

**Socorro Independent School District**  
**Keys Academy**  
**2017-2018 Campus Improvement Plan**

# Mission Statement

KEYS Academy (Keep Every Youth in School) provides students an opportunity to become productive members of society by way of a quality learning environment that promotes excellence, develops their interpersonal skills necessary to resolve academic, family, and social conflict, thereby improving their self-image and control over their lives. KEYS Academy 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

# Superintendent & Board Members

Dr. José Espinoza  
Superintendent of Schools

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Board President  
District 4

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Vice President  
District 2

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

This year at KEYS Academy we served a total of 481 students. Last year we served 532 students; an improvement of 51 fewer students. A comparison to the discipline referrals from last year to this year show the following results:

	2015-16	2016-17	2015-16			2016-17				
<b>Discretionary</b>	118	93	<b>6th</b>	30	<b>9th</b>	155	<b>6th</b>	38	<b>9th</b>	116
<b>Mandatory</b>	363	348	<b>7th</b>	32	<b>10th</b>	106	<b>7th</b>	65	<b>10th</b>	106
<b>Mandatory Expulsions</b>	9	1	<b>8th</b>	46	<b>11th</b>	69	<b>8th</b>	67	<b>11th</b>	70
					<b>12th</b>	70			<b>12th</b>	67
<b>Female</b>	114	115								
<b>Male</b>	418	408								
<b>Special Education</b>	59	67								
<b>English Language Learners</b>	23	34								

While the overall ratio of male to female students between 2015-2016 and 2016-2017 remained relatively stable, the number of students with special needs and English Language Learners (ELLs) increased overall; therefore, the percentage of students with special needs and ELLs increased significantly (3% for each of the subpopulations overall). We served 93 discretionary placements in the 2016-2017 school year versus 118 students in the 2015-2016 school year, a decrease of 21% overall.

### Demographics Strengths

While our enrollment status as a district increased (including the overall enrollment in secondary grade levels), our discipline referrals for students at the DAEP secondary level decreased overall this school year.

The recidivism rate for the 2015-2017 school year was 11% and this year the recidivism rate was 6%; the recidivism rate significantly decreased. We attribute this to our VIP program, tailored for students that need individual attention academically, socially and emotionally.

The middle school recidivism rate from last year (2015-2016) was 22% while this year it stood at 14%. This year the recidivism for the pk-8th was 7% compared to last year pk-8 was 12%. In both cases, the overall recidivism rate decreased despite an overall increase in the number of middle school students increasing for the 2016-2017 school year.

The number of students brought in for mandatory discipline referrals decreased by 15 students. The discretionary referrals decreased by 25 students, the mandatory expulsions also decreased by 15 students. There are several attributes that we may consider for this decrease. As a district, we have created protocols that must take place prior to sending a student to our DAEP for a discretionary placement. Our superintendent stresses the importance of safety and visibility for all at campuses; reinforcing the importance of intervention prior to alternative placement. With more vigilance at the schools, mandatory discipline referrals decreased.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** The number of referrals at the middle school grade levels increased from 108 to 170. **Root Cause:** The middle school grade-level campuses had changes in administrative teams this year; administrators placed in those positions were previously exposed to mostly elementary school experience.

**Problem Statement 2:** The number of 9th grade student referrals to DAEP decreased from 155 to 116. **Root Cause:** We no longer have a 9th grade center at Pebble Hills and each comprehensive campus absorbed 9th grade students from the original Pebble Hills High School campus.

**Problem Statement 3:** Our special populations: Special Education and ELL populations increased this year compared to last year. **Root Cause:** Special Education RtI processes and follow-ups at the campuses need additional refinement. The new directors in charge of special populations have not provided extensive training on the RtI processes necessary to modify behaviors academically, socially, emotionally, and behaviorally at the campus level.

## Student Academic Achievement

### Student Academic Achievement Summary

Students attending KEYS come in from their home campuses with a high failure rate. Students' data history is found in Eduphoria and the District provides analysis reports at each Leadership training. Our students at KEYS are then provided with individualized instruction through a lower teacher to student ratio and accessibility to an instructional aide at the majority of our content classes. Students are also provided the opportunity to attend after school tutoring and/or the opportunity to work closer with the teacher or one-to-one with an instructional aide.

In special populations, students are provided with a Special Education teacher and two Special Education aides that attend to the needs of Special Education students by integrating them in the classroom and assisting them as needed in the regular content areas. Students are also provided individualized attention as needed by the instructional aides and/or the Special Education teacher to target and refine specific problem behaviors to reach classroom success.

### Student Academic Achievement Strengths

Although the majority of the students come in with failing grades, by the time they exit KEYS students are back on target and reaching academic success in the majority of their classes. The small environment, more individualized attention to behaviors, academic progress, and increased student accountability contributed to students accomplishing successful results as they exit KEYS back to their comprehensive campuses.

The reciprocity of being able to communicate back and forth with their home school in specialty classes is a plus for our students. This reciprocity agreement helps the students maintain their specialty class and achieve the credit through correspondence work completed while at KEYS.

Teachers are provided individualized staff development weekly. Due to the flexibility with the schedule, teachers touch base with administration and/or participate in professional development every morning. This time is also available for teachers to prepare individualized behavior interventions for specific students with the assistance of their peers, administration and their PBIS team (also known as ToSS).

### Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** Many students come in with failing grades in their content areas. **Root Cause:** Many students' behaviors keep them from focusing on their academic challenges in varied content areas. Until behavior is refined, students will not be able to reach academic success when compared to their counterparts at their home campuses.

## School Processes & Programs

### School Processes & Programs Summary

**TOSS (Triangle of Student Success):** A committee of teachers meet to discuss social, emotional and behavioral support systems for our students and include our counseling team. They use Positive Behavior Intervention Supports as a framework for their work and at times, includes support for teachers.

**Developing L.E.A.D.E.R.S.:** An in-school enrichment opportunity program for students to seek interest that will support and enhance their academic achievement.

**Arise Life Skills:** A curricular framework aimed at supporting students through life skills topics.

**Mentoring and Intervention Class (MIC):** A course aimed at providing curricular and academic intervention via correspondence with home campus teachers and academic support.

**Very Important Person (VIP):** A program designed to bring in students that are coming to DAEP for the second (or more) time within the year to DAEP. Thus, the academic and social skills are personalized to meet the needs of each individual student.

**Attendance Committee:** A committee of support staff and counselors that meet daily to address student attendance issues and concerns.

**Positive Behavior Intervention Supports (PBIS):** a framework for some of the work implemented by the TOSS committee.

**Live Online Behavioral Support System (LOBSS):** This is a live online spreadsheet used for improving and documenting student academic and behavioral intervention.

**Continuing Professional Development (CPD):** A professional development effort aimed at providing teachers an opportunity to work with peers to improve instructional practice, including, but not limited to knowledge about the Fundamental 5, Instructional Observation and Scripting, and Intervention. For the 2017-2018 school year, teachers will focus on reviewing the work from the previous year, the development of Professional Learning Communities, Content and Pacing, and Second Language Acquisition.

**Pulse Check:** Teachers meet with the Campus Principal at least once a week for 30 minutes (2016-2017) through 45 minutes (2017-2018) in order to discuss topics of concern, upcoming events, and policies and procedures.

### School Processes & Programs Strengths

Through the variety of programs offered at KEYS, including VIP and those identified above, we have decreased our recidivism rates and overall discipline



referrals within the DAEP setting.

Students are completing and passing academic credits prior to the transition to their home campus as a result of efforts completed through MIC and LOBSS. Attendance has improved from one period to the next due to the daily monitoring of the Attendance Committee.

Behavior referrals have decreased significantly within the DAEP setting as we continue to consistently implement the Arise Life Skills program and Developing L.E.A.D.E.R.S. Both programs serve as incentives to participate in extracurricular activities within the school day on Fridays.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Teachers struggle to consistently implement the requirements of the MIC program. **Root Cause:** Teacher accountability was not consistent and supported in prior years.

## Perceptions

### Perceptions Summary

Teachers were required to meet every morning from 8:00am to 8:25am for Pulsecheck and Continuing Professional Development (CPD) in the 2016-2017 school year. During Pulsecheck, various topics were discussed such as: grading, academics, student behaviors, technology, teacher concerns, etc. During CPD, teachers met, were introduced to topics including the Fundamental 5, Instructional Observation, and Intervention.

This was also a time that administration utilized to debrief with the teachers on areas of concern or commendations from the walkthroughs done the previous week.

Walkthroughs were conducted weekly to assure teachers and students were maximizing their academic instruction and refining their behaviors.

Administration met weekly with the Leadership Team comprised of the Counseling Team, Assistant Principals, and the Principal to ensure that initiatives and students' needs were being addressed weekly. Also discussed was their weekly agendas to ensure all staff, teachers, and students were on task.

At the core of the shift in the administration's beliefs regarding the role of the DAEP is the idea that a DAEP exists, in most cases, to intervene in students' misbehavior in an effort to re-integrate those same students to their home campuses, rather than act as an independent school meant to discipline students. The shift from strictly discipline to intervention has created some level of pressure among faculty, staff, and administration, but has ultimately resulted in palpable progress.

### Perceptions Strengths

Based on the climate survey, student and parent participation in parenting classes is high.

Students are well-disciplined overall and respect their teachers, while parents feel the adults at our school care about students and are accessible to parents.

Students enjoy the low teacher to student ratio.

### Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Many teachers perceive that they are not supported with discipline referrals often by administration. **Root Cause:** Many teachers are used to sending a discipline referral without being held accountable for interventions prior to referral.

**Problem Statement 2:** Many students feel they are not provided rigorous instruction. **Root Cause:** Many teachers are focused more on refining their behaviors versus academic instruction and rigor.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.
- Response to Intervention (RTI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data

### **Employee Data**

- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

### **Parent/Community Data**

- Parent Involvement Rate

### **Support Systems and Other Data**

- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

# 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 implement a plan of action within the first month of school to ensure that 100% of our stakeholders feel safe at school and school events.

**Evaluation Data Source(s) 1:** -Discipline Referrals related to Safety Issues

- LOBSS documentation regarding Safety-related issues
- Meeting Sign-In Sheets
- Agendas
- Minutes
- Feedback from District Safety Officer
- Security Team Duty Schedule
- Teacher Duty Schedule
- Aide Duty Schedule

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p><b>Critical Success Factors</b> CSF 6</p> <p>1) For the 2017-2018 school year, KEYS Academy will implement the campus Emergency Operations Plan (EOP), laying out all scheduled dates for campus drills.</p>		Security Team, SRO, Administration	The development of baseline indicators related to the discussion, actions, and supervision of the different sections of the EOP.			
Funding Sources: 199 - General Fund: SCE - 100.00						
<p><b>Critical Success Factors</b> CSF 6</p> <p>2) Campus faculty and staff will participate in and improve processes for maintaining positive behavior, intervention, and discipline through the S.I.T., SOCIAL, and ToSS Committees.</p>		SOCIAL Committee, Security Team, Assistant Principal, ToSS Committee, S.I.T.	Increased communication and refinement of the campuswide plans regarding safety on campus with teacher input and commitment.			
Funding Sources: 199 - General Fund: SCE - 100.00						

<p><b>Critical Success Factors</b> 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>	Campus Administration, Head Security Guard and SRO.	Decrease in safety-related issues during restroom breaks.			
	Funding Sources: 199 - General Fund: SCE - 100.00				
<p><b>Critical Success Factors</b> CSF 6</p> <p>4) Teacher and Instructional Aide duty schedules will be refined in order to ensure optimal student monitoring at all times, including but not limited to before school, during lunch and/or after school. Clear expectations will be shared with aides and staff. Campus administration will be visible during duty and during all transitions.</p>	Campus Principal	A decrease in safety-related incidents and referrals caused by student safety concerns.			
	Funding Sources: 199 - General Fund: SCE - 1000.00				
 = 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 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 by calendaring all drills, implementing drills effectively, and documenting the efficiency of the drills.

**Evaluation Data Source(s) 2:** -District Safety Officer Reports

- Security Team Post-Drill Reports
- SOCIAL Sign-In Sheets
- SOCIAL Agendas
- Evacuation Procedures in Classroom
- Visible EOP Folders

**Summative Evaluation 2:** Significant progress made toward meeting Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p><b>Critical Success Factors</b> CSF 6</p> <p>1) Emergency management drills will be held to assess crises training, needs, and preparedness.</p>		SRO and Security Team	Instinctual and procedural preparedness for emergency scenarios.			
Funding Sources: 199 - General Fund: SCE - 200.00						
<p><b>Critical Success Factors</b> CSF 6</p> <p>2) Staff development will be provided for all staff members on Emergency Operations Plan and procedures.</p>		Security Team and Assistant Principal	Faculty and staff will be introduced to the procedures they should follow in emergency scenarios and drills.			
Funding Sources: 199 - General Fund: SCE - 100.00						
<p><b>Critical Success Factors</b> CSF 6</p> <p>3) Classrooms will be equipped with safety procedures folders containing all emergency procedure drills information to include student rosters, etc.</p>		Security Team	Students and faculty will be aware of the routes and procedures to implement during drills or real-life emergency scenarios.			
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 2017-2018 school year.

- Evaluation Data Source(s) 3:** -SOCIAL Sign-In Sheets  
 -SOCIAL Agendas  
 -Lesson Plans, Online Lesson Syllabi  
 -Olweus Activity Samples  
 -Professional Development Session Sign-In Sheets  
 -Professional Development Session Agendas

**Summative Evaluation 3:** Significant progress made toward meeting Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<b>Critical Success Factors</b> CSF 6 CSF 7  1) Provide training on classroom management, behavior modification, Olweus bullying prevention program, and life skills to all faculty and staff.		Campus Administration, Counselors and Teachers	Professional development leading to an increase in knowledge of topics related to bullying.			
	Funding Sources: 199 - General - 100.00, 199 - General Fund: SCE - 300.00, 211 - Title I, Part A - 200.00					
<b>Critical Success Factors</b> CSF 5 CSF 6 CSF 7  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.		Instructional staff	Lesson implementation based on establish curriculum			
	Funding Sources: 199 - General Fund: SCE - 1000.00, 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 social, emotional, behavioral and academic support will increase by 20% of all students needing interventions in the 2017-2018 school year.

**Evaluation Data Source(s) 4:** -ToSS Sign-In Sheets

-ToSS Agendas

-LOBSS Reports for Behavior

-Student Sign-In Sheets for Counseling Team

**Summative Evaluation 4:** Significant progress made toward meeting Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4  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.	1.0, 2.0, 3.0, 8.0, 9.0	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 - 8000.00, 199 - General Fund: SCE - 100.00					
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4  2) Teachers will provide interventions outside of the regular school day in order to ensure student success.	1.0, 2.0, 3.0, 9.0	Faculty and Staff	Student sign-in sheets			
	Funding Sources: 199 - General Fund: SCE - 1000.00, 211 - Title I, Part A - 3000.00					
3) Implement and expand on the Arise Life Skills classes aimed at improving student character through classes in conflict resolution, self-esteem development, goal development, etc.		Instructional Staff	Expansion of knowledge among students related to life skills connected to conflict resolution, character development, etc.			
	Funding Sources: 199 - General - 2000.00					
= 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 5% from the 2016-2017 school year to the 2017-2018 school year.

**Evaluation Data Source(s) 5:** -Attendance Committee Sign-In Sheets

- Attendance Committee Agendas
- LOBSS Reports for Attendance
- Tyler Attendance Reports
- Lists of Events Related for Good Attendance
- Weekly Attendance Logs Placed in Principal's Conference Room
- Copies of Warning Letters Issued to Parents
- Logs of Parent Meetings (specific to Attendance)

**Summative Evaluation 5:** Significant progress made toward meeting Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>1) Offer student incentives for attendance every 3 weeks. Attendance committee will monitor and make corrective measurements.</p>		Campus Administration, SCEI Coaches, Counselor, teachers, MSW, CIS Coordinator	Students will become aware of some of the benefits to attending school regularly.			
	Funding Sources: 199 - General Fund: SCE - 100.00, 211 - Title I, Part A - 500.00					
<p><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>2) Attendance Committee will meet briefly to determine daily absences and discuss courses of action. Follow up phone calls will proceed based on student needs from the office staff, counselors, nurse, parent liaison, other teachers, and administration.</p>		Attendance Committee	School personnel will become more informed about students' situation, discuss protocols for intervention/discipline and provide individualized support for students when necessary.			
	Funding Sources: 199 - General Fund: SCE - 200.00, 211 - Title I, Part A - 200.00					
<p>3) Attendance Committee will meet weekly to discuss attendance data from the previous year, attendance data from the previous week, specific student issues, and specific teacher data related to attendance.</p>		Attendance Committee	Increase in student attendance, awareness of students' personal situations (that might be impeding attendance) and overall teacher participation.			
<p style="text-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 6:** The total number of disciplinary incidents at KEYS Academy will decrease by 5% this school year compared to 2016-2017.

**Evaluation Data Source(s) 6:** -Discipline Referral data

- LOBSS Reports
- Focus Groups
- ToSS Agendas and Sign-In Sheets
- SOCIAL Agendas and Sign-In Sheets
- Leadership Team Agendas and Sign-In Sheets
- KEYS Faculty and Staff Handbook
- Socorro ISD Code of Conduct

**Summative Evaluation 6:** Significant progress made toward meeting Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p><b>Critical Success Factors</b> 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>		Administration, Teachers, Teacher Aids, Students, and Parents	Refinement of the CBP implemented at KEYS in conjunction with the PBIS framework being implemented across our campus through the ToSS Committee.			
	Funding Sources: 199 - General Fund: SCE - 100.00, 211 - Title I, Part A - 200.00					
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>2) Provide Crisis Prevention and intervention (CPI) staff development training to all instructional staff during the 2017-18 school year with the assistance of the special education department.</p>		Administration	Improved understanding of reactions and interventions to students with special needs among faculty and staff at KEYS Academy.			
	Funding Sources: 211 - Title I, Part A - 1000.00					









3) Create and provide professional development on an interactive intervention flow chart that depicts steps to be taken to support teachers and students with social, emotional and behavioral concerns.		Administration, ToSS Committee, S.I.T.	Improved intervention practices for students with social, emotional and behavioral incidents in the classroom and throughout the campus.			
4) Continue using and expand on the Live Online Behavioral Support System to promote the use of interventions among faculty and staff.		Administration, ToSS Committee, and S.I.T.	Refine processes for development of faculty and staff student support programs, intervention documentation, and professional development among teachers.			
 = 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 7:** 100% of the students at KEYS will be provided with social, emotional, behavioral, and academic training so that they can advocate for themselves and learn in a safe environment.

**Evaluation Data Source(s) 7:** Reduced referrals and bullying incidents.

**Summative Evaluation 7:** Significant progress made toward meeting Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide Social & Emotional training by "The Master Teacher" on May 27th.	1.0	Principal, Assistant Principal	Reduced discipline referrals and bullying incidents.			
 = 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 increase the number of college and career awareness presentations by 10% in the 2017-2018 school year when compared to the previous school year.

### Evaluation Data Source(s) 1: -Go-Center Sign-In Sheets















-List of Post-Secondary Representatives visiting KEYS Academy

-List of career exploration visitors presenting to KEYS Academy students

-List of college- or career-related field trips attended by KEYS Academy students while enrolled at KEYS

-Calendar of visits from college- and career-related representatives to KEYS Academy

### Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p><b>Critical Success Factors</b> 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 increase by 10% in the use of these resources.</p>		Counselor, CIS Coordinator	An increase in student's knowledge of college and career options.			
Funding Sources: 199 - General Fund: SCE - 100.00, 211 - Title I, Part A - 500.00						
<p><b>Critical Success Factors</b> 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>		Campus Counselor, CIS Coordinator	Increase students' ability to network with college- and career-related presenters.			
Funding Sources: 199 - General Fund: SCE - 100.00, 211 - Title I, Part A - 500.00						
<p>3) Provide a number of student visits to college- and career-related facilities to students who have earned their way through positive behavior, class achievement, and other requirements.</p>		Campus Counselor, CIS Coordinator, Master Social Worker	An increased awareness in students of the facilities for college- and career-related institutions.			
<p style="text-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 2:** For the 2017-2018 school year, 100% of KEYS Academy students, including all special and sub-populations, will be placed in proper learning environments, proper grade levels, and be provided with social, emotional, behavioral and academic support and education to ensure that they reach their full academic potential.


















**Evaluation Data Source(s) 2:** -Eduphoria Reports

- Edmentum Learning Reports
- Student Schedules
- Students Rosters for Robotics Participation
- LPAC Committee Minutes
- LPAC Committee Monitoring Forms
- LPAC Committee Accommodation Decisions
- Teacher Lesson Plans
- Campus Program Descriptions
- Special Education Logs
- Special (Guest) Presentation Sign-In Sheets
- Embedded Life Skills Rosters
- Life Skills Lessons
- Presentations on Social, Emotional and Behavioral Support
- Presentation on Academic Monitoring and Support

**Summative Evaluation 2:** Significant progress made toward meeting Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>1) Teachers will administer content-specific pre- and post- tests aligned to the adopted scope and sequence in order to track student progress.</p>		Instructional Faculty and Staff	Demonstrated increase in student achievement			
Funding Sources: 199 - General Fund: SCE - 100.00, 211 - Title I, Part A - 200.00						
<p><b>Critical Success Factors</b> 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>		Campus and Home Campus Counselor	An increase in student grade for the time enrolled at KEYS.			
Funding Sources: 199 - General Fund: SCE - 100.00, 211 - Title I, Part A - 200.00						



<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>3) Special education students will receive continued services at KEYS Academy as indicated on their IEP.</p>	<p>Special Education Staff</p>	<p>Improved support for students with special needs based on individualized attention.</p>			
<p>Funding Sources: 199 - General Fund : Special Education - 100.00, 211 - Title I, Part A - 100.00</p>					
<p><b>Critical Success Factors</b> 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>	<p>ESL Coordinator, LPAC, and home campus ESL Coordinator</p>	<p>Improved support for ELL students based on individualized attention.</p>			
<p>Funding Sources: 199 - General Fund: SCE - 100.00, 211 - Title I, Part A - 300.00</p>					
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>5) Provide individualized tutoring, regular classes in social, emotional, behavioral, and academic support (through life skills, presentations, and the use of curricular materials) to enhance rigor/relevance, campus behavior plans, advanced placement, and correspondence courses for all students during school, after school intervention, intersession, and summer school.</p>	<p>Administrators and Teachers</p>	<p>Improved academic achievement in courses, checkpoints, and standardized test overall.</p>			
<p>Funding Sources: 211 - Title I, Part A - 1000.00, 199 - General Fund: SCE - 100.00</p>					
<p><b>Critical Success Factors</b> 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>Campus administrators; GT Coordinator; Science Department Teachers</p>	<p>Development and implementation of staff-directed robotics program.</p>			
<p>Funding Sources: 211 - Title I, Part A - 500.00, 199 - General Fund: SCE - 200.00</p>					
<p>  = 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:** By January 2018, 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).

**Evaluation Data Source(s) 3:** -Eduphoria Teacher Walk-Through Data

- PowerWalk Data
- Teacher Support Observation Forms
- Teacher Pacing Guides
- Lesson Plans
- District Checkpoint Data
- District Benchmark Data
- PLC Agendas
- PLC Minutes
- PLC Teacher Support Observation Forms

**Summative Evaluation 3:** Significant progress made toward meeting Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p><b>Critical Success Factors</b> 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>		Administration	Increased observation and feedback on instructional rigor			
Funding Sources: 199 - General Fund: SCE - 100.00, 211 - Title I, Part A - 100.00						
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>2) Teachers will implement a content-specific instruction aligned to the district-adopted scope and sequence in order to track student progress.</p>		Classroom Teachers	Increased discussion and planning based on content and district pacing guides.			
Funding Sources: 199 - General Fund: SCE - 100.00, 211 - Title I, Part A - 200.00						
<p><b>Critical Success Factors</b> CSF 1</p> <p>3) Teachers will provide lesson plans demonstrating student involvement in higher-order thinking skills through academic tasks.</p>		Administration, PLCs	Focused lesson plans connected to higher-order thinking skills.			
Funding Sources: 211 - Title I, Part A - 7000.00, 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:** One hundred percent (100%) of students enrolled in pre-advanced (Pre-AP), advanced placement (AP), pre-international baccalaureate (Pre-IB) and/or international baccalaureate (IB) courses at their home campuses will continue their enrollment and/or coursework while attending KEYS Academy.

**Evaluation Data Source(s) 4:** -Student Schedules

-Guidance Counselor Log of MIC Course Placement

-LOBSS Reports

-MIC Course Correspondence Logs

-E-mail Correspondence between home campus representatives, parents, academic auditor, teachers and/or administrators

**Summative Evaluation 4:** Some progress made toward meeting Performance Objective








Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) Continue to work with home campus counselors during the scheduling and intake process to ensure students take required courses for graduation.</p>		Campus Counselor	Improved streamlining of transition from home campus to KEYS Academy and vice versa for scheduling and transfer of credits.			
Funding Sources: 211 - Title I, Part A - 100.00, 199 - General Fund: SCE - 100.00						
<p><b>Critical Success Factors</b> CSF 1</p> <p>2) Ensure students are enrolled in Pre-AP and/or AP courses available at KEYS throughout their enrollment.</p>		Campus Administration, Counselors, SCEI Coaches, KEYS Academy and Home Campus Teachers.	Continuation and completion of coursework related to advanced courses.			
Funding Sources: 199 - General Fund: SCE - 100.00, 211 - Title I, Part A - 100.00						
<p>3) Ensure teachers work with home campuses to obtain work for students and support student to continue the requirements for advanced coursework through the Mentoring and Intervention Class (MIC).</p>		Instructional Faculty, Assistant Principal, Principal	Continuation of and completion of coursework in advanced courses.			
<p>  = 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 5:** KEYS teachers and students will utilize updated technology to incorporate rigor into lessons and facilitate student collaboration.

**Evaluation Data Source(s) 5:** Lesson Plans/Walkthroughs that evidence use of technology in instruction  
T-TESS technology component rating

**Summative Evaluation 5:** Some progress made toward meeting Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) DSC tech rep will provide a 45 min/wk PD to all faculty, of resources to be utilized in the classroom and/or tools to assist their students in learning.						
2) Outdated technology will be replaced in order to allow for effective and modern resources being utilized in the classroom by teachers and for students.						
 = 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 T-TESS, walkthroughs, etc.) will increase by 10%.

- Evaluation Data Source(s) 1:** -Eduphoria Walk-through Data  
 -Teacher Support Instructional Observation Forms (administrator and teacher)  
 -PowerWalk Data  
 -Live Online Teacher Support System (LOTSS) Reports  
 -Individual Conference Reports  
 -Coaching Conversation Reports  
 -Continuing Professional Development (CPD) Agendas  
 -CPD Sign-Ins  
 -PLC Agendas  
 -PLC Minutes

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p><b>Critical Success Factors</b> 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 teaches on instructional strategies that will include rigor, relevance and relationships.</p>		Campus Administration	Increased instructional observation, feedback, and improved discussion around effective instruction and effective teaching strategies.			
Funding Sources: 199 - General - 200.00						
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>2) Teachers will receive daily professional development through Professional Learning Communities and monthly refresher training on topics related to intervention, PBIS, and instructional prctice overall. Teachers will also continue to receive professional development opportunities, particularly in the areas of classroom management, academic rigor, and second language acquisition, specific to a DAEP setting.</p>		Campus Administrators	Improved instructional practice and improved high-yield practices.			
Funding Sources: 199 - General - 1000.00						

<p><b>Critical Success Factors</b> 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>	<p>Campus Administration, SCEI Coach, Teachers and Instructional Aides</p>	<p>Peer-to-peer support through instructional observation and Professional Learning Community (PLC) implementation.</p>			
<p>Funding Sources: 199 - General - 1000.00</p>					
<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 2:** For the 2017-2018 school year, KEYS Academy will maintain 100% Highly Qualified teachers in all subjects.

**Evaluation Data Source(s) 2:** -Interview Committee Sign-Ins and Recommendation Sheets

- Student Discipline Referrals
- Faculty and Staff Attendance
- Faculty Meeting (Pulse Check) Agendas
- Pulse Check Sign-Ins
- Certificates of Completion and Recognition

**Summative Evaluation 2:** Significant progress made toward meeting Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p><b>Critical Success Factors</b> CSF 3 CSF 6 CSF 7</p> <p>1) Utilize a campus interview committee when filling faculty and staff vacancies.</p>		Campus Administrators	Utilize a school community-based approach to interviewing and selecting faculty and staff hired to work as part of the school community.			
Funding Sources: 211 - Title I, Part A - 200.00						
<p><b>Critical Success Factors</b> 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>		All staff members to include Administrators, Teachers, Counselors, and Instructional Aides	Monitor teacher certifications and encouragement of certification efforts.			
Funding Sources: 211 - Title I, Part A - 2500.00						
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>3) Increase teacher retention rate by 10% by offering monthly recognition and incentives such as Superstar of the week, monthly Teachers of the Month, Incentives for Increased Faculty and Staff Participation and attendance (such as Jeans Day, etc.).</p>		Campus Administration	Improved teacher participation in highly-effective practices aimed at improving teacher morale.			
Funding Sources: 199 - General - 1000.00						

4) Increase teacher participation in decision-making process by increasing the number of participants in SIT, providing feedback to teachers through ToSS representative at Pulse Check meetings, and increasing one-to-one discussions with teachers. This will be done monthly, weekly, and as needed.		Campus Administration	Improve teacher participation in decision-making processes in order to establish a collaborative atmosphere on campus.			
 = 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 3:** During the 2017-2018 school year, KEYS Academy will increase the number and total time of professional development opportunities offered to employees by 20% when compared to the 2016-2017 school year.

**Evaluation Data Source(s) 3:** -Continuing Professional Development (CPD) Agendas

- CPD Sign-Ins
- Professional Learning Community (PLC) Agendas
- PLC Sign-Ins
- Professional Development (from other sources) Sign-Ins
- Professional Development (from other sources) Agendas
- Correspondence pertaining to Professional Development
- Live Online Teacher Support System (LOTSS) Reports

**Summative Evaluation 3:** Significant progress made toward meeting Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Teachers will continue to participate in Continuing Professional Development (CPD) mornings on designated dates and will discuss topics related to the fundamentals of effective instructional practice, The Fundamental Five, PBIS, Intervention, PLCs, Instructional Observation, and Second Language Acquisition among others.		Assistant Principal and SCEI Coach	Improved understanding of effective instructional practice and peer-to-peer collaboration and professional development.			
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 6 CSF 7</p> <p>2) Create and implement a staff-development subcommittee within ToSS that will identify professional development needs and be in charge of setting up campus-based professional development sessions.</p>		Campus Administration, SCEI Coach	Improve staff participation in deciding upon and implementing professional development within the campus.			
	Funding Sources: 211 - Title I, Part A - 300.00					
3) Teachers and staff will complete a campus evaluation forms and provide feedback the effectiveness of training provided by KEYS Academy.		Staff Development Committee Facilitator	Gather teacher feedback on professional development provided on campus for formative purposes.			
Funding Sources: 211 - Title I, Part A - 200.00						

4) Staff will receive follow-up training on the fundamental principles of instruction, The Fundamental 5, the PBIS Framework, and Intervention at the beginning of the 2017-2018, to include possibly attending conferences/training regarding alternative disciplinary school settings (and their specific/individual needs).	Campus Administration and DSC Personnel	Review fundamental best practices aimed at improving instruction already begun at KEYS Academy in the 2016-2017 school year.			
	Funding Sources: 199 - General - 1000.00				
5) Teachers will be introduced to Professional Learning Communities (PLCs) based on content areas and enhance their knowledge on instructional observation and content-based data analysis.	Assistant Principal and SCEI Coach	Improved understanding of instructional observation for learning.			
6) Teachers will be introduced to the general principles of and strategies for improving Second Language Acquisition (SLA).	Assistant Principal and SCEI Coach	Improved understanding of effective practices for students learning a second language (to include academic language).			
= 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 1:** By the end of the 2017-2018 school year, as compared to the 2016-2017 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.

**Evaluation Data Source(s) 1:** - Intake Sign-In Sheets

- Volunteer Sign-In Sheets
- Parent Meeting Sign-In Sheets
- Handouts at Parent Meetings
- Approved Calendar of Parent Meetings
- Purchase Orders for Materials

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p><b>Critical Success Factors</b> CSF 5</p> <p>1) Provide parents a campus orientation with a handbook/directory that lists contact information for each staff member in the intake process.</p>		Parent Liaison, CIS Coordinator, Security Officers, Counselor, SCEI Coaches, and Administration	Provide improved knowledge of resources available at KEYS to parents of enrolled students.			
	Funding Sources: 211 - Title I, Part A - 300.00, 199 - General Fund: SCE - 100.00					
<p><b>Critical Success Factors</b> CSF 5</p> <p>2) Provide weekly parenting meetings morning/evenings on various topics of interest and parental needs.</p>		Parent Liaison, CIS Coordinator, and Administration	Enhanced impact on student achievement and improve support for students through increased knowledge in parental support mechanisms.			
	Funding Sources: 211 - Title I, Part A - 300.00, 199 - General Fund: SCE - 100.00					
<p><b>Critical Success Factors</b> CSF 5</p> <p>3) Provide community resources to increase awareness of services and opportunities for parents and students.</p>		Parent Liaison, Counselor, Master Social Worker and CIS Coordinator	Increased social, emotional, and behavioral support for students through additional resources to address their needs.			
	Funding Sources: 211 - Title I, Part A - 300.00, 199 - General Fund: SCE - 100.00					

<p align="center"><b>Critical Success Factors</b> CSF 5</p> <p>4) Provide parent survey where they indicate interest topics of their choice to provide monthly parenting sessions on those topics.</p>		Parent Liaison	Improved methods for addressing parents' needs with regard to providing social, emotional and behavioral support for their children.			
Funding Sources: 211 - Title I, Part A - 200.00, 199 - General Fund: SCE - 300.00						
 = 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 2:** For the 2017-2018 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 2016-2017.

**Evaluation Data Source(s) 2:** - Parent Liaison Weekly Reports

- CIS Coordinator Weekly Reports
- Parent Communication Logs
- Business Communication Logs
- Community-Based Organization (CBOs) Communication Logs

**Summative Evaluation 2:** Significant progress made toward meeting Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p><b>Critical Success Factors</b> 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>		Administration, CIS Coordinator, and Parent Liaison	Increase in communication with and documentation of the organizations, parents, and events that are part of the KEYS Academy school community.			
Funding Sources: 199 - General Fund: SCE - 100.00, 211 - Title I, Part A - 100.00						
<p><b>Critical Success Factors</b> 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>		Teachers	Increased communication with parents about student and parent needs.			
Funding Sources: 199 - General Fund: SCE - 100.00, 211 - Title I, Part A - 100.00						
<p><b>Critical Success Factors</b> 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>		Teachers and Instructional Aides	Increased understanding of students social, emotional, and behavioral needs and how such needs might impact the same students in the classroom.			
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:** By the end of the 2017-2018 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.

**Evaluation Data Source(s) 3:** - Parent Liaison Weekly Reports

- CIS Coordinator Weekly Reports
- Partners In Education Activity Calendar
- Meeting/Event Handouts
- Student Rosters
- Parent Permission Slips
- Business Communication Logs
- Community-Based Organization (CBOs) Communication Logs
- Presentation Logs
- Agency Handouts
- Student Sign-In Sheets
- Parent Sign-In Sheets

**Summative Evaluation 3:** Significant progress made toward meeting Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p><b>Critical Success Factors</b> 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>		CIS Coordinator	Increase in social, emotional, behavioral, economic resources (giveaway incentives, job networking, etc.) and information provided to students and parents while students are enrolled at KEYS Academy.			
Funding Sources: 199 - General Fund: SCE - 100.00, 211 - Title I, Part A - 100.00						
<p><b>Critical Success Factors</b> 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>		Counselor and CIS Coordinator	Incentives for continuation of positive behaviors in the classroom that can lead to larger impact in the community.			
Funding Sources: 211 - Title I, Part A - 300.00, 199 - General Fund: SCE - 50.00						

<p align="center"><b>Critical Success Factors</b> 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>		Administration, Counselor, Master Social Workers, and CIS Coordinator	Increase to access of information and networking possibilities through direct participation in presentations relevant to college and career preparedness.			
Funding Sources: 199 - General Fund: SCE - 100.00, 211 - Title I, Part A - 100.00						
<p align="center"><b>Critical Success Factors</b> CSF 3</p> <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>		Administration	Improved information related to students' experience in different classrooms at KEYS and the impact to be had on student achievement through effective school-parent-community support.			
Funding Sources: 199 - General Fund: SCE - 100.00, 211 - Title I, Part A - 100.00						
<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:** For the 2017-2018 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.

**Evaluation Data Source(s) 4:** - Posted Award Winners

- Certificates for Award Winners
- Pictures of Award Winners
- Purchase Orders for Snack Rewards for Student and Faculty Award Winners

**Summative Evaluation 4:** Significant progress made toward meeting Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>1) Recognize one "Rockstar" employee every month who has exhibited outstanding service to students and the campus.</p>		Campus Administration	Improved communication with, interaction with and recognition of faculty as indicated by the many actions they take to support student achievement.			
Funding Sources: 199 - General Fund: SCE - 200.00, 224 - IDEA A, SPED - 800.00						
<p><b>Critical Success Factors</b> 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>		Campus Administration	An increase in specific feedback provided by school community for improved communication and support.			
Funding Sources: 199 - General Fund: SCE - 100.00, 211 - Title I, Part A - 100.00						
<p><b>Critical Success Factors</b> CSF 6</p> <p>3) Recognize one "Rockstar" student per week who has exhibited outstanding citizenship.</p>		Campus Administration	Improved recognition of student achievement based on behavior and academics at KEYS Academy.			
Funding Sources: 199 - General Fund: SCE - 200.00, 211 - Title I, Part A - 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 1:** students in all subgroups at KEYS Academy will meet district, state, and federal accountability standards.

**Evaluation Data Source(s) 1:** For the 2017-2018 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:** Significant progress made toward meeting Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p><b>Critical Success Factors</b> 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>	1.0, 2.0, 3.0, 4.0, 5.0, 8.0, 9.0, 10.0	Campus Administration	Purchase orders, lesson plans, prescriptive interventions, sign-in sheets, and walk-throughs.			
Funding Sources: 199 - General - 1800.00, 199 - General Fund: SCE - 1000.00, 211 - Title I, Part A - 200.00						
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>2) Continue to implement intervention tutorials for students in need of academic support (through the Prescriptive Intervention Packet and Socorro Learning Center at KEYS Academy.)</p>	1.0, 2.0, 3.0, 5.0, 6.0, 8.0, 9.0, 10.0	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 - 2000.00						
<p>  = 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 2:** KEYS Academy teachers at all grade levels will provide students with meaningful and effective academic interventions

**Evaluation Data Source(s) 2:** During the 2017-2018 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 2016-2017 school year.

**Summative Evaluation 2:** Significant progress made toward meeting Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p><b>Critical Success Factors</b> 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>	1.0, 2.0, 3.0, 5.0, 8.0, 9.0	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 - 8000.00, 199 - General Fund: SCE - 200.00						
<p><b>Critical Success Factors</b> 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>	1.0, 2.0, 9.0	Campus Administration, SCEI Coaches, Counselor and Teachers	Compass Learning duration and progress reports			
Funding Sources: 199 - General Fund: SCE - 2500.00, 211 - Title I, Part A - 3000.00						
<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>	1.0, 2.0, 9.0	Campus Teachers and Instructional Aides	Student portfolio audit reports			
Funding Sources: 211 - Title I, Part A - 1000.00, 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 2017-2018 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:** Significant progress made toward meeting Performance Objective















Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p><b>Critical Success Factors</b> 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>	1.0, 2.0, 3.0, 4.0, 5.0, 8.0, 9.0	Campus Administration, SCEI Coaches, and District Personnel	Teacher requests and staff-development committee documentation			
Funding Sources: 199 - General Fund: SCE - 2000.00, 211 - Title I, Part A - 2000.00						
2) Teachers will be provided written and oral feedback after walk-throughs and observations	1.0, 2.0, 5.0, 6.0, 9.0	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.	1.0, 2.0, 3.0, 4.0, 5.0, 9.0	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 2017-2018 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 2016-2017 school year.

**Summative Evaluation 4:** Significant progress made toward meeting Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide parents a campus orientation with a handbook/directory that lists contact information for each staff member in the intake process.	1.0, 2.0, 6.0	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	1.0, 2.0, 6.0, 10.0	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.	1.0, 2.0, 6.0, 10.0	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		
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

# State Compensatory

## Budget for Keys Academy:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
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
<b>6100 Subtotal:</b>		<b>\$5,932.00</b>

## Campus Funding Summary

<b>199 - General</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	3	1	General supplies, snacks		\$100.00
1	4	3	Arise Life Skills Material Curricula		\$2,000.00
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	4			\$1,000.00
5	1	1	General supplies and Technology supplies		\$1,800.00
<b>Sub-Total</b>					<b>\$8,100.00</b>
<b>199 - General Fund: SCE</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
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	Staff development for safety procedures.		\$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
<b>Sub-Total</b>					\$14,350.00

**199 - General Fund : Special Education**

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

**211 - Title I, Part A**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
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	2	Supplies		\$300.00
3	3	3	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
<b>Sub-Total</b>					\$46,800.00
<b>224 - IDEA A, SPED</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
4	4	1	General Supplies		\$800.00
<b>Sub-Total</b>					\$800.00
<b>Grand Total</b>					\$70,150.00