

San Antonio Independent School District

Cooper Academy at Navarro

Campus Improvement Plan

2020-2021



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.

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Parents and families are encouraged to be active and participate in their child’s education. Parents and families are invited to campus and district meetings, trainings and workshops to further their knowledge and build skills to improve student learning at home. The Family and Community Engagement Specialist and Social Worker will host community meetings, Principal’s Coffee, Parenting Classes, Job Fairs, Health Fairs and other events to promote educational and mental health skills. Faculty and staff will hold parent/teacher conferences and encourage parents to monitor their child's progress on Edgenuity. Faculty and staff aim to build working relationships with parents and families via email, phone calls and parent conferences. We want the families to feel comfortable communicating with faculty and staff. Multiple forms of communication will be used to ensure that all parents and families will be notified of school events, community resources and district announcements. We communicate by PENS (phone calls), school messenger, school web page, texts, mobile app, letters, newspaper articles, campus and district newsletters, parent and student information boards, virtual classrooms and meetings.	22
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Comprehensive Needs Assessment

Demographics

Demographics Summary

Cooper Academy at Navarro is a non-traditional dropout prevention and recovery high school named after James Fenimore Cooper and located in the historical buildings named after Texas Statesman, Jose Antonio Navarro. Cooper Academy at Navarro serves students between the ages of 15 -25 who have previously dropped out or who are at risk of not completing high school with their cohort. Here students are given the opportunity to complete their remaining coursework, enabling them to attain their high school diplomas. The school has three satellite classrooms located at Jefferson United Methodist Church, Sam Houston High School and Charles C. Ball Academy to expand its reach and serve more students. Cooper Academy at Navarro provides support and educational opportunities to students who find themselves lost in their journey to completing high school. The teachers and staff at Cooper Academy at Navarro provide these students a second chance to achieve success. The school motto, “My past is not my future”, exemplifies the spirit of our Cooper students. Additionally, Cooper Academy at Navarro also offers students opportunities to earn industry accepted certifications in the areas of CNA, CompTIA ITF, and OSHA 30 General Industry. The Phoenix Middle College is part of Cooper Academy at Navarro and offers students dual credit courses with an opportunity to earn industry accepted certifications while earning college credit during their last two years of high school.

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

Communities in Schools provides 1-on-1 counseling with our students who are and/or have been teen-age parents. This counseling service is intended to decrease the amount of 2nd births by teen parents. La Trinidad United Methodist Church, along with the Wesley Nurse, partners with the school throughout the school year in different capacities, from donations to utilizing their facilities for Health Fairs and other activities for our campus. The St Phillips Middle College allows our students to earn certifications while they are in high school and the Good Careers Academy provides the CNA certifications.

INDUSTRY CERTIFICATIONS

Semester 1 Earned	6
Total Earned as of 5/26/2020	37
Additional by August 30, 2020	8

The Wesley Nurse (Methodist Health Care Ministries) and the University Health Systems has been assisting students and/or relatives with Health Care that they could not otherwise afford as well as provide required College medical requirements as necessary. La Familia Cortez works with our campus by holding job fairs for our students and several of our students work/have worked for them over the years.

We know that we have success with our programs in several ways: The CNA, CompTIA ITF, and OSHA 30 general industry certifications are earned by our students as they complete those courses. With those certifications they are establishing certifications for their resumes. In regards to the Wesley Nurse program and the Brady Green partnership, when our student needs medical assistance and they receive it, then they become healthier and are able to attend school and complete their courses in order to graduate. The Communities in schools program allows those students who are experiencing difficulties in their lives to talk to a Social Worker, gain guidance and/or assistance as necessary so they can continue to work toward graduating while addressing those situations that are interfering in that goal at that time. The Methodist Church partnership allows our students to be able to go into a different environment and socialize in a different atmosphere that allows them to take a break from their daily lunch schedule. This has been very effective

in maintaining attendance as students look forward to this.

2. Enrollment

This is our fourth year as Cooper Academy at Navarro. Compared to last year, enrollment has increased, nationalities are more or less consistent, eco disadvantaged still high, Special Education population has remained steady, At-Risk increase 3.5%. 504, Homeless and LEP are consistent.

Previous Years' and Current Enrollment

2017 332 Students

2018 318 Students

2019 348 students idata portal info

2020 403 actual idata portal info

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

First Semester Enrollment: 483 with 149 withdrawals

Second Semester Enrollment: 147 with 78 withdrawals

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

Total Enrollment: 403

3. 8/12/19-5/27/20: Enrollment– 630 Withdrawals: 227

53/227 withdrawn students, 23%, did so to homeschool or to attend other public/charter/private schools.

Ethnic categories by percentage:

American Indian:	.2%
Asian:	0%
Black:	5%
Hispanic/Latino:	89.8%
White:	5%
Hawaiian/Pacific Islander:	0%

The main difference in Race/Ethnicity occurred with the White Population. It increased by 2 percentage points and the Hispanic/Latino decreased by 1.2 percentage points. Overall, the Race/Ethnicity has been constant.

Socioeconomic Percentage: 93.8% economically disadvantaged

Practically the same socioeconomic percentage, last year was 94%

Special Populations/Groups

LEP:	10.2%	Increased by .2
ESL:	6.7%	Decrease of 2.3%
At Risk:	95.5%	Increase of 3.5%
Sped	5%	Still the same
GT	.5%	
Migrant	0%	
CTE	38.5%	Decrease of 3.5%
Homeless	7.2%	Decrease of .8%
Pregnant	2.7%	Increased of .7%
PEP	11.2%	Increased of 1.2%
SPED SC	0%	
Dyslexia	5.7%	Decrease of .3%
504	6.9%	Decrease of .1%

Based on the aforementioned data, At Risk and ESL populations increased. CTE decreased. CTE may have decreased but the enrollment number increased so this may be misleading.

4.

Instructional days	177
Total enrollment	573
Mobile students	390
Mobility rate	68.06

Total enrollment as of 5/26/20 was 573 students with 390 mobile students.

Student mobility rate is 68.06%, a decrease of 7.11%.

Students that drop out are At-Risk students with a low Socioeconomic status who do so because they are tired of school and just want to work or they simply do not believe in school.

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

Can't Find this information

5. How many graduates go on to community college? Universities? Trade schools? Work? Military?

6. How many student graduate form high school with college credit?

7. Discipline rates

22 students had In-school suspension. 23 students received Off-Campus suspension.

No access to male/female comparison, ethnicity or race

8 What are the numbers for each student group enrolled in each special program: G/T - 2/403

9. Already done in enrollment section

10. How do our CTE learners perform on federal accountability measures in the aggregate and disaggregate by race, gender, migrant status and special education?

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

12. The retention rate for all employees, including retirements/change of career, is roughly 95%.

13. New teachers are assigned a mentor and SAISD has mentor trainings in place to support the Mentor Program. Yearly Campus and Professional Development are in place to help build capacity. Additionally, campus administration works collaboratively with all staff to ensure capacity.

14. For those teachers' students whose performance is below district and/or state standards, Professional Development is available, as well as having district personnel available to come to the campus to view classroom instruction and provide specific feedback. Additionally, team meetings are held weekly to ensure all departmental are working on the same strategies to ensure consistency.

15. The staff continually share their strengths with one another through collaboration, staff meetings, team meetings, department meeting and training sessions.

16. Positions funded with state special allotment and federal funds are reevaluated and adjusted every year for necessity and effectiveness.

17. Professional Development and resources needs are data driven and they are identified through instructional and state assessment data.

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

19. Average class size in face to face courses is 15 – 20 students. Face to Face Class size may vary by subjects depending on which state assessments students are scheduled to take. Average class size in Adult Building Credit Attainment/Recovery courses is 50 students.

Demographics Strengths

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

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 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 (Prioritized): 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 (Prioritized): 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 (Prioritized): 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 (Prioritized): Mobility rate and attendance rate affects enrollment and progress. **Root Cause:** Students that do attend Cooper Academy at Navarro already to come to us with attendance issues and high mobility rates.

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

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

Problem Statement 8 (Prioritized): There is a need to increase the number of English Learners who are attaining "Meets" on the STAAR/EOC state assessment. Currently, 30% of students in Bilingual Education and 11% of students in ESL have achieved "Meets" on the STAAR/EOC assessments. **Root Cause:** Teachers of English Learners need to linguistically accommodate instruction by implementing high yield instructional strategies that engage students in listening, speaking, reading and writing.

Problem Statement 9 (Prioritized): There is a need to recruit, develop, and retain high quality and experienced staff which includes teachers and administrators. **Root Cause:** A

systematic approach to providing professional pathways for teachers and administrators does not currently exist.

Problem Statement 10 (Prioritized): Many Cooper Academy students lack proper access to medical/mental health care **Root Cause:** Social economic status of Cooper Academy students

Problem Statement 11 (Prioritized): 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 12 (Prioritized): The current parent/family participation rate is less than 15% in activities that support learning/academic performance. **Root Cause:** Parent and family members do not feel confident to assist their child(ren) because parents/family members lack the resources.

Problem Statement 13 (Prioritized): 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 14 (Prioritized): Students at Cooper Academy that have been victims of sex crimes, (sexual assault, date crimes, human trafficking) have an increased drop out rate. **Root Cause:** Cooper Academy at Navarro is located in a low socioeconomic high crime rate urban area in close proximity to major Interstate highways.

Problem Statement 15 (Prioritized): Some students at Cooper Academy have been victims of bullying. **Root Cause:** Bullying in all of its forms (Cyber, Social media, and bullying) is a nationwide epidemic facing students of all socioeconomic backgrounds.

Problem Statement 16 (Prioritized): Need to improve our partnerships with community groups and businesses. **Root Cause:** Cooper Academy is an Alternative high school that does not have the same recognition as other high schools in SAISD. We need to work harder to get our name out into the community to spur partnerships.

Problem Statement 17 (Prioritized): Professional development for instructional strategies for core teachers who conduct EOC remediation, focusing on differentiated instruction **Root Cause:** Students' performance on EOC exams.

Problem Statement 18 (Prioritized): 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 19 (Prioritized): Recruiting students to attend Phoenix Middle college **Root Cause:** Transportation of students from home school to Phoenix Middle College deters many students

Problem Statement 20 (Prioritized): 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 21 (Prioritized): 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 22 (Prioritized): Biology EOC pass rates fall below 80% **Root Cause:** Historical low performance of students, absences, transitory patterns of student population

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

Problem Statement 24 (Prioritized): English I passing rates fall below 30% **Root Cause:** Historical low performance of students, absences, transitory patterns of student population

Problem Statement 25 (Prioritized): The majority of students at Cooper Academy at Navarro are at-risk students, which results in high absenteeism and poor performance on state mandated assessments. **Root Cause:** The lack of full time Instructional Assistant to assist students in transitioning to the rigors of their high school program.

Problem Statement 26 (Prioritized): Algebra I passing rates fall below 45% **Root Cause:** Historical low performance of students, absences, transitory patterns of student population

Problem Statement 27: 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 28: BIO EOC Meets and Masters are below 8% **Root Cause:** Historical low performance of students, absences, transitory patterns of student population

Problem Statement 29 (Prioritized): English I EOC Meets and Masters pass rate is below 14% **Root Cause:** Historical low performance of students, absences, transitory patterns of student population

Problem Statement 30 (Prioritized): English II EOC Meets and Masters pass rate is below 14% **Root Cause:** Historical low performance of students, absences, transitory patterns of student population.

Student Learning

Student Learning Summary

Student Achievement Summary

Student Group Scores (TAPR Report 2019):

Black/African American: Algebra (*% passed); Biology (*% passed); English I (0% passed); English II (11% passed); U.S. History (40% passed).

Hispanic: Algebra (51% passed); Biology (51% passed); English I (30% passed); English II (32% passed); U.S. History (76% passed).

Eco Dis: Algebra (52% passed); Biology (54% passed); English I (29% passed); English II (29% passed); U.S. History (73% passed).

ELL: Algebra (50% passed); Biology (46% passed); English I (24% passed); English II (26% passed); U.S. History (58% passed).

A significant difference in passing rates exists between the Black/African American group and the Hispanic group outperforming in terms of the English I (0% v 30%), English II (11% v 32%) and US History (40% v 76%) passing rates. The Black/African American group showed an (* %) in Algebra and Biology. The Black/African American group is a smaller group in terms of membership. The ELL group showed marked gains.

English I (2015) – 36% passed

English I (2016) – 6% passed

English I (2017) – 20% passed

English I (2018) – 26% passed

English I (Dec 2019) – 42% Retesters Passed

English II (2015) – 21% passed

English II (2016) – 19% passed

English II (2017) – 21% passed

English II (2018) – 31% passed

English II (Dec 2019) - 27% Retesters passed

Algebra I (2015) – 20% passed
Algebra I (2016) – 17% passed
Algebra I (2017) – 22% passed
Algebra I (2018) – 53% passed
Algebra I (Dec. 2019) - 69% Retesters Passed

Biology (2015) – 17% passed
Biology (2016) – 61% passed
Biology (2017) – 24% passed
Biology (2018) – 47% passed
Biology (Dec. 2019) – 50% Retesters Passed

US History (2015) – 39% passed
US History (2016) – 62% passed
US History (2017) – 51% passed
US History (2018) – 77% passed
US History (Dec. 2019) – 64% Retesters passed

EOC students and scores show the biggest growth in the English I and Algebra I passing rates with a gain of over 16% from 2018 to Dec 2019.

Comparing 2018 to Dec 2019, English II passing rates decreased by 4% and Biology climbed 3 percent. History passing rates decreased by 13% in Dec. 2019 from 77% to 64%. 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 (11:30-12:45)

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

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, Euphoria teacher created assignments and assessments.

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

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

Cooper Academy at Navarro students are at higher risk of dropping out of school, because of poor attendance, lack of motivation, inefficiencies in academic skills and lack of previous success in the school setting, the students would greatly benefit from an Instructional Assistant to monitor their progress, act as a mentor and academic coach to motivate student success.

Student Learning Strengths

Comparing the EOC Scores for English I, Algebra and Biology, significant increases have been achieved from the 2018-19 school year to the December of 2019. EOC state testing is cancelled for the Spring 2020 and Summer 2020 session due to COVID19.

English I increased from 26% in 2018-2019 to 42% during the 2019-2020 school year. Algebra increased from 53% in the 2018-2019 school year to 69% during the 2019-2020 school year. Biology went from 47% in 2018-2019 to 50% during the 2019-2020 school year. US History went from 77% during the 2018-2019 school year to 64% during the 2019-2020 school year. The amount of meets and masters also dramatically improved during the school year.

These gains can be linked back to the targeted EOC remediation sessions, the one on one before/afterschool and Saturday tutoring sessions. Teachers actively planned together during common planning periods, including July planning session and PLCs. Students being counseled by the college advisor, PBIS team, the CNA program and the attendance strategies implemented by the campus staff improve attendance among students. The college and career readiness fieldtrips to local colleges, universities, businesses and to the Newcomb's Ranch (team building, motivational exercises), all had a positive impact on student academic achievement.

Problem Statements Identifying Student Learning Needs

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

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

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

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

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

Problem Statement 6 (Prioritized): 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 (Prioritized): 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 (Prioritized): 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 (Prioritized): After high school graduation, less than 50% of Cooper Academy students (Phoenix Middle College) register and attend a 4 year college or university program. **Root Cause:** Great than 90% of the students attending Cooper Academy are considered economically disadvantaged; thus, are not exposed to the university experience.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Problem Statement 26 (Prioritized): The majority of students at Cooper Academy at Navarro are at-risk students, which results in high absenteeism and poor performance on state mandated assessments. **Root Cause:** The lack of full time Instructional Assistant to assist students in transitioning to the rigors of their high school program.

Problem Statement 27: 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 28 (Prioritized): US History EOC Meets and Masters pass rate is below 47%. **Root Cause:** Historical low performance of students, absences, transitory patterns of student population.

Problem Statement 29 (Prioritized): English II EOC Meets and Masters pass rate is below 14% **Root Cause:** Historical low performance of students, absences, transitory patterns of student population.

Problem Statement 30 (Prioritized): English I EOC Meets and Masters pass rate is below 14% **Root Cause:** Historical low performance of students, absences, transitory patterns of student population

Problem Statement 31: BIO EOC Meets and Masters are below 8% **Root Cause:** Historical low performance of students, absences, transitory patterns of student population

Problem Statement 32 (Prioritized): Students have not been provided the opportunity to experience differentiated learning experiences, progress monitoring, and a variety of digital resources. **Root Cause:** Lack of fidelity, implementation, and systems approach at the campus level

School Processes & Programs

School Processes & Programs Summary

B

Cooper Academy at Navarro utilizes SAISD Talent Management protocols for recruiting, selecting, assigning, inducting and retaining high-quality educators. Careful consideration is always given to student needs when assigning classroom teachers.

Formal leadership is structured in a traditional manner. Cooper has one principal, who is in charge of all school operations, curriculum, staff and students, and two Assistant Principals. Cooper has one full time counselor and a Campus Testing Coordinator. Fourteen full-time teachers are responsible for instruction across two campuses and three satellites. In addition, Cooper has seven-part time tutors to support the main campus and its 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 Campus Leadership Team. The CLT is composed of faculty, administration, and others who make decisions 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.

First-and second-year teachers receive induction support from campus-assigned mentors. The relationship between the novice teacher and an experienced teacher serves to provide support and information through which the novice teacher can grow professionally. These pairings promote teachers' professional growth in curricula and classroom management, and help the district retain talented individuals who serve all SAISD students at the highest level.

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

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

The students at Cooper Academy are between the ages of 15 to 25. Many have children, jobs, and adult responsibilities. To help these students have more opportunities to attend school, Cooper Academy at Navarro offers several days that the school is open later than the traditional day. Tuesday through Thursday, Cooper has a Twilight Program from 4:00-8:00 p.m. 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.

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.

The use of online platforms like Eduphoria and Edgenuity drives student achievement. They allow teachers, staff, departments, campuses, the district, and students to track student progress. Through Edgenuity, these stakeholders can track progress by accessing "Progress Reports" 24 hours a day, 7 days a week.

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.

School Processes & Programs Strengths

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

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

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.

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

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

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

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 (Prioritized): Low passing rates on EOC exams. **Root Cause:** Students who attend Cooper Academy have academic deficits in the core subjects

Problem Statement 2 (Prioritized): 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 (Prioritized): Funding for continuous updating of peripheral hardware and software **Root Cause:** Technology breaks and becomes old and/or outdated

Problem Statement 4 (Prioritized): 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 (Prioritized):

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Problem Statement 33 (Prioritized): 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 34 (Prioritized): The majority of students at Cooper Academy at Navarro are at-risk students, which results in high absenteeism and poor performance on state mandated assessments. **Root Cause:** The lack of full time Instructional Assistant to assist students in transitioning to the rigors of their high school program.

Problem Statement 35: 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 36: BIO EOC Meets and Masters are below 8% **Root Cause:** Historical low performance of students, absences, transitory patterns of student population

Problem Statement 37 (Prioritized): English I EOC Meets and Masters pass rate is below 14% **Root Cause:** Historical low performance of students, absences, transitory patterns of student population

Problem Statement 38 (Prioritized): English II EOC Meets and Masters pass rate is below 14% **Root Cause:** Historical low performance of students, absences, transitory patterns of student population.

Problem Statement 39 (Prioritized): US History EOC Meets and Masters pass rate is below 47%. **Root Cause:** Historical low performance of students, absences, transitory patterns of student population.

Perceptions

Perceptions Summary

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

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

Cooper Academy establishes relationships with local business agencies and local organizations to help improve the culture of our campus. La Trinidad Church, H-E-B, Target, Café College, SA Public Library, UT Teen Health Science Center, La Familia Cortez, Parent Life Club and SAPD are some of the agencies and business that help assist our campus with their donations, time, and resources that enrich the lives of our students and families. Incentives are donated to the school which can be distributed to the students for their participation and progress.

*Not sure if this information needs to be included?

Cooper Academy is a non-traditional high school in the San Antonio Independent School District located in the vicinity of downtown San Antonio. The school serves students district-wide in SAISD. Due to being a high school 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 has an established relationship with UT Teen Health Clinic at the University Hospital Robert B. Green Campus. With the permission of parents or guardians, students are transported over to the clinic for medical and mental health services. We also refer first time mothers to the Nurse Family Partnership where a nurse will aide them through their pregnancy to answer any questions they may have.

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 conducts yearly field trips for our students to colleges and universities in the city, such as Our Lady of the Lake University (OLLU), National Hispanic College Fair, Café College Workshops, and Alamo Community College District (ACCD). Parents and family members are invited to attend tours and college workshops.

Perceptions Strengths

My SAISD Parent Access website gives access to track student grades, attendance, and more.

Faculty and staff communicate with parents and families via phone calls, emails, texts, home visits.

Campus website is updated with school and district information for parents to utilize.

Parent room, clothes closet, supplies, food and hygiene products for distribution.

Parents and families attend campus and district meetings, workshops and training.

Partnership with UT Teen Health Clinic to help meet student medical and mental health needs.

Problem Statements Identifying Perceptions Needs

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

Problem Statement 2 (Prioritized): 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 (Prioritized): Cooper Academy has few community partnerships. **Root Cause:** Family and Community Engagement Specialist has not been trained in the capacity of engaging and building effective partnerships with business and community members.

Problem Statement 4 (Prioritized): 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 (Prioritized): The current parent/family participation rate is less than 15% in activities that support learning/academic performance. **Root Cause:** Parent and family members do not feel confident to assist their child(ren) because parents/family members lack the resources.

Problem Statement 6 (Prioritized): 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 (Prioritized): Need to improve our partnerships with community groups and businesses. **Root Cause:** Cooper Academy is an Alternative high school that does not have the same recognition as other high schools in SAISD. We need to work harder to get our name out into the community to spur partnerships.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Problem Statement 26 (Prioritized): 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 27 (Prioritized): The majority of students at Cooper Academy at Navarro are at-risk students, which results in high absenteeism and poor performance on state mandated assessments. **Root Cause:** The lack of full time Instructional Assistant to assist students in transitioning to the rigors of their high school program.

Problem Statement 28 (Prioritized): Alg I EOC Meets and Masters are below 12% **Root Cause:** Historical low performance of students, absences, transitory patterns of student population

Problem Statement 30 (Prioritized): English I EOC Meets and Masters pass rate is below 14% **Root Cause:** Historical low performance of students, absences, transitory patterns of student population

Problem Statement 31 (Prioritized): English II EOC Meets and Masters pass rate is below 14% **Root Cause:** Historical low performance of students, absences, transitory patterns of student population.

Problem Statement 32 (Prioritized): US History EOC Meets and Masters pass rate is below 47%. **Root Cause:** Historical low performance of students, absences, transitory patterns of student population.

Priority Problem Statements

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

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

Problem Statement 1 Areas: School Processes & Programs - Perceptions

Problem Statement 2: Recruiting highly qualified part time teachers for satellite campuses.

Root Cause 2: Finding retired teachers that are willing to commit to a set schedule of tutoring

Problem Statement 2 Areas: Demographics - School Processes & Programs - Perceptions

Problem Statement 3: Mobility rate and attendance rate affects enrollment and progress.

Root Cause 3: Students that do attend Cooper Academy at Navarro already come to us with attendance issues and high mobility rates

Problem Statement 3 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 4: Students have low attendance and graduation rates.

Root Cause 4: 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 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 5: Students at Cooper Academy have low attendance rates, which negatively impacts their academic progress.

Root Cause 5: Greater than 90% of Cooper Academy students are considered economically disadvantaged and do not have adequate access to health care.

Problem Statement 5 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 6: Mobility rate and attendance rate affects enrollment and progress.

Root Cause 6: Students that do attend Cooper Academy at Navarro already to come to us with attendance issues and high mobility rates.

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

Problem Statement 7: Over the last three years, over 60% of ESL(3-8) students did not meet the standard in all content areas.

Root Cause 7: There is inconsistent differentiation in Tier 1 core instruction and intervention.

Problem Statement 7 Areas: Demographics - Student Learning - Perceptions

Problem Statement 8: Recruiting students to attend Phoenix middle college

Root Cause 8: Lack of promotional materials and promotional items

Problem Statement 8 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 9: There is a need to increase the number of English Learners who are attaining "Meets" on the STAAR/EOC state assessment. Currently, 30% of students in Bilingual Education and 11% of students in ESL have achieved "Meets" on the STAAR/EOC assessments.

Root Cause 9: Teachers of English Learners need to linguistically accommodate instruction by implementing high yield instructional strategies that engage students in listening, speaking, reading and writing.

Problem Statement 9 Areas: Demographics - School Processes & Programs - Perceptions

Problem Statement 10: There is a need to recruit, develop, and retain high quality and experienced staff which includes teachers and administrators.

Root Cause 10: A systematic approach to providing professional pathways for teachers and administrators does not currently exist.

Problem Statement 10 Areas: Demographics

Problem Statement 11: Many Cooper Academy students lack proper access to medical/mental health care

Root Cause 11: Social economic status of Cooper Academy students

Problem Statement 11 Areas: Demographics - School Processes & Programs

Problem Statement 12: The current parent/family participation rate is less than 15% in activities that support learning/academic performance.

Root Cause 12: Parent and family members do not feel confident to assist their child(ren) because parents/family members lack the resources.

Problem Statement 12 Areas: Demographics - School Processes & Programs - Perceptions

Problem Statement 13: Cooper Academy does not have enough community partnerships and incentives for the student to encourage student engagement.

Root Cause 13: The majority of students at Cooper Academy at Navarro are economically disadvantaged and many are homeless.

Problem Statement 13 Areas: Demographics - School Processes & Programs - Perceptions

Problem Statement 14: Need to improve our partnerships with community groups and businesses.

Root Cause 14: Cooper Academy is an Alternative high school that does not have the same recognition as other high schools in SAISD. We need to work harder to get our name out into the community to spur partnerships.

Problem Statement 14 Areas: Demographics - School Processes & Programs - Perceptions

Problem Statement 15: Professional development for instructional strategies for core teachers who conduct EOC remediation, focusing on differentiated instruction

Root Cause 15: Students' performance on EOC exams.

Problem Statement 15 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 16: Recruiting highly qualified part time teachers for satellite Campuses.

Root Cause 16: Finding retired teachers that are willing to commit to a set schedule of tutoring.

Problem Statement 16 Areas: Demographics - School Processes & Programs - Perceptions

Problem Statement 17: Recruiting students to attend Phoenix Middle college

Root Cause 17: Transportation of students from home school to Phoenix Middle College deters many students

Problem Statement 17 Areas: Demographics - Student Learning - Perceptions

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

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

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

Problem Statement 19: High percentage of at-risk students that are highly mobile, which results in high absenteeism and poor performance on state mandated assessments.

Root Cause 19: Teachers assigned to satellite campuses do not have land line telephones and unable to contact parents and students.

Problem Statement 19 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 20: Biology EOC pass rates fall below 80%

Root Cause 20: Historical low performance of students, absences, transitory patterns of student population

Problem Statement 20 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 21: The majority of students at Cooper Academy at Navarro are at-risk students, which results in high absenteeism and poor performance on state mandated assessments.

Root Cause 21: The lack of full time Instructional Assistant to assist students in transitioning to the rigors of their high school program.

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

Problem Statement 22: Algebra I passing rates fall below 45%

Root Cause 22: Historical low performance of students, absences, transitory patterns of student population

Problem Statement 22 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 23: English I passing rates fall below 30%

Root Cause 23: Historical low performance of students, absences, transitory patterns of student population

Problem Statement 23 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 24: English II EOC passing rates fall below 30%

Root Cause 24: Historical low performance of students, absences, transitory patterns of student population

Problem Statement 24 Areas: Student Learning - School Processes & Programs - Perceptions

Problem Statement 25: US History EOC pass rates fall below 80%

Root Cause 25: Historical low performance of students, absences, transitory patterns of student population

Problem Statement 25 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 26: Graduation rate for Cooper Academy at Navarro is below 50%.

Root Cause 26: High percentage of at-risk students that are highly mobile, which results in high absenteeism and poor performance on state mandated assessments.

Problem Statement 26 Areas: Student Learning - School Processes & Programs - Perceptions

Problem Statement 27: 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 27: Great than 90% of the students attending Cooper Academy are considered economically disadvantaged; thus, are not exposed to the university experience.

Problem Statement 27 Areas: Student Learning - School Processes & Programs - Perceptions

Problem Statement 28: Students are challenged to meet the academic goals identified by the state.

Root Cause 28: The SAISD community is a high poverty district promoting an unstable community affecting the child's ability to learn

Problem Statement 28 Areas: Student Learning

Problem Statement 29: Students are challenged to meet the academic goals identified by the state.

Root Cause 29: The SAISD community is a high poverty district promoting an unstable community affecting the child's ability to learn

Problem Statement 29 Areas: Student Learning

Problem Statement 30: Need to improve our partnerships with community groups and businesses.

Root Cause 30: The majority of students at Cooper Academy at Navarro are economically disadvantaged and many are homeless.

Problem Statement 30 Areas: Student Learning - School Processes & Programs - Perceptions

Problem Statement 31: Students that attend Cooper Academy do not have the same access to vocational classes as other students in SAISD.

Root Cause 31: Many of Cooper Academy's students are over aged and not eligible to participate in traditional vocational classes offered by SAISD.

Problem Statement 31 Areas: Student Learning - Perceptions

Problem Statement 32: Improving College and Career Readiness skills for Cooper Academy at Navarro students

Root Cause 32: Students struggling at Cooper Academy at Navarro, due to gaps in educational experiences.

Problem Statement 32 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 33: Some students at Cooper Academy have been victims of bullying.

Root Cause 33: Bullying in all of its forms (Cyber, Social media, and bullying) is a nationwide epidemic facing students of all socioeconomic backgrounds.

Problem Statement 33 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 34: Students at Cooper Academy that have been victims of sex crimes, (sexual assault, date crimes, human trafficking) have an increased drop out rate.

Root Cause 34: Cooper Academy at Navarro is located in a low socioeconomic high crime rate urban area in close proximity to major Interstate highways.

Problem Statement 34 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 35: Students are at higher risk of dropping out of school without academic, motivational and social & emotional support

Root Cause 35: Lack of parental support, poor attendance, lack of motivation and inefficiencies in academic skills and success

Problem Statement 35 Areas: Student Learning - School Processes & Programs - Perceptions

Problem Statement 36: Funding for peripheral hardware and software for the enhancement of student learning, and to ensure the reinforcement of 21st century skills

Root Cause 36: Student focused online learning, reinforcement of 21st century skills

Problem Statement 36 Areas: Student Learning - School Processes & Programs

Problem Statement 37: Funding for continuous updating of peripheral hardware and software

Root Cause 37: Technology breaks and becomes old and/or outdated

Problem Statement 37 Areas: Student Learning - School Processes & Programs

Problem Statement 38: Low passing rates on EOC exams.

Root Cause 38: Students who attend Cooper Academy have academic deficits in the core subjects

Problem Statement 38 Areas: Student Learning - School Processes & Programs - Perceptions

Problem Statement 39: Low participation of parents of students at Cooper Academy

Root Cause 39: Parent activities have not been valued by the attendees; thus, resulting in fewer returning parents to the parental activities.

Problem Statement 39 Areas: School Processes & Programs - Perceptions

Problem Statement 40: Cooper Academy has few community partnerships.

Root Cause 40: Family and Community Engagement Specialist has not been trained in the capacity of engaging and building effective partnerships with business and community members.

Problem Statement 40 Areas: School Processes & Programs - Perceptions

Problem Statement 41: US History EOC Meets and Masters pass rate is below 47%.

Root Cause 41: Historical low performance of students, absences, transitory patterns of student population.

Problem Statement 41 Areas: Student Learning - School Processes & Programs - Perceptions

Problem Statement 42: English II EOC Meets and Masters pass rate is below 14%

Root Cause 42: Historical low performance of students, absences, transitory patterns of student population.

Problem Statement 42 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 43: English I EOC Meets and Masters pass rate is below 14%

Root Cause 43: Historical low performance of students, absences, transitory patterns of student population

Problem Statement 43 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 44: Alg I EOC Meets and Masters are below 12%

Root Cause 44: Historical low performance of students, absences, transitory patterns of student population

Problem Statement 44 Areas: Perceptions

Problem Statement 45: Students have not been provided the opportunity to experience differentiated learning experiences, progress monitoring, and a variety of digital resources.

Root Cause 45: Lack of fidelity, implementation, and systems approach at the campus level

Problem Statement 45 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus Performance Objectives Summative Review from previous year
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- RDA data
- Alternative Education Accountability (AEA) data
- Annual Measurable Achievement Objectives (AMAO) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Local diagnostic reading assessment data
- Local diagnostic math assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- Section 504 data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- School safety data

Employee Data

- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Goals

Revised/Approved: July 9, 2020

Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS

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

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

Increase the amount of students that score "Meets" and "Masters" on Algebra EOC from 11 to 12

Increase the amount of students that score "Meets" and "Masters" on Biology EOC from 7 to 8

Increase the amount of students that score "Meets" and "Masters" on English 1 EOC from 13 to 14

Increase the amount of students that score "Meets" and "Masters" on English 2 EOC from 13 to 14

Increase the amount of students that score "Meets" and "Masters" on US History EOC from 46 to 47

Targeted or ESF High Priority

Evaluation Data Sources: EOC state assessment results.

Summative Evaluation: None

Strategy 1: Utilize scoring rubrics to help all students reach levels of "Meets" or "Masters" on state EOC exams, 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.

KPI/Metric/Measure: Course mini-assessments, district benchmark and simulation exams, EOC state assessment results.

Staff Responsible for Monitoring: Robert Loveland, Principal
 Timothy Sumner, Assistant Principal, Claudio Garcia, Assistant Principal, Melanie Martinez, ELA Teacher
 James Juarez, Social Studies Teacher
 Eduardo Flores, Math Teacher
 Anne Shipman, Science Teacher

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

Problem Statements: Demographics 2, 3, 8, 11, 22, 23, 24, 26 - Student Learning 1, 2, 4, 5, 14, 24, 25 - School Processes & Programs 4, 23, 24, 26, 27, 28, 31, 32 - Perceptions 10, 20, 24, 25

Funding Sources: Supplies and Materials - 211 - ESEA Title I, Part A - Regular - \$2,500, Teacher- Extra Duty - 164 - State Compensatory Education (SCE) - \$5,000, Supplies and Materials - 164 - State Compensatory Education (SCE) - \$2,000, Teacher- Extra Duty - 211 - ESEA Title I, Part A - Regular - \$5,000

Reviews			
Formative			Summative
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<p>Strategy 2: Improve academic instruction in all areas by:</p> <ul style="list-style-type: none"> * Optional Flexible School Day * STAAR/EOC tutoring * Credit attainment opportunities * Individualized test tracking folders * Printed study guides * Saturday school <p>KPI/Metric/Measure: EOC State assessment results</p> <p>Staff Responsible for Monitoring: Robert Loveland, Principal Timothy Sumner, Assistant Principal, Claudio Garcia, Assistant Principal, Nelda Martell, Counselor, Melanie Martinez, ELA Teacher James Juarez, Social Studies Teacher Eduardo Flores, Math Teacher Anne Shipman, Science Teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 1, 8, 22, 23, 24, 25, 26 - Student Learning 1, 2, 3, 4, 5, 26 - School Processes & Programs 23, 24, 25, 26, 27, 28, 33, 34 - Perceptions 19, 20, 26, 27</p> <p>Funding Sources: - 211 - ESEA Title I, Part A - Regular - \$1,500, Supplemental Pay - Extra Duty - 164 - State Compensatory Education (SCE) - \$20,000, Furniture and Equipment - 164 - State Compensatory Education (SCE) - \$2,500, Supplies and Materials - 164 - State Compensatory Education (SCE) - \$2,000</p>	Reviews			
	Formative			Summative
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<p>Strategy 3: Create an EOC action plan to determine specific interventions by content, grade level and objective. Tutor non-mastery students during and after school. Utilize individualized Test tracking folders to monitor progress and determine areas of intervention by objective. Provide staff development and program review activities for the development of student interventions.</p> <p>KPI/Metric/Measure: Formative assessments, EOC results</p> <p>Staff Responsible for Monitoring: Robert Loveland, Principal Timothy Sumner, Assistant Principal, Claudio Garcia, Assistant Principal, Melanie Martinez, ELA Teacher James Juarez, Social Studies Teacher Eduardo Flores, Math Teacher Anne Shipman, Science Teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 22, 23, 24, 26 - Student Learning 1, 2, 3, 4, 5, 6 - School Processes & Programs 10, 23, 24, 25, 26, 27 - Perceptions 14, 19</p> <p>Funding Sources: Supplies and Materials - 211 - ESEA Title I, Part A - Regular - \$1,500, Supplemental Pay - Extra Duty - 211 - ESEA Title I, Part A - Regular - \$5,000</p>	Reviews			
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Strategy 4: Provide individual STAAR-EOC district printed study guides for STAAR-EOC re-testers.

KPI/Metric/Measure: EOC Results

Staff Responsible for Monitoring: Robert Loveland, Principal
 Timothy Sumner, Assistant Principal, Claudio Garcia, Assistant Principal, Melanie Martinez, ELA Teacher
 James Juarez, Social Studies Teacher
 Eduardo Flores, Math Teacher
 Anne Shipman, Science Teacher

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

Problem Statements: Demographics 2, 3, 8, 22, 23, 24, 26 - Student Learning 1, 2, 3, 4, 5, 6, 24, 25 - School Processes & Programs 10, 23, 24, 25, 26, 27, 28, 31, 32 - Perceptions 14, 19, 20, 24, 25

Funding Sources: Materials - 164 - State Compensatory Education (SCE) - \$4,000

Reviews			
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Strategy 5: Provide the online accessibility, and visual tools and all forms of technology to prepare students with 21st century skills. Upgrade technology in all classrooms by purchasing up-to-date equipment to prepare students with 21st century skills. This purchase will assist in the delivery of differentiated instruction and connect with a broader grouping of students. In addition, teachers will have greater mobility in the classroom, therefore increasing their ability to assist students with Edgenuity Learning.

Laptops/Netbooks/Desktops/Monitors

- iPads
- Netbook cart
- Digital recording devices
- Interactive boards
- Printers
- Audio headsets for computer use
- Accessories for interactive boards (nibs, pens, wands, bulbs, etc...)

In order to utilize the education Edgenuity program that has been implemented in our district for the benefit of our students, more technology equipment is needed. This program will allow our students to recover their credits and prepare for their state assessments.





KPI/Metric/Measure: Graduation rate,
EOC State assessment results
CCMR

Staff Responsible for Monitoring: Robert Loveland, Principal
Timothy Sumner, Assistant Principal, Claudio Garcia, Assistant Principal, Melanie Martinez, ELA Teacher
James Juarez, Social Studies Teacher
Eduardo Flores, Math Teacher
Anne Shipman, Science Teacher

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

Funding Sources: Substitute Teacher - 245 - ESEA Title I, 1003(a) - Priority and Focus - \$1,500, Supplement Pay - Extra Duty - 245 - ESEA Title I, 1003(a) - Priority and Focus - \$10,000, Supplies and Materials - 164 - State Compensatory Education (SCE) - \$2,500, Extra Duty and Certified Retired Teachers - 164 - State Compensatory Education (SCE) - \$2,000, Supplemental Pay - Extra Duty - 164 - State Compensatory Education (SCE) - \$6,000, Substitute Teacher - 164 - State Compensatory Education (SCE) - \$2,500, Extra Duty and Certified Retired Teachers (Tutors) - 211 - ESEA Title I, Part A - Regular - \$20,000, Substitute Teacher - 211 - ESEA Title I, Part A - Regular - \$1,500

Reviews			
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<p>Strategy 6: 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. Provide for substitute part-time clerical as needed throughout the year.</p> <p>KPI/Metric/Measure: Self-paced on-line instruction, researched-based strategies, Edgenuity (E2020) Learning environment, study guides, exams, progress monitoring tools, credits earned.</p> <p>Staff Responsible for Monitoring: Robert Loveland, Principal Timothy Sumner, Assistant Principal, Claudio Garcia, Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 2, 4, 5, 8, 11 - Student Learning 14, 21, 23, 25 - School Processes & Programs 1, 4, 28, 29, 30, 32 - Perceptions 10, 16, 20, 22, 23, 25</p> <p>Funding Sources: - 164 - State Compensatory Education (SCE) - \$1,500, Supplies - 164 - State Compensatory Education (SCE) - \$1,500, Supplies - 245 - ESEA Title I, 1003(a) - Priority and Focus - \$1,500, Technology - 164 - State Compensatory Education (SCE) - \$10,000, Supplies and Materials - 211 - ESEA Title I, Part A - Regular - \$5,000, Technology - 245 - ESEA Title I, 1003(a) - Priority and Focus - \$10,000, Technology - 211 - ESEA Title I, Part A - Regular</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 7: Core Content teachers will dis aggregate of STAAR EOC testing data to identify and tier students based on student need. Core Content Teachers will plan remediation sessions to targeted students, by creating remediation pacing guides, formal assessments, and lessons plans.</p> <p>KPI/Metric/Measure: Formative assessment data, December EOC results</p> <p>Staff Responsible for Monitoring: Robert Loveland, Principal Timothy Sumner, Assistant Principal, Claudio Garcia, Assistant Principal, Melanie Martinez, ELA Teacher James Juarez, Social Studies Teacher Eduardo Flores, Math Teacher Anne Shipman, Science Teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 8, 22, 23, 24, 26, 29, 30 - Student Learning 1, 2, 3, 4, 5, 28, 29, 30 - School Processes & Programs 23, 24, 25, 26, 27, 28, 37, 38, 39 - Perceptions 19, 20, 28, 30, 31, 32</p> <p>Funding Sources: Supplies and Materials - 164 - State Compensatory Education (SCE) - \$1,000, Supplies and Materials - 245 - ESEA Title I, 1003(a) - Priority and Focus - \$1,000, Supplies and Materials - 211 - ESEA Title I, Part A - Regular - \$1,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Recruiting highly qualified part time teachers for satellite campuses. Root Cause: Finding retired teachers that are willing to commit to a set schedule of tutoring
Problem Statement 2: Mobility rate and attendance rate affects enrollment and progress. Root Cause: Students that do attend Cooper Academy at Navarro already come to us with attendance issues and high mobility rates
Problem Statement 3: Students have low attendance and graduation rates. Root Cause: Cooper Academy has students attending from within all SAISD attendance zones. Greater than 90% of Cooper Academy students are considered economically disadvantaged. Many over-aged students do not have adequate transportation and are unable to attend school on a regular basis. .
Problem Statement 4: Students at Cooper Academy have low attendance rates, which negatively impacts their academic progress. Root Cause: Greater than 90% of Cooper Academy students are considered economically disadvantaged and do not have adequate access to health care.
Problem Statement 5: Mobility rate and attendance rate affects enrollment and progress. Root Cause: Students that do attend Cooper Academy at Navarro already to come to us with attendance issues and high mobility rates.
Problem Statement 8: There is a need to increase the number of English Learners who are attaining "Meets" on the STAAR/EOC state assessment. Currently, 30% of students in Bilingual Education and 11% of students in ESL have achieved "Meets" on the STAAR/EOC assessments. Root Cause: Teachers of English Learners need to linguistically accommodate instruction by implementing high yield instructional strategies that engage students in listening, speaking, reading and writing.
Problem Statement 11: 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 22: Biology EOC pass rates fall below 80% Root Cause: Historical low performance of students, absences, transitory patterns of student population
Problem Statement 23: US History EOC pass rates fall below 80% Root Cause: Historical low performance of students, absences, transitory patterns of student population
Problem Statement 24: English I passing rates fall below 30% Root Cause: Historical low performance of students, absences, transitory patterns of student population
Problem Statement 25: The majority of students at Cooper Academy at Navarro are at-risk students, which results in high absenteeism and poor performance on state mandated assessments. Root Cause: The lack of full time Instructional Assistant to assist students in transitioning to the rigors of their high school program.
Problem Statement 26: Algebra I passing rates fall below 45% Root Cause: Historical low performance of students, absences, transitory patterns of student population
Problem Statement 29: English I EOC Meets and Masters pass rate is below 14% Root Cause: Historical low performance of students, absences, transitory patterns of student population
Problem Statement 30: English II EOC Meets and Masters pass rate is below 14% Root Cause: Historical low performance of students, absences, transitory patterns of student population.
Student Learning
Problem Statement 1: Algebra I passing rates fall below 45% Root Cause: Historical low performance of students, absences, transitory patterns of student population
Problem Statement 2: English I passing rates fall below 30% Root Cause: Historical low performance of students, absences, transitory patterns of student population
Problem Statement 3: English II EOC passing rates fall below 30% Root Cause: Historical low performance of students, absences, transitory patterns of student population
Problem Statement 4: US History EOC pass rates fall below 80% Root Cause: Historical low performance of students, absences, transitory patterns of student population
Problem Statement 5: Biology EOC pass rates fall below 80% Root Cause: Historical low performance of students, absences, transitory patterns of student population
Problem Statement 6: Graduation rate for Cooper Academy at Navarro is below 50%. Root Cause: High percentage of at-risk students that are highly mobile, which results in high absenteeism and poor performance on state mandated assessments.
Problem Statement 16: 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 23: Low passing rates on EOC exams. **Root Cause:** Students who attend Cooper Academy have academic deficits in the core subjects

Problem Statement 25: 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 26: 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 27: 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 28: The majority of students at Cooper Academy at Navarro are at-risk students, which results in high absenteeism and poor performance on state mandated assessments. **Root Cause:** The lack of full time Instructional Assistant to assist students in transitioning to the rigors of their high school program.

Problem Statement 30: US History EOC Meets and Masters pass rate is below 47%. **Root Cause:** Historical low performance of students, absences, transitory patterns of student population.

Problem Statement 31: English II EOC Meets and Masters pass rate is below 14% **Root Cause:** Historical low performance of students, absences, transitory patterns of student population.

Problem Statement 32: English I EOC Meets and Masters pass rate is below 14% **Root Cause:** 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:** Students who attend Cooper Academy have academic deficits in the core subjects

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

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

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

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

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

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

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

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

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

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

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

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

Problem Statement 34: The majority of students at Cooper Academy at Navarro are at-risk students, which results in high absenteeism and poor performance on state mandated assessments. **Root Cause:** The lack of full time Instructional Assistant to assist students in transitioning to the rigors of their high school program.

Problem Statement 37: English I EOC Meets and Masters pass rate is below 14% **Root Cause:** Historical low performance of students, absences, transitory patterns of student population

Problem Statement 38: English II EOC Meets and Masters pass rate is below 14% **Root Cause:** Historical low performance of students, absences, transitory patterns of student population.

Problem Statement 39: US History EOC Meets and Masters pass rate is below 47%. **Root Cause:** Historical low performance of students, absences, transitory patterns of student population.

Perceptions

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

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

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

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

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

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

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

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

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

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

Problem Statement 27: The majority of students at Cooper Academy at Navarro are at-risk students, which results in high absenteeism and poor performance on state mandated assessments. **Root Cause:** The lack of full time Instructional Assistant to assist students in transitioning to the rigors of their high school program.

Problem Statement 28: Alg I EOC Meets and Masters are below 12% **Root Cause:** Historical low performance of students, absences, transitory patterns of student population

Problem Statement 29: English I EOC Meets and Masters pass rate is below 14% **Root Cause:** Historical low performance of students, absences, transitory patterns of student population

Problem Statement 30: English II EOC Meets and Masters pass rate is below 14% **Root Cause:** Historical low performance of students, absences, transitory patterns of student

population.

Problem Statement 31: US History EOC Meets and Masters pass rate is below 47%. **Root Cause:** Historical low performance of students, absences, transitory patterns of student population.

Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS

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





Performance Objective 2: Increase students' grade level readiness by 10% across all student populations and programs as measured by end of year assessments PK-12.

Targeted or ESF High Priority

HB3 Goal

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

Summative Evaluation: None

<p>Strategy 1: (C&I): Students will be provided with a variety of rigorous and differentiated learning experiences to increase performance across all content areas. Campus staff members will utilize communication methods, such as phone contacts, emails, approved social media and campus website to communicate with parents and students. Increased communication methods and frequency will lead to a grade level readiness increase of 10% across all student populations for student attendance, daily performance, end of year assessment results and increased number of graduates.</p> <p>KPI/Metric/Measure: Formative Assessment Data and Campus End of Year STAAR Assessments</p> <p>Staff Responsible for Monitoring: Department Heads, Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 2, 3, 21 - Student Learning 7, 24, 25, 32 - School Processes & Programs 22, 31, 32 - Perceptions 24, 25</p> <p>Funding Sources: Supplies and Materials - 164 - State Compensatory Education (SCE) - \$1,500, Sprint Cellular Service - 164 - State Compensatory Education (SCE) - \$1,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: (Assessment): Students will be provided with informal, formative, and summative assessments in a variety of formats to monitor progress.</p> <p>Problem Statements: Student Learning 32</p> <p>Funding Sources: Resources Needed - Supplies and Materials - MAP - 164 - State Compensatory Education (SCE) - \$1,610</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: (21st Century): Students will have access to a variety of digital platforms and tools to maximize student performance and engagement across all content areas.</p> <p>Problem Statements: Student Learning 32</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

Demographics	
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 21: 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.	
Student Learning	
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 26: 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 27: 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 34: Students have not been provided the opportunity to experience differentiated learning experiences, progress monitoring, and a variety of digital resources. Root Cause: Lack of fidelity, implementation, and systems approach at the campus level	
School Processes & Programs	
Problem Statement 22: High percentage of at-risk students that are highly mobile, which results in high absenteeism and poor performance on state mandated assessments. Root Cause: Teachers assigned to satellite campuses do not have land line telephones and unable to contact parents and students.	
Problem Statement 31: Students have low attendance and graduation rates. Root Cause: Cooper Academy has students attending from within all SAISD attendance zones. Greater than 90% of Cooper Academy students are considered economically disadvantaged. Many over-aged students do not have adequate transportation and are unable to attend school on a regular basis. .	
Problem Statement 32: Mobility rate and attendance rate affects enrollment and progress. Root Cause: Students that do attend Cooper Academy at Navarro already come to us with attendance issues and high mobility rates	
Perceptions	
Problem Statement 24: Students have low attendance and graduation rates. Root Cause: Cooper Academy has students attending from within all SAISD attendance zones. Greater than 90% of Cooper Academy students are considered economically disadvantaged. Many over-aged students do not have adequate transportation and are unable to attend school on a regular basis. .	
Problem Statement 25: Mobility rate and attendance rate affects enrollment and progress. Root Cause: Students that do attend Cooper Academy at Navarro already come to us with attendance issues and high mobility rates	

Goal 2: ENSURE PROFICIENCY

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

Performance Objective 1: 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.

Evaluation Data Sources: EOC results and graduation rate

Summative Evaluation: None

<p>Strategy 1: Provide the online accessibility, and visual tools and all forms of technology to prepare students with 21st century skills. Upgrade technology in all classrooms by purchasing up-to-date equipment to prepare students with 21st century skills. This purchase will assist in the delivery of differentiated instruction and connect with a broader grouping of students. In addition, teachers will have greater mobility in the classroom, therefore increasing their ability to assist students with Edgenuity Learning.</p> <p>Laptops/Netbooks/Desktops/Monitors</p> <ul style="list-style-type: none"> - iPads - Netbook cart - Digital recording devices - Interactive boards - Printers - Audio headsets for computer use - Accessories for interactive boards (nibs, pens, wands, bulbs, etc...) <p>In order to utilize the education Edgenuity program that has been implemented in our district for the benefit of our students, more technology equipment is needed. This program will allow our students to recover their credits and prepare for their state assessments.</p> <p>KPI/Metric/Measure: Graduation rate, state mandated EOC results</p> <p>Staff Responsible for Monitoring: Robert Loveland, Principal Timothy Sumner, Assistant Principal, Claudio Garcia, Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 3, 4, 22, 23, 24, 26 - Student Learning 1, 2, 3, 4, 5, 11, 23, 24 - School Processes & Programs 23, 24, 25, 26, 27, 30, 31 - Perceptions 19, 23, 24</p> <p>Funding Sources: Supplies and Materials - 164 - State Compensatory Education (SCE) - \$5,000, Supplemental Pay - Extra Duty - 164 - State Compensatory Education (SCE) - \$10,000, Supplies and Materials - 211 - ESEA Title I, Part A - Regular - \$5,000</p>	Reviews			
	Formative			Summative
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<p>Strategy 2: Students will sign in and out with tutors and receive remediation of the TEKS.</p> <p>KPI/Metric/Measure: Graduation rate, state mandated EOC results</p> <p>Staff Responsible for Monitoring: Robert Loveland, Principal Timothy Sumner, Asst. Principal Claudio Garcia, Asst. Principal Nelda Martinez, Counselor Melanie Martinez, ELA Teacher Eduardo Flores, Math Teacher, Anne Shipman, Science Teacher, James Juarez, Social Studies Teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF</p> <p>Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 3, 21, 22, 23, 24, 26 - Student Learning 1, 2, 3, 4, 5, 7, 24 - School Processes & Programs 22, 23, 24, 25, 26, 27, 31 - Perceptions 19, 24</p> <p>Funding Sources: Supplemental Material - Extra Duty - 164 - State Compensatory Education (SCE) - \$20,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Tutor non-mastery students for summer school (extended year program). Hire part-time core content area and required elective tutors during the summer to increase STAAR/EOC scores, grade level promotion and graduation rates. Thus, reducing the drop-out rate for the campus and district.</p> <p>KPI/Metric/Measure: Graduation rate, EOC State assessment results CCMR</p> <p>Staff Responsible for Monitoring: Robert Loveland, Principal Timothy Sumner, Assistant Principal, Claudio Garcia, Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF</p> <p>Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2, 3, 9, 22, 23, 24, 25, 26 - Student Learning 1, 2, 3, 4, 5, 6, 24, 25, 26 - School Processes & Programs 10, 23, 24, 25, 26, 27, 31, 32, 33, 34 - Perceptions 14, 19, 24, 25, 26, 27</p> <p>Funding Sources: - 211 - ESEA Title I, Part A - Regular - \$1,500, Supplies and Materials - 164 - State Compensatory Education (SCE) - \$1,500, Supplemental Pay - Extra Duty - 211 - ESEA Title I, Part A - Regular - \$10,000, Supplemental Pay - Extra Duty - 164 - State Compensatory Education (SCE) - \$300,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<p>Strategy 4: Teachers will participate in professional learning opportunities at the campus, district, state, and national level to improve student performance. Implement Instructional Strategies and activities for the purpose of raising academic achievement as measured by mastery tests and STAAR EOC results. Attend district and department training sessions to develop strategies to increase student performance in math. Teachers attend professional development conferences Advancing in Education and Model Schools conference. Provide substitute teachers when teachers are attending professional development.</p> <p>KPI/Metric/Measure: Professional development agendas, sign-ins, student credit attainment rates and passing rates for state assessments.</p> <p>Staff Responsible for Monitoring: Robert Loveland, Principal Timothy Sumner, Assistant Principal, Claudio Garcia, Assistant Principal, Melanie Martinez, ELA Teacher James Juarez, Social Studies Teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 1, 22, 23, 24, 26 - Student Learning 1, 2, 3, 4, 5, 6 - School Processes & Programs 10, 23, 24, 25, 26, 27, 33 - Perceptions 14, 19, 26</p> <p>Funding Sources: Teacher Travel OS - 164 - State Compensatory Education (SCE), Teacher Travel - 164 - State Compensatory Education (SCE) - \$2,000, Teacher Travel OS - 211 - ESEA Title I, Part A - Regular, Teacher Substitute - 211 - ESEA Title I, Part A - Regular - \$1,500, Teacher Substitute - 164 - State Compensatory Education (SCE) - \$2,000, Teacher Substitute - 245 - ESEA Title I, 1003(a) - Priority and Focus - \$1,500, Teacher Travel - 211 - ESEA Title I, Part A - Regular - \$2,000, Teacher Travel OS - 245 - ESEA Title I, 1003(a) - Priority and Focus - \$1,500</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Demographics
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 9: There is a need to recruit, develop, and retain high quality and experienced staff which includes teachers and administrators. Root Cause: A systematic approach to providing professional pathways for teachers and administrators does not currently exist.
Problem Statement 21: 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 22: Biology EOC pass rates fall below 80% Root Cause: Historical low performance of students, absences, transitory patterns of student population
Problem Statement 23: US History EOC pass rates fall below 80% Root Cause: Historical low performance of students, absences, transitory patterns of student population
Problem Statement 24: English I passing rates fall below 30% Root Cause: Historical low performance of students, absences, transitory patterns of student population
Problem Statement 25: The majority of students at Cooper Academy at Navarro are at-risk students, which results in high absenteeism and poor performance on state mandated assessments. Root Cause: The lack of full time Instructional Assistant to assist students in transitioning to the rigors of their high school program.
Problem Statement 26: Algebra I passing rates fall below 45% Root Cause: Historical low performance of students, absences, transitory patterns of student population
Student Learning
Problem Statement 1: Algebra I passing rates fall below 45% Root Cause: Historical low performance of students, absences, transitory patterns of student population
Problem Statement 2: English I passing rates fall below 30% Root Cause: Historical low performance of students, absences, transitory patterns of student population
Problem Statement 3: English II EOC passing rates fall below 30% Root Cause: Historical low performance of students, absences, transitory patterns of student population
Problem Statement 4: US History EOC pass rates fall below 80% Root Cause: Historical low performance of students, absences, transitory patterns of student population
Problem Statement 5: Biology EOC pass rates fall below 80% Root Cause: Historical low performance of students, absences, transitory patterns of student population
Problem Statement 6: Graduation rate for Cooper Academy at Navarro is below 50%. Root Cause: High percentage of at-risk students that are highly mobile, which results in high absenteeism and poor performance on state mandated assessments.
Problem Statement 7: High percentage of at-risk students that are highly mobile, which results in high absenteeism and poor performance on state mandated assessments. Root Cause: Teachers assigned to satellite campuses do not have land line telephones and unable to contact parents and students.
Problem Statement 12: Students are challenged to meet the academic goals identified by the state. Root Cause: The SAISD community is a high poverty district promoting an unstable community affecting the child's ability to learn
Problem Statement 25: 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 26: 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 27: 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 28: The majority of students at Cooper Academy at Navarro are at-risk students, which results in high absenteeism and poor performance on state mandated assessments. Root Cause: The lack of full time Instructional Assistant to assist students in transitioning to the rigors of their high school program.
School Processes & Programs
Problem Statement 10: Graduation rate for Cooper Academy at Navarro is below 50%. Root Cause: High percentage of at-risk students that are highly mobile, which results in high absenteeism and poor performance on state mandated assessments.
Problem Statement 22: High percentage of at-risk students that are highly mobile, which results in high absenteeism and poor performance on state mandated assessments. Root Cause: Teachers assigned to satellite campuses do not have land line telephones and unable to contact parents and students.
Problem Statement 23: Biology EOC pass rates fall below 80% Root Cause: Historical low performance of students, absences, transitory patterns of student population
Problem Statement 24: US History EOC pass rates fall below 80% Root Cause: Historical low performance of students, absences, transitory patterns of student population
Problem Statement 25: English II EOC passing rates fall below 30% Root Cause: Historical low performance of students, absences, transitory patterns of student population
Problem Statement 26: English I passing rates fall below 30% Root Cause: Historical low performance of students, absences, transitory patterns of student population
Problem Statement 27: Algebra I passing rates fall below 45% Root Cause: Historical low performance of students, absences, transitory patterns of student population

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

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

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

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

Problem Statement 34: The majority of students at Cooper Academy at Navarro are at-risk students, which results in high absenteeism and poor performance on state mandated assessments. **Root Cause:** The lack of full time Instructional Assistant to assist students in transitioning to the rigors of their high school program.

Perceptions

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

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

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

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

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

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

Problem Statement 27: The majority of students at Cooper Academy at Navarro are at-risk students, which results in high absenteeism and poor performance on state mandated assessments. **Root Cause:** The lack of full time Instructional Assistant to assist students in transitioning to the rigors of their high school program.

Goal 2: ENSURE PROFICIENCY

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

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

Targeted or ESF High Priority

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

Summative Evaluation: None

<p>Strategy 1: Build student reading capacity using rich textual reading materials. Title I Funds for books will be used. Utilize the on-line curriculum Edgenuity 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. 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>KPI/Metric/Measure: Course tests, remediation assessments, on-line mastery exams, and state EOC assessments.</p> <p>Staff Responsible for Monitoring: Robert Loveland, Principal Timothy Sumner, Assistant Principal, Claudio Garcia, Assistant Principal, Eduardo Flores, Math Teacher Anne Shipman, Science Teacher, James Juarez, Social Studies Teacher, Melanie Martinez, English Teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 4, 6, 8, 11, 17, 22, 23, 24, 26 - Student Learning 1, 2, 3, 4, 5, 10, 14, 22, 23 - School Processes & Programs 4, 8, 23, 24, 25, 26, 27, 28, 30 - Perceptions 10, 19, 20, 21, 23</p> <p>Funding Sources: Books - 211 - ESEA Title I, Part A - Regular - \$2,000, Supplies and Materials - 164 - State Compensatory Education (SCE) - \$2,000</p>	Reviews			
	Formative			Summative
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<p>Strategy 2: Improve student performance on State EOC exams by supporting preparation, remediation, and intervention by providing targeted instructional and intervention resources, professional learning for teachers, and resources and professional learning for summer EOC retested preparation.</p> <p>KPI/Metric/Measure: EOC exam results</p> <p>Staff Responsible for Monitoring: Robert Loveland, Principal Timothy Sumner, Asst. Principal Claudio Garcia, Asst. Principal Nelda Martinez, Counselor Melanie Martinez, ELA Teacher Eduardo Flores, Math Teacher, Anne Shipman, Science Teacher, James Juarez, Social Studies Teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 22, 23, 24, 26 - Student Learning 1, 2, 3, 4, 5, 21 - School Processes & Programs 1, 23, 24, 25, 26, 27 - Perceptions 16, 19</p> <p>Funding Sources: intervention & instructional resources - 164 - State Compensatory Education (SCE) - \$6,000</p>	Reviews			
	Formative			Summative
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<p>Strategy 3: Through the Edgenuity Online Learning Resource, students will receive online curriculum courses to support traditional and non-traditional learning.</p> <p>KPI/Metric/Measure: Students core course grades, attendance, behaviors, performance on district and state-wide exams and number of students graduating with cohort.</p> <p>Staff Responsible for Monitoring: Campus level at-risk staff Director of Online Learning</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: Edgenuity - Online Learning Subscriptions - 164 - State Compensatory Education (SCE) - \$12,025</p>	Reviews			
	Formative			Summative
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Strategy 4: Participate in English Language Arts (ELA), Mathematics, Social Studies and Science professional learning opportunities at the campus, district, state, and national level to improve student performance. Implement differentiated learning strategies, backwards by design and Edgenuity (E2020) for the purpose of raising academic achievement as measured by "Meets and Masters" on STAAR-EOC exams. Implement EOC Testing guides for English, Social Studies, Science and Algebra I, to increase student performance on the End of Course exams.

KPI/Metric/Measure: Professional development agendas, sign-ins, student credit attainment rates and passing rates for state assessments.

Staff Responsible for Monitoring: Robert Loveland, Principal
 Timothy Sumner, Assistant Principal, Claudio Garcia, Assistant Principal, Melanie Martinez, ELA Teacher
 James Juarez, Social Studies Teacher

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

Problem Statements: Demographics 1, 2, 22, 23, 24, 26 - Student Learning 1, 2, 3, 4, 5, 6, 25 - School Processes & Programs 10, 23, 24, 25, 26, 27, 32, 33 - Perceptions 14, 19, 25, 26





Funding Sources: Travel Administrator - 164 - State Compensatory Education (SCE) - \$1,500, Travel Teacher - 164 - State Compensatory Education (SCE) - \$1,500, Science Supplies and Materials - 164 - State Compensatory Education (SCE) - \$1,500, Professional Development - 211 - ESEA Title I, Part A - Regular - \$2,000, Supplemental Pay- Extra Duty - 211 - ESEA Title I, Part A - Regular - \$5,000, Science Resources - 245 - ESEA Title I, 1003(a) - Priority and Focus - \$1,000, Science Resources - 211 - ESEA Title I, Part A - Regular - \$1,500, Supplies and Materials - 164 - State Compensatory Education (SCE) - \$1,500

Reviews			
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<p>Strategy 5: Implement multi-sensory writing strategies. Review scored writing samples from past test administrations to determine which research-based intervention strategies will increase student performance. Students will recognize different types of compositions, including narrative, expository, and persuasive.</p> <p>KPI/Metric/Measure: Course tests, remediation assessments, on-line mastery exams, and state EOC assessments.</p> <p>Staff Responsible for Monitoring: Robert Loveland, Principal Timothy Sumner, Assistant Principal, Claudio Garcia, Assistant Principal, Melanie Martinez, ELA Teacher James Juarez, Social Studies Teacher Eduardo Flores, Math Teacher Anne Shipman, Science Teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 2, 22, 23, 24, 26 - Student Learning 1, 2, 3, 4, 5, 25 - School Processes & Programs 23, 24, 25, 26, 27, 32 - Perceptions 19, 25</p> <p>Funding Sources: Teacher-Extra Duty Certified Retired Teacher - 211 - ESEA Title I, Part A - Regular - \$2,000, Supplies Materials - 211 - ESEA Title I, Part A - Regular - \$1,500, Teacher-Extra Duty - 164 - State Compensatory Education (SCE) - \$2,000, Teacher-Extra Duty - 211 - ESEA Title I, Part A - Regular - \$2,000, Supplies Materials - 164 - State Compensatory Education (SCE) - \$1,500</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 6: Provide resources and materials for the science classroom. Purchase science materials for classroom labs and remediation activities. Remediation resources will include STAAR/EOC remediation curriculum materials.</p> <p>KPI/Metric/Measure: Course tests, remediation assessments, on-line mastery exams, and state EOC assessments.</p> <p>Staff Responsible for Monitoring: Science Department Chairperson Science Department Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 1, 2, 22 - Student Learning 5, 25 - School Processes & Programs 23, 32, 33 - Perceptions 25, 26</p> <p>Funding Sources: Science Supplies and Materials - 211 - ESEA Title I, Part A - Regular - \$2,000, Science Supplies and Materials - 164 - State Compensatory Education (SCE) - \$2,000, Science Supplies and Materials - 245 - ESEA Title I, 1003(a) - Priority and Focus - \$2,000</p>	Reviews			
	Formative			Summative
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<p>Strategy 7: 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.</p> <p>KPI/Metric/Measure: Course tests, remediation assessments, on-line mastery exams, and state EOC assessments.</p> <p>Staff Responsible for Monitoring: Principal Robert Loveland Timothy Sumner, Assistant Principal, Claudio Garcia, Assistant Principal, Melanie Martinez, ELA Teacher James Juarez, Social Studies Teacher Eduardo Flores, Math Teacher Anne Shipman, Science Teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 1, 22 - Student Learning 5 - School Processes & Programs 23, 33 - Perceptions 26</p> <p>Funding Sources: TeacherTravel - 164 - State Compensatory Education (SCE) - \$1,500, TeacherTravel - 211 - ESEA Title I, Part A - Regular - \$1,500, TeacherTravel out of state - 211 - ESEA Title I, Part A - Regular - \$1,500, TeacherTravel out of state - 245 - ESEA Title I, 1003(a) - Priority and Focus - \$1,500, TeacherTravel out of state - 164 - State Compensatory Education (SCE) - \$1,500, TeacherTravel - 245 - ESEA Title I, 1003(a) - Priority and Focus - \$1,500</p>	Reviews			
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<p>Strategy 8: Improve student success by closing achievement gap and increase state assessment performance, STAAR EOC performance. Students will sign in and out with tutors and receive remediation of TEKS.</p> <p>KPI/Metric/Measure: Course tests, remediation assessments, on-line mastery exams, and state EOC assessments.</p> <p>Staff Responsible for Monitoring: Robert Loveland, Principal Timothy Sumner, Assistant Principal, Claudio Garcia, Assistant Principal, Melanie Martinez, ELA Teacher James Juarez, Social Studies Teacher Eduardo Flores, Math Teacher Anne Shipman, Science Teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 2, 3, 4 - Student Learning 23, 24, 25 - School Processes & Programs 30, 31, 32 - Perceptions 23, 24, 25</p> <p>Funding Sources: Teacher Pay Supplemental - 245 - ESEA Title I, 1003(a) - Priority and Focus - \$4,000, Teacher Pay Supplemental - 164 - State Compensatory Education (SCE) - \$4,000, Teacher Pay: Certified Retired - 245 - ESEA Title I, 1003(a) - Priority and Focus - \$4,000, Teacher Pay Supplemental - 211 - ESEA Title I, Part A - Regular - \$4,000, Teacher Pay: Certified Retired - 164 - State Compensatory Education (SCE) - \$4,000, Teacher Pay: Certified Retired - 211 - ESEA Title I, Part A - Regular - \$4,000</p>	Reviews			
	Formative			Summative
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<p>Strategy 9: Improve student success by closing achievement gap and increase state assessment performance, STAAR EOC performance.</p> <p>KPI/Metric/Measure: Student individual goal sheets, student portfolios, course tests, remediation assessments and state EOC assessments.</p> <p>Staff Responsible for Monitoring: Robert Loveland, Principal Timothy Sumner, Assistant Principal, Claudio Garcia, Assistant Principal, Melanie Martinez, ELA Teacher James Juarez, Social Studies Teacher Eduardo Flores, Math Teacher Anne Shipman, Science Teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 2, 3, 21, 22, 23, 24, 26 - Student Learning 1, 2, 3, 4, 5, 6, 7, 24, 25 - School Processes & Programs 10, 22, 23, 24, 25, 26, 27, 31, 32 - Perceptions 14, 19, 24, 25</p> <p>Funding Sources: Supplies and Materials - 164 - State Compensatory Education (SCE) - \$2,000, Substitute Teachers - 164 - State Compensatory Education (SCE) - \$4,000, Supplemental Pay - Extra Duty - 164 - State Compensatory Education (SCE) - \$120,000</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	June				
Reviews																	
Formative			Summative														
Nov	Jan	Mar	June														
<p>Strategy 10: 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>KPI/Metric/Measure: Student individual goal sheets, student portfolios, course tests, remediation assessments and state EOC assessments</p> <p>Staff Responsible for Monitoring: Robert Loveland, Principal Timothy Sumner, Asst. Principal Claudio Garcia, Asst. Principal Nelda Martell, Counselor Melanie Martinez, ELA Teacher Eduardo Flores, Math Teacher, Anne Shipman, Science Teacher, James Juarez, Social Studies Teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 2, 3, 5, 6, 9, 25 - Student Learning 22, 24, 25, 26 - School Processes & Programs 29, 31, 32, 34 - Perceptions 21, 22, 24, 25, 27</p> <p>Funding Sources: Supplies and Materials - 211 - ESEA Title I, Part A - Regular - \$15,000, Supplemental Pay - Extra Duty - 164 - State Compensatory Education (SCE) - \$45,000, Supplies and Materials - 164 - State Compensatory Education (SCE) - \$15,000, Supplemental Pay - Extra Duty - 211 - ESEA Title I, Part A - Regular - \$150,000</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	June				
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<p>Strategy 11: Through increased rigor, relevance, relationships, and reflection, the number of students meeting expectations on STAAR-EOC and graduation requirements will increase. Provide instructional intervention activities to include tutoring during and after school and Saturday school interventions and tutoring. To provide teaching and learning materials for daily instruction. Materials will include but not be limited to paper, pencils, construction paper, markers, highlighters, ink and toner</p> <p>KPI/Metric/Measure: Student individual goal sheets, student portfolios, course tests, remediation assessments and state EOC assessments.</p> <p>Staff Responsible for Monitoring: Robert Loveland, Principal Timothy Sumner, Assistant Principal, Claudio Garcia, Assistant Principal, Eduardo Flores, Math Teacher Anne Shipman, Science Teacher, James Juarez, Social Studies Teacher, Melanie Martinez, English Teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 2, 20, 21, 22, 23, 24, 26 - Student Learning 1, 2, 3, 4, 5, 6, 7, 8, 18, 25 - School Processes & Programs 10, 18, 21, 22, 23, 24, 25, 26, 27, 32 - Perceptions 13, 14, 19, 25</p> <p>Funding Sources: Supplies and Materials - 245 - ESEA Title I, 1003(a) - Priority and Focus - \$1,500, Supplies and Materials - 164 - State Compensatory Education (SCE) - \$1,500, Supplies and Materials - 211 - ESEA Title I, Part A - Regular - \$1,500</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 12: Students receive one-to-one instruction in order to facilitate learning of objectives, while completing course credits required for graduation. Campus part-time clerks assists teachers, office staff and counselor with facilitating student activities and programs. Provide substitute teachers for out teachers when they are absent. Provide a seamless transition between full time and substitutes preventing a gap between instruction and student learning.</p> <p>KPI/Metric/Measure: Increased STAAR-EOC scores, CCMR and graduation rates. Increased rates of credit attainment reflected on monthly credit attainment logs.</p> <p>Staff Responsible for Monitoring: Robert Loveland, Principal, Nelda Martel, Counselor, Elida Chavez, School Secretary Timothy Sumner, Assistant Principal, Claudio Garcia, Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 3, 9, 21, 29, 30 - Student Learning 7, 11, 24, 28, 29, 30 - School Processes & Programs 22, 31, 37, 38, 39 - Perceptions 24, 28, 30, 31, 32</p> <p>Funding Sources: Extra Duty Supplemental - 164 - State Compensatory Education (SCE) - \$2,500, Extra Duty Supplemental - 211 - ESEA Title I, Part A - Regular - \$2,000</p>	Reviews			
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 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics

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

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

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

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

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

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

Problem Statement 8: There is a need to increase the number of English Learners who are attaining "Meets" on the STAAR/EOC state assessment. Currently, 30% of students in Bilingual Education and 11% of students in ESL have achieved "Meets" on the STAAR/EOC assessments. **Root Cause:** Teachers of English Learners need to linguistically accommodate instruction by implementing high yield instructional strategies that engage students in listening, speaking, reading and writing.

Problem Statement 9: There is a need to recruit, develop, and retain high quality and experienced staff which includes teachers and administrators. **Root Cause:** A systematic approach to providing professional pathways for teachers and administrators does not currently exist.

Problem Statement 11: 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 17: Professional development for instructional strategies for core teachers who conduct EOC remediation, focusing on differentiated instruction **Root Cause:** Students' performance on EOC exams.

Problem Statement 20: 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 21: 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 22: Biology EOC pass rates fall below 80% **Root Cause:** Historical low performance of students, absences, transitory patterns of student population

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

Problem Statement 24: English I passing rates fall below 30% **Root Cause:** Historical low performance of students, absences, transitory patterns of student population

Problem Statement 25: The majority of students at Cooper Academy at Navarro are at-risk students, which results in high absenteeism and poor performance on state mandated assessments. **Root Cause:** The lack of full time Instructional Assistant to assist students in transitioning to the rigors of their high school program.

Problem Statement 26: Algebra I passing rates fall below 45% **Root Cause:** Historical low performance of students, absences, transitory patterns of student population

Problem Statement 29: English I EOC Meets and Masters pass rate is below 14% **Root Cause:** Historical low performance of students, absences, transitory patterns of student population

Problem Statement 30: English II EOC Meets and Masters pass rate is below 14% **Root Cause:** Historical low performance of students, absences, transitory patterns of student population.

Student Learning

Problem Statement 1: Algebra I passing rates fall below 45% Root Cause: Historical low performance of students, absences, transitory patterns of student population
Problem Statement 2: English I passing rates fall below 30% Root Cause: Historical low performance of students, absences, transitory patterns of student population
Problem Statement 3: English II EOC passing rates fall below 30% Root Cause: Historical low performance of students, absences, transitory patterns of student population
Problem Statement 4: US History EOC pass rates fall below 80% Root Cause: Historical low performance of students, absences, transitory patterns of student population
Problem Statement 5: Biology EOC pass rates fall below 80% Root Cause: Historical low performance of students, absences, transitory patterns of student population
Problem Statement 6: Graduation rate for Cooper Academy at Navarro is below 50%. Root Cause: High percentage of at-risk students that are highly mobile, which results in high absenteeism and poor performance on state mandated assessments.
Problem Statement 7: High percentage of at-risk students that are highly mobile, which results in high absenteeism and poor performance on state mandated assessments. Root Cause: Teachers assigned to satellite campuses do not have land line telephones and unable to contact parents and students.
Problem Statement 8: Cooper Academy students (Phoenix Middle College) do not complete 100% of the college courses for which they enroll. Less than 50% of students attending the Phoenix Middle College program receive a level 1 or level 2 industry certification. Root Cause: The Phoenix Middle College students struggle with the transition between their high school program and college program.
Problem Statement 10: Professional development for instructional strategies for core teachers who conduct EOC remediation, focusing on differentiated instruction Root Cause: Students' performance on EOC exams.
Problem Statement 12: Students are challenged to meet the academic goals identified by the state. Root Cause: The SAISD community is a high poverty district promoting an unstable community affecting the child's ability to learn
Problem Statement 16: 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 20: Students are at higher risk of dropping out of school without academic, motivational and social & emotional support Root Cause: Lack of parental support, poor attendance, lack of motivation and inefficiencies in academic skills and success
Problem Statement 23: Low passing rates on EOC exams. Root Cause: Students who attend Cooper Academy have academic deficits in the core subjects
Problem Statement 24: Over the last three years, over 60% of ESL(3-8) students did not meet the standard in all content areas. Root Cause: There is inconsistent differentiation in Tier 1 core instruction and intervention.
Problem Statement 25: 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 26: 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 27: 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 28: The majority of students at Cooper Academy at Navarro are at-risk students, which results in high absenteeism and poor performance on state mandated assessments. Root Cause: The lack of full time Instructional Assistant to assist students in transitioning to the rigors of their high school program.
Problem Statement 30: US History EOC Meets and Masters pass rate is below 47%. Root Cause: Historical low performance of students, absences, transitory patterns of student population.
Problem Statement 31: English II EOC Meets and Masters pass rate is below 14% Root Cause: Historical low performance of students, absences, transitory patterns of student population.
Problem Statement 32: English I EOC Meets and Masters pass rate is below 14% Root Cause: 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: Students who attend Cooper Academy have academic deficits in the core subjects
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 8: Professional development for instructional strategies for core teachers who conduct EOC remediation, focusing on differentiated instruction Root Cause: Students' performance on EOC exams.
Problem Statement 10: Graduation rate for Cooper Academy at Navarro is below 50%. Root Cause: High percentage of at-risk students that are highly mobile, which results in high absenteeism and poor performance on state mandated assessments.
Problem Statement 18: Students are at higher risk of dropping out of school without academic, motivational and social & emotional support Root Cause: Lack of parental support, poor attendance, lack of motivation and inefficiencies in academic skills and success
Problem Statement 21: Cooper Academy students (Phoenix Middle College) do not complete 100% of the college courses for which they enroll. Less than 50% of students attending the Phoenix Middle College program receive a level 1 or level 2 industry certification. Root Cause: The Phoenix Middle College students struggle with the transition between their high school program and college program.
Problem Statement 22: High percentage of at-risk students that are highly mobile, which results in high absenteeism and poor performance on state mandated assessments. Root Cause: Teachers assigned to satellite campuses do not have land line telephones and unable to contact parents and students.
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Problem Statement 32: Mobility rate and attendance rate affects enrollment and progress. Root Cause: Students that do attend Cooper Academy at Navarro already come to us with attendance issues and high mobility rates
Problem Statement 33: Recruiting highly qualified part time teachers for satellite campuses. Root Cause: Finding retired teachers that are willing to commit to a set schedule of tutoring
Problem Statement 34: The majority of students at Cooper Academy at Navarro are at-risk students, which results in high absenteeism and poor performance on state mandated assessments. Root Cause: The lack of full time Instructional Assistant to assist students in transitioning to the rigors of their high school program.
Problem Statement 37: English I EOC Meets and Masters pass rate is below 14% Root Cause: Historical low performance of students, absences, transitory patterns of student

population
Problem Statement 38: English II EOC Meets and Masters pass rate is below 14% Root Cause: Historical low performance of students, absences, transitory patterns of student population.
Problem Statement 39: US History EOC Meets and Masters pass rate is below 47%. Root Cause: Historical low performance of students, absences, transitory patterns of student population.
Perceptions
Problem Statement 10: Improving College and Career Readiness skills for Cooper Academy at Navarro students Root Cause: Students struggling at Cooper Academy at Navarro, due to gaps in educational experiences.
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Problem Statement 14: Graduation rate for Cooper Academy at Navarro is below 50%. Root Cause: High percentage of at-risk students that are highly mobile, which results in high absenteeism and poor performance on state mandated assessments.
Problem Statement 16: Low passing rates on EOC exams. Root Cause: Students who attend Cooper Academy have academic deficits in the core subjects
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Problem Statement 31: US History EOC Meets and Masters pass rate is below 47%. Root Cause: Historical low performance of students, absences, transitory patterns of student population.

Goal 2: ENSURE PROFICIENCY

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

Performance Objective 3: 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.

Targeted or ESF High Priority

Evaluation Data Sources: None

Summative Evaluation: None

<p>Strategy 1: Through increased rigor, relevance, relationships, and reflection, the number of students meeting expectations on STAAR-EOC and graduation requirements will increase. Provide instructional intervention activities to include tutoring during and after school and Saturday school interventions and tutoring. To provide teaching and learning materials for daily instruction. Materials will include but not be limited to paper, pencils, construction paper, markers, highlighters, ink and toner.</p> <p>KPI/Metric/Measure: Student individual goal sheets, student portfolios, course tests, remediation assessments and state EOC assessments.</p> <p>Staff Responsible for Monitoring: Robert Loveland, Principal Timothy Sumner, Asst. Principal Claudio Garcia, Asst. Principal Nelda Martellt, Counselor Melanie Martinez, ELA Teacher Eduardo Flores, Math Teacher, Anne Shipman, Science Teacher, James Juarez, Social Studies Teache</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2, 3, 22, 23, 24, 26 - Student Learning 1, 2, 3, 4, 5, 6, 24, 25 - School Processes & Programs 10, 23, 24, 25, 26, 27, 31, 32 - Perceptions 14, 19, 24, 25</p> <p>Funding Sources: Supplies and Materials - 245 - ESEA Title I, 1003(a) - Priority and Focus - \$2,000, Supplies and Materials - 211 - ESEA Title I, Part A - Regular - \$2,000, Supplies and Materials - 164 - State Compensatory Education (SCE) - \$2,000</p>	Reviews			
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<p>Strategy 2: 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>KPI/Metric/Measure: Increased STAAR-EOC scores and graduation rates. Increased rates of credit attainment reflected on monthly credit attainment logs.</p> <p>Staff Responsible for Monitoring: Robert Loveland, Principal Timothy Sumner, Asst. Principal Claudio Garcia, Asst. Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 1, 9 - School Processes & Programs 33 - Perceptions 26</p> <p>Funding Sources: Resources - 164 - State Compensatory Education (SCE) - \$1,000, Supplies and Materials - 211 - ESEA Title I, Part A - Regular - \$1,000, Contracted Services - 164 - State Compensatory Education (SCE) - \$1,000, Supplemental Pay - Extra Duty - 164 - State Compensatory Education (SCE) - \$3,000, Supplies and Materials - 164 - State Compensatory Education (SCE) - \$1,000</p>	Reviews			
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No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:

Demographics
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
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Problem Statement 9: There is a need to recruit, develop, and retain high quality and experienced staff which includes teachers and administrators. Root Cause: A systematic approach to providing professional pathways for teachers and administrators does not currently exist.
Problem Statement 22: Biology EOC pass rates fall below 80% Root Cause: Historical low performance of students, absences, transitory patterns of student population
Problem Statement 23: US History EOC pass rates fall below 80% Root Cause: Historical low performance of students, absences, transitory patterns of student population
Problem Statement 24: English I passing rates fall below 30% Root Cause: Historical low performance of students, absences, transitory patterns of student population
Problem Statement 26: Algebra I passing rates fall below 45% Root Cause: Historical low performance of students, absences, transitory patterns of student population
Student Learning

Problem Statement 1: Algebra I passing rates fall below 45% Root Cause: Historical low performance of students, absences, transitory patterns of student population
Problem Statement 2: English I passing rates fall below 30% Root Cause: Historical low performance of students, absences, transitory patterns of student population
Problem Statement 3: English II EOC passing rates fall below 30% Root Cause: Historical low performance of students, absences, transitory patterns of student population
Problem Statement 4: US History EOC pass rates fall below 80% Root Cause: Historical low performance of students, absences, transitory patterns of student population
Problem Statement 5: Biology EOC pass rates fall below 80% Root Cause: Historical low performance of students, absences, transitory patterns of student population
Problem Statement 6: Graduation rate for Cooper Academy at Navarro is below 50%. Root Cause: High percentage of at-risk students that are highly mobile, which results in high absenteeism and poor performance on state mandated assessments.
Problem Statement 26: 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 27: Mobility rate and attendance rate affects enrollment and progress. Root Cause: Students that do attend Cooper Academy at Navarro already come to us with attendance issues and high mobility rates
School Processes & Programs
Problem Statement 10: Graduation rate for Cooper Academy at Navarro is below 50%. Root Cause: High percentage of at-risk students that are highly mobile, which results in high absenteeism and poor performance on state mandated assessments.
Problem Statement 23: Biology EOC pass rates fall below 80% Root Cause: Historical low performance of students, absences, transitory patterns of student population
Problem Statement 24: US History EOC pass rates fall below 80% Root Cause: Historical low performance of students, absences, transitory patterns of student population
Problem Statement 25: English II EOC passing rates fall below 30% Root Cause: Historical low performance of students, absences, transitory patterns of student population
Problem Statement 26: English I passing rates fall below 30% Root Cause: Historical low performance of students, absences, transitory patterns of student population
Problem Statement 27: Algebra I passing rates fall below 45% Root Cause: Historical low performance of students, absences, transitory patterns of student population
Problem Statement 31: Students have low attendance and graduation rates. Root Cause: Cooper Academy has students attending from within all SAISD attendance zones. Greater than 90% of Cooper Academy students are considered economically disadvantaged. Many over-aged students do not have adequate transportation and are unable to attend school on a regular basis. .
Problem Statement 32: Mobility rate and attendance rate affects enrollment and progress. Root Cause: Students that do attend Cooper Academy at Navarro already come to us with attendance issues and high mobility rates
Problem Statement 33: Recruiting highly qualified part time teachers for satellite campuses. Root Cause: Finding retired teachers that are willing to commit to a set schedule of tutoring
Perceptions
Problem Statement 14: Graduation rate for Cooper Academy at Navarro is below 50%. Root Cause: High percentage of at-risk students that are highly mobile, which results in high absenteeism and poor performance on state mandated assessments.
Problem Statement 19: English II EOC passing rates fall below 30% Root Cause: Historical low performance of students, absences, transitory patterns of student population
Problem Statement 24: Students have low attendance and graduation rates. Root Cause: Cooper Academy has students attending from within all SAISD attendance zones. Greater than 90% of Cooper Academy students are considered economically disadvantaged. Many over-aged students do not have adequate transportation and are unable to attend school on a regular basis. .
Problem Statement 25: Mobility rate and attendance rate affects enrollment and progress. Root Cause: Students that do attend Cooper Academy at Navarro already come to us with attendance issues and high mobility rates
Problem Statement 26: Recruiting highly qualified part time teachers for satellite campuses. Root Cause: Finding retired teachers that are willing to commit to a set schedule of tutoring

Goal 2: ENSURE PROFICIENCY

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





Performance Objective 4: PROFESSIONAL DEVELOPMENT: Build instructional capacity and effectiveness for all instructional staff through targeted training.

Targeted or ESF High Priority

Evaluation Data Sources: None

Summative Evaluation: None

<p>Strategy 1: Students will be engaged in higher order skills through the implementation of hands-on activities, exposure to multi-cultural events, modified laboratory activities and integration of technology. Utilize library resources for research and individual reading needs.</p> <p>KPI/Metric/Measure: Student individual goal sheets, increased attendance, student, course tests, remediation assessments and state EOC assessments.</p> <p>Staff Responsible for Monitoring: Robert Loveland, Principal Timothy Sumner, Assistant Principal, Claudio Garcia, Assistant Principal, Melanie Martinez, ELA Teacher James Juarez, Social Studies Teacher Eduardo Flores, Math Teacher Anne Shipman, Science Teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 2, 22, 23, 24, 26 - Student Learning 1, 2, 3, 4, 5, 6, 25 - School Processes & Programs 10, 23, 24, 25, 26, 27, 32 - Perceptions 14, 19, 25</p> <p>Funding Sources: Supplies and Materials - 245 - ESEA Title I, 1003(a) - Priority and Focus - \$2,000, Supplies and Materials - 211 - ESEA Title I, Part A - Regular - \$2,000, Supplies and Materials - 164 - State Compensatory Education (SCE) - \$2,000</p>	Reviews			
	Formative			Summative
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<p>Strategy 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>KPI/Metric/Measure: Student individual goal sheets, student portfolios, course tests, remediation assessments and state EOC assessments.</p> <p>Staff Responsible for Monitoring: Robert Loveland, Principal Timothy Sumner, Assistant Principal, Claudio Garcia, Assistant Principal, Nelda Martell, Counselor, Melanie Martinez, ELA Teacher James Juarez, Social Studies Teacher Eduardo Flores, Math Teacher Anne Shipman, Science Teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 2, 4, 5, 17, 19, 25 - Student Learning 10, 11, 23, 25, 26 - School Processes & Programs 8, 29, 30, 32, 34 - Perceptions 17, 22, 23, 25, 27</p> <p>Funding Sources: Supplies and Materials - 211 - ESEA Title I, Part A - Regular - \$2,000, Supplies and Materials - 164 - State Compensatory Education (SCE) - \$2,000, Teacher Extra duty - 211 - ESEA Title I, Part A - Regular - \$5,000, Teacher Extra duty - 164 - State Compensatory Education (SCE) - \$5,000</p>	Reviews						
	Formative			Summative			
	Nov	Jan	Mar	June			
<p>Strategy 3: Provide instructional readiness for students based on individual student evaluations to better prepare students for the STAAR/EOC assessments required for graduation and ensure improved on-time graduation rates.</p> <p>KPI/Metric/Measure: Improved on-time graduation rates and accountability ratings</p> <p>Staff Responsible for Monitoring: Mr. Robert Loveland, Principal, Ms. Esperanza Pedrazine, CTC, Dept. Chairs</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 2, 3, 29, 30 - Student Learning 24, 25, 28, 29, 30 - School Processes & Programs 31, 32, 37, 38, 39 - Perceptions 24, 25, 28, 30, 31, 32</p> <p>Funding Sources: Map Testing - 164 - State Compensatory Education (SCE) - \$1,500</p>				Reviews			
Formative			Summative				
Nov	Jan	Mar	June				
 No Progress  Accomplished  Continue/Modify  Discontinue							

Performance Objective 4 Problem Statements:

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

with attendance issues and high mobility rates

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

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

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

Problem Statement 17: Professional development for instructional strategies for core teachers who conduct EOC remediation, focusing on differentiated instruction **Root Cause:** Students' performance on EOC exams.

Problem Statement 19: Recruiting students to attend Phoenix Middle college **Root Cause:** Transportation of students from home school to Phoenix Middle College deters many students

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

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

Problem Statement 24: English I passing rates fall below 30% **Root Cause:** Historical low performance of students, absences, transitory patterns of student population

Problem Statement 25: The majority of students at Cooper Academy at Navarro are at-risk students, which results in high absenteeism and poor performance on state mandated assessments. **Root Cause:** The lack of full time Instructional Assistant to assist students in transitioning to the rigors of their high school program.

Problem Statement 26: Algebra I passing rates fall below 45% **Root Cause:** Historical low performance of students, absences, transitory patterns of student population

Problem Statement 29: English I EOC Meets and Masters pass rate is below 14% **Root Cause:** Historical low performance of students, absences, transitory patterns of student population

Problem Statement 30: English II EOC Meets and Masters pass rate is below 14% **Root Cause:** Historical low performance of students, absences, transitory patterns of student population.

Student Learning

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

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

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

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

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

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

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

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

Problem Statement 25: 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 26: 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 27: 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 28: The majority of students at Cooper Academy at Navarro are at-risk students, which results in high absenteeism and poor performance on state mandated assessments. **Root Cause:** The lack of full time Instructional Assistant to assist students in transitioning to the rigors of their high school program.

Problem Statement 30: US History EOC Meets and Masters pass rate is below 47%. **Root Cause:** Historical low performance of students, absences, transitory patterns of student population.

Problem Statement 31: English II EOC Meets and Masters pass rate is below 14% **Root Cause:** Historical low performance of students, absences, transitory patterns of student population.

Problem Statement 32: English I EOC Meets and Masters pass rate is below 14% **Root Cause:** Historical low performance of students, absences, transitory patterns of student population

School Processes & Programs

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

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

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

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

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

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

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

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

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

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

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

Problem Statement 34: The majority of students at Cooper Academy at Navarro are at-risk students, which results in high absenteeism and poor performance on state mandated assessments. **Root Cause:** The lack of full time Instructional Assistant to assist students in transitioning to the rigors of their high school program.

Problem Statement 37: English I EOC Meets and Masters pass rate is below 14% **Root Cause:** Historical low performance of students, absences, transitory patterns of student population

Problem Statement 38: English II EOC Meets and Masters pass rate is below 14% **Root Cause:** Historical low performance of students, absences, transitory patterns of student population.

Problem Statement 39: US History EOC Meets and Masters pass rate is below 47%. **Root Cause:** Historical low performance of students, absences, transitory patterns of student population.

Perceptions

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

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

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

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

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

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

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

Problem Statement 27: The majority of students at Cooper Academy at Navarro are at-risk students, which results in high absenteeism and poor performance on state mandated assessments. **Root Cause:** The lack of full time Instructional Assistant to assist students in transitioning to the rigors of their high school program.

Problem Statement 28: Alg I EOC Meets and Masters are below 12% **Root Cause:** Historical low performance of students, absences, transitory patterns of student population

Problem Statement 29: English I EOC Meets and Masters pass rate is below 14% **Root Cause:** Historical low performance of students, absences, transitory patterns of student population





Problem Statement 30: English II EOC Meets and Masters pass rate is below 14% **Root Cause:** Historical low performance of students, absences, transitory patterns of student population.

Problem Statement 31: US History EOC Meets and Masters pass rate is below 47%. **Root Cause:** Historical low performance of students, absences, transitory patterns of student population.

Goal 2: ENSURE PROFICIENCY

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

Performance Objective 5: Increase overall District student achievement on STAAR at the "Meets" level from 32% to 50%

<p>Strategy 1: (C&I): Students will be provided with a variety of rigorous and differentiated learning experiences to increase performance across all content areas. Problem Statements: Student Learning 32 Funding Sources: instructional resources/online instr resources - 164 - State Compensatory Education (SCE) - \$7,700</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: (Assessment): Students will be provided with informal, formative, and summative assessments in a variety of formats to monitor progress. Problem Statements: Student Learning 32 Funding Sources: Resources Needed: Leadward - 164 - State Compensatory Education (SCE) - \$250, Resources Needed: Supplies and Materials – Gizmos - 164 - State Compensatory Education (SCE) - \$957.18, Resources Needed: Newsela - 164 - State Compensatory Education (SCE) - \$1,418.09, Resources Needed: Imagine Learning - 164 - State Compensatory Education (SCE) - \$4,166.66, Resources Needed: NoRedlink - 164 - State Compensatory Education (SCE) - \$1,040.55, Resources Needed: Eduphoria – Certica Item Bank - 164 - State Compensatory Education (SCE) - \$1,012.05 , Resources Needed: Leadward - 164 - State Compensatory Education (SCE) - \$64.13, Resources Needed: Adaptive Platform – Edunuity - 164 - State Compensatory Education (SCE) - \$12,370, Resources Needed: Social Studies School – Sycs (Nystrom) - 164 - State Compensatory Education (SCE) - \$732.44</p>	Reviews			
	Formative			Summative
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<p>Strategy 3: (21st Century): Students will have access to a variety of digital platforms and tools to maximize student performance and engagement across all content areas. Problem Statements: Student Learning 32</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 5 Problem Statements:

Student Learning
<p>Problem Statement 34: Students have not been provided the opportunity to experience differentiated learning experiences, progress monitoring, and a variety of digital resources. Root Cause: Lack of fidelity, implementation, and systems approach at the campus level</p>

Goal 3: ENSURE PROFICIENCY

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

Performance Objective 1: Provide effective and timely assistance to increase student success and eventual on-time graduation.

Evaluation Data Sources: Provide instructional readiness for students based on individual student evaluations to better prepare students for the STAAR/EOC assessments required for graduation and ensure improved on-time graduation rates.

Critical Success Factors: CSF1 and CSF2

Summative Evaluation: None

<p>Strategy 1: Work with students to set short-term intermediate goals to monitor progress toward larger goals through manageable steps. Provide team building and goal setting activities for students to develop skills necessary for college and career readiness. Students will participate in outdoor activities at the Newcombe Ranch to build communication, team building, problem solving and analytical skills that will prepare them to be successful for the state academic standards.</p> <p>KPI/Metric/Measure: Increase in on time graduation rate, increase in EOC, TSI and SAT scores.</p> <p>Staff Responsible for Monitoring: Robert Loveland, Principal Timothy Sumner, Asst. Principal Claudio Garcia, Asst Principal, John P. Boone, PBIS teacher</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy</p> <p>Problem Statements: Demographics 16 - School Processes & Programs 19 - Perceptions 7</p> <p>Funding Sources: Student Travel - 211 - ESEA Title I, Part A - Regular - \$2,000, Field Trips - 211 - ESEA Title I, Part A - Regular - \$2,500</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2: 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

KPI/Metric/Measure: Student individual goal sheets, student portfolios, course tests, remediation assessments and state EOC assessments.

Staff Responsible for Monitoring: Robert Loveland, Principal
 Timothy Sumner, Assistant Principal, Claudio Garcia, Assistant Principal, Melanie Martinez, ELA Teacher
 James Juarez, Social Studies Teacher
 Eduardo Flores, Math Teacher
 Anne Shipman, Science Teacher

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

Problem Statements: Demographics 2, 3, 4, 22, 23, 24, 26 - Student Learning 1, 2, 3, 4, 5, 6, 23, 24, 25 - School Processes & Programs 10, 23, 24, 25, 26, 27, 30, 31, 32 - Perceptions 14, 19, 23, 24, 25

Funding Sources: Supplies and Resources - 164 - State Compensatory Education (SCE) - \$2,500, Teacher Supplemental Pay - 164 - State Compensatory Education (SCE) - \$20,000, Supplies and Resources - 211 - ESEA Title I, Part A - Regular - \$2,000

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Strategy 3: Full time faculty and part-time staff support academic programs, including STAAR-EOC tutoring sessions, satellite campuses, academic/credit attainment through the fall and spring semesters, as well as an extended year session (June-July).

Campus counselor will organize Saturday school opportunities for students. Counselors will also coordinate, with campus Family and Community Engagement Specialist parent information and program awareness sessions with parents.

KPI/Metric/Measure: Increased STAAR-EOC scores and graduation rates. Increased rates of credit attainment reflected on monthly credit attainment logs.

Staff Responsible for Monitoring: Robert Loveland, Principal
 Timothy Sumner, Asst. Principal
 Claudio Garcia, Asst. Principal Nelda Martell

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

Funding Sources: Supplies and Resources - 211 - ESEA Title I, Part A - Regular - \$1,500, Supplies and Resources - 164 - State Compensatory Education (SCE) - \$1,500, Counselor: Supplemental Pay - 211 - ESEA Title I, Part A - Regular - \$10,000, Counselor: Supplemental Pay - 164 - State Compensatory Education (SCE) - \$10,000

Reviews			
Formative			Summative
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Strategy 4: 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. Repair and maintain existing technology to support all content areas. (Poster Maker, Lamination machine, Desktops, Laptops, Projectors) 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.

KPI/Metric/Measure: Improved integration of technology as indicated by LOTI and campus technology surveys. Training agendas, sign-in sheets, completion and rating for HB5 Technology section.

Staff Responsible for Monitoring: Robert Loveland - Principal
 Timothy Sumner, Asst. Principal
 Claudio Garcia, Asst. Principal,
 Nelda Martell- Counselor
 James Juarez - S.S. Teacher/CTR
 Anne Shipman - Science Teacher/CTR

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy**

Problem Statements: Demographics 2, 3, 4, 5, 12, 21 - Student Learning 7, 23, 24, 25 - School Processes & Programs 14, 22, 29, 30, 31, 32 - Perceptions 5, 22, 23, 24, 25

Funding Sources: Supplies and Materials - 164 - State Compensatory Education (SCE) - \$5,000, Supplies and Materials - 211 - ESEA Title I, Part A - Regular - \$5,000, Technology- Supplies and Materials - 245 - ESEA Title I, 1003(a) - Priority and Focus - \$9,000

Reviews			
Formative			Summative
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Strategy 5: Provide opportunities for ongoing staff development for teachers, counselors and administrators to attend conferences and seminars. They will address attendance, graduation, academic planning, student academic performance, teacher pedagogy, fine arts and learning strategies. Strategies obtained from attending the following conferences will be used to improve graduation rates, attendance rates, students participating in college programs, improving teaching and learning strategies. Conferences - Texas Association for Alternative Education and Texas Counseling Association. Attend professional development opportunities at ESC Region 20.

KPI/Metric/Measure: Increased graduation and reduction of drop-out rates. Increased foundation and recommended diplomas.

Staff Responsible for Monitoring: Robert Loveland, Principal

Timothy Sumner, Asst. Principal

Claudio Garcia, Asst. Principal Nelda Martell, Counselor

Melanie Martinez, ELA Teacher

Eduardo Flores, Math

Teacher, Anne Shipman, Science Teacher, James Juarez, Social Studies Teacher





Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF**

Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

Problem Statements: Demographics 2, 4, 8, 17, 22, 23, 24, 26 - Student Learning 1, 2, 3, 4, 5, 6, 9, 10, 23, 25 - School Processes & Programs 8, 10, 20, 23, 24, 25, 26, 27, 28, 30, 32 - Perceptions 14, 18, 19, 20, 23, 25

Funding Sources: Travel-Out of State - 245 - ESEA Title I, 1003(a) - Priority and Focus - \$5,000, Resources-ESC Region 20 - 211 - ESEA Title I, Part A - Regular - \$1,000, Contracted Services - 164 - State Compensatory Education (SCE) - \$3,000, Out of State Travel - 211 - ESEA Title I, Part A - Regular - \$2,000, Travel-Out of State Administration - 245 - ESEA Title I, 1003(a) - Priority and Focus - \$3,000, Travel - 164 - State Compensatory Education (SCE) - \$2,500, Professional Development - 164 - State Compensatory Education (SCE) - \$5,000, Travel - 211 - ESEA Title I, Part A - Regular - \$1,000, Professional Development-ESC Region 20 - 211 - ESEA Title I, Part A - Regular - \$2,000

Reviews			
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<p>Strategy 6: Attend core content and fine arts professional learning opportunities to improve student success. Increase collaboration through mentoring, tutoring, parent meetings, student/teacher conferences, department head and campus leadership team meetings to improve student success</p> <p>KPI/Metric/Measure: On-Line assessments, remediation sessions, STAAR EOC results</p> <p>Staff Responsible for Monitoring: Robert Loveland, Principal Timothy Sumner, Asst. Principal Claudio Garcia, Asst. Principal Nelda Martell, Counselor Melanie Martinez, ELA Teacher Eduardo Flores, Math Teacher, Anne Shipman, Science Teacher, James Juarez, Social Studies Teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 1, 9, 22, 23, 24, 26 - Student Learning 1, 2, 3, 4, 5, 6 - School Processes & Programs 10, 23, 24, 25, 26, 27, 33 - Perceptions 14, 19, 26</p> <p>Funding Sources: Supplies and Materials - 211 - ESEA Title I, Part A - Regular - \$1,000, Teachers/Extra Duty - 164 - State Compensatory Education (SCE) - \$2,500, Supplemental Pay - Extra Duty - 211 - ESEA Title I, Part A - Regular - \$2,000, Supplies and Materials - 164 - State Compensatory Education (SCE) - \$2,000, Travel - 211 - ESEA Title I, Part A - Regular - \$2,000</p>	Reviews			
	Formative			Summative
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<p>Strategy 7: Attend core content and fine arts professional learning opportunities to improve student success. Increase teacher retention by supporting teachers with professional development in needed areas.</p> <p>KPI/Metric/Measure: On-Line assessments, remediation sessions, STAAR EOC results. Increased graduation and reduction of drop-out rates.</p> <p>Staff Responsible for Monitoring: Robert Loveland, Principal Timothy Sumner, Asst. Principal Claudio Garcia, Asst. Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 2, 20, 21, 22, 23, 24, 26 - Student Learning 1, 2, 4, 5, 7, 8, 25 - School Processes & Programs 21, 22, 23, 24, 26, 27, 32 - Perceptions 25</p> <p>Funding Sources: Out of State Travel - 245 - ESEA Title I, 1003(a) - Priority and Focus - \$10,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics

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

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

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

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

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

Problem Statement 8: There is a need to increase the number of English Learners who are attaining "Meets" on the STAAR/EOC state assessment. Currently, 30% of students in Bilingual Education and 11% of students in ESL have achieved "Meets" on the STAAR/EOC assessments. **Root Cause:** Teachers of English Learners need to linguistically accommodate instruction by implementing high yield instructional strategies that engage students in listening, speaking, reading and writing.

Problem Statement 9: There is a need to recruit, develop, and retain high quality and experienced staff which includes teachers and administrators. **Root Cause:** A systematic approach to providing professional pathways for teachers and administrators does not currently exist.

Problem Statement 12: 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 16: Need to improve our partnerships with community groups and businesses. **Root Cause:** Cooper Academy is an Alternative high school that does not have the same recognition as other high schools in SAISD. We need to work harder to get our name out into the community to spur partnerships.

Problem Statement 17: Professional development for instructional strategies for core teachers who conduct EOC remediation, focusing on differentiated instruction **Root Cause:** Students' performance on EOC exams.

Problem Statement 20: 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 21: 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 22: Biology EOC pass rates fall below 80% **Root Cause:** Historical low performance of students, absences, transitory patterns of student population

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

Problem Statement 24: English I passing rates fall below 30% **Root Cause:** Historical low performance of students, absences, transitory patterns of student population

Problem Statement 26: Algebra I passing rates fall below 45% **Root Cause:** Historical low performance of students, absences, transitory patterns of student population

Student Learning

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

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

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

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

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

Problem Statement 6: Graduation rate for Cooper Academy at Navarro is below 50%. Root Cause: High percentage of at-risk students that are highly mobile, which results in high absenteeism and poor performance on state mandated assessments.
Problem Statement 7: High percentage of at-risk students that are highly mobile, which results in high absenteeism and poor performance on state mandated assessments. Root Cause: Teachers assigned to satellite campuses do not have land line telephones and unable to contact parents and students.
Problem Statement 8: Cooper Academy students (Phoenix Middle College) do not complete 100% of the college courses for which they enroll. Less than 50% of students attending the Phoenix Middle College program receive a level 1 or level 2 industry certification. Root Cause: The Phoenix Middle College students struggle with the transition between their high school program and college program.
Problem Statement 9: After high school graduation, less than 50% of Cooper Academy students (Phoenix Middle College) register and attend a 4 year college or university program. Root Cause: Great than 90% of the students attending Cooper Academy are considered economically disadvantaged; thus, are not exposed to the university experience.
Problem Statement 10: Professional development for instructional strategies for core teachers who conduct EOC remediation, focusing on differentiated instruction Root Cause: Students' performance on EOC exams.
Problem Statement 25: 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 26: 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 27: Mobility rate and attendance rate affects enrollment and progress. Root Cause: Students that do attend Cooper Academy at Navarro already come to us with attendance issues and high mobility rates
School Processes & Programs
Problem Statement 8: Professional development for instructional strategies for core teachers who conduct EOC remediation, focusing on differentiated instruction Root Cause: Students' performance on EOC exams.
Problem Statement 10: Graduation rate for Cooper Academy at Navarro is below 50%. Root Cause: High percentage of at-risk students that are highly mobile, which results in high absenteeism and poor performance on state mandated assessments.
Problem Statement 14: The current parent/family participation rate is less than 15% in activities that support learning/academic performance. Root Cause: Parent and family members do not feel confident to assist their child(ren) because parents/family members lack the resources.
Problem Statement 19: Need to improve our partnerships with community groups and businesses. Root Cause: Cooper Academy is an Alternative high school that does not have the same recognition as other high schools in SAISD. We need to work harder to get our name out into the community to spur partnerships.
Problem Statement 20: After high school graduation, less than 50% of Cooper Academy students (Phoenix Middle College) register and attend a 4 year college or university program. Root Cause: Great than 90% of the students attending Cooper Academy are considered economically disadvantaged; thus, are not exposed to the university experience.
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Problem Statement 22: High percentage of at-risk students that are highly mobile, which results in high absenteeism and poor performance on state mandated assessments. Root Cause: Teachers assigned to satellite campuses do not have land line telephones and unable to contact parents and students.
Problem Statement 23: Biology EOC pass rates fall below 80% Root Cause: Historical low performance of students, absences, transitory patterns of student population
Problem Statement 24: US History EOC pass rates fall below 80% Root Cause: Historical low performance of students, absences, transitory patterns of student population
Problem Statement 25: English II EOC passing rates fall below 30% Root Cause: Historical low performance of students, absences, transitory patterns of student population

Problem Statement 26: English I passing rates fall below 30% Root Cause: Historical low performance of students, absences, transitory patterns of student population
Problem Statement 27: Algebra I passing rates fall below 45% Root Cause: Historical low performance of students, absences, transitory patterns of student population
Problem Statement 28: There is a need to increase the number of English Learners who are attaining "Meets" on the STAAR/EOC state assessment. Currently, 30% of students in Bilingual Education and 11% of students in ESL have achieved "Meets" on the STAAR/EOC assessments. Root Cause: Teachers of English Learners need to linguistically accommodate instruction by implementing high yield instructional strategies that engage students in listening, speaking, reading and writing.
Problem Statement 29: Mobility rate and attendance rate affects enrollment and progress. Root Cause: Students that do attend Cooper Academy at Navarro already to come to us with attendance issues and high mobility rates.
Problem Statement 30: Students at Cooper Academy have low attendance rates, which negatively impacts their academic progress. Root Cause: Greater than 90% of Cooper Academy students are considered economically disadvantaged and do not have adequate access to health care.
Problem Statement 31: Students have low attendance and graduation rates. Root Cause: Cooper Academy has students attending from within all SAISD attendance zones. Greater than 90% of Cooper Academy students are considered economically disadvantaged. Many over-aged students do not have adequate transportation and are unable to attend school on a regular basis. .
Problem Statement 32: Mobility rate and attendance rate affects enrollment and progress. Root Cause: Students that do attend Cooper Academy at Navarro already come to us with attendance issues and high mobility rates
Problem Statement 33: Recruiting highly qualified part time teachers for satellite campuses. Root Cause: Finding retired teachers that are willing to commit to a set schedule of tutoring
Perceptions
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 7: Need to improve our partnerships with community groups and businesses. Root Cause: Cooper Academy is an Alternative high school that does not have the same recognition as other high schools in SAISD. We need to work harder to get our name out into the community to spur partnerships.
Problem Statement 14: Graduation rate for Cooper Academy at Navarro is below 50%. Root Cause: High percentage of at-risk students that are highly mobile, which results in high absenteeism and poor performance on state mandated assessments.
Problem Statement 18: After high school graduation, less than 50% of Cooper Academy students (Phoenix Middle College) register and attend a 4 year college or university program. Root Cause: Great than 90% of the students attending Cooper Academy are considered economically disadvantaged; thus, are not exposed to the university experience.
Problem Statement 19: English II EOC passing rates fall below 30% Root Cause: Historical low performance of students, absences, transitory patterns of student population
Problem Statement 20: There is a need to increase the number of English Learners who are attaining "Meets" on the STAAR/EOC state assessment. Currently, 30% of students in Bilingual Education and 11% of students in ESL have achieved "Meets" on the STAAR/EOC assessments. Root Cause: Teachers of English Learners need to linguistically accommodate instruction by implementing high yield instructional strategies that engage students in listening, speaking, reading and writing.
Problem Statement 22: Mobility rate and attendance rate affects enrollment and progress. Root Cause: Students that do attend Cooper Academy at Navarro already to come to us with attendance issues and high mobility rates.
Problem Statement 23: Students at Cooper Academy have low attendance rates, which negatively impacts their academic progress. Root Cause: Greater than 90% of Cooper Academy students are considered economically disadvantaged and do not have adequate access to health care.
Problem Statement 24: Students have low attendance and graduation rates. Root Cause: Cooper Academy has students attending from within all SAISD attendance zones. Greater than 90% of Cooper Academy students are considered economically disadvantaged. Many over-aged students do not have adequate transportation and are unable to attend school on a regular basis. .
Problem Statement 25: Mobility rate and attendance rate affects enrollment and progress. Root Cause: Students that do attend Cooper Academy at Navarro already come to us with attendance issues and high mobility rates

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

Goal 3: ENSURE PROFICIENCY

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

Performance Objective 2: PARENT INVOLVEMENT: Family and Community Engagement Specialist will be utilized at all K-12 campuses to increase the percentage of parents represented at district and campus activities by 20%. Family and Community Engagement Specialist will organize and facilitate parent information meetings before, during and after school. Family and Community Engagement Specialist will prepare materials and contact parents for the meetings being held before, during and after school. Problem statement: Cooper Academy has low parent participation at school events and Family and Community Engagement Specialist meetings. Root Cause: Inefficient and ineffective parent and school communication.

Evaluation Data Sources: Parent meeting agendas and sign-ins. Parent and community volunteer agendas and sign-ins. Pictures of campus and district parent involvement activities.

Summative Evaluation: None

<p>Strategy 1: The Family and Community Engagement representative will hold bi-weekly parent meetings.</p> <p>KPI/Metric/Measure: Parent meeting agendas and sign-ins. Parent and community volunteer agendas and sign-ins. Pictures of campus and district parent involvement activities.</p> <p>Staff Responsible for Monitoring: Robert Loveland,- Principal Monica Flores-Family and Community Engagement Specialist</p> <p>Title I Schoolwide Elements: 2.4, 3.1, 3.2 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 3, 12, 13 - Student Learning 24 - School Processes & Programs 14, 15, 31 - Perceptions 5, 6, 24</p> <p>Funding Sources: Family and Community Engagement Specialist-Travel - 199 - Local Maintenance - \$1,200, Materials and Supplies - 164 - State Compensatory Education (SCE) - \$1,500, Supplies - 211 - ESEA Title I, Part A - Regular - \$1,200, Refreshments - 211 - ESEA Title I, Part A - Regular - \$1,200, Family and Community Engagement Specialist - 199 - Local Maintenance - \$20,000, Family and Community Engagement Specialist-Extra Pay - 199 - Local Maintenance - \$1,200, Materials and Supplies - 211 - ESEA Title I, Part A - Regular - \$1,500</p>	Reviews			
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Strategy 2: Family and Community Engagement representative (Face) will work on building/improving parent involvement. Parents and the Community will become more involved at Cooper Academy via a range of opportunities and events throughout the school year. Family and Community Engagement Specialist will organize and facilitate parent and community meetings providing information for Alamo Community College Certification classes, work force development, community partnerships, curriculum and state testing information sessions. The Family and Community Engagement Specialist will:

Assist campus in the recruitment of parents, families and community member to assist with school activities and program needs.

Schedule, coordinate and facilitate parent, community and Alamo Community College District meetings.

Collect, prepare, maintain and distribute materials relating to parent involvement policy.

Serve as a liaison and assist district, school staff, parents and community in gaining appreciation of the added value of parent education and parent involvement and engagement.

Provide custodial services for organizing, maintaining and cleaning building before, during and after parent and community events. These events will take place before, during and after the normal school day. These events will also take place on Saturdays; to include the parent and student extended year program and graduation informational meeting held on the first Saturday of June.

Perform home visits.

KPI/Metric/Measure: Increased graduation rates, increased college application, enrollment rates and a reduction in the campus drop-out rate. Increase parent and community involvement by 10%.

Staff Responsible for Monitoring: Nelda Martell - Counselor
Monica Flores - Family and Community Engagement Specialist


Title I Schoolwide Elements: 2.4, 3.1, 3.2 - **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy**


Problem Statements: Demographics 5, 12 - School Processes & Programs 14, 29 - Perceptions 5, 22


Funding Sources: Supplies and Materials - 211 - ESEA Title I, Part A - Regular - \$1,200, Supplemental Pay- Extra Duty - 199 - Local Maintenance - \$1,500, Supplies and Materials - 164 - State Compensatory Education (SCE) - \$1,200, Refreshments for Parent Events - 164 - State Compensatory Education (SCE) - \$1,200, Salaries - 199 - Local Maintenance - \$20,000, Travel - 194 - San Antonio Foundation of Excellence in Educ - \$1,500


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<p>Strategy 3: Increase collaboration through mentoring, tutoring, parent meetings, student/teacher conferences and campus leadership team to improve student success.</p> <p>KPI/Metric/Measure: Student surveys, college enrollment reports.</p> <p>Staff Responsible for Monitoring: obert Loveland, Principal Timothy Sumner, Asst. Principal Claudio Garcia, Asst. Principal Nelda Martell, Counselor Melanie Martinez, ELA Teacher Eduardo Flores, Math Teacher, Anne Shipman, Science Teacher, James Juarez, Social Studies Teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 2, 4, 7, 11 - Student Learning 9, 12, 14, 23, 25 - School Processes & Programs 4, 7, 20, 30, 32 - Perceptions 8, 10, 18, 23, 25</p> <p>Funding Sources: Student Attendance Incentives - 173 - Student Attendance Incentive - \$3,000, Furniture and Equipment - 164 - State Compensatory Education (SCE) - \$1,000, Supplies and Materials - 164 - State Compensatory Education (SCE) - \$1,000, Supplemental Pay - Extra Duty - 211 - ESEA Title I, Part A - Regular - \$5,000, PFL - Refreshments - 211 - ESEA Title I, Part A - Regular - \$1,200, Supplemental Pay - Extra Duty - 211 - ESEA Title I, Part A - Regular - \$5,000, Travel - 164 - State Compensatory Education (SCE) - \$1,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: Family and Community Engagement representative and other appropriate campus staff members will update campus website, create and send newsletters, fliers, mailers and PENS messages highlighting campus achievements, parent involvement activities and student activities.</p> <p>KPI/Metric/Measure: Parent meeting agendas and sign-ins. Parent and community volunteer agendas and sign-ins. Pictures of campus and district parent involvement activities. Campus newsletters and website pictures. Communicate using web based notification system (School Messenger).</p> <p>Staff Responsible for Monitoring: Nelda Martell, Counselor Monica Flores - Family & Community Engagement Specialist</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 2, 3, 7, 11 - Student Learning 12, 14, 24, 25 - School Processes & Programs 4, 7, 31, 32 - Perceptions 8, 10, 24, 25</p> <p>Funding Sources: Family and Community Engagement Specialist-Parent Involvement Supplies and Materials - 211 - ESEA Title I, Part A - Regular - \$800, Family and Community Engagement Specialist-Parent & Family Refreshments - 211 - ESEA Title I, Part A - Regular - \$600, Family and Community Engagement Specialist-Parent Involvement Travel - 211 - ESEA Title I, Part A - Regular - \$1,000, Family and Community Engagement Specialist-Extra Duty Pay - 164 - State Compensatory Education (SCE) - \$1,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Mobility rate and attendance rate affects enrollment and progress. Root Cause: Students that do attend Cooper Academy at Navarro already come to us with attendance issues and high mobility rates
Problem Statement 3: Students have low attendance and graduation rates. Root Cause: Cooper Academy has students attending from within all SAISD attendance zones. Greater than 90% of Cooper Academy students are considered economically disadvantaged. Many over-aged students do not have adequate transportation and are unable to attend school on a regular basis. .
Problem Statement 4: Students at Cooper Academy have low attendance rates, which negatively impacts their academic progress. Root Cause: Greater than 90% of Cooper Academy students are considered economically disadvantaged and do not have adequate access to health care.
Problem Statement 5: Mobility rate and attendance rate affects enrollment and progress. Root Cause: Students that do attend Cooper Academy at Navarro already to come to us with attendance issues and high mobility rates.
Problem Statement 7: Recruiting students to attend Phoenix middle college Root Cause: Lack of promotional materials and promotional items
Problem Statement 11: 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 12: 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 13: 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.
Student Learning
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 13: Recruiting students to attend Phoenix middle college Root Cause: Lack of promotional materials and promotional items
Problem Statement 16: 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 25: 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 26: 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 27: Mobility rate and attendance rate affects enrollment and progress. Root Cause: Students that do attend Cooper Academy at Navarro already come to us with attendance issues and high mobility rates
School Processes & Programs
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 7: Recruiting students to attend Phoenix middle college Root Cause: Lack of promotional materials and promotional items
Problem Statement 14: The current parent/family participation rate is less than 15% in activities that support learning/academic performance. Root Cause: Parent and family members do not feel confident to assist their child(ren) because parents/family members lack the resources.
Problem Statement 15: Cooper Academy does not have enough community partnerships and incentives for the student to encourage student engagement. Root Cause: The majority of students at Cooper Academy at Navarro are economically disadvantaged and many are homeless.
Problem Statement 20: After high school graduation, less than 50% of Cooper Academy students (Phoenix Middle College) register and attend a 4 year college or university program. Root Cause: Great than 90% of the students attending Cooper Academy are considered economically disadvantaged; thus, are not exposed to the university experience.
Problem Statement 29: Mobility rate and attendance rate affects enrollment and progress. Root Cause: Students that do attend Cooper Academy at Navarro already to come to us with attendance issues and high mobility rates.
Problem Statement 30: Students at Cooper Academy have low attendance rates, which negatively impacts their academic progress. Root Cause: Greater than 90% of Cooper Academy students are considered economically disadvantaged and do not have adequate access to health care.
Problem Statement 31: Students have low attendance and graduation rates. Root Cause: Cooper Academy has students attending from within all SAISD attendance zones. Greater than 90% of Cooper Academy students are considered economically disadvantaged. Many over-aged students do not have adequate transportation and are unable to attend school on a regular basis. .
Problem Statement 32: Mobility rate and attendance rate affects enrollment and progress. Root Cause: Students that do attend Cooper Academy at Navarro already come to us with attendance issues and high mobility rates
Perceptions
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 8: Recruiting students to attend Phoenix middle college Root Cause: Lack of promotional materials and promotional items
Problem Statement 10: Improving College and Career Readiness skills for Cooper Academy at Navarro students Root Cause: Students struggling at Cooper Academy at Navarro, due to gaps in educational experiences.
Problem Statement 18: After high school graduation, less than 50% of Cooper Academy students (Phoenix Middle College) register and attend a 4 year college or university program. Root Cause: Great than 90% of the students attending Cooper Academy are considered economically disadvantaged; thus, are not exposed to the university experience.
Problem Statement 22: Mobility rate and attendance rate affects enrollment and progress. Root Cause: Students that do attend Cooper Academy at Navarro already to come to us with attendance issues and high mobility rates.
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Problem Statement 24: Students have low attendance and graduation rates. Root Cause: Cooper Academy has students attending from within all SAISD attendance zones. Greater than 90% of Cooper Academy students are considered economically disadvantaged. Many over-aged students do not have adequate transportation and are unable to attend school on a regular basis. .
Problem Statement 25: Mobility rate and attendance rate affects enrollment and progress. Root Cause: Students that do attend Cooper Academy at Navarro already come to us with attendance issues and high mobility rates

Goal 3: ENSURE PROFICIENCY


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


Performance Objective 3: PUBLIC RELATIONS: Promote San Antonio ISD/Campuses while embracing diversity and celebrating successes of students, staff and District through distribution of newsworthy items and delivery of key messages. Family and Community Engagement Specialist and campus secretary will organize and facilitate parent information meetings before, during and after school. Family and Community Engagement Specialist and campus secretary will prepare materials and contact parents for the meetings being held before, during and after school.


Evaluation Data Sources: 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: None

<p>Strategy 1: 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>KPI/Metric/Measure: 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>Staff Responsible for Monitoring: Robert Loveland - Principal Timothy Sumner, Asst. Principal Claudio Garcia, Asst. Principal Nelda Martell- Counselor James Juarez - S.S. Teacher/CTR Anne Shipman - Science Teacher/CTR</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 3, 11, 12, 17, 25 - Student Learning 10, 14, 19, 24, 26 - School Processes & Programs 4, 5, 8, 14, 31, 34 - Perceptions 5, 10, 24, 27</p> <p>Funding Sources: Supplies and Materials - 245 - ESEA Title I, 1003(a) - Priority and Focus - 9000, Supplies and Materials-Technology - 164 - State Compensatory Education (SCE) - \$5,000, 3 3 2 Family and Community Engagement Specialist-Supplies-Parent & Family Engagement \$1,000.00 - 211 - ESEA Title I, Part A - Regular - \$1,000, Family and Community Engagement Specialist-Refreshments - 211 - ESEA Title I, Part A - Regular - \$1,000, Supplies and Materials - 164 - State Compensatory Education (SCE) - \$5,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 3 Problem Statements:

Demographics
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 11: 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 12: 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 17: Professional development for instructional strategies for core teachers who conduct EOC remediation, focusing on differentiated instruction Root Cause: Students' performance on EOC exams.
Problem Statement 25: The majority of students at Cooper Academy at Navarro are at-risk students, which results in high absenteeism and poor performance on state mandated assessments. Root Cause: The lack of full time Instructional Assistant to assist students in transitioning to the rigors of their high school program.
Student Learning
Problem Statement 10: Professional development for instructional strategies for core teachers who conduct EOC remediation, focusing on differentiated instruction Root Cause: Students' performance on EOC exams.
Problem Statement 16: 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 21: 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 26: 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 28: The majority of students at Cooper Academy at Navarro are at-risk students, which results in high absenteeism and poor performance on state mandated assessments. Root Cause: The lack of full time Instructional Assistant to assist students in transitioning to the rigors of their high school program.
School Processes & Programs
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 8: Professional development for instructional strategies for core teachers who conduct EOC remediation, focusing on differentiated instruction Root Cause: Students' performance on EOC exams.
Problem Statement 14: The current parent/family participation rate is less than 15% in activities that support learning/academic performance. Root Cause: Parent and family members do not feel confident to assist their child(ren) because parents/family members lack the resources.
Problem Statement 31: Students have low attendance and graduation rates. Root Cause: Cooper Academy has students attending from within all SAISD attendance zones. Greater than 90% of Cooper Academy students are considered economically disadvantaged. Many over-aged students do not have adequate transportation and are unable to

attend school on a regular basis. .

Problem Statement 34: The majority of students at Cooper Academy at Navarro are at-risk students, which results in high absenteeism and poor performance on state mandated assessments. **Root Cause:** The lack of full time Instructional Assistant to assist students in transitioning to the rigors of their high school program.

Perceptions

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

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

Problem Statement 27: The majority of students at Cooper Academy at Navarro are at-risk students, which results in high absenteeism and poor performance on state mandated assessments. **Root Cause:** The lack of full time Instructional Assistant to assist students in transitioning to the rigors of their high school program.

Goal 3: ENSURE PROFICIENCY

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

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

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

Summative Evaluation: None

<p>Strategy 1: Family and Community Engagement representative will contact local businesses, volunteer organizations and post secondary education campuses to solicit assistance with job readiness, mentoring and volunteer opportunities for our students. The parent family liaison will need office supplies to create parent, community and business informational fliers, pamphlets and parent meetings</p> <p>KPI/Metric/Measure: Increased community partnerships, mentors and volunteers hours as indicated on the quarterly report submitted to Government Relations. Campus newsletters and website pictures.</p> <p>Staff Responsible for Monitoring: Nelda Martell, Counselor Monica Flores - Family & Community Engagement Specialist</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 2, 13 - Student Learning 25 - School Processes & Programs 15, 32 - Perceptions 6, 25</p> <p>Funding Sources: Family and Community Engagement Specialist-Supplies and Materials - 245 - ESEA Title I, 1003(a) - Priority and Focus - \$1,500, Family and Community Engagement Specialist-Parent Involvement Supplies - 211 - ESEA Title I, Part A - Regular - \$800, Family and Community Engagement Specialist-Parent Involvement Refreshments - 211 - ESEA Title I, Part A - Regular - \$1,000, 164-Postage - 164 - State Compensatory Education (SCE) - \$250, Family and Community Engagement Specialist-Extra Duty Pay - 164 - State Compensatory Education (SCE) - \$1,000</p>	Reviews			
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<p>Strategy 2: Continue Partnership with RBG Teen Clinic at University Hospital, servicing students on Tuesdays and Thursdays. Student receive free medical services including Meningitis vaccination for College/University.</p> <p>KPI/Metric/Measure: Sign in Sheets</p> <p>Staff Responsible for Monitoring: Robert Loveland- Principal Monica Flores- FACE Specialist Angela Solis-Campus Social Worker</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 4 - Student Learning 13, 23 - School Processes & Programs 2, 30 - Perceptions 9, 23</p> <p>Funding Sources: Supplies and Materials - 211 - ESEA Title I, Part A - Regular - \$800, Supplies and Materials - 164 - State Compensatory Education (SCE) - \$800</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 4 Problem Statements:

Demographics
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 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 13: 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.
Student Learning
Problem Statement 15: 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 25: 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 27: Mobility rate and attendance rate affects enrollment and progress. Root Cause: Students that do attend Cooper Academy at Navarro already come to us with attendance issues and high mobility rates
School Processes & Programs
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 15: Cooper Academy does not have enough community partnerships and incentives for the student to encourage student engagement. Root Cause: The majority of students at Cooper Academy at Navarro are economically disadvantaged and many are homeless.
Problem Statement 30: Students at Cooper Academy have low attendance rates, which negatively impacts their academic progress. Root Cause: Greater than 90% of Cooper Academy students are considered economically disadvantaged and do not have adequate access to health care.

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

Perceptions

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

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

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

Goal 4: CULTIVATE HIGH-PERFORMING STUDENTS

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

Performance Objective 1: COLLEGE READINESS (District and High Schools Only) Provide a rigorous and relevant instructional program to increase student scores on Advance Placement exams

Targeted or ESF High Priority

Evaluation Data Sources: AP scores, TSI scores

Summative Evaluation: None

<p>Strategy 1: Implement AP courses in core content areas, develop rigorous and relevant TSI preparatory sessions. Provide necessary resources and classroom supplies for TSI Prep, AP Spanish Language, AP US History, and AP Art 2D and 3D.</p> <p>KPI/Metric/Measure: None</p> <p>Staff Responsible for Monitoring: Robert Loveland, Principal Timothy Sumner, Assistant Principal, Claudio Garcia, Assistant Principal, Nelda Martell, Counselor, Melanie Martinez, ELA Teacher James Juarez, Social Studies Teacher Eduardo Flores, Math Teacher Anne Shipman, Science Teacher</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 11 - Student Learning 9, 14 - School Processes & Programs 4, 20 - Perceptions 10, 18</p> <p>Funding Sources: Supplies and Materials - 164 - State Compensatory Education (SCE) - \$1,000, - 211 - ESEA Title I, Part A - Regular - \$1,000, AP Testing materials - 164 - State Compensatory Education (SCE) - \$1,000</p>	Reviews			
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<p>Strategy 2: 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. Teachers will tutor and provide core content assistance to students during Saturday tutoring session, regular, after and extended school hours. Saturday school and after school tutoring.</p> <p>KPI/Metric/Measure: None</p> <p>Staff Responsible for Monitoring: Robert Loveland, Principal Timothy Sumner, Assistant Principal, Claudio Garcia, Assistant Principal, Eduardo Flores, Math Teacher Anne Shipman, Science Teacher, James Juarez, Social Studies Teacher, Melanie Martinez, English Teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 22, 23, 24, 26 - Student Learning 1, 2, 3, 4, 5, 21 - School Processes & Programs 1, 23, 24, 25, 26, 27 - Perceptions 16, 19</p> <p>Funding Sources: Supplies and Materials - 211 - ESEA Title I, Part A - Regular - \$1,500, Supplies and Materials - 164 - State Compensatory Education (SCE) - \$1,500</p>	Reviews			
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<p>Strategy 3: Tutor non-mastery students for summer school (extended year program). Hire part-time core content area tutors during the summer to increase STAAR/EOC scores and graduation rates. Thus, reducing the drop-out rate for the campus and district.</p> <p>KPI/Metric/Measure: Increased Graduation rate, Increased the number of Meets and Masters on State Mandated EOC exams</p> <p>Staff Responsible for Monitoring: Robert Loveland, Principal Timothy Sumner, Assistant Principal, Claudio Garcia, Assistant Principal, Eduardo Flores, Math Teacher Anne Shipman, Science Teacher, James Juarez, Social Studies Teacher, Melanie Martinez, English Teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 1, 3, 17, 22, 23, 24, 26 - Student Learning 1, 2, 3, 4, 5, 10, 24 - School Processes & Programs 8, 23, 24, 25, 26, 27, 31, 33 - Perceptions 19, 24, 26</p> <p>Funding Sources: Supplies and Materials - 164 - State Compensatory Education (SCE) - \$1,500, Supplemental Pay - Extra Duty - 164 - State Compensatory Education (SCE) - \$30,000, Supplemental Pay - Extra Duty - 211 - ESEA Title I, Part A - Regular - \$15,000</p>	Reviews			
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Strategy 4: Through increased rigor, relevance, relationships, and reflection, the number of students meeting expectations on STAAR-EOC and graduation requirements will increase. Provide instructional intervention activities to include tutoring during and after school and Saturday school interventions and tutoring. To provide teaching and learning materials for daily instruction. Materials will include but not be limited to paper, pencils, construction paper, markers, highlighters, ink and toner.

KPI/Metric/Measure: None

Staff Responsible for Monitoring: Robert Loveland, Principal
 Timothy Sumner, Assistant Principal, Claudio Garcia, Assistant Principal,
 Eduardo Flores, Math Teacher
 Anne Shipman, Science Teacher, James Juarez, Social Studies Teacher, Melanie Martinez, English Teacher

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

Problem Statements: Demographics 2, 21, 22, 23, 24, 26 - Student Learning 1, 2, 3, 4, 5, 6, 7, 25 - School Processes & Programs 10, 22, 23, 24, 25, 26, 27, 32 - Perceptions 14, 19, 25

Funding Sources: Supplies and Materials - 164 - State Compensatory Education (SCE) - \$1,500, Supplies and Materials - 211 - ESEA Title I, Part A - Regular - \$1,500, Supplemental Pay - Extra Duty - 211 - ESEA Title I, Part A - Regular - \$5,000, Supplemental Pay - Extra Duty - 164 - State Compensatory Education (SCE) - \$5,000

Reviews			
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Strategy 5: Physical Education lessons will increase student comprehension concerning physical outdoor activities, personal fitness, cross-curricular integration, and real-world applications. Students will use online lessons through the Edgenuity program to gain awareness and comprehension of physical fitness.

KPI/Metric/Measure: None

Staff Responsible for Monitoring: Robert Loveland, Principal
 Nelda Martell, Counselor
 John Paul Boone, Physical Ed. Teacher

Title I Schoolwide Elements: 2.4, 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy**

Problem Statements: Demographics 4 - Student Learning 23 - School Processes & Programs 30 - Perceptions 23

Funding Sources: Supplies and Materials - 164 - State Compensatory Education (SCE) - \$1,000, Supplies and Materials - 211 - ESEA Title I, Part A - Regular - \$1,500

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<p>Strategy 6: 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 and Medical Assistant, through Good Careers, Goodwill Academy.</p> <p>KPI/Metric/Measure: CCMR, Graduation rate,</p> <p>Staff Responsible for Monitoring: Campus Administration CTE Teacher Nelda Martell, Counselor Monica Flores - Family & Community Engagement Specialist</p> <p>Title I Schoolwide Elements: 2.4, 3.1, 3.2 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy</p> <p>Problem Statements: Demographics 3, 4, 11 - Student Learning 14, 23, 24 - School Processes & Programs 4, 30, 31 - Perceptions 10, 23, 24</p> <p>Funding Sources: Family and Community Engagement Specialist-Supplies & Materials - 211 - ESEA Title I, Part A - Regular - \$1,000, Resources - 164 - State Compensatory Education (SCE) - \$1,500, Resources - 211 - ESEA Title I, Part A - Regular - \$1,500, Family and Community Engagement Specialist-Supplies & Materials - 211 - ESEA Title I, Part A - Regular - \$1,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Demographics
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 11: 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 17: Professional development for instructional strategies for core teachers who conduct EOC remediation, focusing on differentiated instruction Root Cause: Students' performance on EOC exams.
Problem Statement 21: 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 22: Biology EOC pass rates fall below 80% Root Cause: Historical low performance of students, absences, transitory patterns of student population

Problem Statement 23: US History EOC pass rates fall below 80% Root Cause: Historical low performance of students, absences, transitory patterns of student population
Problem Statement 24: English I passing rates fall below 30% Root Cause: Historical low performance of students, absences, transitory patterns of student population
Problem Statement 26: Algebra I passing rates fall below 45% Root Cause: Historical low performance of students, absences, transitory patterns of student population
Student Learning
Problem Statement 1: Algebra I passing rates fall below 45% Root Cause: Historical low performance of students, absences, transitory patterns of student population
Problem Statement 2: English I passing rates fall below 30% Root Cause: Historical low performance of students, absences, transitory patterns of student population
Problem Statement 3: English II EOC passing rates fall below 30% Root Cause: Historical low performance of students, absences, transitory patterns of student population
Problem Statement 4: US History EOC pass rates fall below 80% Root Cause: Historical low performance of students, absences, transitory patterns of student population
Problem Statement 5: Biology EOC pass rates fall below 80% Root Cause: Historical low performance of students, absences, transitory patterns of student population
Problem Statement 6: Graduation rate for Cooper Academy at Navarro is below 50%. Root Cause: High percentage of at-risk students that are highly mobile, which results in high absenteeism and poor performance on state mandated assessments.
Problem Statement 7: High percentage of at-risk students that are highly mobile, which results in high absenteeism and poor performance on state mandated assessments. Root Cause: Teachers assigned to satellite campuses do not have land line telephones and unable to contact parents and students.
Problem Statement 9: After high school graduation, less than 50% of Cooper Academy students (Phoenix Middle College) register and attend a 4 year college or university program. Root Cause: Great than 90% of the students attending Cooper Academy are considered economically disadvantaged; thus, are not exposed to the university experience.
Problem Statement 10: Professional development for instructional strategies for core teachers who conduct EOC remediation, focusing on differentiated instruction Root Cause: Students' performance on EOC exams.
Problem Statement 16: 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 23: Low passing rates on EOC exams. Root Cause: Students who attend Cooper Academy have academic deficits in the core subjects
Problem Statement 25: 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 26: 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 27: Mobility rate and attendance rate affects enrollment and progress. Root Cause: Students that do attend Cooper Academy at Navarro already come to us with attendance issues and high mobility rates

School Processes & Programs

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 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 8: Professional development for instructional strategies for core teachers who conduct EOC remediation, focusing on differentiated instruction Root Cause: Students' performance on EOC exams.
Problem Statement 10: Graduation rate for Cooper Academy at Navarro is below 50%. Root Cause: High percentage of at-risk students that are highly mobile, which results in high absenteeism and poor performance on state mandated assessments.
Problem Statement 20: After high school graduation, less than 50% of Cooper Academy students (Phoenix Middle College) register and attend a 4 year college or university program. Root Cause: Great than 90% of the students attending Cooper Academy are considered economically disadvantaged; thus, are not exposed to the university

experience.

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

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

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

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

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

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

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

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

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

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

Perceptions

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

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

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

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

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

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

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

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

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

Goal 5: TARGETED FOCUS ON POST-SECONDARY SUCCESS

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





Performance Objective 1: 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 Sources: CCMR data, Graduation rates

Summative Evaluation: None

<p>Strategy 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>KPI/Metric/Measure: Industry certifications, Course tests, remediation assessments, on-line mastery exams, and state EOC assessments.</p> <p>Staff Responsible for Monitoring: Robert Loveland, Principal Timothy Sumner, Assistant Principal, Claudio Garcia, Assistant Principal, Nelda Martell, Counselor, Melanie Martinez, ELA Teacher James Juarez, Social Studies Teacher Eduardo Flores, Math Teacher Anne Shipman, Science Teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 8, 13, 17 - Student Learning 10 - School Processes & Programs 8, 15, 28 - Perceptions 6, 20</p> <p>Funding Sources: Supplies and Materials - 164 - State Compensatory Education (SCE) - \$1,000, Supplemental Pay - Extra Duty - 164 - State Compensatory Education (SCE) - \$5,000, Supplies and Materials - 164 - State Compensatory Education (SCE) - \$1,000, Supplemental Pay - Extra Duty - 211 - ESEA Title I, Part A - Regular - \$5,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: 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>KPI/Metric/Measure: Increased graduation rates, increased college application, enrollment rates and a reduction in the campus drop-out rate</p> <p>Staff Responsible for Monitoring: Robert Loveland - Principal Nelda Martell - Counselor</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 2, 20, 21 - Student Learning 6, 7, 8, 25 - School Processes & Programs 10, 21, 22, 32 - Perceptions 14, 25</p> <p>Funding Sources: Supplemental Pay - Extra Duty - 211 - ESEA Title I, Part A - Regular - \$2,500, Supplies and Materials - 211 - ESEA Title I, Part A - Regular - \$1,000, Printing Materials - 211 - ESEA Title I, Part A - Regular - \$1,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<p>Strategy 3: Implement TSI/College Prep courses in Math and English, develop rigorous and relevant TSI/College Prep preparatory sessions. Provide necessary resources and classroom supplies for TSI Prep and College Prep Math and English.</p> <p>KPI/Metric/Measure: Increased scores on TSI and SAT/PSAT</p> <p>Staff Responsible for Monitoring: Robert Loveland, Principal Timothy Sumner, Assistant Principal, Claudio Garcia, Assistant Principal, Nelda Martell, Counselor, Melanie Martinez, ELA Teacher Eduardo Flores, Math Teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 4, 11 - Student Learning 9, 14, 23 - School Processes & Programs 4, 20, 30 - Perceptions 10, 18, 23</p> <p>Funding Sources: Supplies and Materials - 211 - ESEA Title I, Part A - Regular - \$1,500, - 245 - ESEA Title I, 1003(a) - Priority and Focus - \$1,500, Supplies and Materials - 164 - State Compensatory Education (SCE) - \$1,500</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: Provide instructional readiness for students based on individual student evaluations to better prepare students for the STAAR/EOC assessments required for graduation and ensure improved on-time graduation rates.</p> <p>KPI/Metric/Measure: Improved on-time graduation rates and accountability ratings.</p> <p>Staff Responsible for Monitoring: Mr. Robert Loveland, Principal, Ms. Esperanza Pedrazine, CTC, Dept. Chairs</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 3, 11, 20 - Student Learning 8, 9, 14, 24 - School Processes & Programs 4, 20, 21, 31 - Perceptions 10, 18, 24</p> <p>Funding Sources: Purchasing SAT, ACT, PSAT exams - 164 - State Compensatory Education (SCE) - \$1,500, Purchasing SAT, ACT, PSAT exams - 211 - ESEA Title I, Part A - Regular - \$1,500, Purchasing SAT, ACT, PSAT exams - 245 - ESEA Title I, 1003(a) - Priority and Focus - \$1,500</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
<p>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</p>
<p>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. .</p>

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

Problem Statement 11: 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 13: 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 17: Professional development for instructional strategies for core teachers who conduct EOC remediation, focusing on differentiated instruction **Root Cause:** Students' performance on EOC exams.

Problem Statement 20: 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 21: 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.

Student Learning

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

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

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

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

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

Problem Statement 16: 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 25: 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 26: 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 27: Mobility rate and attendance rate affects enrollment and progress. **Root Cause:** Students that do attend Cooper Academy at Navarro already come to us with attendance issues and high mobility rates

School Processes & Programs

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 8: Professional development for instructional strategies for core teachers who conduct EOC remediation, focusing on differentiated instruction Root Cause: Students' performance on EOC exams.
Problem Statement 10: Graduation rate for Cooper Academy at Navarro is below 50%. Root Cause: High percentage of at-risk students that are highly mobile, which results in high absenteeism and poor performance on state mandated assessments.
Problem Statement 15: Cooper Academy does not have enough community partnerships and incentives for the student to encourage student engagement. Root Cause: The majority of students at Cooper Academy at Navarro are economically disadvantaged and many are homeless.
Problem Statement 20: After high school graduation, less than 50% of Cooper Academy students (Phoenix Middle College) register and attend a 4 year college or university program. Root Cause: Great than 90% of the students attending Cooper Academy are considered economically disadvantaged; thus, are not exposed to the university experience.
Problem Statement 21: Cooper Academy students (Phoenix Middle College) do not complete 100% of the college courses for which they enroll. Less than 50% of students attending the Phoenix Middle College program receive a level 1 or level 2 industry certification. Root Cause: The Phoenix Middle College students struggle with the transition between their high school program and college program.
Problem Statement 22: High percentage of at-risk students that are highly mobile, which results in high absenteeism and poor performance on state mandated assessments. Root Cause: Teachers assigned to satellite campuses do not have land line telephones and unable to contact parents and students.
Problem Statement 28: There is a need to increase the number of English Learners who are attaining "Meets" on the STAAR/EOC state assessment. Currently, 30% of students in Bilingual Education and 11% of students in ESL have achieved "Meets" on the STAAR/EOC assessments. Root Cause: Teachers of English Learners need to linguistically accommodate instruction by implementing high yield instructional strategies that engage students in listening, speaking, reading and writing.
Problem Statement 30: Students at Cooper Academy have low attendance rates, which negatively impacts their academic progress. Root Cause: Greater than 90% of Cooper Academy students are considered economically disadvantaged and do not have adequate access to health care.
Problem Statement 31: Students have low attendance and graduation rates. Root Cause: Cooper Academy has students attending from within all SAISD attendance zones. Greater than 90% of Cooper Academy students are considered economically disadvantaged. Many over-aged students do not have adequate transportation and are unable to attend school on a regular basis. .
Problem Statement 32: Mobility rate and attendance rate affects enrollment and progress. Root Cause: Students that do attend Cooper Academy at Navarro already come to us with attendance issues and high mobility rates

Perceptions

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 10: Improving College and Career Readiness skills for Cooper Academy at Navarro students Root Cause: Students struggling at Cooper Academy at Navarro, due to gaps in educational experiences.
Problem Statement 14: Graduation rate for Cooper Academy at Navarro is below 50%. Root Cause: High percentage of at-risk students that are highly mobile, which results in high absenteeism and poor performance on state mandated assessments.
Problem Statement 18: After high school graduation, less than 50% of Cooper Academy students (Phoenix Middle College) register and attend a 4 year college or university program. Root Cause: Great than 90% of the students attending Cooper Academy are considered economically disadvantaged; thus, are not exposed to the university experience.
Problem Statement 20: There is a need to increase the number of English Learners who are attaining "Meets" on the STAAR/EOC state assessment. Currently, 30% of students in Bilingual Education and 11% of students in ESL have achieved "Meets" on the STAAR/EOC assessments. Root Cause: Teachers of English Learners need to linguistically accommodate instruction by implementing high yield instructional strategies that engage students in listening, speaking, reading and writing.
Problem Statement 23: Students at Cooper Academy have low attendance rates, which negatively impacts their academic progress. Root Cause: Greater than 90% of Cooper

Academy students are considered economically disadvantaged and do not have adequate access to health care.

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

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

Goal 6: TARGETED FOCUS ON POST-SECONDARY SUCCESS

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

Performance Objective 1: Increase the percentage of Cooper Academy/Phoenix students that are Career Ready by obtaining Industry Certifications, enrolled in Colleges/Universities or joining a branch of the Military.

Targeted or ESF High Priority

Evaluation Data Sources: Campus CCMR data, TSI/PSAT/SAT scores

Summative Evaluation: None

<p>Strategy 1: Provide the online accessibility, and visual tools and all forms of technology to prepare students with 21st century skills. Upgrade technology in all classrooms by purchasing up-to-date equipment to prepare students with 21st century skills. This purchase will assist in the delivery of differentiated instruction and connect with a broader grouping of students. In addition, teachers will have greater mobility in the classroom, therefore increasing their ability to assist students with Edgenuity Learning. Laptops/Netbooks/Desktops/Monitors</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>KPI/Metric/Measure: Increased STAAR-EOC scores and graduation rates. Increased rates of credit attainment reflected on monthly credit attainment logs.</p> <p>Staff Responsible for Monitoring: Robert Loveland, Principal Timothy Sumner, Assistant Principal, Claudio Garcia, Assistant Principal, N. Martell, Counselor, Melanie Martinez, ELA Teacher James Juarez, Social Studies Teacher Eduardo Flores, Math Teacher Anne Shipman, Science Teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 2, 3, 22, 23, 24, 25, 26 - Student Learning 1, 2, 3, 4, 5, 6, 24, 25, 26 - School Processes & Programs 10, 23, 24, 25, 26, 27, 31, 32, 34 - Perceptions 14, 19, 24, 25, 27</p> <p>Funding Sources: Technology - 164 - State Compensatory Education (SCE) - \$10,000, Technology - 211 - ESEA Title I, Part A - Regular - \$10,000, Technology - 245 - ESEA Title I, 1003(a) - Priority and Focus - \$10,000</p>	Reviews			
	Formative			Summative
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<p>Strategy 2: Provide the resources required to all students so that they are prepared for college; including, office supplies, transportation, curriculum and college advising. Students will receive assistance by a San Antonio Educational Partnership college advisor that will assist students and families with college assessment preparation, college entrance criteria, completion of applications and assistance with financial aid.</p> <p>KPI/Metric/Measure: Campus CCMR data, TSI/PSAT/SAT scores</p> <p>Staff Responsible for Monitoring: Campus counselor Campus Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 4, 7, 11, 20, 21 - Student Learning 7, 8, 12, 14, 23 - School Processes & Programs 4, 7, 21, 22, 30 - Perceptions 8, 10, 23</p> <p>Funding Sources: Materials and Supplies - 211 - ESEA Title I, Part A - Regular - \$2,000, Materials and Supplies - 164 - State Compensatory Education (SCE) - \$2,000, Materials and Supplies - 245 - ESEA Title I, 1003(a) - Priority and Focus - \$2,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: 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> <p>KPI/Metric/Measure: Student individual goal sheets, student portfolios, course tests, remediation assessments and state EOC assessments.</p> <p>Staff Responsible for Monitoring: Robert Loveland, Principal Timothy Sumner, Assistant Principal, Claudio Garcia, Assistant Principal, Eduardo Flores, Math Teacher Anne Shipman, Science Teacher, James Juarez, Social Studies Teacher, Melanie Martinez, English Teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 2, 17, 22, 23, 24, 25, 26 - Student Learning 1, 2, 3, 4, 5, 10, 25, 26 - School Processes & Programs 8, 23, 24, 25, 26, 27, 32, 34 - Perceptions 19, 25, 27</p> <p>Funding Sources: Resources and Materials - 211 - ESEA Title I, Part A - Regular - \$1,500, Teacher-Supplemental Pay - 245 - ESEA Title I, 1003(a) - Priority and Focus - \$5,000, Teacher-Supplemental Pay - 211 - ESEA Title I, Part A - Regular - \$5,000, Resources and Materials - 164 - State Compensatory Education (SCE) - \$1,500, Teacher-Supplemental Pay - 164 - State Compensatory Education (SCE) - \$5,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<p>Strategy 4: 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> <p>KPI/Metric/Measure: Student individual goal sheets, student portfolios, course tests, remediation assessments and state EOC assessments.</p> <p>Staff Responsible for Monitoring: Robert Loveland - Principal Timothy Sumner, Asst. Principal Claudio Garcia, Asst. Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 1, 2, 3, 22, 23, 24, 26 - Student Learning 1, 2, 3, 4, 5, 6, 24, 25 - School Processes & Programs 10, 23, 24, 25, 26, 27, 31, 32, 33 - Perceptions 14, 19, 24, 25, 26</p> <p>Funding Sources: Contracted Services - 211 - ESEA Title I, Part A - Regular - \$1,000, Contracted Services - 164 - State Compensatory Education (SCE) - \$8,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Demographics
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 7: Recruiting students to attend Phoenix middle college Root Cause: Lack of promotional materials and promotional items
Problem Statement 11: 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 17: Professional development for instructional strategies for core teachers who conduct EOC remediation, focusing on differentiated instruction Root Cause: Students' performance on EOC exams.
Problem Statement 20: 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 21: 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 22: Biology EOC pass rates fall below 80% **Root Cause:** Historical low performance of students, absences, transitory patterns of student population

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

Problem Statement 24: English I passing rates fall below 30% **Root Cause:** Historical low performance of students, absences, transitory patterns of student population

Problem Statement 25: The majority of students at Cooper Academy at Navarro are at-risk students, which results in high absenteeism and poor performance on state mandated assessments. **Root Cause:** The lack of full time Instructional Assistant to assist students in transitioning to the rigors of their high school program.

Problem Statement 26: Algebra I passing rates fall below 45% **Root Cause:** Historical low performance of students, absences, transitory patterns of student population

Student Learning

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

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

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

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

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

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

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

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

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

Problem Statement 13: Recruiting students to attend Phoenix middle college **Root Cause:** Lack of promotional materials and promotional items

Problem Statement 16: 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 25: 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 26: 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 27: 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 28: The majority of students at Cooper Academy at Navarro are at-risk students, which results in high absenteeism and poor performance on state mandated assessments. **Root Cause:** The lack of full time Instructional Assistant to assist students in transitioning to the rigors of their high school program.

School Processes & Programs

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Problem Statement 34: The majority of students at Cooper Academy at Navarro are at-risk students, which results in high absenteeism and poor performance on state mandated assessments. **Root Cause:** The lack of full time Instructional Assistant to assist students in transitioning to the rigors of their high school program.

Perceptions

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

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

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

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

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

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

attend school on a regular basis. .

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

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

Problem Statement 27: The majority of students at Cooper Academy at Navarro are at-risk students, which results in high absenteeism and poor performance on state mandated assessments. **Root Cause:** The lack of full time Instructional Assistant to assist students in transitioning to the rigors of their high school program.

Goal 7: TARGETED FOCUS ON POST-SECONDARY SUCCESS

4c: Increase the percent of graduates attending College

Performance Objective 1: Increase the amount of graduates pursuing a post-secondary degree or certification

Targeted or ESF High Priority

Evaluation Data Sources: CCMR data

Summative Evaluation: None

<p>Strategy 1: Provide assessment opportunities to increase higher education admissions. Provide instructional readiness for students based on individual student evaluations to better prepare students for the STAAR/EOC and AP assessments required for graduation. Provide data for administrators to ensure students are placed in appropriate courses based on their performance on the college readiness assessments, including remediation and acceleration options.</p> <p>KPI/Metric/Measure: CCMR data</p> <p>Staff Responsible for Monitoring: R. Loveland, Principal, T. Sumner, Assistant Principal, C. Garcia, Assistant Principal, Esperanza Pedrazine, CTC, N. Martell Counselor</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 3, 11 - Student Learning 14, 24 - School Processes & Programs 4, 31 - Perceptions 10, 24</p> <p>Funding Sources: Supplies- Resources and Testing materials - 164 - State Compensatory Education (SCE) - \$1,500</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<p>Strategy 2: 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>KPI/Metric/Measure: Course tests, remediation assessments, on-line mastery exams, and state EOC assessments.</p> <p>Staff Responsible for Monitoring: Robert Loveland, Principal Timothy Sumner, Assistant Principal, Claudio Garcia, Assistant Principal, Nelda Martell, Counselor, Melanie Martinez, ELA Teacher James Juarez, Social Studies Teacher Eduardo Flores, Math Teacher Anne Shipman, Science Teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Learning 9 - School Processes & Programs 20 - Perceptions 18</p> <p>Funding Sources: Supplies and resources - 211 - ESEA Title I, Part A - Regular - \$1,500, Teacher-Supplemental Pay - 164 - State Compensatory Education (SCE) - \$5,000, Teacher-Supplemental Pay - 211 - ESEA Title I, Part A - Regular - \$5,000, Supplies and resources - 164 - State Compensatory Education (SCE) - \$1,500</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Demographics
<p>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. .</p>
<p>Problem Statement 11: 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.</p>
Student Learning
<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: Great than 90% of the students attending Cooper Academy are considered economically disadvantaged; thus, are not exposed to the university experience.</p>
<p>Problem Statement 16: 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.</p>
<p>Problem Statement 26: 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. .</p>

School Processes & Programs

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

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

Perceptions

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

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

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

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

CNA revision dates:

1. May 22, 2020

2. May 26, 2020

CNA approval date:

1. May 26, 2020

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

Category	Number	Sub-Category	Name	Elected	Date: August 19, 2019 Replacement/Date Elected	Term Expiration
NON-EMPLOYEES (Non-Elected Members)						

SCHOOL: Cooper Academy at Navarro

Date: August 19, 2019

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

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

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

Revised: July 2019

2.2: Regular monitoring and revision

The 2019-2020 CIP was reviewed and evaluated during the following time periods.

First Quarter - November 11 - 15, 2019

Second Quarter - January 20 - 24, 2020

Third Quarter - March 2 - 6, 2020

Fourth Quarter - May 22 - May 26, 2020

Final - May 26 - June 5, 2020

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 attendance office. Upon request, the CIP is available in English. Posters stating that the CIP is available in the registrarsoffice are posted through the campus.

2.4: Opportunities for all children to meet State standards

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

2.5: Increased learning time and well-rounded education

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

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

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

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

1. Parent and Family Engagement Policy Committee Members 2019-2020:
 - a. Cassandra Acosta (parent) - role review, revised parent and family engagement policy and compact.
 - b. Savannah Gomez (parent) - role review, revised parent and family engagement policy and compact.
 - c. Monica Flores (Family and Community Engagement Specialist) - role organized, facilitated, reviewed, revised parent and family engagement policy and compact
 - d. Robert Loveland (Principal) - role participated, reviewed and revised parent and family engagement policy and compact
 - e. Iris Chavez (business partner "Methodist Health Ministries") - role review and revised parent and family engagement policy and compact
 - f. The 2020-2021 Parent and Family Engagement Policy Committee member will meet, review, develop and adopt the 2020-2021 Parent and Family Engagement Policy in September 2020.
2. The 2019-2020 Parent and Family Engagement Policy is distributed during registrations, parent meetings, posted on website, in front office and during the Fall Open House.
3. The 2019-2020 Parent and Family Engagement Policy is distributed to the parents and community in both English and Spanish languages. We will continue to distribute the 2020-2021 Parent and Family Engagement Policy in both the English and Spanish languages.
4. We address the Building Capacity for Involvement with the following activities:
 - a. State accountability information, campus performance rating was provided during the Fall Open House (October 9 and 23, 2019). Information on state curriculum standards is provided to the parents during monthly principal, PFL and parent meetings. In addition to the Fall Open House the campus and campus PFL will provide evening meetings to parents (two times per semester).

We will provide information about the campus performance rating to the campus and public during the October 2020 faculty and principal coffee meetings. We will also post the campus accountability rating, Campus Improvement Plan and Targeted Improvement Plan on our campus website. We will also send the campus accountability information to the students and families through school district email and School Messenger systems.
 - b. Literacy, technology and state accountability resources and trainings will be provided at the monthly principal to parent meetings during the day and at the evening. The following agencies have provided or are scheduled to provide training this year to our parents this year: Martinez Street Womens Center, San Antonio Food Bank, Waste Management Recycling, "Coffee with the Principal" meeting 2019-2020 schedule is listed below:

1. October 3, 2019
2. October 22, 2019
3. November 12, 2019
4. December 17, 2019
5. February 11, 2020
6. March 17, 2020 (canceled)
7. April 14, 2020 (rescheduled to Zoom Parent Meeting April 24, 2020)
8. May 12, 2020 (rescheduled to Zoom Parent Meeting May 8, 2020).
9. June 5, 2020 (Senior student and parent graduation meeting conducted through Zoom.)
10. June 11, 2020 (Senior student and parent graduation meeting conducted through Zoom.)
11. June 15, 2020 (Senior student and parent graduation meeting conducted through Zoom.)

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

2019. The campus Family and Community Engagement Specialist and parent(s) will present the "Value and Utility of Parents" presentation to the campus staff during the October 2020 faculty

meeting.

6. The campus Family and Community Engagement Specialist posts the update Parent and Family Engagement Policy (PFEP) on the campus website in English and Spanish Languages, the campus

registrar distributes the Parent and Family Engagement Policy (PFEP) during registrations and the PFEP is also posted in the registrars office and at the attendance office. Hard copies of the PFEP are

available upon request from the campus attendance clerk and registrar. The Parent Compact is distributed by the campus registrar during registration. After reviewed by the parent and student the

signed compact is collected by the Family and Community Engagement Specialist and filed in a campus binder. The compact binder is stored in the Family and Community Engagement Specialist

office.

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

8. Family and Community Engagement Specialist communicates activities with campus administration. Weekly Principal to Family and Community Engagement Specialist

meetings are held every

Friday. Once approved, the campus administration assists coordinating campus resources for the events. Parent and Family events are stocked with refreshments provided by the campus or district.

Materials are ordered and provided to the parents for the successful completion of the events. Family and Community Engagement Specialist and campus parent meetings are held monthly. The

campus Family and Community Engagement Specialist coordinates with local agencies and businesses to provide trainings and demonstrations. When coordinating and facilitating events campus

teachers and staff members assist the campus Family and Community Engagement Specialist with duties.

3.2: Offer flexible number of parent involvement meetings

For the 2019-2020 school year, monthly Principal Meetings with the parents occur one Tuesday per month. The Tuesdays meetings are held at the main Cooper campus, in the LDA and held between 9:30 am and 10:30 am. We conduct a Fall Open House that is held on main campus and is held from 5:30 pm to 6:30 pm. We conduct a Fall and Spring Open House with parents for students attending the Phoenix Middle College Program at St. Philips SW (800 Quintana Rd.) The Phoenix Middle College parent meetings are held from 5:30 pm and 6:30 pm on either Tuesdays or Thursdays. We also hold evening meetings twice per semester at the main campus which occur in the PM after school. We also hold parent meetings at the satellite campuses two times per semester in the PM after school.

For the 2020-2021 school year, monthly Principal Meetings with parents will continue to occur; however, we will change the meeting days to Fridays for the entire campus. In accordance with Covid-19 safety protocols we will transition the face to face Principal Coffees/ Parent meetings to on-line Zoom meetings. We will conduct a meetings for both Cooper Main and Satellite campuses and another virtual meetin for the Phoenix Middle College families. We will continue to hold fall and spring semester Open House meetings as conducted for the 2019-2020 school year. However, we will modify the format for these meetings based on CDC and Metro Health Covid-19 guidelines.