

Socorro Independent School District
Keys Academy
2016-2017 Campus Improvement Plan

Mission Statement

KEYS Academy (Keep Every Youth in School) recognizes its commitment to help at risk students transform despair into hope, create happiness from sadness, and mold failure into success.

Vision

Tomorrow's Leaders Learning Today

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	6
School Culture and Climate	8
The SISD Climate Survey	8
Staff Quality, Recruitment, and Retention	10
Curriculum, Instruction, and Assessment	12
Leadership team	12
Family and Community Involvement	15
School Context and Organization	17
Technology	19
Instructional Technology	19
Comprehensive Needs Assessment Data Documentation	20
Goals	21
Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.	21
Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice	28
Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.	33
Goal 4: SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational information.	36
Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.	41
State Compensatory	45
Budget for Keys Academy:	45
Site-Based Decision Making Committee	46
Campus Funding Summary	47

Comprehensive Needs Assessment

Demographics

Demographics Summary

The student population averages 5% African-American, 3% Anglo, 3% Asian, 89% Hispanic; 80% male and 20% female with a low socioeconomic status of 75%. The staff population is 5% African-American, 10% Anglo, 0% Asian, 30% Hispanic, 13% male and 21% female with an average of 11-20 years of experience. The overall mobility rate for the campus is approximately 100%, with a drop-out rate of less than 1%.

Demographics Strengths

Various activities will be incorporated into the school policy and practice in order to support student academic success. In particular, math and science performance for all groups have been supported and instruction enhanced via activities and support structures such as:

- Tutoring during the school day
- Tutoring Center was put in place
- At-risk support provided by State Compensatory Education Instructional coaches
- On-Line Learning Labs for credit recovery and original credit
- Special Education teacher and aide support Special Education students
- RTI practices based on tiered system to support students
- Parent Conferences
- Opportunity to remediate grades
- VIP Program with two student support centers for returning students
- Developing Leaders program as an incentive for successful students as well as tutoring for students who may need interventions

Demographics Needs

It must be noted that a large majority of our students are re-testers. Most students have taken the exam at their home campus and were not successful. The data indicates that the number of students taking the math test and failing has lessened making the percentage of "did not meet" lower. The same occurs for ELAR and science. In 2015-2016 the recidivism rate fluctuated but on average was calculated at 18%. This is an area of great concern. KEYS Academy is actively working on decreasing student recidivism rates through implementation of a home campus transition and mentoring initiative as well as creating a method of fielding data in order to have more specific information on the types of behaviors that are leading to repeat placement.

Student Achievement

Student Achievement Summary

Performance-Based Monitoring Analysis System (PBMAS)

The Performance-Based Monitoring Analysis System (PBMAS) is a federal statute that guides the Texas Education Agency (TEA) in its monitoring of students served in programs that are supported by state and federal funds. Programs included are: Special Education, Bilingual Education, Career & Technical Education, and No Child Left Behind. The essential nature of PBMAS is the use of an indicator system to ensure that these students are being properly served and that the funding is being utilized effectively. Data examined under PBMAS comes from a variety of sources, which includes: Student assessment data including STAAR data obtained from data sets produced by the Student Assessment Division of TEA, TAPR, and PEIMS Data.

Student Achievement Strengths

KEYS Academy is showing gains in the attendance rate, social studies TAKS/EOC percentage of students passing and in lowering the numbers of student discipline referrals. Administration will support all campus initiatives and structures supporting student success through purposeful analysis of walkthrough data collected on Eduphoria. The campus and hallways will remain safe with the presence of security and teachers throughout the building. Teachers will continue to receive opportunities for staff development offered at the campus, district and regional level to increase student performance. KEYS Academy will continue to provide students additional opportunities for intervention. Students and parents will be supported through multiple modes of communication and education efforts to ensure access and understanding of EOC demands and graduation requirements. Students will be empowered and participate in their own progress as they track their own performance via the Tyler system and with progress reports. As part of the SIP process, KEYS Academy will meet the set 15% recidivism rate by June of 2017 by providing appropriate academic support for our returning students with our VIP program. Special populations will be supported including ELAR, SPED, Migrant as well Gifted and Talented. Core subjects such as math and science will increase EOC passing performance.

Student Achievement Needs

In order to better serve our at-risk population, a specific time frame and location needs to be established to deliver pre/post-tests school wide. We need to expand the Socorro Learning Center to meet the needs of our students. Also, an implementation of a Saturday tutorial for academic interventions will increase the needs and accommodate various at-risk students. The recidivism rate has fluctuated but on average was calculated at 18%. This is an area of great concern. KEYS Academy is actively working on decreasing student recidivism rates through implementation of a home campus transition and mentoring initiative as well as creating a method of fielding data in order to have more specific information on the types of behaviors that are leading to repeat placements. However, the responsibility cannot rest solely on KEYS Academy. Our campus needs assistance and support from the sending campus in monitoring repeat DAEP placements and all circumstances leading to them. The focus should be preventing reoccurring DAEP placements. Additionally, the

home campus needs to develop systems to transition students back into their culture in ways that are positive, supportive, and motivating. We have also implemented the VIP program mid 2015-2016 school year and will monitor the results of the program on our recidivism rate to be lowered by at least 10%.

KEYS Academy will continue a positive and disciplinary incentive plan, such as the Developing Leaders program to increase DAEP attendance to 95%.

As Socorro ISD grows, so does the need to expand services for all students at KEYS Academy. A growing area of interest and concern for the campus is in Response to Intervention (RTI). KEYS Academy is actively working towards educating home campuses on the need to address behavioral RTI with repeat student placements as well as first time placements that may be more severe in nature. During the intake process, it is discussed with the home campus administrators whether or not the RTI process has started or should be started for individual students. Recommendations are made based on previous discipline and academic performance. Parents are informed during the intake process and on an individual basis when RTI is recommended. Faculty and staff at KEYS Academy are also involved in beginning the RTI process and notification is given to the home campus upon the student's exit if the process has begun with any students. It is unusual for the entire RTI process to occur while the student is at KEYS Academy because of the usual length of placements is forty-five (45) days and that is not sufficient time to complete the process. Teacher review the students intervention as they are determined and the teacher documents these interventions on Eduphoria.

School Culture and Climate

School Culture and Climate Summary

The SISD Climate Survey

During the 2014-2015 school year, SISD Superintendent Dr. José Espinoza implemented the use of the SISD Climate Survey, specifically created to gather information about the perceptions of district stakeholders. It is carried out every other year to provide direction for the district, first and foremost, in raising student academic achievement, and, secondly, to improve upon itself in response to the overall perception of its constituents. To improve things such as customer service, district and campus administrators met with their teams to respond to the results of the survey, examining items that were reported as favorable as well as things that were reported as needing improvement. Overall, the survey indicated that stakeholders viewed the district and its actions in a favorable light. However, this year, he did not provide such survey, so we are going by teacher feedback and having pulsecheck meetings to gather data.

The Olweus Bullying Prevention Program

The Olweus Bullying Prevention Program (OBPP) is the method by which Socorro ISD formally addresses the goal of diminishing bullying incidents at all campuses. It has been implemented district-wide to address some of the new requirements that came about during the regular session of the 82nd Texas Legislature in 2011. Texas school boards were required by law to adopt new or amend existing board policies that prohibit bullying, including cyber-bullying. State law encouraged, but did not require, school districts to provide staff training on identifying, responding to, and reporting incidents of bullying. Legislation required state agencies to provide school districts with new training resources for students, teachers and other district staff, aimed at raising awareness of behaviors that may lead to bullying.

School Culture and Climate Strengths

Keys Academy joined forces with Options High School allowing us to have a combined four (4) security guards on duty during the instructional day. Campus police are also available at a moment's notice as we have an SRO stationed at our campuses. All visitors must sign in and get a badge at the front office. Recently, the Hall Pass system was installed, allowing us to better monitor exactly who is entering our facility. All teachers and staff monitor the hallways and question any visitors who walk in and if a badge is not immediately visible. Teachers, administrator and counselors monitor the hallways before and after school, and during lunch to insure that all students are safe. Time is set aside every Friday to conduct activities for our anti-bully program, Olweus. Motivational speakers are brought in once a semester, as well as a variety of local agencies that inform students of local laws and policies. Additionally, we have a safety committee comprised of various campus stakeholders that meets monthly to discuss campus/district safety concerns and issues, and to troubleshoot any concerns that may arise. Various drills (fire drills, lockdown, reverse evacuation, shelter in place, etc.) are practiced with students once per month at a minimum on a rotational basis. Furthermore, each student receives a copy of the Student Handbook upon registration/orientation. The results of the Campus Climate Survey showed that parents, students and staff all feel safe and secure on our campus.

- Positive results from parents, students and employees indicating that the culture and climate are moving in a favorable direction.
- Increased student attendance resulting from strategies designed to enhance a positive school climate
- Diminished incidences of bullying behavior at campuses as reported via the Olweus Student Questionnaire
- Committees at various levels (some which include parents, students, and employees) discuss methods to improve school climate which in turn improve student academic achievement

School Culture and Climate Needs

Teachers must have an assertive discipline plan in place. Campus policies and procedures must be clearly outlined to prevent serious problems. Motivational speakers must be increased to one per nine weeks to encourage students. Classroom teachers need to apply and enforce classroom and campus rules equitably across their board with all students. Teachers must monitor the times students request the use of the restroom and security, must also make note of the times a student is escorted to the restroom.

- KEYS Academy must re-evaluate responses from our stakeholders in the climate survey to ensure that their responses are accurate.
- Continue efforts to bolster elevated attendance and analyze reasons for difficulties at our campus.
- Re-evaluate the Olweus Bullying Prevention Program to ensure feasibility or if an alternative program may be beneficial
- Ensure the participation of stakeholders so that their perceptions may be voiced and addressed

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

KEYS Academy supports the District's goals and objectives by providing quality and timely service to all stakeholders assuring respect and confidentiality. Our school actively assists our district in recruiting, hiring, and retaining the necessary highly-qualified personnel for the departments; we assist district administrators in implementing district policy and procedures through timely training; development of employees' potential through educational opportunities provided by local and state funds. We provide a safe workplace that is free of any form of harassment or discrimination.

Staff Quality, Recruitment, and Retention Strengths

KEYS

Academy maintains a highly qualified staff of teachers and instructional aides; every high school teacher is assigned an instructional aide. The faculty and staff are given the opportunity to attend various professional development sessions (Kagan strategies, Fundamental Five, Book Studies, GT Update, specific technology) throughout the academic year. District technology has also provided trainings to our campus to increase technology by using the Surface Tablet, Eduphoria, and the new Tyler Munis program.

Faculty and staff at KEYS Academy have access to the latest technology. All classrooms are equipped with an IWB with accessories and an iPad or Slate which can be used by teachers and students to enhance daily instruction. For example, every teacher is assigned an ActivSlate to use with their Interactive White Board (IWB). Other tools available to use with the IWBs are ActivViewers, and four (4) classroom sets of thirty ActivExpressions.

The teachers and staff attended two days of off site visits to the El Paso County Juvenile Detention Center at Delta and the Texas Judicial Juvenile Detention Center. Both visits to these facilities were enormous hands on experience that benefited not only the teachers and staff but also benefitted some of our former students who have experienced the TJJD process first hand. We were able to see the judicial experiences that connected with some of the at-risk students we deal with every day.

Being a small campus, KEYS Academy faculty and staff have developed into a close knit group of educators that are able to celebrate, plan and disagree with each other in a protective and proactive environment. A common teacher preparation and planning period is built into the campus master schedule. This planning period allows teachers an opportunity to meet shared goals, develop plans to address needs and individually plan. All teachers on campus share the same planning period thus allowing cross-curricular or department planning as appropriate.

Teachers in foundation areas work collaboratively to implement instruction to at-risk students in all classes.

Staff Quality, Recruitment, and Retention Needs

In order to meet the needs of our students academically for 2016-2017 professional development must focus on classroom management and discipline, EOC prep/interventions, Kagan strategies, Fundamental Five and rigorous instruction. Teaching staff will receive training and ongoing support for all district mandated programs to include ELPS, classroom rigor, and STAAR/EOC data.

One of the needs addressed by the staff was a need for more classroom management trainings specifically at the middle school level. The middle school students have generally been the group with the most disciplinary issues. In addition, teachers would like more practical curriculum training to address the at-risk students such as more resources and practical applications to ensure students will be engaged in meaningful and rigorous lessons. To meet the emotional/social needs of our population, faculty and staff will be training in the area of the CIP Program, classroom management and discipline, SISD Student Code of Conduct, assertive discipline, positive behavior techniques and other research based discipline programs.

KEYS Academy also needs to create and implement a plan for instructional aides that describe specific responsibilities and requirements in the classroom and campus. The plan will address the unique needs KEYS Academy at-risk students bring with them, both behaviorally and academically, and how the instructional aide will respond to those needs in order to ensure student success while assisting the classroom teacher. Additionally, a specific job-description needs to be developed that addresses the unique employment needs instructional aides at a DAEP campus must possess. KEYS Academy strongly suggests that the job-description for instructional aides at a DAEP campus include being highly skilled in the areas of classroom management and discipline, as well as having formidable content knowledge.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Leadership team

Intent and Purpose

The primary goal of the leadership team is to ensure that we have a cohesive, rigorous academic program that meets the needs of all of our students both academically and socially. Our leadership team is also responsible to ensure all teachers are teaching the objectives as stated in each of their content areas from eduphoria and are aligned to district and state goals each semester.

KEYS will also participate in assessment through benchmarking, end of 9 week and 6 week assessments and other weekly assessments as deemed necessary by each teacher.

The Fundamental Five

Intent and Purpose

The Fundamental 5 tenets, based on the book of the same name by Sean Cain and Mike Laird, provide a framework for quality instruction that will be used by the district to enhance the learning experiences of students. Campus teams will provide support to teachers by ensuring the following within the framework of instruction:

- Framing the Lesson
- Work in the Power Zone
- Frequent, Small-Group, Purposeful Talk
- Recognize and Reinforce
- Write Critically

(taken directly from "The Fundamental 5" by Cain and Laird, ©2011)

Advanced Academics

Intent and Purpose

Advanced Academics exists for the purpose of helping students work towards achieving their educational and professional aspirations, utilizing personal

development activities towards this end. By encouraging educational excellence, the Department seeks to instill healthy ambition within students to better their lives.

Bilingual / ESL Education

Intent and Purpose

The purpose of the Bilingual/ESL Program is to provide supplemental resources and support to ensure that children who are limited English proficient attain English proficiency at high levels in core academic subjects to meet state mandated achievement standards.

Guidance and Counseling

Intent and Purpose

The purpose of the Socorro ISD Department of Guidance and Counseling is to provide resources for school counselors to enable them to be competent, knowledgeable and receptive to the needs of all SISD students. Our intent is to assist school counselors in meeting academic, personal and social needs of students as they prepare to be productive citizens of the 21st century, through training, professional development and networking opportunities throughout the academic year. The mission of the Socorro ISD Department of Guidance and Counseling is to assure SISD school counseling programs provide a comprehensive developmental guidance and counseling program that will maximize the academic, personal-social, and career competencies of all students so that they may realize personal post-secondary goals.

Special Education

Intent and Purpose

The purpose of the Special Education Department is to provide supports to students with disabilities to maximize the potential of each and every student in the least restrictive environment appropriate. Each student's IEPs, accommodations, and modifications are calculated for success. The ultimate goal of the program for students is to excel academically, socially, and behaviorally. Success will mean different things for different students. For some it will mean post-secondary education, and for others it will be learning a vocation. For some students, it will be maintaining their quality of life.

Curriculum, Instruction, and Assessment Strengths

Our campus maintains a student profile to evaluate academic progress. A pre and post test is given upon intake and exit in grades 6-12. The tests are aligned to the adopted scope and sequence and technology systems (Eduphoria, Leap4ward and Edmentum). Our students who are identified ELL receive differentiated instruction based on the SIOP model. The students identified as SPED receive daily academic support from the regular education teacher, special education teacher, and the special education instructional aide to ensure success. Gifted and Talented students are receiving academic support via differentiated instruction. In addition, the high school classes have an instructional aide to assist all of our students and the middle school teachers have two

instructional aids to support the classroom curriculum.

The students at KEYS Academy may continue to participate in enrichment and advanced classes in order to be college and career ready via their home campus liaison program. Our campus has been successful by proactively contacting the home campus to retrieve correspondence when needed. The teachers at KEYS Academy follow the Year at a Glance provided by CSCAPE as the primary curriculum. This document is used as a resource to ensure all students continue to receive the rigorous instruction while attending KEYS Academy. Additionally, the campus has continued an emphasis on literacy and writing across the disciplines which will increase students' conceptual learning and ability to process information critically. These concepts are essential to success on STAAR assessments. KEYS Academy will continue to utilize the Acceleration and Intervention Program which addresses not only academic intervention but also behavioral concerns both during and after school. Students who are in danger of failing and/or currently failing are targeted and a personalized intervention plan is created to include during school and/or afterschool tutorials in the Socorro Learning Center.

Curriculum, Instruction, and Assessment Needs

Professional development must be provided to increase the rigor. Teachers need to increase monitoring during the Edmentum program. Teachers need professional development to increase motivational strategies for students. Instructional coach must support teacher instruction, student attendance and interventions to help them be successful. Teambuilding activities will be implemented during staff-development trainings and teachers will be trained to use teambuilding materials and resources which have been purchased with campus funds. The SOCIAL team needs to work more with students via classroom presentations on college and career readiness, workplace preparations, etc. More needs to be done to build upon the 'dual credit program at KEYS Academy. Also, we will instill more mentors and assure students are provided each with a mentor to support their academic and social needs.

Family and Community Involvement

Family and Community Involvement Summary

Communities In Schools and Parent Liaisons

Intent and Purpose

The parental involvement program adheres to NCLB and Section 1118 federal guidelines. Parental involvement has always been a center piece of Title I. The purpose of the parental involvement program is to support parents and students in addressing parents' needs. This is accomplished by providing trainings, workshops, conferences, educational involvement activities, and events that actively engage parents in the educational process that ensures the success of students' academic and behavioral success.

Family and Community Involvement Strengths

KEYS Academy has a strong and effective parent involvement component. Parents appreciate the flexibility of three meetings per week. The topics during the two day meetings are parenting skills and the evening meeting topic is on parent-child communication. Additional topics include sessions on academics, graduation requirements, STAAR/EOC, and TAKS testing as well as drug and alcohol prevention.

Parents are appreciative of the opportunity for counseling through school counselors, home liaison, Communities in School (CIS), and outside agencies presented at parent sessions. Some of our students receive additional mentoring and referrals for family service agencies as needed or as requested by family members/school staff.

KEYS Academy's strength is in the immediate access to parents through our drop off/pick up program that allows faculty and staff to quickly and easily communicate with parents about the students information. Parents and/or their designee are required to sign students in and out each school day. Faculty and staff can meet parents at the door to share information if needed.

As a DAEP campus, we will continue to work with district campuses to ensure that students have follow-up mentoring after returning to their home campus.

Family and Community Involvement Needs

Areas in which we would like to improve is in having parents work as volunteers and offer their services in the campus. Also, we would like them to be a part of the transition back to the campus of their child. We would also like to have the parents shadow their child during the school day and have more parent/teacher conferences.

Parental involvement is crucial to our campus in order to try and lower our recidivism rate. Parenting surveys indicate there is a need to implement more parent/teacher conferences. Additionally, a more personal intake orientation program is needed that provides confidentiality and privacy. Parent language and communication skills are a concern. Parents will be more involved in their child's education if they can communicate with the school and teachers better and more often. Additionally, in order to better acquaint our parents with the KEYS Academy climate and culture, during the intake process, intake personnel will escort parents through a campus tour. Parents will also receive a KEYS Academy awareness card with instructions on what to do in the event of a campus emergency.

School Context and Organization

School Context and Organization Summary

KEYS Academy, the District Alternative Education Placement (DAEP) school, for the Socorro Independent School District opened its doors in 1992 and serves predominantly middle class Hispanic families. KEYS Academy serves a range of students from grades 6th to 12th grade. A student placed at KEYS Academy is given the opportunity to overcome past obstacles. The student must be successful in all areas, even more so than any other student in the Socorro ISD. To ensure their success, KEYS faculty and staff is committed to meet the academic, social, and emotional needs of each student enrolled in our campus. We will work with the student, parents, home campuses, and outside agencies to get our students the services they need. It is the ultimate goal of the faculty and staff at KEYS Academy for students to succeed and transition back to their home campus permanently so they can continue to be positive members of the 21st century community.

School Context and Organization Strengths

KEYS Academy has established a campus culture that values collegial relationships and natural development of high expectations by intellectual stimulations for students, parents and staff members. These are voiced through our District's climate survey and a campus suggestion box.

KEYS Academy is a school-wide federally funded Title I program that includes a parent liaison involvement program that has parent activities in the morning, the afternoon and the evening. A social worker that is dedicated to work with students emotional needs is provided in order to prevent students from dropping out of school, teen pregnancies and assisting families in need of social services. Our State Compensatory Program (SCE) consists of two academic coaches and two college tutors that assist 100 percent of the students, enrolled at KEYS Academy, with academic progress, tutoring, credit recovery, enrichment and loss of credit due to attendance issues in the Socorro Learning Center at KEYS. The Dr. Cynthia Lopez Writing Lab provides several services for our students needing assistance. These services include teaching writing strategies, collecting and working with campus data, classroom walk-through's to monitor student academic progress and discipline, organize teacher/parent meetings, working collaboratively with students home campus counselors and administrative staff to ensure that our students' academic needs are meet while in our care, creating individualized actions plans, and working with the administration team to provide professional staff development to the learning community. The school district has ensured that KEYS Academy is able to provide adequate resources and funds to provide students with certified teachers, support staff, instructional aides and administrators in order to achieve the district's and campus's goals of promoting high academic success.

The site-based decision-making team looked at the following data for last year's programs. These evaluations provided by parents, students, principals, the climate survey results, as well as the following data: End of Course (EOC), Benchmark scores, System Safeguards, Performance-Based Analysis System Report, TAKS, Student Pass/Failure report, Compass Learning (on-line course) completion reports, Student/Employee Attendance Reports, Stetson Model Student Profile, Recidivism rate report, Campus enrollment, DAEP PEIMS Coding and Master schedule. All were analyzed, and the results taken into consideration, to form subcommittees in order to look for areas of weakness and strengths.

Data Found:

The strengths at KEYS Academy include the Faculty, staff and administration who serve as advocates for all children. Students and parents are participating in academic conferencing and meetings. Students are getting quality classroom instruction in all subjects offered, with student ratio of 15 students to 1 teacher and 1 Instructional aide. Students are provided with college admission information with a "Go Center" in the counseling department . Students are attending tutoring after-school for an hour a day, and for four days out of a week. Tutoring is also available throughout the day for additional help. Students that are struggling with writing skills are attending the writing lab. Students are writing across the curriculum in all classes. Students feel that KEYS Academy is a safe place to learn, and receive a once a week lunch period incorporating spiritual fulfillment by the Youth for Christ program. We also have a proactive Attendance Campus Committee that meets every two weeks and is composed of teachers, counselors, CIS members, SCE Coaches and Administration with the purpose of addressing excessive student absenteeism. Administration performs classroom walk-throughs on a regular basis. Edmentum computer lab Courses are offered throughout the day. These courses provide our students with the ability to work on the on-line courses and enrichment programs during the school year.

School Context and Organization Needs

Administrative teams throughout the school district need to be consistent in applying laws, policies, and procedures in a fair and reasonable manner for all students placed in a DAEP program. Reconnection and Relationship events should be supported each month by students' home campus without fail. The home campus administrators need to be provided with professional development on student intake packets to a DAEP campus to ensure that all students receive a quality education. The Partners in Education Program should continue to be built upon so that students and staff are able to benefit from what the community has to offer.

- There is a need to ensure a smooth transition from the requirements of the No Child Left Behind Act of 2001 to those of the new Every Student Succeeds Act.

Technology

Technology Summary

Instructional Technology

Intent and Purpose

The Instructional Technology used at KEYS Academy helps teachers integrate current technologies and their applications, including the internet, into their curricula and provide support and education in technology to both teachers and students. Its mission is to provide support for SISD teachers and students in creating digital learning environments that transform learning for all students through dynamic, engaging learning experiences.

Technology Strengths

Each teacher is equipped with at least three computers and an interactive white board . The expectation is for each teacher to utilize their technology to the fullest and vary instruction accordingly on a daily basis for all students daily.

Technology Needs

The technological capacity was at its maximum this past year which caused power outages. We will work closely with district personnel to assure all technological equipment is up and running to its maximum at all times.

Comprehensive Needs Assessment Data Documentation

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




Goals







Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

Performance Objective 1: KEYS Academy will develop and implement a plan of action to ensure that 100% of our stakeholders feel safe at school and school events.

Evaluation Data Source(s) 1: For the 2016-2017 school year, KEYS Academy will develop and implement a plan of action to ensure that 100% of its stakeholders feel safe at school and school events.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 6</p> <p>1) For the 2016-2017 school year, KEYS Academy will continue to implement the campus Emergency Operations Plan. (EOP).</p>	1, 2, 4, 6, 8	Security Team, SRO, Administration	Meeting sign-in sheets, agendas and minutes. Feedback from District safety officer			
Funding Sources: 199 - General Fund: SCE - \$100.00						
<p>Critical Success Factors CSF 6</p> <p>2) There will be the implementation of a Safety Committee, Olweus Program, and a Discipline Advisory Council. The committee meets every month and has combined all three areas to ensure that they align and meet the needs of students, faculty and community members.</p>	1, 2, 4, 6	Social Committee, Security Team, Assistant Principal	Meeting sign-in sheets, agendas, and minutes			
Funding Sources: 199 - General Fund: SCE - \$100.00						
<p>Critical Success Factors CSF 4 CSF 6</p> <p>3) Security team monitoring and duty schedules will be implemented based on student bell schedules and Code 1 (restroom breaks) breaks in order to ensure optimal student monitoring at all times.</p>	1, 2, 10	Campus Administration, Head Security Guard and SRO.	Security Team duty schedule published in campus handbook			
Funding Sources: 199 - General Fund: SCE - \$100.00						









<p align="center">Critical Success Factors CSF 6</p> <p>4) Teacher and Instructional Aide duty schedules will be implemented and enforced before and after school in order to ensure optimal student monitoring at all times. Clear expectations will be shared with aides and staff. Campus administration will be visible during duty and during all transitions.</p>	1, 2, 10	Campus Principal	Teacher duty schedule as published in campus handbook			
<p>Funding Sources: 199 - General Fund: SCE - \$1,000.00</p>						
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

Performance Objective 2: KEYS Academy will fulfill requirements for safety audits and safety drills to be prepared for multiple emergency scenarios on a monthly basis with all stakeholders in the building.

Evaluation Data Source(s) 2: For the 2016-2017 school year, KEYS Academy will fulfill 100% of the requirements for safety audits and safety drills to be prepared for multiple emergency scenarios.

Summative Evaluation 2: Met Performance Objective








Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 6</p> <p>1) Emergency management drills will be held to assess crises training, needs, and preparedness.</p>	1, 2, 4, 6, 9	SRO and Security Team	District Safety Officer and Security Team post-drill reports			
Funding Sources: 199 - General Fund: SCE - \$200.00						
<p>Critical Success Factors CSF 6</p> <p>2) Staff development will be provided for all staff members on Emergency Operations Plan and procedures.</p>	1, 2, 4, 6	Security Team and Assistant Principal	Sign-in sheets and agendas			
Funding Sources: 199 - General Fund: SCE - \$100.00, 211 - Title I, Part A - \$200.00						
<p>Critical Success Factors CSF 6</p> <p>3) Classrooms will be equipped with safety procedure folders containing all emergency procedure drills information to include student rosters, etc.</p>	1, 2, 9	Security Team	Evacuation procedures posted in classrooms and EOP folders visible			
Funding Sources: 199 - General Fund: SCE - \$200.00, 211 - Title I, Part A - \$200.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

Performance Objective 3: The number of bullying-related incidents reported at KEYS Academy will decrease by 10% this 2016-2017 school year.

Evaluation Data Source(s) 3: For the 2016-2017 school year, the number of bullying-related incidents reported at KEYS Academy will decrease from 5 to 0.

Summative Evaluation 3: Significant progress made toward meeting Performance Objective










Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 6 CSF 7</p> <p>1) Provide training to all staff on classroom management, behavior modification, Olweus bullying prevention program, and character education.</p>	1, 2, 4	Campus Administration, Counselors and Teachers	Sign-in sheets and agendas			
	Funding Sources: 199 - General - \$100.00, 199 - General Fund: SCE - \$300.00, 211 - Title I, Part A - \$200.00					
<p>Critical Success Factors CSF 5 CSF 6 CSF 7</p> <p>2) Olweus bullying prevention lessons will be taught weekly by certified staff members to include lessons with hands-on activities that will keep students engaged.</p>	1, 2, 3, 8	Instructional staff	Lesson plans and student grades			
	Funding Sources: 199 - General Fund: SCE - \$1,000.00, 211 - Title I, Part A - \$100.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

Performance Objective 4: The percentage of interventions documented by teachers at KEYS Academy for appropriate academic support will increase to 100 % of all students needing interventions.

Evaluation Data Source(s) 4: By Spring 2017, the percentage of interventions documented by teachers at KEYS Academy for appropriate academic support will increase to 100% 2016-2017 school year.

Summative Evaluation 4: Significant progress made toward meeting Performance Objective






Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Continue to implement and update prescriptive intervention plans to include after-school, weekend and intersession tutorials in foundation subject areas to meet the needs of at-risk students.</p>	1, 2, 3, 8, 9	Campus administration, SCEI Coach, teachers, and instructional aides	Universal Lab passes and prescriptive interventions from campus intervention packet			
Funding Sources: 211 - Title I, Part A - \$8,000.00, 199 - General Fund: SCE - \$100.00						
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Teachers will provide interventions outside of the regular school day in order to ensure student success.</p>	1, 2, 3, 9	Faculty and Staff	Student sign-in sheets			
Funding Sources: 199 - General Fund: SCE - \$1,000.00, 211 - Title I, Part A - \$3,000.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

Performance Objective 5: The attendance rate for all students at KEYS Academy will increase by 10%

Evaluation Data Source(s) 5: For the 2016-2017 school year, the attendance rate for all students at KEYS Academy will increase by 5% over the attendance rate of the previous year.

Summative Evaluation 5: Significant progress made toward meeting Performance Objective










Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Offer student incentives for attendance every 3 weeks. Attendance committee will monitor and make corrective measurements.</p>	1, 2, 3, 6, 8, 9	Campus Administration, SCEI Coaches, Counselor, teachers, MSW, CIS Coordinator	Student sign-in sheets	✓	✓	✓
Funding Sources: 199 - General Fund: SCE - \$100.00, 211 - Title I, Part A - \$500.00						
<p>Critical Success Factors CSF 1 CSF 6</p> <p>2) Teachers and instructional aides will monitor student attendance by period and chart the progress so that students can view their attendance rates. Teachers will call parents of every student absent for their attendance period. Follow up phone calls will proceed based on student needs from the office staff, counselors, nurse, parent liaison, other teachers, and administration.</p>	1, 2, 4, 5, 6, 9	Teachers and Aides	Attendance charts by period posted in classrooms and maintain parent contact logs for all students.	✓	✓	✓
Funding Sources: 199 - General Fund: SCE - \$200.00, 211 - Title I, Part A - \$200.00						
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

Performance Objective 6: The total number of disciplinary incidents at KEYS Academy will decrease by 10% this school year, 2016-2017

Evaluation Data Source(s) 6: For the 2016-2017 school year, the total number of disciplinary incidents at KEYS Academy will decrease by 5%.

Summative Evaluation 6: Significant progress made toward meeting Performance Objective








Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 6</p> <p>1) Review and update the Campus Behavior Plan (CBP) that continues to be correlated to the SISD Student Code of Conduct that:</p> <p>*provides a basic classroom management plan for faculty and staff that can be expanded upon;</p> <p>*provides consistency for students;</p> <p>*describes faculty and staff responsibility, specific student behavior, positive support and correlated corrective action."</p>	1, 2, 3, 4, 5, 6, 8, 10	Administration, Teachers, Teacher Aids, Students, and Parents	The CBP will be published in the campus handbook, posted in every classroom and throughout the entire school building.			
Funding Sources: 199 - General Fund: SCE - \$100.00, 211 - Title I, Part A - \$200.00						
<p>Critical Success Factors CSF 1 CSF 7</p> <p>2) Provide Crisis Prevention and intervention (CPI) staff development training to all instructional staff during the 2016-17 school year with the assistance of the special education department.</p>	1, 2, 3, 4, 9	Administration	Sign-in sheets and agenda			
Funding Sources: 211 - Title I, Part A - \$1,000.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

Performance Objective 1: KEYS Academy will develop and implement a College and Career Ready Strategic Plan that will serve 100% of our students.

Evaluation Data Source(s) 1: By the end of May 2017, KEYS Academy will develop and implement a College and Career Ready Strategic Plan that will serve 100% of our students.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Expand the current Go-Center to focus on more college readiness through application and admissions. Ninth grade participation will be increased by 10% in the use of these resources.</p>	1, 2, 9	Counselor	Go-Center sign-In sheets.			
Funding Sources: 199 - General Fund: SCE - \$100.00, 211 - Title I, Part A - \$500.00						
<p>Critical Success Factors CSF 1 CSF 5</p> <p>2) Increase the number of college and/or career readiness classroom presentations by the counseling department to equal at least 2 per month for the duration of the school year. One per month will be designated to juniors and seniors.</p>	1, 2, 10	Campus Counselor	Agendas and sign-in sheets			
Funding Sources: 199 - General Fund: SCE - \$100.00, 211 - Title I, Part A - \$500.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

Performance Objective 2: KEYS Academy students will all be placed in proper learning environments and at proper grade levels to ensure that they all reach their full potential.

Evaluation Data Source(s) 2: For the 2016-2017 school year, 100% of KEYS Academy students, encompassing all special and sub-populations, will be placed in proper learning environments and proper grade levels to ensure that they reach their full potential.

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Teachers will administer a content specific pre and post tests aligned to the adopted scope and sequence in order to track student progress.</p>	1, 2, 3, 8, 9	Instructional Faculty and Staff	Data from the Edmentum Learning, Eduphoria system and Student Profile Sheets			
Funding Sources: 199 - General Fund: SCE - \$100.00, 211 - Title I, Part A - \$200.00						
<p>Critical Success Factors CSF 5</p> <p>2) Campus counselor will coordinate with home campus counselor to properly place students in courses needed to complete graduation requirements. We provide a procedural manual to the students' home campus.</p>	1, 2, 6, 9	Campus and Home Campus Counselor	Student schedules			
Funding Sources: 199 - General Fund: SCE - \$100.00, 211 - Title I, Part A - \$200.00						
<p>Critical Success Factors CSF 1 CSF 4</p> <p>3) Special education students will receive continued services at KEYS Academy as indicated on their IEP.</p>	1, 2, 3, 5, 6, 8, 9, 10	Special Education Staff	Student class schedules and special education logs documented on a weekly basis			
Funding Sources: 199 - General Fund : Special Education - \$100.00, 211 - Title I, Part A - \$100.00						
<p>Critical Success Factors CSF 1 CSF 4</p> <p>4) ESL students will receive continued services at KEYS Academy as indicated on their IEP developed at the home campus.</p>	1, 2, 3, 4, 5, 6, 8, 9, 10	ESL Coordinator and home campus ESL Coordinator	Student class schedules and LPAC Committee Monitoring Forms			
Funding Sources: 199 - General Fund: SCE - \$100.00, 211 - Title I, Part A - \$300.00						

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>5) Provide extra duty pay for teachers providing supplemental instruction to enhance rigor/relevance, campus behavior plans, advanced placement for all students for after school intervention, intersession, summer school.</p>	<p>1, 2, 3, 4, 5, 6, 8, 9</p>	<p>Administrators and Teachers</p>	<p>Student rosters, sign-in sheets, teacher lesson plans, and campus program descriptions</p>			
<p>Funding Sources: 211 - Title I, Part A - \$1,000.00, 199 - General Fund: SCE - \$100.00</p>						
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>6) Promote school and community activities that allow GT individuals to show leadership skills through rigorous instruction. (Robotics program)</p>	<p>1, 2, 3, 4, 6, 8, 10</p>	<p>Campus administrators; GT Coordinator; Science Department Teachers</p>	<p>Student rosters, teacher lesson plans</p>			
<p>Funding Sources: 211 - Title I, Part A - \$500.00, 199 - General Fund: SCE - \$200.00</p>						
<p align="center"> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>						

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

Performance Objective 3: KEYS Academy will increase all levels of instructional rigor across the core content areas, to indicate an overall improvement in student state assessment scores by 5%.

Evaluation Data Source(s) 3: By January 2017, KEYS Academy shall increase the level of instructional rigor across the core content areas, to indicate an overall improvement in student state assessment scores by 5% (based on district data).

Summative Evaluation 3:








Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 3</p> <p>1) Administrators will conduct consistent walk-throughs to average at least 5/wk and provide feedback on instructional strategies to include rigor, relevance and relationships.</p>	1, 2, 3, 4, 5	Administration	Teacher walk-through reports in Eduphoria; Eduphoria observation reports			
Funding Sources: 199 - General Fund: SCE - \$100.00, 211 - Title I, Part A - \$100.00						
<p>Critical Success Factors CSF 1 CSF 2</p> <p>2) Teachers will administer a content specific pre and post tests aligned to the adopted scope and sequence in order to track student progress.</p>	1, 3, 8, 9	Classroom Teachers	Data in Compass Learning, Eduphoria system and Student Profile Sheets			
Funding Sources: 199 - General Fund: SCE - \$100.00, 211 - Title I, Part A - \$200.00						
<p>Critical Success Factors CSF 1</p> <p>3) Purchase the TI Inspire Calculator Systems for math and science classrooms. Provide TI Inspire training to teachers in order to stay consistent with the rest of the district so that students receive the same services at KEYS Academy as they do at other campuses. Purchase new computers to replace old computer systems for all core subject area classrooms.</p>	1, 3, 5, 9, 10	Administration, Math Department, Science department	Teacher Lesson Plans			
Funding Sources: 211 - Title I, Part A - \$7,000.00, 199 - General Fund: SCE - \$500.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

Performance Objective 4: All Students enrolled in pre-advanced/advanced placement courses and pre-international/international baccalaureate courses may continue their enrollment and coursework while attending KEYS Academy.

Evaluation Data Source(s) 4: For the 2016-2017 school year, 100% of the students enrolled in pre-advanced/advanced placement courses and pre-international/international baccalaureate courses may continue their enrollment and coursework while attending KEYS Academy.

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1</p> <p>1) Continue to work concurrently with home campus counselors during the scheduling and intake process to ensure students take required courses for graduation. We provide a procedural manual to the students' home campus.</p>	1, 2, 9, 10	Campus Counselor	Student class schedules			
Funding Sources: 211 - Title I, Part A - \$100.00, 199 - General Fund: SCE - \$100.00						
<p>Critical Success Factors CSF 1</p> <p>2) Work with home campus to ensure students receive work and support necessary to continue/meet requirements of advanced coursework.</p>	1, 3, 9	Campus Administration, Counselors, SCEI Coaches, KEYS Academy and Home Campus Teachers.	Completed student assignments and passing scores on advanced courses			
Funding Sources: 199 - General Fund: SCE - \$100.00, 211 - Title I, Part A - \$100.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 1: The number of teachers that demonstrate increased instructional effectiveness (as measured by PDAS, walkthroughs, etc.) will increase by 10%.

Evaluation Data Source(s) 1: For the 2016-2017 school year, the number of teachers that demonstrate increased instructional effectiveness (as measured by PDAS, walkthroughs, etc.) will increase by 10%.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective






Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Administrators will conduct consistent walk-throughs to average at least 5/wk and provide feedback to teachers on instructional strategies that will include rigor, relevance and relationships.</p>	1, 2, 3, 5	Campus Administration	Eduphoria observation reports and individual teacher walk-through reports with administrative recommendations			
Funding Sources: 199 - General - \$200.00						
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>2) Offer professional development opportunities, particularly in the areas of classroom management, academic rigor, and advanced placement at least once a month.</p>	1, 3, 4, 5, 8	Campus Administrators	Agendas, sign-in sheets, classroom management plans, and lesson plans			
Funding Sources: 199 - General - \$1,000.00						
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>3) Teachers and instructional aides will collaborate, observe effective teaching strategies, lesson plan development and delivery at a minimum of once a month.</p>	1, 2, 3, 4, 5, 9	Campus Administration, SCEI Coach, Teachers and Instructional Aides	Lesson plans, teacher observations, and feedback forms			
Funding Sources: 199 - General - \$1,000.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 2: KEYS Academy will maintain Highly Qualified teachers in 100% of core academic subjects.

Evaluation Data Source(s) 2: For the 2016-2017 school year, KEYS Academy will maintain 100% Highly Qualified teachers in all core academic subjects.

Summative Evaluation 2: Significant progress made toward meeting Performance Objective









Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 3 CSF 6 CSF 7</p> <p>1) Utilize a campus interview committee when filling faculty and staff vacancies.</p>	1, 2, 5	Campus Administrators	Committee sign-in and recommendation sheets	✓	✓	✓
Funding Sources: 211 - Title I, Part A - \$200.00						
<p>Critical Success Factors CSF 1 CSF 2</p> <p>2) Ensure all staff members maintain highly qualified status by meeting all certification requirements through participating in required State and local staff-development such as Gifted and Talented endorsements, ESL/LPAC trainings, SIOP, Crisis Management, Standards of Conduct, Olweus and Emergency Operations, etc.</p>	1, 2, 3, 4, 10	All staff members to include Administrators, Teachers, Counselors, and Instructional Aides	Increased student academic performance, decreased number of discipline referrals, and increase in student and staff attendance	✓	✓	✓
Funding Sources: 211 - Title I, Part A - \$2,500.00						
<p>Critical Success Factors CSF 1 CSF 7</p> <p>3) Increase teacher retention rate by 10% by offering monthly recognition and incentives such as Rockstar of the week, participation certificates, outstanding service awards, birthday recognition and motivational speakers.</p>	1, 2, 3, 5	Campus Administration	Faculty meeting agendas, sign-in sheets and minutes. Pictures and certificates posted throughout building, and on campus website	✓	✓	✓
Funding Sources: 199 - General - \$1,000.00						
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 3: KEYS Academy will increase the number of professional development opportunities offered to employees by 5%.

Evaluation Data Source(s) 3: During the 2016-2017 school year, KEYS Academy will increase the number of professional development opportunities offered to employees by 5% as compared to the 2015-2016 school year.

Summative Evaluation 3: Exceeded Performance Objective


Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7</p> <p>1) Create and implement a staff-development committee that will identify professional development needs and will also be in charge of setting up campus-based professional development sessions.</p>	1, 4, 5, 8	Campus Administration, SCEI Coach	Committee meeting sign-in sheets and agendas			
Funding Sources: 211 - Title I, Part A - \$300.00						
<p>2) Teachers and staff will complete a campus evaluation form and provide feedback to the effectiveness of each training provided by KEYS Academy.</p>	1, 2, 3, 4, 5	Staff Development Committee Facilitator	Feedback forms and staff climate survey			
Funding Sources: 211 - Title I, Part A - \$200.00						
<p>3) Staff will receive follow-up training on The Fundamental 5 at the beginning of the 2016-2017 school year to emphasize the writing component, lesson frame, and power zone. They will also receive refresher training on Kagan Cooperative Learning and Marcia Tate.</p>	1, 3, 4, 5	Campus Administration and DSC Personnel	Agendas, sign-in sheets, minutes, lesson frame (training products) and completion certificates			
Funding Sources: 199 - General - \$1,000.00						
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 4: SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational information.

Performance Objective 1: KEYS Academy will increase the number of collaborative educational involvement activities and events for parents and community members by 10%.

Evaluation Data Source(s) 1: By the end of the 2016-2017 school year, as compared to the 2015-2016 school year, KEYS Academy will increase the number of collaborative educational involvement activities and events for parents and community members by 10% to promote teamwork and unity in the education of our students.

Summative Evaluation 1: Exceeded Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
Critical Success Factors CSF 5 1) Provide parents a campus orientation with a handbook/directory that lists contact information for each staff member in the intake process.	1, 2, 6, 10	Parent Liaison, CIS Coordinator, Security Officers, Counselor, SCEI Coaches, and Administration	Intake sign-in sheets, volunteer sign-in sheets, and documented parent communication with staff.	✓	✓	✓
				Funding Sources: 211 - Title I, Part A - \$300.00, 199 - General Fund: SCE - \$100.00		
Critical Success Factors CSF 5 2) Provide weekly parenting meetings morning/evenings on various topics of interest and parental needs.	1, 2, 6, 10	Parent Liaison, CIS Coordinator, and Administration	Approved calendar of parenting meetings, sign-in sheets, and parent surveys	✓	✓	✓
				Funding Sources: 211 - Title I, Part A - \$300.00, 199 - General Fund: SCE - \$100.00		
Critical Success Factors CSF 5 3) Provide community resources to increase awareness of services and opportunities for parents and students.	1, 2, 6	Parent Liaison, Counselor, Master Social Worker and CIS Coordinator	Sign-in sheets, agendas, and purchase orders for materials	✓	✓	✓
				Funding Sources: 211 - Title I, Part A - \$300.00, 199 - General Fund: SCE - \$100.00		
Critical Success Factors CSF 5 4) Provide parent survey where they indicate interest topics of their choice to provide monthly parenting sessions on those topics.	1, 2, 6, 10	Parent Liaison	Published calendar and sign in sheets	✓	✓	✓
				Funding Sources: 211 - Title I, Part A - \$200.00, 199 - General Fund: SCE - \$300.00		
						

Goal 4: SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational information.

Performance Objective 2: KEYS Academy will increase the number and quality of notifications, sent via newsletters, email, etc. to parents, business, and community members by 5%.

Evaluation Data Source(s) 2: For the 2016-2017 school year, KEYS Academy will increase the number and quality of notifications, sent via newsletters, email, etc. to parents, business, and community members by 5% as compared to 2015-2016.

Summative Evaluation 2: Exceeded Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 5</p> <p>1) Campus administration will send a monthly newsletter to parents informing them of campus events to include parenting classes, guest speakers, Olweus topics, CIS presentations and classes, counseling topics, campus interventions, attendance initiatives and percentages, etc.</p>	1, 2, 6	Administration, CIS Coordinator, and Parent Liaison	Parent Liaison and CIS Coordinator Weekly/Monthly Reports			
Funding Sources: 199 - General Fund: SCE - \$100.00, 211 - Title I, Part A - \$100.00						
<p>Critical Success Factors CSF 1 CSF 6</p> <p>2) Teachers will informally communicate through emails or phone calls with parents a minimum of three (3) times during the student's placement at KEYS Academy.</p>	1, 2, 6	Teachers	Parent Communication Logs			
Funding Sources: 199 - General Fund: SCE - \$100.00, 211 - Title I, Part A - \$100.00						
<p>Critical Success Factors CSF 5 CSF 6</p> <p>3) Teachers and instructional aides will formally communicate through face-to-face visits with parents a minimum of three (3) times during the student's placement at KEYS Academy.</p>	1, 2, 6	Teachers and Instructional Aides	Parent Communication Logs			
Funding Sources: 199 - General Fund: SCE - \$100.00, 211 - Title I, Part A - \$100.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 4: SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational information.

Performance Objective 3: KEYS Academy will increase the number of partnership activities with businesses, higher education institutions, and other outside agencies to support student education by 15%.

Evaluation Data Source(s) 3: By the end of the 2016-2017 school year, KEYS Academy will increase, by 15% over the previous year, the number of partnership activities with businesses, higher education institutions, and other outside agencies to support student education.

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) KEYS Academy will collaborate with the District's Public Relations Department and the community in order to establish partnerships with businesses for the purpose of exposing students to the skills needed to acquire and maintain employment.</p>	1, 2, 6	CIS Coordinator	Partners in Ed activity calendar, meeting handouts, and flyers			
Funding Sources: 199 - General Fund: SCE - \$100.00, 211 - Title I, Part A - \$100.00						
<p>Critical Success Factors CSF 1 CSF 6</p> <p>2) Upper class students that maintain attendance over 90%, good discipline and all passing grades will be eligible to participate in a field trip to EPCC to learn about the enrollment process, programs offered, financial aid and the need for a higher education.</p>	1, 2, 6, 10	Counselor and CIS Coordinator	Student rosters, parent permission slips, completed activity component, and lesson plans.			
Funding Sources: 211 - Title I, Part A - \$300.00, 199 - General Fund: SCE - \$50.00						
<p>Critical Success Factors CSF 5</p> <p>3) Social Team will facilitate at least one (1) classroom presentation per semester provided by outside agencies such as The United States Army, Border Patrol, Federal Reserve, Child Crisis Center, etc.</p>	1, 2, 6	Administration, Counselor, Master Social Workers, and CIS Coordinator	Student Sign in sheets and agency handouts,			
Funding Sources: 199 - General Fund: SCE - \$100.00, 211 - Title I, Part A - \$100.00						






<p align="center">Critical Success Factors CSF 3</p>	1, 2, 6, 9	Administration	Update website every 3rd Week (indicated by date and time of latest update)			
<p>4) KEYS Academy staff will update the campus website weekly to include upcoming events, parent information, school calendar, student successes, and outside group involvement activities. All information will be provided to Ms. Marquez so she can update it online.</p> <p>Funding Sources: 199 - General Fund: SCE - \$100.00, 211 - Title I, Part A - \$100.00</p>						
<p align="center"> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>						

Goal 4: SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational information.

Performance Objective 4: KEYS Academy will have a minimum of (2) customer service training(s) to ensure a positive and welcoming school climate for parents and community members.

Evaluation Data Source(s) 4: For the 2016-2017 school year, KEYS Academy will have a minimum of (2) customer service training(s) to ensure a positive and welcoming school climate for parents and community members.

Summative Evaluation 4: Significant progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) Recognize one "Rockstar" employee every month who has exhibited outstanding service to students and the campus.</p>	1, 2	Campus Administration	Posted award winners by month on commons bulletin board; pictures of winners; signatures on receipts of incentives	✓	✓	✓
Funding Sources: 199 - General Fund: SCE - \$200.00, 224 - IDEA A, SPED - \$800.00						
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 5 CSF 6 CSF 7</p> <p>2) Provide a suggestion box that allows community members and parents to provide anonymous feedback regarding customer service.</p>	1, 2, 6	Campus Administration	10% more written Suggestions Submitted.	✓	✓	✓
Funding Sources: 199 - General Fund: SCE - \$100.00, 211 - Title I, Part A - \$100.00						
<p>Critical Success Factors CSF 6</p> <p>3) Recognize one "Rockstar" student per week who has exhibited outstanding citizenship.</p>	1, 2	Campus Administration	Pictures; Signatures on receipt of incentives; posted award winners on bulletin board in commons area	✓	✓	✓
Funding Sources: 199 - General Fund: SCE - \$200.00, 211 - Title I, Part A - \$200.00						
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

Performance Objective 1: students in all subgroups at KEYS Academy will meet district, state, and federal accountability standards.

Evaluation Data Source(s) 1: For the 2016-2017 school year, 80% of all students in all subgroups at KEYS Academy will meet district, state, and federal accountability standards measured by reports such as the TAPR.

Summative Evaluation 1:











Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Ensure faculty and staff have adequate resources/funds to provide students with meaningful, effective interventions (tutorials, ESL support, technology resources such as iPads, laptops, etc.) interactive projectors, desktop computers, etc.</p>	1, 2, 3, 4, 5, 8, 9, 10	Campus Administration	Purchase orders, lesson plans, prescriptive interventions, sign-in sheets, and walk-throughs.			
Funding Sources: 199 - General - \$1,800.00, 199 - General Fund: SCE - \$1,000.00, 211 - Title I, Part A - \$200.00						
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Continue to implement summer and intersession intervention tutorials for students in need of academic support (through the Prescriptive Intervention Packet and Socorro Learning Center at KEYS Academy.)</p>	1, 2, 3, 5, 6, 8, 9, 10	Campus Administration, SCEI Coaches, Counselor and Teachers.	Sign in sheets, prescriptive intervention assignments, lesson plans, and Compass Learning reports			
Funding Sources: 211 - Title I, Part A - \$2,000.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

Performance Objective 2: KEYS Academy teachers at all grade levels will provide students with meaningful and effective academic interventions

Evaluation Data Source(s) 2: During the 2016-2017 school year, 100% of KEYS Academy teachers at all grade levels will provide students with meaningful and effective academic interventions to ensure their academic growth compared to 2015-2016 school year.

Summative Evaluation 2:







Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Continue to implement summer and intersession intervention tutorials for students in need of academic support (through the Prescriptive Intervention Packet and Socorro Learning Center at KEYS Academy.)</p>	1, 2, 3, 5, 8, 9	Campus Administration, SCEI Coaches, Counselor and Teachers	Sign -in sheets, prescriptive intervention assignments, lesson plans, Compass Learning reports			
Funding Sources: 211 - Title I, Part A - \$8,000.00, 199 - General Fund: SCE - \$200.00						
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Utilize Edmentum software program for all core subjects in grades 6th through 12th as an intervention to improve math, reading and writing skills in all subjects.</p>	1, 2, 9	Campus Administration, SCEI Coaches, Counselor and Teachers	Compass Learning duration and progress reports			
Funding Sources: 199 - General Fund: SCE - \$2,500.00, 211 - Title I, Part A - \$3,000.00						
<p>3) Teachers will create and maintain student portfolios that contain a student profile sheet, learning inventory, pre and post test information and course assignment samples during the students placement at KEYS Academy.</p>	1, 2, 9	Campus Teachers and Instructional Aides	Student portfolio audit reports			
Funding Sources: 211 - Title I, Part A - \$1,000.00, 199 - General Fund: SCE - \$200.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

Performance Objective 3: KEYS Academy administrators will provide campus teachers with professional development support and resources.

Evaluation Data Source(s) 3: For the 2016-2017 school year, KEYS Academy administrators will provide 100% of campus teachers with professional development support and resources to achieve professional growth and high student academic achievement rates.

Summative Evaluation 3:


Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) In order to maintain 100% of teachers offered support and resources to achieve professional growth and high student academic achievement rates, all KEYS Academy faculty/staff will be offered high quality professional growth opportunities as determined by data such as walk-throughs, benchmark scores, campus needs, and teacher requests.</p>	1, 2, 3, 4, 5, 8, 9	Campus Administration, SCEI Coaches, and District Personnel	Teacher requests and staff-development committee documentation	✓	✓	✓
Funding Sources: 199 - General Fund: SCE - \$2,000.00, 211 - Title I, Part A - \$2,000.00						
2) Teachers will be provided written and oral feedback after walk-throughs and observations	1, 2, 5, 6, 9	Campus Administration and SCEI Coaches	Eduphoria walk-through reports and accountability talk reports	✓	✓	✓
Funding Sources: 199 - General Fund: SCE - \$200.00						
3) Faculty and staff will participate in campus based Instructional Rounds as a learning instrument for professional growth.	1, 2, 3, 4, 5, 9	Campus Administration, Counselors, SCEI Coaches and Teachers.	Instructional Rounds schedules, sign-in sheets, and debriefing feedback			
Funding Sources: 199 - General Fund: SCE - \$200.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

Performance Objective 4: KEYS Academy personnel will actively engage parents in the education process to ensure the academic and behavioral success of students

Evaluation Data Source(s) 4: During the 2016-2017 school year, KEYS Academy personnel will actively engage parents in the education process to ensure the academic and behavioral success of students by increasing parent attendance at school meetings and events by 10% as compared to the 2015-2016 school year.

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Provide parents a campus orientation with a handbook/directory that lists contact information for each staff member in the intake process.	1, 2, 6	Campus administrators, Parent Liaison, CIS Coordinator, Security Officers, SCEI Coaches, and Counselor	Intake sign-in sheets, volunteer sign-in sheets	✓	✓	✓
	Funding Sources: 211 - Title I, Part A - \$300.00					
2) Provide weekly parenting meetings at different times on topics of interest and need to the parents	1, 2, 6, 10	Campus administrators, Parent Liaison, CIS Coordinator	Published calendar of parenting meetings, sign-in sheets.	✓	✓	✓
	Funding Sources: 211 - Title I, Part A - \$300.00					
3) Provide community resources to increase awareness of services and opportunities for parents and students.	1, 2, 6, 10	Parent liaison, CIS coordinator, Counselor, and Master Social Worker	Sign in sheets, agendas, and purchase orders for materials	✓	✓	✓
	Funding Sources: 211 - Title I, Part A - \$300.00					
						

State Compensatory

Budget for Keys Academy:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199.11.003.28.39.000.6118	6118 Extra Duty Stipend - Locally Defined	\$2,677.00
199.11.003.28.55.000.6118	6118 Extra Duty Stipend - Locally Defined	\$3,255.00
6100 Subtotal:		\$5,932.00

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Miguel Rivera	Assistant Principal
Classroom Teacher	Fernando Bustos	Teacher
Classroom Teacher	Sanford Cable	Teacher
Classroom Teacher	Thomas Villarreal	Teacher
Community Representative	Krystal Marquez	CIS

Campus Funding Summary

199 - General					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	General supplies, snacks		\$100.00
3	1	1	General Supplies		\$200.00
3	1	2	General Supplies		\$1,000.00
3	1	3			\$1,000.00
3	2	3	General Supplies		\$1,000.00
3	3	3			\$1,000.00
5	1	1	General supplies and Technology supplies		\$1,800.00
Sub-Total					\$6,100.00
199 - General Fund: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	student resources		\$100.00
1	1	2	student resources		\$100.00
1	1	3	student/teacher resources		\$100.00
1	1	4	teacher/student resources		\$1,000.00
1	2	1	student /teacher resources		\$200.00
1	2	2	student/teacher resources		\$100.00
1	2	3	student/teacher resources		\$200.00
1	3	1	student/teacher resources		\$300.00
1	3	2	student resources/teaher staff resources		\$1,000.00
1	4	1	tutoring		\$100.00
1	4	2	tutoring /interventions		\$1,000.00
1	5	1	teacher/student resources		\$100.00
1	5	2	teacher/student resourcres		\$200.00
1	6	1	teacher/student resources		\$100.00

2	1	1	Student / Teacher		\$100.00
2	1	2	Student / Teacher		\$100.00
2	2	1	Student / Teacher		\$100.00
2	2	2	Student / Teacher		\$100.00
2	2	4	Student / Teacher		\$100.00
2	2	5	tutoring		\$100.00
2	2	6	Student / Teacher		\$200.00
2	3	1	Technology		\$100.00
2	3	2	Student / Teacher		\$100.00
2	3	3	Student / Teacher		\$500.00
2	4	1	Student / Teacher		\$100.00
2	4	2	student / teacher		\$100.00
4	1	1	student resources		\$100.00
4	1	2	general supplies		\$100.00
4	1	3	student / parent		\$100.00
4	1	4	student / parent supplies		\$300.00
4	2	1	student / parent		\$100.00
4	2	2	student / teacher		\$100.00
4	2	3	student / teacher / instructional aide		\$100.00
4	3	1	general supplies		\$100.00
4	3	2	Transportation		\$50.00
4	3	3	general supplies		\$100.00
4	3	4	general supplies		\$100.00
4	4	1	General supplies		\$200.00
4	4	2	student supplies		\$100.00
4	4	3	student / teacher		\$200.00
5	1	1	student/teacher resources		\$1,000.00
5	2	1			\$200.00

5	2	2	student/teacher resources		\$2,500.00
5	2	3	teacher/student resources		\$200.00
5	3	1	General supplies		\$2,000.00
5	3	2	teacher/student resources		\$200.00
5	3	3	teacher/student resources		\$200.00
Sub-Total					\$14,350.00

199 - General Fund : Special Education

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	3	Student / Teacher		\$100.00
Sub-Total					\$100.00

211 - Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2			\$200.00
1	2	3			\$200.00
1	3	1	student/teacher resources		\$200.00
1	3	2	student resources		\$100.00
1	4	1	Extra Duty Pay		\$8,000.00
1	4	2	tutoring/student resources		\$3,000.00
1	5	1			\$500.00
1	5	2			\$200.00
1	6	1			\$200.00
1	6	2	teacher resources		\$1,000.00
2	1	1	Student / Teacher		\$500.00
2	1	2	Student / Teacher		\$500.00
2	2	1	Student / Teacher		\$200.00
2	2	2	Student / Teacher		\$200.00
2	2	3	Student / Teacher		\$100.00
2	2	4	Student / Teacher		\$300.00

2	2	5	Extra Duty Pay		\$1,000.00
2	2	6	Technology Equipment		\$500.00
2	3	1	administrative		\$100.00
2	3	2	Student / Teacher		\$200.00
2	3	3	Student / Teacher		\$7,000.00
2	4	1	Student / Teacher		\$100.00
2	4	2	student / teacher		\$100.00
3	2	1	General Supplies		\$200.00
3	2	2	Substitutes and General Supplies		\$2,500.00
3	3	1	Supplies		\$300.00
3	3	2	Supplies		\$200.00
4	1	1	General supplies, technology supplies, presentation funds		\$300.00
4	1	2	General supplies, technology supplies, presentation funds		\$300.00
4	1	3	General supplies, technology supplies, presentation funds		\$300.00
4	1	4	General supplies		\$200.00
4	2	1	student / parent		\$100.00
4	2	2	student / teacher		\$100.00
4	2	3	student / teacher / instructional aide		\$100.00
4	3	1	general supplies		\$100.00
4	3	2	Food, general supplies		\$300.00
4	3	3	student kits		\$100.00
4	3	4	general supplies		\$100.00
4	4	2	student supplies		\$100.00
4	4	3			\$200.00
5	1	1	student/teacher resources		\$200.00
5	1	2	General supplies and technology supplies		\$2,000.00
5	2	1	tutorials for students		\$8,000.00
5	2	2	student resources		\$3,000.00

5	2	3	teacher/student resources		\$1,000.00
5	3	1			\$2,000.00
5	4	1			\$300.00
5	4	2	General Supplies and Presentation funds		\$300.00
5	4	3	General Supplies and Presentation Funds		\$300.00
Sub-Total					\$47,000.00
224 - IDEA A, SPED					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	4	1	General Supplies		\$800.00
Sub-Total					\$800.00
Grand Total					\$68,350.00