with setting Specific, Measurable, Attainable, Realistic, Timely (SMART) goals for attendance and credit retrieval.</p> <p>The PFL will utilize ink cartridges purchased to print and produce media to inform parent, student, and community events. Create and mail critical parent information including brochures, pamphlets, stamps/postage and mail outs regarding state assessment dates and results, school events, resources, and critical federal, state, and district information. Implement and assist the parent orientation/intake for all incoming students.</p>	3.1, 3.2	Nora Miranda-Potthast - Counselor Linda Sanchez - Parent Family Liaison	Increased graduation rates, increased college application, enrollment rates and a reduction in the campus drop-out rate. Increase parent and community involvement by 10%				
<p>Problem Statements: Perceptions 1, 3, 4, 5, 6, 7</p> <p>Funding Sources: 211 - ESEA Title I, Part A - Regular - 3500.00</p>							
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6</p> <p>4) The PFL will promote opportunities for student success and parent involvement through brochures, banners, and campus displays. Utilize paper, ink, toner to increase student motivation and parental involvement throughout school by displaying graduates, motivational affirmations, and educational opportunities.</p>	3.1, 3.2	Nora Miranda-Potthast, Counselor Linda Sanchez - Parent Family Liaison	Increased graduation and reduction of drop-out rates. Increased foundation and recommended diplomas.				
<p>Problem Statements: Perceptions 1, 3, 4, 5, 6, 7</p> <p>Funding Sources: 211 - ESEA Title I, Part A - Regular - 1500.00, 199 - Local Maintenance - 6000.00</p>							
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6</p> <p>5) Engage parents and family members to participate in meetings and trainings that will build capacity and a partnership and provide resources to increase the academic achievement of all students. We will convene each Spring with parents and family members to jointly develop and review the Parent and Family Engagement Policy and School-Parent Compact.</p>	3.1, 3.2	Nora Miranda-Potthast, Counselor Linda Sanchez - Parent Family Liaison	Increased graduation and reduction of drop-out rates. Increased foundation and recommended diplomas.				
<p>Problem Statements: Perceptions 5</p> <p>Funding Sources: 211 - ESEA Title I, Part A - Regular - 2000.00</p>							

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Cooper Academy has low parent participation in school events and parent family liaison meetings. Root Cause 1: Inefficient and ineffective school to parent and community communication.
Problem Statement 3: Cooper Academy has two community partnerships. Root Cause 3: Parent Family Liaison has not been trained in the capacity of engaging and building effective partnerships with business and community members.
Problem Statement 4: Low participation of parents of students at Cooper Academy Root Cause 4: Parent activities have not been valued by the attendees; thus, resulting in fewer returning parents to the parental activities.
Problem Statement 5: The current parent/family participation rate is less than 15% in activities that support learning/academic performance. Root Cause 5: Parent and family members do not feel confident to assist their child(ren) because parents/family members lack the resources.
Problem Statement 6: Cooper Academy does not have enough community partnerships and incentives for the student to encourage student engagement. Root Cause 6: The majority of students at Cooper Academy at Navarro are economically disadvantaged and many are homeless.
Problem Statement 7: Need to improve our partnerships with community groups and businesses. Root Cause 7: Cooper Academy is an Alternative high school that does not have the same recognition as other high schools in SAISD. We need to work harder to get our name out into the community to spur partnerships.







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

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

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

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>1) The campus parent family liaison will display campus activities, organizations, parent activities on bulletin boards, campus website, newsletters, and campus leadership meetings.</p>	3.1, 3.2	Linda Sanchez-Parent Family Liaison	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>Problem Statements: School Processes & Programs 4 - Perceptions 1, 2, 3, 4 Funding Sources: 211 - ESEA Title I, Part A - Regular - 2800.00, 164 - State Compensatory Education (SCE) - 0.00</p>							

<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5 CSF 6</p> <p>2) Utilize Title 1 funds to increase parental involvement through various forms of communication and activities. Provide a Parent & Family Liaison (PFL) to increase parental involvement. Offer parents the opportunity to attend the Parent Summits to learn of effective strategies of community and educational involvement. Provide local travel mileage for Parent & Family Liaison for parent and student home visits to disseminate critical school information. Provide water, refreshments and healthy snacks at parent meetings and activities. Provide supplies, flyer and brochures for parents to actively participate in meetings and activities and to be informed of critical school information</p>	2.6, 3.1, 3.2	Nora Miranda-Potthast, Counselor Linda Sanchez, Parent Family Liaison	Increased graduation rates, increased college application, enrollment rates and a reduction in the campus drop-out rate. Increase parent and community involvement by 10%.				
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 5 CSF 6</p> <p>3) Increase collaboration through mentoring, tutoring, parent meetings, student/teacher conferences and campus leadership team to improve student success.</p>	2.4, 2.6, 3.2	Robert Loveland, Principal Timothy Sumner, Asst. Principal Claudio Garcia, Asst. Principal Nora Miranda-Potthast, Counselor Geri Barnes, ELA Teacher Eduardo Flores, Math Teacher Anne Shipman, Science Teacher James Juarez, Social Studies Teacher	Student surveys, college enrollment reports.				
<p>Problem Statements: Perceptions 1, 2, 3, 4</p> <p>Funding Sources: 211 - ESEA Title I, Part A - Regular - 5500.00, 164 - State Compensatory Education (SCE) - 2000.00, 245 - ESEA Title I, 1003(a) - Priority and Focus - 1000.00</p>							
<p>Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5 - School Processes & Programs 2 - Perceptions 1, 3</p> <p>Funding Sources: 211 - ESEA Title I, Part A - Regular - 7000.00, 173 - Student Attendance Incentive - 3000.00, 164 - State Compensatory Education (SCE) - 3000.00</p>							
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 2 Problem Statements:

Student Academic Achievement

Problem Statement 1: Algebra I passing rates fall below 30% **Root Cause 1:** Historical low performance of students, absences, transitory patterns of student population

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

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

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

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

School Processes & Programs

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

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

Perceptions

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

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

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

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







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

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

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

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>1) Parent Family Liaison 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.</p>	2.6, 3.1, 3.2	Linda Sanchez - Parent Family Liaison	Parent meeting agendas and sign-ins. Parent and community volunteer agendas and sign-ins. Pictures of campus and district parent involvement activities. Campus newsletters and website pictures. Communicate using web based notification system (PENS).				
<p>Problem Statements: Demographics 1, 2 - Perceptions 1, 2, 3, 4</p> <p>Funding Sources: 211 - ESEA Title I, Part A - Regular - 2400.00, 164 - State Compensatory Education (SCE) - 1000.00</p>							

<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5</p> <p>2) Support all content areas to improve critical areas and at-risk populations determined by state, district and campus data. Provide teachers and staff members new equipment, such as computers, ELMOs, LCDs, scanners and printers. Providing new equipment will enhance classroom instruction, improve training and communication between campus staff, community members, students and parents. Assess and utilize the School Technology and Readiness (STaR) Chart. Ensure completion of the LoTi survey with 100% participation. Offer opportunities of all Microsoft Office applications, IData Portal , Web Outlook. Attend district technology training and conferences. Maintain school webpage and calendars. SAISD Technology Department will provide staff to support campus technology needs and maintain district equipment. Provide teachers and staff members new equipment, such as computers, ELMOs, LCDs, scanners and printers. Providing new equipment will enhance classroom instruction, improve training and communication between campus staff, community members, students and parents.</p>	2.4, 2.6, 3.2	Robert Loveland - Principal Timothy Sumner, Asst. Principal Claudio Garcia, Asst. Principal Nora Miranda Potthast - Counselor James Juarez - S.S. Teacher/CTR Anne Shipman - Science Teacher/CTR	Improved integration of technology as indicated by LOTI and campus technology surveys. Training agendas, sign-in sheets, completion and rating for HB5 Technology section.				
<p>Problem Statements: School Processes & Programs 1, 2, 3, 4 - Perceptions 1, 4, 5</p> <p>Funding Sources: 164 - State Compensatory Education (SCE) - 10000.00, 245 - ESEA Title I, 1003(a) - Priority and Focus - 9000.00, 211 - ESEA Title I, Part A - Regular - 2000.00</p>							
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: Recruiting highly qualified part time teachers for satellite campuses. Root Cause 1: Finding retired teachers that are willing to commit to a set schedule of tutoring</p>
<p>Problem Statement 2: Mobility rate and attendance rate affects enrollment and progress. Root Cause 2: Students that do attend Cooper Academy at Navarro already come to us with attendance issues and high mobility rates</p>
School Processes & Programs
<p>Problem Statement 1: Low passing rates on EOC exams. Root Cause 1: Students who attend Cooper Academy have academic deficits in the core subjects</p>
<p>Problem Statement 2: Need to improve our partnerships with community groups and businesses. Root Cause 2: The majority of students at Cooper Academy at Navarro are economically disadvantaged and many are homeless.</p>
<p>Problem Statement 3: Funding for continuous updating of peripheral hardware and software Root Cause 3: Technology breaks and becomes old and/or outdated</p>

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

Perceptions

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

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

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

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

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







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

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

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

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>1) Parent family liaison will contact local businesses, volunteer organizations and post secondary education campuses to solicit assistance with job readiness, mentoring and volunteer opportunities for our students. The parent family liaison will need office supplies to create parent, community and business informational fliers, pamphlets and parent meetings.</p>	3.1, 3.2	Linda Sanchez-PFL	Increased community partnerships, mentors and volunteers hours as indicated on the quarterly report submitted to Government Relations. Campus newsletters and website pictures.				
<p>Problem Statements: Perceptions 1, 3, 4, 5 Funding Sources: 211 - ESEA Title I, Part A - Regular - 1600.00, 164 - State Compensatory Education (SCE) - 1000.00</p>							

<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> <p>2) Provide a comprehensive counseling program addressing academic, personal, social, college and career needs with collaboration and consultation with staff, students and parents. Participate in field trips to local community college campuses, as well as local universities and business organizations (Elf Louise, San Antonio Food Bank, Toyota Motor Manufacturing, LBJ National Historical Bank and HEB) to expose students to post-secondary career opportunities. Provide transportation to local universities and colleges to expose students to educational opportunities post high school graduation (Monster Tech, University field trips and ACCD campus tours). Military recruiters will be welcomed on campus to address prospective applicants for military service. ASVAB testing will be determined by need and recruiters.</p> <p>Create and mail critical parent information including brochures, pamphlets, stamps/postage and mail outs regarding state assessment dates and results, school events, resources, and critical federal, state, and district information.</p>	2.5, 2.6	Robert Loveland - Principal Nora Miranda Potthast - Counselor	Increased graduation rates, increased college application, enrollment rates and a reduction in the campus drop-out rate.				
<p>Problem Statements: Student Academic Achievement 8, 9 - Perceptions 7</p> <p>Funding Sources: 211 - ESEA Title I, Part A - Regular - 4900.00, 164 - State Compensatory Education (SCE) - 3250.00</p>							
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> <p>3) Provide students with accessible campus locations throughout SAISD where students will receive academic instruction, assessment remediation, attain and recover course credits. Satellite campuses will be located in CC Ball Academy, Sam Houston High School and Jefferson United Methodist Church. Lease a classroom from Jefferson United Methodist Church to provide daily student instruction from 8:00 am to 4:00 pm.</p>	2.4, 2.6	Robert Loveland - Principal Timothy Sumner, Asst. Principal Claudio Garcia, Asst. Principal	Student individual goal sheets, student portfolios, course tests, remediation assessments and state TAKS and EOC assessments.				
<p>Problem Statements: Demographics 1, 2, 3</p> <p>Funding Sources: 164 - State Compensatory Education (SCE) - 8000.00</p>							
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 4 Problem Statements:

Demographics

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

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

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

Student Academic Achievement

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

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

Perceptions

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

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

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

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


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

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

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

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

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 1) Career Readiness: Create and maintain partnership with Goodwill Industries to provide Level I and Level II certifications in the following four areas: Certified Nursing Assistant, Medical Assistant, Supply Chain Logistics, and Apartment Building Maintenance, through the Goodwill Academy.	2.5, 2.6	Campus Administration CTE Teacher	Daily attendance rosters Student activity sign-ins and agendas Student career certifications awarded.				
Problem Statements: Student Academic Achievement 6, 8, 9 - School Processes & Programs 5 Funding Sources: 164 - State Compensatory Education (SCE) - 1500.00, 211 - ESEA Title I, Part A - Regular - 1500.00							
							

Performance Objective 5 Problem Statements:

Student Academic Achievement
Problem Statement 6: Graduation rate for Cooper Academy at Navarro is below 50%. Root Cause 6: High percentage of at-risk students that are highly mobile, which results in high absenteeism and poor performance on state mandated assessments.
Problem Statement 8: Cooper Academy students (Phoenix Middle College) do not complete 100% of the college courses for which they enroll. Less than 50% of students attending the Phoenix Middle College program receive a level 1 or level 2 industry certification. Root Cause 8: The Phoenix Middle College students struggle with the transition between their high school program and college program.
Problem Statement 9: After high school graduation, less than 50% of Cooper Academy students (Phoenix Middle College) register and attend a 4 year college or university program. Root Cause 9: Great than 90% of the students attending Cooper Academy are considered economically disadvantaged; thus, are not exposed to the university experience.
School Processes & Programs

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

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

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

Evaluation Data Source(s) 1:

Summative Evaluation 1:







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

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

Evaluation Data Source(s) 1:

Summative Evaluation 1:

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

<p>Comprehensive Support Strategy</p> <p>Targeted Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>1) The principal will conduct interviews as necessary to fill vacant positions. Opportunities will be provided for participation and input from other leadership positions in order to employ the best candidate for every given position. Administrative and teacher leaders will participate in professional learning opportunities to build and implement professional learning community culture at Cooper Academy. Provide instructional intervention activities to include tutoring during and after school and Saturday school interventions and tutoring.</p>	<p>Robert Loveland, Principal Timothy Sumner, Asst. Principal Claudio Garcia, Asst. Principal</p>	<p>Increased TAKS/STAAR-EOC scores and graduation rates. Increased rates of credit attainment reflected on monthly credit attainment logs.</p>				
<p>Funding Sources: 164 - State Compensatory Education (SCE) - 5000.00</p>						
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						







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

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

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7</p> <p>1) Provide opportunities for ongoing staff development for teachers, counselors and administrators to attend conferences and seminars addressing attendance, graduation and graduation planning, student academic performance, teaching 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>		Robert Loveland, Principal Timothy Sumner, Asst. Principal Claudio Garcia, Asst. Principal Nora Miranda-Potthast, Counselor Geri Barnes, ELA Teacher Eduardo Flores, Math Teacher Anne Shipman, Science Teacher James Juarez, Social Studies Teacher	Increased graduation and reduction of drop-out rates. Increased foundation and recommended diplomas.				
Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5 - School Processes & Programs 1, 2, 4 Funding Sources: 164 - State Compensatory Education (SCE) - 5500.00, 211 - ESEA Title I, Part A - Regular - 2000.00							

<p>Comprehensive Support Strategy</p> <p>Targeted Support Strategy</p> <p>Critical Success Factors</p> <p>CSF 1 CSF 2 CSF 3 CSF 7</p> <p>2) Attend core content 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.</p>	<p>Robert Loveland, Principal</p> <p>Timothy Sumner, Asst. Principal</p> <p>Claudio Garcia, Asst. Principal</p> <p>Nora Miranda-Potthast, Counselor</p> <p>Geri Barnes, ELA Teacher</p> <p>Eduardo Flores, Math Teacher</p> <p>Anne Shipman, Science Teacher</p> <p>James Juarez, Social Studies Teacher</p>	<p>On-Line assessments, remediation sessions, TAKS/STAAR EOC results.</p>				
	<p>Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5</p> <p>Funding Sources: 211 - ESEA Title I, Part A - Regular - 4000.00</p>					
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Performance Objective 2 Problem Statements:

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

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Utilize scoring rubrics to help all students reach levels of "Approaches," "Meets" or "Masters" on state reading comprehension and writing assessments. Title 1 funds will be used. Offer tutoring before and after school for student interventions. continue and expand the Twilight program. Utilize scoring rubrics for short answer responses to help all students meet standards for "partially sufficient," "sufficient," or "exemplary." Provide intensive tutoring to review weaknesses in state objectives for non-master re-testers. Create student notebooks, flashcards, and testing strategy clues to improve student vocabulary.
1	1	2	Support the on-line curriculum by using projector, computers, printers, digital cameras, memory cards, study carrels, on-line subscriptions, supplementary texts consumable teaching materials, including organizational materials, posters, Scholastic Action magazines and note taking apparatus to facilitate note taking, practice needs-based instructional strategies, one on one teaching strategies, small group and online interactive study methods. Provide instructional intervention activities to include tutoring during and after school and Saturday school interventions and tutoring. Copy paper will be purchased to achieve set goals. TAKS/STAAR-EOC tutoring, before school, after school, and on designated Saturdays to include refreshments for students to increase the awareness of the importance of healthy eating and incentive to participate. Provide for substitute part-time clerical as needed throughout the year.
1	1	3	Participate in English Language Arts (ELA) professional learning opportunities at the campus, district, state, and national level to improve student performance. Implement Edgenuity (E2020) and Pearson reading and writing activities for the purpose of raising academic achievement as measured by mastery tests and TAKS/STAAR-EOC results. Attend district and English Language Arts (ELA) department training to develop strategies to increase student performance in reading and writing. Utilize quality vocabulary instruction and Scholastic Action magazines to promote students to use word they use/see daily. ELA and Reading teachers attend professional development conferences Advancing in Education and Model Schools conference.
1	1	4	Library books and textbooks will be purchased with funds in order for students to utilize library resources to improve reading and writing comprehension. Increase student access to library books and resources for tutoring and research in addition to on-line activities. Utilize library books to enhance reading lessons, including use of texts as models of writing.
1	1	5	Implement multi-sensory writing strategies. Review scored writing samples from past test administrations to determine which research-based intervention strategies will increase student performance. Students will recognize different types of compositions, including narrative, expository, and persuasive.
1	1	6	Students will be engaged in higher order skills through the implementation of hands-on activities, modified laboratory activities and integration of technology. Utilize library resources for research and individual reading needs.
1	2	1	Participate in Math professional learning opportunities at the campus, district, state, and national level to improve student performance. Implement Edgenuity (E2020) and Pearson Math activities for the purpose of raising academic achievement as measured by mastery tests and TAKS/STAAR EOC results. Attend district and Math department training sessions to develop strategies to increase student performance in math. Math teachers attend professional development conferences Advancing in Education and Model Schools conference.

Goal	Objective	Strategy	Description
1	2	2	Students will be engaged in higher order skills through the implementation of hands-on activities, modified laboratory activities, and integration of technology. Increase technology integration by daily use with graphing calculator. Purchase necessary supplies and materials to include TAKS/STAAR-EOC study guides and graphing calculators to support learning through the use of manipulatives and models to provide an enriched learning experience for student success. Student receives district printed TAKS/STAAR-EOC study guides to review and practice problem solving skills.
1	3	1	Participate in Science professional development at the district, state and national level to improve pedagogy. Principal, teachers and counselors will attend professional development conferences to include the Texas Association for Alternative Education (TAAE) conference.
1	3	2	Provide resources and materials for the science classroom. Purchase science materials for classroom labs and remediation activities.
1	4	1	Utilize district Social Studies website for technology resources, wikis, blogs, online resources, web quests and additional technology based instruction. Daily model and practice the following to increase social studies comprehension: interpret maps, political cartoons, reading graphs.
1	5	1	Improve academic instruction in all areas by: * Optional Flexible School Day * STAAR/EOC tutoring * Credit attainment opportunities * Individualized test tracking folders * Printed study guides * Saturday school
1	5	2	Create a TAKS/EOC action plan to determine specific interventions by content, grade level and objective. Tutor non-mastery students during and after school. Utilize individualized Test tracking folders to monitor progress and determine areas of intervention by objective.
1	5	3	Provide individual TAKS/STAAR-EOC Math district printed study guides for TAKS/STAAR-EOC Math re-testers.
1	5	4	Build student reading capacity using rich textual reading materials. Title 1 Funds for books will be used. Utilize the on-line curriculum Edgenuity (E2020) to introduce literacy awareness and critical thinking skills. Utilize quality vocabulary instruction to promote students to use the words they learn daily and remember them over time.
1	5	5	Work with students to set short-term intermediate goals to monitor progress toward larger goals through manageable steps. Provide direct instruction as needed in order to improve reading skills and strategies. Reading/ELA tutors will provide core content assistance to students during Saturday tutoring session, regular, after and extended school hours.Saturday school and after school tutoring.
1	5	6	Tutor non-mastery students for summer school (extended year program). Hire part-time core content area tutors during the summer to increase TAKS, STAAR/EOC scores and graduation rates. Thus, reducing the drop-out rate for the campus and district.
1	5	7	Work with students to set short-term intermediate goals to monitor progress toward larger goals through manageable steps. Provide direct instruction as needed in order to improve math skills and strategies.

Goal	Objective	Strategy	Description
1	5	8	Through increased rigor, relevance, relationships, and reflection, the number of students meeting expectations on TAKS/STAAR-EOC and graduation requirements will increase. Provide instructional intervention activities to include tutoring during and after school and Saturday school interventions and tutoring. To provide teaching and learning materials for daily instruction. Materials will include but not be limited to paper, pencils, construction paper, markers, highlighters, ink and toner.
1	5	9	Physical Education lessons will increase student comprehension concerning physical outdoor activities, personal fitness, cross-curricular integration, and real-world applications. Students will use online lessons through the Edgenuity (E2020) program to gain awareness and comprehension of physical fitness.
1	5	10	Provide the online accessibility, and visual tools and all forms of technology to prepare students with 21st century skills. Upgrade technology in all classrooms by purchasing up-to-date equipment to prepare students with 21st century skills. This purchase will assist in the delivery of differentiated instruction and connect with a broader grouping of students. In addition, teachers will have greater mobility in the classroom, therefore increasing their ability to assist students with Edgenuity (E2020) Learning. Laptops/Netbooks/Desktops/Monitors - iPads - Netbook cart - Digital recording devices - Interactive boards - Wireless cards - Printers - Audio headsets for computer use - Accessories for interactive boards (nibs, pens, wands, bulbs, etc...) In order to utilize the education Edgenuity (E2020) program that has been implemented in our district for the benefit of our students, more technology equipment is needed. This program will allow our students to recover their credits and prepare for their state assessments.
1	5	11	Full time faculty and part-time staff support academic programs, including TAKS/STAAR-EOC tutoring sessions, satellite campuses, academic/credit attainment through the fall and spring semesters, as well as an extended year session (June-July). Campus counselor will organize Saturday school opportunities for students. Counselors will also coordinate, with campus Parent Liaison, parent information and program awareness sessions with parents.
1	5	12	Students receive one-to-one instruction in order to facilitate learning of objectives while completing course credits required for graduation. Our part time clerk assists teachers, office staff and counselor with facilitating student activities and programs. Provide substitute teachers for our teachers when they are absent. Provide a seamless transition between full time staff and substitutes preventing a gap between instruction and student learning.
1	5	13	Students will sign in and out with tutors and receive remediation of TEKS.
1	5	14	Tutor non-mastery students for summer school (extended year program). Hire part-time core content area tutors during the summer to increase TAKS, STAAR/EOC scores and graduation rates. Thus, reducing the drop-out rate for the campus and district.
1	5	15	Through increased rigor, relevance, relationships, and reflection, the number of students meeting expectations on TAKS/STAAR-EOC and graduation requirements will increase. Provide instructional intervention activities to include tutoring during and after school and Saturday school interventions and tutoring. To provide teaching and learning materials for daily instruction. Materials will include but not be limited to paper, pencils, construction paper, markers, highlighters, ink and toner.

Goal	Objective	Strategy	Description
1	5	16	Improve student success by closing achievement gap and increase state assessment performance, TAKS/STAAR EOC performance. Students will sign in and out with tutors and receive remediation of TEKS.
1	5	17	Improve student success by closing achievement gap and increase state assessment performance, TAKS/STAAR EOC performance.
1	5	18	Core content tutors will provide assistance to students during Saturday tutoring session, school day, after-school and extended school hours, and extended year (summer school) session. Provide nutritional snacks to promote participation in Saturday school activities.
1	5	19	Create and print individualized folders to monitor progress and determine areas of intervention by objective. Use of copy paper as student practice realistic testing strategies, answering questions and receiving feedback regarding readiness for state assessments.
1	5	20	Teachers and tutors utilize district EOC review guides; Jarrett books, review materials. Teachers and tutors will review for STAAR with students through one-to-one or small group sessions with students.
1	6	1	Increase relevance of content to career, technology, and college preparedness through writing prompts and essays. Students will compare and contrast colleges, researching admissions criteria, course/degree descriptions, and career outlooks. Students will practice college essay writing skills to prepare for application process and to improve voice in personal essays. Phoenix Middle College students will utilize a daily planner to schedule college and high school academic activities.
1	6	2	Provide instructional and intervention strategies in preparation for college readiness and state assessments. Increase vocabulary through meaningful texts, student-created word walls, use of dictionaries and personal lists. Cooper will utilize disaggregate data, support staff, and other support personnel in order to achieve student success.
1	6	3	Counselors will review individual academic student plans, develop graduation plans, schedule student courses, inform parents and students of graduation needs. Supplies will include general office supplies (pens, paper, folders) pamphlets, graduation programs, diplomas and career posters to address topics such as study skills, college preparation steps, and successful academic strategies. Provide graduation plans for teachers who will conduct classroom sessions regarding academic requirements, study and test taking skills. Counselors will review all Academic Achievement Record (AAR) to ensure proper course placements, grade levels, snapshot group's reliability, develop individual graduation plans. Utilize student academic planners to help students plan college and high school daily activities.
1	7	1	Students will be engaged in higher order skills through the implementation of hands-on activities, modified laboratory activities, and integration of technology.
1	7	2	Create individualized student notebooks/folders for students to monitor progress and determine areas of intervention by objective/category. To improve organization of student work folders, each department will purchase hanging folders for student work, binders for student testing materials, novel projects and other direct instructional materials.

Goal	Objective	Strategy	Description
1	7	3	Support all content areas to improve critical areas and at-risk populations determined by state, district and campus data. Provide teachers and staff members new equipment, such as computers, ELMOs, LCDs, scanners and printers. Providing new equipment will enhance classroom instruction, improve training and communication between campus staff, community members, students and parents. Assess and utilize the School Technology and Readiness (STaR) Chart. Ensure completion of the LoTi survey with 100% participation. Offer opportunities of all Microsoft Office applications, IData Portal , Web Outlook. Attend district technology training and conferences. Maintain school webpage and calendars. SAISD Technology Department will provide staff to support campus technology needs and maintain district equipment. Provide teachers and staff members new equipment, such as computers, ELMOs, LCDs, scanners and printers. Providing new equipment will enhance classroom instruction, improve training and communication between campus staff, community members, students and parents.
1	7	4	Provide the online accessibility, and visual tools and all forms of technology to prepare students with 21st century skills. Upgrade technology in all classrooms by purchasing up-to-date equipment to prepare students with 21st century skills. This purchase will assist in the delivery of differentiated instruction and connect with a broader grouping of students. In addition, teachers will have greater mobility in the classroom, therefore increasing their ability to assist students with Edgenuity (E2020) Learning. Laptops/Netbooks/Desktops/Monitors - iPads - Netbook cart - Digital recording devices - Interactive boards - Wireless cards - Printers - Audio headsets for computer use - Accessories for interactive boards (nibs, pens, wands, bulbs, etc...) In order to utilize the education Edgenuity (E2020) program that has been implemented in our district for the benefit of our students, more technology equipment is needed. This program will allow our students to recover their credits and prepare for their state assessments.
2	1	1	Campus will practice and implement safety procedures to assure a conducive, safe, and positive learning/work environment. Satellite campuses will be provided a cellular phone to be used for parent and student conferences, improve attendance and academic passing rates and to communicate with administration and SAISD Police Department. Campus faculty and staff will participate in emergency response and containment training (DATE: TBA) 1. Create an emergency evacuation plan. 2. Monthly fire drills conducted. 3. Campus faculty consistently implements rules and procedures, as outlined in the Student Code of Conduct. 4. Parents are informed about the School Code of Conduct upon registration Parents sign and acknowledgement of receipt of handbook.
2	1	2	Increase collaboration through mentoring, tutoring, parent meetings, student/teacher conferences and campus leadership team to improve student success. Increase attendance and academic performance through the setting of SMART goals. Use the Boystown model to manage behavior, build relationships, and teach social skills, emphasizing proactive practices to enhance learning. Utilize attendance incentives such as coupon books, dining gift cards, and school/or office supply items to promote attendance and reward attendance. Campus administrators will make home visits and satellite site visits to improve campus attendance and graduation rates.
2	2	1	Via bus passes will be provided to students requesting transportation assistance. Bus passes will be used to improve student attendance and increase graduation rates. To provide students with VIA bus cards that will enable them to travel to and from campus activities, daily instructional days and Saturday or after school intervention activities.
3	1	1	The parent family liaison will hold bi-weekly parent meetings.

Goal	Objective	Strategy	Description
3	1	2	Parent & Family Liaison (PFL) will work on building/improving parent involvement. Parents and the Community will become more involved at Cooper Academy via a range of opportunities and events throughout the school year. PFL will organize and facilitate parent and community meetings providing information for Alamo Community College Certification classes, work force development, community partnerships, curriculum and state testing information sessions. The Parent & Family Liaison (PFL) will: Assist campus in the recruitment of parents, families and community member to assist with school activities and program needs. Schedule, coordinate and facilitate parent, community and Alamo Community College District meetings. Collect, prepare, maintain and distribute materials relating to parent involvement policy. Serve as a liaison and assist district, school staff, parents and community in gaining appreciation of the added value of parent education and parent involvement and engagement. Provide custodial services for organizing, maintaining and cleaning building before, during and after parent and community events. These events will take place before, during and after the normal school day. These events will also take place on Saturdays; to include the parent and student extended year program and graduation informational meeting held on the first Saturday of June. Perform home visits.
3	1	3	The PFL will assist in increasing collaboration through mentoring, tutoring, parent meetings, student/teacher conferences and campus leadership team to improve student success. The PFL will assist students and parents with setting Specific, Measurable, Attainable, Realistic, Timely (SMART) goals for attendance and credit retrieval. The PFL will utilize ink cartridges purchased to print and produce media to inform parent, student, and community events. Create and mail critical parent information including brochures, pamphlets, stamps/postage and mail outs regarding state assessment dates and results, school events, resources, and critical federal, state, and district information. Implement and assist the parent orientation/intake for all incoming students.
3	1	4	The PFL will promote opportunities for student success and parent involvement through brochures, banners, and campus displays. Utilize paper, ink, toner to increase student motivation and parental involvement throughout school by displaying graduates, motivational affirmations, and educational opportunities.
3	1	5	Engage parents and family members to participate in meetings and trainings that will build capacity and a partnership and provide resources to increase the academic achievement of all students. We will convene each Spring with parents and family members to jointly develop and review the Parent and Family Engagement Policy and School-Parent Compact.
3	2	1	The campus parent family liaison will display campus activities, organizations, parent activities on bulletin boards, campus website, newsletters, and campus leadership meetings.
3	2	2	Utilize Title 1 funds to increase parental involvement through various forms of communication and activities. Provide a Parent & Family Liaison (PFL) to increase parental involvement. Offer parents the opportunity to attend the Parent Summits to learn of effective strategies of community and educational involvement. Provide local travel mileage for Parent & Family Liaison for parent and student home visits to disseminate critical school information. Provide water, refreshments and healthy snacks at parent meetings and activities. Provide supplies, flyer and brochures for parents to actively participate in meetings and activities and to be informed of critical school information

Goal	Objective	Strategy	Description
3	2	3	Increase collaboration through mentoring, tutoring, parent meetings, student/teacher conferences and campus leadership team to improve student success.
3	3	1	Parent Family Liaison and other appropriate campus staff members will update campus website, create and send newsletters, fliers, mailers and PENS messages highlighting campus achievements, parent involvement activities and student activities.
3	3	2	Support all content areas to improve critical areas and at-risk populations determined by state, district and campus data. Provide teachers and staff members new equipment, such as computers, ELMOs, LCDs, scanners and printers. Providing new equipment will enhance classroom instruction, improve training and communication between campus staff, community members, students and parents. Assess and utilize the School Technology and Readiness (STaR) Chart. Ensure completion of the LoTi survey with 100% participation. Offer opportunities of all Microsoft Office applications, IData Portal , Web Outlook. Attend district technology training and conferences. Maintain school webpage and calendars. SAISD Technology Department will provide staff to support campus technology needs and maintain district equipment. Provide teachers and staff members new equipment, such as computers, ELMOs, LCDs, scanners and printers. Providing new equipment will enhance classroom instruction, improve training and communication between campus staff, community members, students and parents.
3	4	1	Parent family liaison will contact local businesses, volunteer organizations and post secondary education campuses to solicit assistance with job readiness, mentoring and volunteer opportunities for our students. The parent family liaison will need office supplies to create parent, community and business informational fliers, pamphlets and parent meetings.
3	4	2	Provide a comprehensive counseling program addressing academic, personal, social, college and career needs with collaboration and consultation with staff, students and parents. Participate in field trips to local community college campuses, as well as local universities and business organizations (Elf Louise, San Antonio Food Bank, Toyota Motor Manufacturing, LBJ National Historical Bank and HEB) to expose students to post-secondary career opportunities. Provide transportation to local universities and colleges to expose students to educational opportunities post high school graduation (Monster Tech, University field trips and ACCD campus tours). Military recruiters will be welcomed on campus to address prospective applicants for military service. ASVAB testing will be determined by need and recruiters. Create and mail critical parent information including brochures, pamphlets, stamps/postage and mail outs regarding state assessment dates and results, school events, resources, and critical federal, state, and district information.
3	4	3	Provide students with accessible campus locations throughout SAISD where students will receive academic instruction, assessment remediation, attain and recover course credits. Satellite campuses will be located in CC Ball Academy, Sam Houston High School and Jefferson United Methodist Church. Lease a classroom from Jefferson United Methodist Church to provide daily student instruction from 8:00 am to 4:00 pm.
3	5	1	Career Readiness: Create and maintain partnership with Goodwill Industries to provide Level I and Level II certifications in the following four areas: Certified Nursing Assistant, Medical Assistant, Supply Chain Logistics, and Apartment Building Maintenance, through the Goodwill Academy.

Goal	Objective	Strategy	Description
5	1	1	The principal will conduct interviews as necessary to fill vacant positions. Opportunities will be provided for participation and input from other leadership positions in order to employ the best candidate for every given position. Administrative and teacher leaders will participate in professional learning opportunities to build and implement professional learning community culture at Cooper Academy. Provide instructional intervention activities to include tutoring during and after school and Saturday school interventions and tutoring.
5	2	1	Provide opportunities for ongoing staff development for teachers, counselors and administrators to attend conferences and seminars addressing attendance, graduation and graduation planning, student academic performance, teaching and learning strategies. Strategies obtained from attending the following conferences will be used to improve graduation rates, attendance rates, students participating in college programs, improving teaching and learning strategies. Conferences - Texas Association for Alternative Education and Texas Counseling Association. Attend professional development opportunities at ESC Region 20.
5	2	2	Attend core content 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.

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

CNA revision date 03/26/2018

CNA approval date 05/09/2018

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

SAN ANTONIO INDEPENDENT SCHOOL DISTRICT

CLT MEMBERSHIP FOR HIGH SCHOOL (FORM B4-E)

SCHOOL: Cooper Academy at
Navarro

Date: August 14, 2018

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

Parents	Minimum 2	Parent Organization Representative	Julie Westbrook	September 2017	May 2019
	(At least two parents shall be elected officers of the PTA, PTO, etc.)	Parent Organization Representative	Christopher Westbrook		
Students	Minimum 2	4 th grade or above	Elijah Garza		
		4 th grade or above	Elisa Rivas		
Community	Minimum 2	Reside in SAISD	Mercy Alatorre		
Business	Minimum 1	Reside in SAISD			
EMPLOYEES(Elected)		Steves and Sons	Sarah Santana		
Teachers	12 - 14	English/Lang.	Geri Barnes		
		Arts/Reading	Eduardo Flores		
		Mathematics	James Juarez		
		Social Studies	Anne Shipman		
		/History	Estella Leyva		
		Science	Gloria VanOver		
		Electives	Berenice Sainz		
		Electives	Daniel Tracy		
		Grade Level 9 th	Rigoberto Gonzales		
		Grade Level 10 th	Ricardo Huerta		
Grade Level 11 th	Patrick Flores				
Grade Level 12 th	Marium Khan				
Special Education	Jolene Navarro				
<i>Elected by their</i>	Vertical Learning Team				
	Vertical Learning Team				

grade level,
 departments,
 learning teams, and
 vertical or multi-
 grade-level
 teaching teams or
 academies.

	Vertical Learning Team	John P Boone	September 2017	May 2019
(Up to 3 representing				
vertical learning teams)				
Paraprofessional &	Para or Classified	Linda Sanchez		
2 (1 each or 2 of same)	Para or Classified	Lesley Meddlin		
Classified Prof. Support Staff	Counselor	Nora Potthast		
(Counselor/Social Worker, Nurse, Librarian, AP, DIC)	Assistant Principal	Timothy Sumner		
District-level Professional	1 SAISD PEIMS Manager	Joshua Johannessen		

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

Revised: July 2013

2.2: Regular monitoring and revision

CIP Quarterly review please check the audit log.

CIP Revision Dates: May 9, 2018 and May 21, 2018

CIP Approval Date: August 20, 2018

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

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

2.4: Opportunities for all children to meet State standards

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

2.5: Increased learning time and well-rounded education

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

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

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

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

- 1.
2. The Parent and Family Engagement Policy is distributed during registrations and during the Fall Open House.
3. The Parent and Family Engagement Policy is distributed to the parents and community in both English and Spanish languages.
4. We address the Building Capacity for Involvement with the following activities:
 - a. State accountability information, campus performance rating was provided during the Fall Open House (October 2, 2018). Information on state

curriculum standards is provided to the parents during monthly principal, PFL and parent meetings. In addition to the Fall Open House the campus and campus PFL will provide evening meetings to parents (two times per semester).

b. Literacy, technology and state accountability resources and trainings will be provided at the monthly principal to parent meetings during the day and at the evening meetings provided (twice per semester). The following agencies have provided or are scheduled to provide training this year to our parents this year: Martinez Street Womens Center, San Antonio Food Bank, Waste Management Recycling,

c. The campus PFL and parents present the "Value and Utility of Parents" presentation to the campus staff through faculty meeting sessions.

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

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

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

3.2: Offer flexible number of parent involvement meetings

Monthly Principals Meeting with the parents occur one Tuesday per month. The Tuesdays meetings are held at the main Cooper campus, in the LDA and held between 9:30 am and 10:30 am. We conduct a Fall Open House that is held on main campus and is held from 5:30 pm to 6:30 pm. We also hold evening meetings twice per semester at the main campus which occur in the PM after school. We also hold parent meetings at the satellite campuses two times per semester in the PM after school.

2018-2019 Campus Leadership Team

Committee Role	Name	Position
Administrator	Timothy Sumner	Assistant Principal
Classroom Teacher	Geri Barnes	English Department Chair
Classroom Teacher	Anne Shipman	Science Department Chair
Administrator	Robert Loveland	Principal
Non-classroom Professional	Cynthia White	Social Worker
Classroom Teacher	Eduardo Flores	Math Department Chair
Administrator	Claudio Garcia	Assistant Principal
Classroom Teacher	James Juarez	Social Studies Department Chair
Counselor	Nora Potthast	Counselor