

Socorro Independent School District
Keys Academy
2018-2019 Campus Improvement Plan

Accountability Rating: Not Rated

Board Approval Date: August 21, 2018
Public Presentation Date: August 21, 2018

Mission Statement

KEYS Academy will provide social, emotional, and academic support to middle and high school students required to serve a temporary placement at a DAEP for the Socorro ISD.

Vision

Keeping Every Youth in School (KEYS)

Board Members and Superintendent

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Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Academic Achievement	6
School Processes & Programs	7
Perceptions	9
Comprehensive Needs Assessment Data Documentation	11
Goals	13
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.	13
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.	22
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.	28
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.	32
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.	37
State Compensatory	39
Budget for Keys Academy:	39
Personnel for Keys Academy:	40
Campus Funding Summary	42

Comprehensive Needs Assessment

Revised/Approved: June 20, 2018

Demographics

Demographics Summary

For the 2017-2018 school year at KEYS Academy we served a total of 468 students; the previous school year (16-17) we served 528 students, reflecting 60 fewer students for the 17-18 school year. A comparison of discipline referrals placing students at KEYS between the previous and current school year reflect the following results:

	16-17	17-18	2016 thru 2017		2017 thru 2018	
discretionary placements	99	73	6th	39	6th	29
mandatory placements	344	302	7th	65	7th	51
mandatory expulsions	5	5	8th	67	8th	51
females	11	82	9th	116	9th	107
males	413	350	10th	106	10th	87
SPED	70	42	11th	70	11th	66
ELL	34	15	12th	65	12th	43

KEYS Academy experienced a substantial increase in the amount of female placements this school year compared to last, yet special populations (SPED and ELL) decreased by almost half. Mandatory Expulsions remained steady between the aforementioned time period while both discretionary and mandatory placements decreased.

Demographics Strengths

The HS recidivism rate for the 17-18 school year was 6%, decreasing by last year's 11%. This may be attributed to our VIP program, which is tailored for students returning within the same school year as a means of providing more individualized attention academically, socially, and emotionally.

The MS recidivism rate for the 17-18 school year was 3%, increasing by last year's 2%. This may be attributed to our VIP program, which is tailored for students returning within the same school year as a means of providing more individualized attention academically, socially, and emotionally. As a result, during the Spring semester we instituted a separate and more varied MS VIP program.

The overall decrease in DAEP placement may be attributed to updated protocols District-wide, requiring more specificity at the home campus level regarding interventions for discretionary placements and due process procedures training for all CBC's. Additionally, the stress placed on student safety and subsequent campus vigilance may have also contributed to proactive measures preventing mandatory placements.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The amount of females placed at KEYS increased from 11 to 82. **Root Cause:** The inception of David's Law allows for more severe consequences regarding bullying/cyberbullying (i.e., social media) of which females are the majority involved.

Problem Statement 2: The MS recidivism rate increased from 2% to 3%. **Root Cause:** The individualized attention students receive at KEYS (vs. home campus) perhaps inadvertently incentivizes students to return as the "big man on campus" (so to speak).

Student Academic Achievement

Student Academic Achievement Summary

DAEP actually provides an ideal opportunity for students to raise their grades, recuperate LOC, and remain focused on progressing academically.

Students are provided with social and emotional learning (Social Worker, counseling [both on campus and outside resources/presenters], and CIS) as a means of helping them remain focused on academics.

Student Academic Achievement Strengths

Protocols are in place to assist HS students who arrive with failing grades in order to accomplish growth by the time they transition back to their home campuses.

Because of the 15:1 student to teacher ratio, students are better able to maintain a level of academic achievement while at DAEP; instructional aides are in core content classrooms as well, to provide additional academic support.

Students are provided an opportunity to recuperate credit at the end of each day by staying an extended hour for LOC (logs of which are sent to student's home campus).

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Emotional, social, and/or personal problems can have an adverse affect on a student's academic progress. **Root Cause:** DAEP placed students often have outside/non-academic issues affecting their ill-behavior which may not necessarily be addressed by/at home campus.

Problem Statement 2: DAEP placement can result in lower STAAR and/or District assessment results. **Root Cause:** Lack of familiarity, stability, and consistency (in being temporarily away from their home campus) can affect a student's overall academic performances on state/District measures.

School Processes & Programs

School Processes & Programs Summary

ToSS (Triangle of Student Success): SCEI Coach, AP, Social Worker, counselor, CIS worker, and PBIS coordinator (a teacher) meet weekly to discuss social, emotional and behavioral support systems for our students and challenges they may be facing. We review VIP and assign ourselves as mentors over those students. We also discuss and plan the type of support to be provided to teachers

Arise Life Skills: a curricular framework aimed at supporting students through life skills topics and as a means of connecting with our students

Mentoring & Intervention Class (MIC): a course aimed at providing curricular and academic intervention via correspondence with home campus teachers and our teachers serving as facilitators, for non-core courses not offered at DAEP

Very Important Person (VIP): a program designed to better support students returning to a DAEP within the same school year; academic and social skills are personalized to meet the needs of each individual student and prevent further recidivism

Attendance Committee: SCEI Coach, AP, Social Worker, counselor, CIS worker, and attendance/PEIMS clerk formally meet monthly to address excessive concerns and/or possible LOC; the same individuals informally work on and communicate daily about attendance issues (usually as a debrief via group email)

Positive Behavior Intervention Supports (PBIS): a framework for some of the work implemented by the ToSS committee, to be used as a preventive measure regarding negative behavior and support for both students and teachers

Live Online Behavioral Support System (LOBSS): a live online /shared spreadsheet used for improving and documenting student academic and behavioral intervention which the ToSS team monitors and responds to

Pulse Check: a weekly meeting with administration to discuss topics of concern, upcoming events, and policies/procedures

Behavioral Intervention Training (BIT): an after school physical education intervention used as a disciplinary preventative practice or possible consequence

R&R (Reconnecting and Relationships): a monthly invitation to other SISD campuses to check in with/on students from their home campus

School Processes & Programs Strengths

Because of the variety of programs offered at KEYS we have decreased our overall recidivism rates and campus discipline referrals.

Attendance remains high as a result of daily communication and intervention by all members of the committee.

Students at KEYS often improve their academic standing while here as a result of the opportunities afforded to them.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The MIC program is not as successful for students as it can/should be. **Root Cause:** Lack of implementation and direction from home campuses hinders the timely completion of grades.

Problem Statement 2: Successful implementation of VIP program stretches our resources. **Root Cause:** MS and HS students are to be separated and teachers need time to provide the instruction in the VIP classes.

Perceptions

Perceptions Summary

Weekly meetings allow for the discussion of various topics such as: grading, academics, student behaviors, technology, teacher concerns, etc.

Teachers receive weekly technology training to provide them with tools/resources to utilize in classroom and keep them abreast of innovations.

Student's SEL needs are met daily and even weekly with presentations by/from community programs.

Parents are provided with learning opportunities various times a week via meetings by stakeholders and resource programs.

The SISD community is invited monthly to connect with their students and reach out to them.

Walkthroughs are conducted weekly by admin and SCEI's to assure teachers and students were maximizing their academic instruction and refining their behaviors.

Administration meets weekly with the Leadership Team (comprised of the counselor, Social Worker, CIS, and SCEI) to ensure initiatives and student needs are addressed regularly; each member's agenda is shared (week-at-a-glance mode) for us to all plan and assist accordingly.

We work continuously toward the belief that the role of a DAEP is to intervene in a student's misbehavior and to reintegrate those same students to their home campuses rather than act as an independent school meant to merely discipline students. The shift from strictly disciplining to intervention has created some level of pressure among faculty, staff, and administration, but has ultimately resulted in palpable progress, hence our overall drop in recidivism. Using restorative practices better serves the student as they come to learn the triggers for their ill behavior and reasoning behind consequences, in order to make better choices.

Exiting students go through an exit interview with a member of our SEL Team and are provided a means to express positives and negatives. Positive comments are shared with the entire campus on a weekly basis in order for staff to appreciate the positive impact they have on our students when they make the time to build a rapport with them.

Our campus often serves as supplemental support for parents and their needs at the student's home campus, and/or to assist the DSC with complaints. We strive to build relationships with our SISD partners and to provide optimal customer service to our parental community!

Perceptions Strengths

Parent participation in weekly classes is high and responses are favorable, per Parent Liaison surveys.

Parents often ask if their child's time can be extended and/or if they can remain at our campus as a result of their improved academics and/or behavior!

Students often say they actually don't mind being here at KEYS as they respond well to the lower enrollment and student to teacher ratio, as well as them getting to know our staff and vice versa.

Initially students and parents not familiar with KEYS may have a negative idea formed about it (being a DAEP campus) but once they attend, they find our staff to be attentive and helpful and that their child responds positively to the environment!

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Sometimes teacher perception is that consequences are not severe enough when a discipline referral is written. **Root Cause:** Teachers may seek immediate punishment to save face with other students whereas SEL Team seeks to prevent and change future behavior.

Problem Statement 2: Some students perceive classroom instruction as not being rigorous enough to engage them. **Root Cause:** Because of the nature of a DAEP, often teachers need to be more focused on refining a student's behavior vs academic instruction.

Problem Statement 3: Perception of some returning students and their parents is that the child was targeted at their home campus and/or was able to revert back to negative behaviors. **Root Cause:** Home campuses may not have a plan in place to receive students upon return (raising our recidivism).

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
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback

Employee Data

- State certified and high quality staff data
- Teacher/Student Ratio
- 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
- 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

Revised/Approved: August 21, 2018

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:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 6</p> <p>1) For the 18-19 school year, KEYS Academy will implement the campus Emergency Operations Plan (EOP), laying out all scheduled dates for campus drills.</p>	2.4	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>Critical Success Factors 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>	2.4, 2.6	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>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>	2.4, 2.6	Campus Administration, Head Security Guard and SRO.	Decrease in safety-related issues during restroom breaks.			
Funding Sources: 199 - General Fund: SCE - 100.00						
<p>Critical Success Factors 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>	2.4, 2.6	Campus Principal	A decrease in safety-related incidents and referrals caused by student safety concerns.			
Funding Sources: 199 - General Fund: SCE - 1000.00						
= Accomplished = 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:







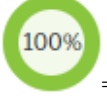
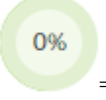

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 6</p> <p>1) Emergency management drills will be held to assess crises training, needs, and preparedness.</p>	2.4	SRO and Security Team	Instinctual and procedural preparedness for emergency scenarios.			
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>	2.4	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						
= Accomplished = 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 for the 18-19 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:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 6 CSF 7</p> <p>1) Provide training on classroom management, behavior modification, Olweus bullying prevention program, and life skills to all faculty and staff.</p>	2.4, 2.6	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						
<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>	2.4, 2.6	Instructional staff	Lesson implementation based on establish curriculum			
Funding Sources: 199 - General Fund: SCE - 1000.00, 211 - Title I, Part A - 100.00						
 = Accomplished  = 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 18-19 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:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
Critical Success Factors CSF 1 CSF 2 CSF 4 1) Implement and update prescriptive intervention plans to include after-school, weekend, summer, and intersession tutorials in foundation subject areas to meet the needs of at-risk students.	2.4, 2.5, 2.6	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					
Critical Success Factors CSF 1 CSF 2 CSF 4 2) Teachers will provide interventions outside of the regular school day in order to ensure student success.	2.4, 2.5, 2.6	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.	2.4, 2.5, 2.6	Instructional Staff	Expansion of knowledge among students related to life skills connected to conflict resolution, character development, etc.			
	Funding Sources: 199 - General - 2000.00					
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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 17-18 school year to the 18-19 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:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<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>	2.4, 2.6	Campus Administration, SCEA 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>Critical Success Factors 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>	2.4, 2.6, 3.2	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 monthly to discuss specific student issues, and specific teacher data related to attendance.</p>	2.4, 2.6	Attendance Committee	Increase in student attendance, awareness of students' personal situations (that might be impeding attendance) and overall teacher participation.			
= Accomplished = 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 6: The total number of disciplinary incidents at KEYS Academy will decrease by 5% this school year compared to 17-18.

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:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<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>	2.4, 2.6	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.			
<p>Funding Sources: 199 - General Fund: SCE - 100.00, 211 - Title I, Part A - 200.00</p>						
<p>Critical Success Factors CSF 1 CSF 7</p> <p>2) Ensure that all staff has obtained Crisis Prevention and intervention (CPI) staff development training to all instructional staff within the 1st MP of the 18-19 school year with the assistance of the special education department.</p>	2.4, 2.6	Administration	Improved understanding of reactions and interventions to students with special needs among faculty and staff at KEYS Academy.			
<p>Funding Sources: 211 - Title I, Part A - 1000.00</p>						




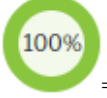
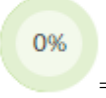

3) Provide professional development refresher on an interactive intervention flow chart that depicts steps to be taken to support teachers and students with social, emotional and behavioral concerns.	2.4, 2.6	Administration, ToSS Committee, S.I.T.	Improved intervention practices for students with social, emotional and behavioral incidents in the classroom and throughout the campus.			
4) Continue using and expand on the Live Online Behavioral Support System (LOBBS) to promote the use of interventions among faculty and staff.	2.4, 2.6	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.			
5) Teachers will receive SEL training (7 Mindsets in July) in order to also be adept at recognizing and addressing the social and emotional needs of students and preparing lessons/instruction for them relative to such.	2.4, 2.5, 2.6	Administration, ToSS Committee, and S.I.T.	Improved intervention practices for students with social, emotional and behavioral incidents in the classroom and throughout the campus.			
	Funding Sources: 211 - Title I, Part A - 4363.00					
 = Accomplished  = 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:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) 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.	2.4, 2.5, 2.6	Instructional Staff	Expansion of knowledge among students related to life skills connected to conflict resolution, character development, etc.			
 = Accomplished  = No Progress  = Discontinue						










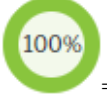


Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

Performance Objective 1: For the 2018-2019 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) 1:** -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 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors 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>	2.4, 2.6	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>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.</p>	2.4, 2.6	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						

Critical Success Factors CSF 1 CSF 4 3) Special education students will receive facilitated support via our SPED teacher and SPED instructional aide.	2.4, 2.5, 2.6	Special Education Staff	Improved support for students with special needs based on individualized attention.			
	Funding Sources: 199 - General Fund : Special Education - 100.00, 211 - Title I, Part A - 100.00					
Critical Success Factors CSF 1 CSF 4 4) ELL's will be served by our ESL teacher and/or SIOP trained teachers.	2.4, 2.5, 2.6	ESL Coordinator, LPAC, and home campus ESL Coordinator	Improved support for ELL students based on individualized attention.			
	Funding Sources: 199 - General Fund: SCE - 100.00, 211 - Title I, Part A - 300.00					
Critical Success Factors CSF 1 CSF 2 CSF 4 5) Provide 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, and correspondence courses.	2.4, 2.5, 2.6	Administrators and Teachers	Improved academic achievement in courses, checkpoints, and standardized test overall.			
	Funding Sources: 211 - Title I, Part A - 1000.00, 199 - General Fund: SCE - 100.00					
 = Accomplished  = 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.

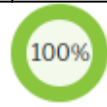
Performance Objective 2: Students will continue to strive toward academic success while at KEYS to ensure they do not fall behind on their grades while temporarily placed at a DAEP.

Evaluation Data Source(s) 2: -Eduphoria Teacher Walk-Through Data

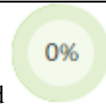
- PowerWalk Data
- Teacher Support Observation Forms
- Teacher Pacing Guides
- Lesson Plans
- District Checkpoint Data
- District Benchmark Data
- PLC Agendas
- PLC Minutes
- PLC Teacher Support Observation Forms

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<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>	2.4, 2.6	Administration	Increased observation and feedback on instructional rigor			
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 implement a content-specific instruction aligned to the district-adopted scope and sequence in order to track student progress.</p>	2.4, 2.6	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>Critical Success Factors CSF 1</p> <p>3) Teachers will provide lesson plans demonstrating student involvement in higher-order thinking skills through academic tasks.</p>	2.4, 2.6	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



= 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 3: 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) 3: -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 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors 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>	2.4, 2.6	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>Critical Success Factors CSF 1</p> <p>2) Ensure students are enrolled in Pre-AP and/or AP courses available at KEYS throughout their enrollment.</p>	2.4, 2.5, 2.6	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>	2.4, 2.5, 2.6	Instructional Faculty, Assistant Principal, Principal	Continuation of and completion of coursework in advanced courses.			
= Accomplished = 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: KEYS teachers and students will utilize updated technology to incorporate rigor into lessons and facilitate student collaboration.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	ELEMENTS	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.	2.4, 2.5, 2.6	Principial Faculty Technology Specialist	Increased observation and feedback on instructional rigor and use of technology			
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.	2.4, 2.5, 2.6	Principial Faculty Technology Department	Increased observation and feedback on instructional rigor and use of technology			
Funding Sources: 211 - Title I, Part A - 6500.00						
= Accomplished = 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:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<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 teaches on instructional strategies that will include rigor, relevance and relationships.</p>	2.4, 2.6	Campus Administration	Increased instructional observation, feedback, and improved discussion around effective instruction and effective teaching strategies.			
<p>Funding Sources: 199 - General - 200.00</p>						
<p> = Accomplished = 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 2018-2019 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:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<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>	2.4, 2.6	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>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>	2.4, 2.6	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>Critical Success Factors 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, Teacher of the Month, incentives for increased Faculty and Staff Participation and attendance (such as Jeans Day, etc.).</p>	2.4, 2.6	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.	2.4, 2.6	Campus Administration	Improve teacher participation in decision-making processes in order to establish a collaborative atmosphere on campus.			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>						

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 2018-2019 school year, KEYS Academy will increase the number and total time of professional development opportunities offered to employees by 20% when compared to the 17-18 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:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Staff will receive follow-up training on The Fundamental 5, the PBIS Framework, and Intervention at the beginning of the 18-19 school year, to include possibly attending conferences/training regarding alternative disciplinary school settings (and their specific/individual needs).	2.4, 2.6	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: 211 - Title I, Part A - 1200.00					
2) 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.	2.4, 2.6	Assistant Principal and SCEI Coach	Improved understanding of instructional observation for learning.			
= Accomplished = No Progress = Discontinue						

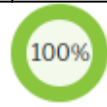
Goal 4: SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational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

Performance Objective 1: By the end of the 2018-2019 school year, as compared to the 2017-2018 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.

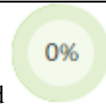
- Evaluation Data Source(s) 1:** - Intake Sign-In Sheets
- Volunteer Sign-In Sheets
 - Parent Meeting Sign-In Sheets
 - Handouts at Parent Meetings
 - Approved Calendar of Parent Meetings
 - Purchase Orders for Materials

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 5</p> <p>1) Provide weekly parenting meetings morning/evenings on various topics of interest and parental needs.</p>	3.1, 3.2	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>Critical Success Factors CSF 5</p> <p>2) Provide community resources to increase awareness of services and opportunities for parents and students.</p>	3.1, 3.2	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>Critical Success Factors CSF 5</p> <p>3) Provide parent survey where they indicate interest topics of their choice to provide monthly parenting sessions on those topics.</p>	3.1, 3.2	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



= 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 2018-2019 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 2017-2018.

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:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 5</p> <p>1) A monthly newsletter will be posted on the school website.</p>	3.1, 3.2	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>Critical Success Factors CSF 1 CSF 6</p> <p>2) Teachers will communicate through emails, in person, or phone calls with parents immediately when issues arise (academic and/or behavioral).</p>	2.4, 2.6, 3.1, 3.2	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						
= Accomplished = 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 2018-2019 school year, KEYS Academy will increase 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:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 5</p> <p>1) SEL 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>	2.4, 2.5, 2.6	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>Critical Success Factors CSF 3</p> <p>2) KEYS Academy staff will update the campus website weekly to include upcoming events, parent information, school calendar, student successes, and outside group involvement activities.</p>	2.4, 2.6, 3.1, 3.2	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						
= Accomplished = 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 4: For the 2018-2019 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:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<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>		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>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>	3.1, 3.2	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>Critical Success Factors CSF 6</p> <p>3) Recognize one "superstar" student per week who has exhibited outstanding citizenship.</p>	2.4, 2.6	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 = 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: KEYS Academy will help subgroups meet district, state, and federal accountability standards via regular instruction.

Evaluation Data Source(s) 1: -TAPR
-STAAR/EOC results

Summative Evaluation 1:










Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<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>	2.4, 2.5, 2.6	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>Critical Success Factors 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>	2.4, 2.5, 2.6	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						
= Accomplished = 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 personnel will actively engage parents in the education process to ensure the academic and behavioral success of students

Evaluation Data Source(s) 2: During the 2018-2019 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 2017-2018 school year.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide weekly parenting meetings at different times on topics of interest and need to the parents	3.1, 3.2	Campus administrators, Parent Liaison, CIS Coordinator	Published calendar of parenting meetings, sign-in sheets.			
	Funding Sources: 211 - Title I, Part A - 300.00					
2) Provide community resources to increase awareness of services and opportunities for parents and students.	2.4, 2.5, 2.6, 3.1, 3.2	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  = No Progress  = Discontinue						

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

Personnel for Keys Academy:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Adam Carson	Teacher-Alternative Disciplinary	SCE	1
Adriana Solis	Secretary	SCE	1
Andrew Alarcon	Teacher-Alternative Disciplinary	SCE	1
Ben Melendez	SCEI Coach	SCE	1
Carlos Contreras	Teacher-Alternative Disciplinary	SCE	1
Carmen Diaz	Nurse	SCE	.50
Christian Vasquez	Instructional Aide III	SCE	1
Daniel Ott	Teacher-Alternative Disciplinary	SCE	1
David Garcia	Teacher-Alternative Disciplinary	SCE	1
Delilah Campos	Teacher-Alternative Disciplinary	SCE	1
Dr. Magdalena Aguilar	Principal	SCE	.50
Elwood Quezada	Teacher-Alternative Disciplinary	SCE	1
Ever Acosta	Teacher-Alternative Disciplinary	SCE	1
Fernando Bustos	Teacher-Alternative Disciplinary	SCE	1
Gerardo Gomez	Teacher-Alternative Disciplinary	SCE	1
Guadalupe Sanchez	Scheduling Clerk	SCE	1
Hortencia Silva	Instructional Aide III	SCE	1
Janelle Contreras	CIS	SCE	1
Jesse Ochoa	Teacher-Alternative Disciplinary	SCE	1
Jesus Morales	Teacher-Alternative Disciplinary	SCE	1
Joann Murillo	Instructional Aide III	SCE	1
Jorge Silva	Teacher-Alternative Disciplinary	SCE	1
Josue Mata	Instructional Aide III	SCE	1
L. E. Olivas	PEIMS/Attendance Specialist	SCE	1

Lilia Cisneros	Instructional Aide III	SCE	1
Luis Carrillo	Assistant Principal	SCE	1
Luisa Lopez	Instructional Aide III	SCE	1
Maria Nieto	SAC Instructional Aide	SCE	1
Marla Minjarez Navarro	Custodian	SCE	1
Martha Trujillo	Counselor	SCE	1
Mary Bauman	Instructional Aide III	SCE	1
Michael Ramos	Teacher-Alternative Disciplinary	SCE	1
Moises Soto	Head Custodian	SCE	1
Ramona Melendez Cossio	Clerk I	SCE	1
Rebecca Carrasco	Instructional Aide III	SCE	1
Rosa Maldonado	Custodian	SCE	1
Steven Garmon	Teacher-Alternative Disciplinary	SCE	1
Susana Villa	Teacher-Alternative Disciplinary	SCE	1
Yolanda Faulkner	Instructional Aide III	SCE	1

Campus Funding Summary

199 - General					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
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	2	3	General Supplies		\$1,000.00
5	1	1	General supplies and Technology supplies		\$1,800.00
Sub-Total					\$5,100.00
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	Staff development for safety procedures.		\$100.00
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	1	4	Student / Teacher		\$100.00

2	1	5	tutoring		\$100.00
2	2	1	Technology		\$100.00
2	2	2	Student / Teacher		\$100.00
2	2	3	Student / Teacher		\$500.00
2	3	1	Student / Teacher		\$100.00
2	3	2	student / teacher		\$100.00
4	1	1	general supplies		\$100.00
4	1	2	student / parent		\$100.00
4	1	3	student / parent supplies		\$300.00
4	2	1	student / parent		\$100.00
4	2	2	student / teacher		\$100.00
4	3	1	general supplies		\$100.00
4	3	2	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
Sub-Total					\$8,100.00

199 - General Fund : Special Education

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3	Student / Teacher		\$100.00
Sub-Total					\$100.00

211 - Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
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
1	6	5	7 Mindsets	\$4,363.00
2	1	1	Student / Teacher	\$200.00
2	1	2	Student / Teacher	\$200.00
2	1	3	Student / Teacher	\$100.00
2	1	4	Student / Teacher	\$300.00
2	1	5	Extra Duty Pay	\$1,000.00
2	2	1	administrative	\$100.00
2	2	2	Student / Teacher	\$200.00
2	2	3	Student / Teacher	\$7,000.00
2	3	1	Student / Teacher	\$100.00
2	3	2	student / teacher	\$100.00
2	4	2		\$6,500.00
3	2	1	General Supplies	\$200.00
3	2	2	Substitutes and General Supplies	\$2,500.00
3	3	1		\$1,200.00
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	\$200.00
4	2	1	student / parent	\$100.00
4	2	2	student / teacher	\$100.00
4	3	1	student kits	\$100.00
4	3	2	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	General Supplies and Presentation funds		\$300.00
5	2	2	General Supplies and Presentation Funds		\$300.00
Sub-Total					\$41,563.00
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					\$55,663.00