

Socorro Independent School District

Keys Academy

2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Board Approval Date: August 17, 2021
Public Presentation Date: August 17, 2021

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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Comprehensive Needs Assessment

Demographics

Demographics Summary

Due to Covid 19, our student population decreased significantly and comparing the data one year to the other would be skewed.

	19-20	20-21	2019 thru 2020		2020 thru 2021	
discretionary placements	74	45	6th	2	6th	1
mandatory placements	36	39	7th	17	7th	9
mandatory expulsions	7	8	8th	17	8th	6
females	96	82	9th	34	9th	60
males	360	350	10th	19	10th	43
SPED	66	31	11th	10	11th	17
ELL	116	26	12th	1	12th	5

Demographics Strengths

The HS recidivism rate for the school year 20-21 was 3%, decreasing by last year's 28%. This may be attributed to COVID 19.

The MS recidivism rate for the 20-21 school year was 3%, maintaining last year's 3%. This can be attributed to our decrease student population.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The amount of SPED students placed at KEYS increased from 36 to 60. **Root Cause:** Students lack sufficient knowledge regarding substance

abuse and its consequences.

Problem Statement 2 (Prioritized): The amount of discretionary placements to KEYS increased substantially from the 18-19 to the 19-20 school year. **Root Cause:** Possible student use of THC contributed to an increase in 21K ("other") offense codes, which is a discretionary placement.

Problem Statement 3 (Prioritized): Students lack the supports needed to be successful while participating in the virtual academy. **Root Cause:** Due to COVID-19 students will be starting the new school year at home; where they lack motivation, proper learning environment and classroom learning structures that promote successful learning.

Problem Statement 4 (Prioritized): The amount of 9th graders at Keys increased by 42% (125 9th graders for the 18-19 school year and 177 9th graders for the 19-20 school year). **Root Cause:** Social and academic misconceptions about time and consequences that will hinder meeting their goals.

Student Learning

Student Learning Summary

For the 2021-2022 School year,

DAEP rovides an ideal opportunity for students to raise their grades, recuperate LOC, and remain focused on progressing academically along with refinement of their behaviors. Students at KEYS have the following opportunities to increase their academic achievement and refine their behaviors:

Academic achievement opportunites:

LOC LAB is provided afterschool on a daily basis for the students to catch up on thier LOC that they lost at their home campuses. When students leave KEYS, they have decreased their LOC bank depending on the length of stay at KEYS

BIT - Behavior Internvention training is provided daily and as needed afterschool for students struggling in refining their behaviors and have social and emotional issues... the camp is designed to provide a half hour of social and emotional support (via the 7 mindsets) along with a half our of vigorous physical activity to encourage good health with our students. In turn, our students, once they exit have a better view on the importance of "staying healthy, and a stronger mindset as to their vision, their focus and behaviors at school.

VIP - Very important person initiative. This initiative is for students that have been at KEYS more than once. The focus is stronger and refined to one on one service in the areas of academic, social and emotional support. Students entire stay is one on one and 50% of their instruction involved SEL support as well. In turn, this program is designed with an effort to decrease our recidivism rate each year.

On line learning/ MIC classes support - This program is designed to provide students the opportunity to complete their classes via on line learning. This provides more flexibility in their schedule, self paced class to be able to complete credits prior to their return to their traditional semesters classes and allows them to complete a class that we may not offer at KEYS through the MIC processes, meaning the students complete their class with the teacher, student and the teacher at their home campuses collaborating to provide the students instruction via on line, email.... teacher at home campus then becomes responsible to grade and assure student is focused on a conintual curriculum in that content until they return.... thus the student then has the credit when they return to their home campus instead of losing the credit while at KEYS placement.

Weekly parenting classes: These classes are provided for all students and parents with varied topics with the efforts to produce knowledge in college and careers, military opportunities, social and emotional refinements, drugs knowledge and endless other topics within their stay at KEYS. Due to COVID-19 this school year; we will be implementing alternative online meetings for parents and students in lieu of face to face meetings to fulfill the early exit requirement, if applicable.

Overall, our recidivism rate is lowered by at least 1% each year, students transition with passing gradess in their content, LOC hours are also obtained at KEYS and sent to their home campuses for credit when they return. Thus, KEYS takes pride in assuring student success at all times.

Student Learning Strengths

For the 2021-2022 schol year, we will continue to provide the above protocols, programs and opportunities so that when students exit Keys they would have accomplished successes in the following areas:

- An increase in their LOC hours to obtain their credits at their home campus

- Passing grades in their content areas and electives
- Refinement of their behaviors overall... social and emotionally
- College and career ready presentations and parenting classes which in turn enhances and refines students' mindset

Overall we have Protocols established with each teacher to assure students get the one on one attention whether 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). In sum, 100% every student that exits KEYS has improved in at least one of the areas mentioned above.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 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 (Prioritized): 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

For the 2021-2022 school year we will continue and add support protocols and programs to continue to show 100% improvement for each student exiting KEYS:

7 mindsets: a curricular framework aimed at supporting students through life skills topics and as a means of connecting with our students and the various mindsets to assure we cover the varied array of social and emotional needs our students come with.

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 SEL 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 SEL team monitors and responds to. Sharepoint is being utilized this coming 2020-2021 school year.

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.

Restorative Practices: restorative circle times are incorporated in the PBIS to assure well rounded SEL effort.

KEYS Safety Program: This program will be utilized to assure COVID-19 protocols created by the district. Meetings will be held weekly to discuss and prioritize student safety and health at all times. Teachers, students, and staff will follow COVID-19 protocols below:

- Wear face masks
- Wash hands
- Use hand sanitizer
- Maintain social distancing of 6ft.
- Daily wellness check

School Processes & Programs Strengths

For the 2021-2022 school year, we will continue to build on the existing programs, refine them and ensure consistency to continue to get positive results.

7 mindsets: a curricular framework aimed at supporting students through life skills topics and as a means of connecting with our students and the various mindsets to assure we

cover the varied array of social and emotional needs our students come with.

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.

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Live Online Behavioral Support System (LOBSS): a live online /shared spreadsheet (SharePoint) used for improving and documenting student academic and behavioral intervention which the SEL 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

CIS Parent/Student Support: provides mediation, resources, counseling and guidance to empower parents/students to meet their long and short term goals.

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

Restorative Practices: Restorative circles are integrated within the PBIS and 7 mindsets efforts to refine our behaviors... of which we do. Students who exit have had zero referrals going back to their home campuses when initially they come in with multiple referrals.

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

For the 2021-2022 school year, we will continue to refine and enforce our existing programs building on our culture climate, value and beliefs:

We didn't have a climate survey in 19-20 but were able to collect feedback with the items listed below. We will continue to assure we survey throughout the year to measure our progress with our culture and our climate with these instruments:

KEYS collaborative meetings

Parental feedback during parenting meetings weekly

Student surveys

Teacher surveys

However, to build on the culture and climate we will continue and add on the following protocols and initiatives:

Teacher "**Proud moments**" will be incorporated this year to build on the teacher's morale and refine our culture and climate at our school.

SUPER STAR moments with our students will also continue weekly, however, parents will be invited to attend these moments this year.

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

VIP treatment; classes that provide one on one teaching and SEL support for each student that has come in more than once to KEYS.

BIT sessions: Sessions that are held afterschool daily to work on student's SEL and physical well being of the student.

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

Daily presentations from the community: 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.

R and R meetings: Reconnections and Relationships meetings The SISD community of learners to include principals, assistant principals and counselors from the student's home campuses are 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.

Overall this 2021-2022 school year we will continue to 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

For the 2021-2022 school year we will continue to build on the following strengths at KEYS to continue to increase student success and refine SEL for each student.

- BIT(Behavior Intervention Training)
- VIP(Very Important Person Program)
- LOC opportunities
- Superstar moments
- Pulsechecks
- Walkthroughs
- Parenting meetings
- Student Community presentations

Overall, 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).

Priority Problem Statements

Problem Statement 6: The amount of SPED students placed at KEYS increased from 36 to 60.

Root Cause 6: Students lack sufficient knowledge regarding substance abuse and its consequences.

Problem Statement 6 Areas: Demographics

Problem Statement 2: Emotional, social, and/or personal problems can have an adverse affect on a student's academic progress.

Root Cause 2: 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 Areas: Student Learning

Problem Statement 5: The amount of discretionary placements to KEYS increased substantially from the 18-19 to the 19-20 school year.

Root Cause 5: Possible student use of THC contributed to an increase in 21K ("other") offense codes, which is a discretionary placement.

Problem Statement 5 Areas: Demographics

Problem Statement 1: DAEP placement can result in lower STAAR and/or District assessment results.

Root Cause 1: 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.

Problem Statement 1 Areas: Student Learning

Problem Statement 3: Students lack the supports needed to be successful while participating in the virtual academy.

Root Cause 3: Due to COVID-19 students will be starting the new school year at home; where they lack motivation, proper learning environment and classroom learning structures that promote successful learning.

Problem Statement 3 Areas: Demographics

Problem Statement 4: The amount of 9th graders at Keys increased by 42% (125 9th graders for the 18-19 school year and 177 9th graders for the 19-20 school year).

Root Cause 4: Social and academic misconceptions about time and consequences that will hinder meeting their goals.

Problem Statement 4 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data

Employee Data

- Staff surveys and/or other feedback
- 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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data

- Study of best practices
- Other additional data

Goals

Revised/Approved: August 17, 2021

Goal 1: KEYS Academy will provide a safe school environment for students, staff, and community members by efficiently implementing current and upcoming state and District expectations.

Performance Objective 1: Protocols regarding discipline will be in place to ensure safety of all.

Targeted or ESF High Priority

Evaluation Data Sources: Safety data drill documentation, daily monitoring, student sign ins and parent sign ins for presentations

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Formative			
Oct	Jan	May	
<p>Strategy 1: Faculty and staff will utilize protocols for maintaining positive behavior, intervention, and discipline through the SIT, PBIS, Safety and Social Committees.</p> <p>Strategy's Expected Result/Impact: minimize/deter written referral</p> <p>Staff Responsible for Monitoring: SCEI Coach administration PBIS Coordinator SEL Team</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6</p> <p>Funding Sources: student resources - 199 - General Fund: SCE - \$100</p>	40%	95%	100%
Strategy 2 Details	Formative Reviews		
Formative			
Oct	Jan	May	
<p>Strategy 2: Security team duty schedules will be implemented based on campus needs to ensure optimal student monitoring at all times.</p> <p>Strategy's Expected Result/Impact: being proactive regarding transition, bathroom breaks, lunch, etc.</p> <p>Staff Responsible for Monitoring: administration</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6</p> <p>Funding Sources: student/teacher resources - 199 - General Fund: SCE - \$100</p>	40%	90%	100%

Strategy 3 Details		Formative Reviews		
		Formative		
		Oct	Jan	May
Strategy 3: Teacher and Instructional Aide duty schedules will reflect campus needs based on enrollment trends in order to best support classroom needs.				
Strategy's Expected Result/Impact: minimize behavioral distractions Staff Responsible for Monitoring: administration SCEI Coach		40%	95%	100%
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 Funding Sources: teacher/student resources - 199 - General Fund: SCE - \$1,000				
0%	No Progress	100%	Accomplished	Continue/Modify
				Discontinue

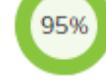
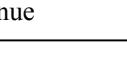
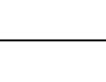
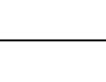
Goal 1: KEYS Academy will provide a safe school environment for students, staff, and community members by efficiently implementing current and upcoming state and District expectations.

Performance Objective 2: Requirements for safety audits/drills will be completed timely.

Targeted or ESF High Priority

Evaluation Data Sources: Drills documentation, pulsechecks agendas where safety drills are reviewed timely

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Admin overseeing EOP will attend regularly scheduled meetings/trainings.	Formative		
Strategy's Expected Result/Impact: ensuring all safety expectations are completed timely	Oct	Jan	May
Staff Responsible for Monitoring: Administration			
Schoolwide and Targeted Assistance Title I Elements: 2.4	Formative Reviews		
Funding Sources: student /teacher resources - 199 - General Fund: SCE - \$200	Oct	Jan	May
Strategy 2 Details			
Strategy 2: Staff development will be provided for all staff members on Emergency Operations Plan and procedures.	Formative		
Strategy's Expected Result/Impact: instinctual responses in emergency and an awareness of expectations	Oct	Jan	May
Staff Responsible for Monitoring: Administration			
Schoolwide and Targeted Assistance Title I Elements: 2.4	Formative Reviews		
Funding Sources: Staff development for safety procedures. - 199 - General Fund: SCE - \$100	Oct	Jan	May
Strategy 3 Details			
Strategy 3: The Emergency Operations Plan (EOP) will be current and ready for implementation.	Formative		
Strategy's Expected Result/Impact: to always be prepared for any emergency	Oct	Jan	May
Staff Responsible for Monitoring: administration			
	 No Progress	 Accomplished	 Continue/Modify
			 Discontinue

Goal 1: KEYS Academy will provide a safe school environment for students, staff, and community members by efficiently implementing current and upcoming state and District expectations.

Performance Objective 3: Reports of bullying will be investigated quickly and thoroughly to ensure that students feel safe at school.

Targeted or ESF High Priority

Evaluation Data Sources: Student reports feedback and follow ups documentations, discipline referrals and one SharePoint documentation

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews				
Formative			Oct	Jan	May
<p>Strategy 1: Faculty and staff will be trained on classroom management, behavior modification, bullying prevention, and life skills in order to be proactive regarding threatening behavior.</p> <p>Strategy's Expected Result/Impact: preventing potential bullying</p> <p>Staff Responsible for Monitoring: SEL Team administration</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6</p> <p>Funding Sources: General supplies, snacks - 199 - General Basic - \$100, student/teacher resources - 199 - General Fund: SCE - \$300, student/teacher resources - 211 - Title I, Part A - \$200</p>	40%	90%	100%		
Strategy 2 Details	Formative Reviews				
Formative			Oct	Jan	May
<p>Strategy 2: Curriculum will be utilized weekly in CCA class to include lessons with hands-on activities that will keep students engaged.</p> <p>Strategy's Expected Result/Impact: teaching students skills as alternatives to aggression</p> <p>Staff Responsible for Monitoring: administration</p> <p>SCEI Coach</p> <p>SEL Team</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6</p> <p>Funding Sources: student resources/teacher staff resources - 199 - General Fund: SCE - \$1,000, student resources - 211 - Title I, Part A - \$100</p>	50%	90%	100%		
 No Progress	 Accomplished	 Continue/Modify	 Discontinue		

Goal 1: KEYS Academy will provide a safe school environment for students, staff, and community members by efficiently implementing current and upcoming state and District expectations.

Performance Objective 4: Students will receive appropriate social and emotional support as needed.

Targeted or ESF High Priority

Evaluation Data Sources: SEL presentations data, sign in sheets and guest speakers weekly and parent meetings documentation weekly, along with SOCIAL team's documentations

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews								
Strategy 1: Teachers will provide behavioral interventions outside of the regular school day in order to address student behavior problems. Strategy's Expected Result/Impact: decrease/prevention of negative behavior Staff Responsible for Monitoring: all faculty & staff Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: tutoring /interventions - 199 - General Fund: SCE - \$1,000, tutoring/student resources - 211 - Title I, Part A - \$3,000	Formative <table><thead><tr><th>Oct</th><th>Jan</th><th>May</th></tr></thead><tbody><tr><td> 40%</td><td> 95%</td><td> 100%</td></tr></tbody></table>			Oct	Jan	May	40%	95%	100%
Oct	Jan	May							
40%	95%	100%							
Strategy 2 Details	Formative Reviews								
Strategy 2: Social and emotional support will also be provided during CCA. Strategy's Expected Result/Impact: Help students develop an array of strategies that will prevent or decrease misbehavior. Staff Responsible for Monitoring: all faculty & staff	Formative <table><thead><tr><th>Oct</th><th>Jan</th><th>May</th></tr></thead><tbody><tr><td> 60%</td><td> 95%</td><td> 100%</td></tr></tbody></table>			Oct	Jan	May	60%	95%	100%
Oct	Jan	May							
60%	95%	100%							
0% No Progress	100% Accomplished	Continue/Modify	Discontinue						

Goal 1: KEYS Academy will provide a safe school environment for students, staff, and community members by efficiently implementing current and upcoming state and District expectations.

Performance Objective 5: Faculty and staff will receive social and emotional training to assist in providing students with a safe learning environment.

Targeted or ESF High Priority

Evaluation Data Sources: sign in sheets, agenda and discipline referrals data showing a decrease

Summative Evaluation: Met Objective

Strategy 1 Details		Formative Reviews		
		Formative		
		Oct	Jan	May
Strategy 1: PBIS training will be ongoing throughout the school year for all faculty and aides, in addition to the Seven Mindsets and conferences/seminars related to mental health and social emotional learning.	Strategy's Expected Result/Impact: to help faculty and staff best address a student's social and/or emotional needs	55%	100%	100%
Staff Responsible for Monitoring: admin SCEI Coach PBIS Coordinator SEL Team	Schoolwide and Targeted Assistance Title I Elements: 2.6 Funding Sources: - 211 - Title I, Part A - \$300			
0% No Progress	100% Accomplished	Continue/Modify	Discontinue	

Goal 1: KEYS Academy will provide a safe school environment for students, staff, and community members by efficiently implementing current and upcoming state and District expectations.

Performance Objective 6: The students, faculty, staff and parents will practice COVID -19 safety measures and protocols at all times to ensure the safety of all students.

Targeted or ESF High Priority

Evaluation Data Sources: Monitoring by all, parent meetings, Informational resources, professional development for all teachers, faculty and staff, collection of data in varied resources such as Navegate and PLC meetings...

Summative Evaluation: Met Objective

Strategy 1 Details			Formative Reviews		
			Formative		
Oct	Jan	May	Oct	Jan	May
Strategy 1: The students faculty and staff will have weekly meetings and /via recognition ceremonies to where administration will update the students on the most current COVID -19 updates and protocols that must be tweaked in order to maintain a safe and conducive learning environment.	40%	100%	100%		
Strategy's Expected Result/Impact: Safe and Healthy students, faculty and staff . Over 95% attendance for all.					
Staff Responsible for Monitoring: Administration, teachers, PEIMS specialist					
ESF Levers: Lever 3: Positive School Culture					
Strategy 2 Details			Formative Reviews		
			Formative		
Oct	Jan	May	Oct	Jan	May
Strategy 2: During the intake meeting parents and students will be informed of current COVID-19 safety measures and protocols.	55%	95%	100%		
Strategy's Expected Result/Impact: Promote COVID-19 awareness and possibly reduce virus transmission.					
Staff Responsible for Monitoring: all faculty & staff					
0% No Progress	100% Accomplished	Continue/Modify	Discontinue		

Goal 2: KEYS Academy will ensure that student instruction and interaction supports the District's partnering schools in preparing students for their college/career of choice.

Performance Objective 1: Students will be placed in proper/appropriate learning environments and grade levels, mirroring their home campus schedule as much as possible.

Targeted or ESF High Priority

Evaluation Data Sources: student schedules

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews								
Strategy 1: Faculty will administer content specific assessments aligned to the adopted scope and sequence in order to track student progress. Strategy's Expected Result/Impact: prevention in learning gaps upon return to home campus Staff Responsible for Monitoring: faculty SCEI Coach admin Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 Funding Sources: Student / Teacher - 199 - General Fund: SCE - \$100, Student / Teacher - 211 - Title I, Part A - \$1,000	Formative <table><thead><tr><th>Oct</th><th>Jan</th><th>May</th></tr></thead><tbody><tr><td> 50%</td><td> 60%</td><td> 100%</td></tr></tbody></table>			Oct	Jan	May	 50%	 60%	 100%
Oct	Jan	May							
 50%	 60%	 100%							
Strategy 2 Details	Formative Reviews								
Strategy 2: Counselor will coordinate with home campus counselor to properly place students in courses needed to complete graduation requirements. Strategy's Expected Result/Impact: An increase in student grade for the time enrolled at KEYS. Staff Responsible for Monitoring: counselor administration Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 Funding Sources: Student / Teacher - 199 - General Fund: SCE - \$100, Student / Teacher - 211 - Title I, Part A - \$200	Formative <table><thead><tr><th>Oct</th><th>Jan</th><th>May</th></tr></thead><tbody><tr><td> 50%</td><td> 80%</td><td> 100%</td></tr></tbody></table>			Oct	Jan	May	 50%	 80%	 100%
Oct	Jan	May							
 50%	 80%	 100%							

Strategy 3 Details			Formative Reviews		
Strategy 3: Special education students will receive facilitated support via our SPED teacher and SPED instructional aide. Strategy's Expected Result/Impact: ensuring IEPs and BIPs are met Staff Responsible for Monitoring: SPED staff administration			Formative		
Oct	Jan	May	Oct	Jan	May
45%	100%	100%			
Strategy 4 Details			Formative Reviews		
Strategy 4: ELL's will be served by our ESL teacher and/or SIOP trained teachers. Strategy's Expected Result/Impact: preventing instructional gaps in student learning Staff Responsible for Monitoring: LPAC administrator counselor ESL teachers			Formative		
Oct	Jan	May	Oct	Jan	May
45%	100%	100%			



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 2: KEYS Academy will ensure that student instruction and interaction supports the District's partnering schools in preparing students for their college/career of choice.

Performance Objective 2: Mentoring Intervention Classes (MIC) will be available for students for any course from student's home campus not offered at KEYS Academy.

Targeted or ESF High Priority

Evaluation Data Sources: student sign ins, teachers feedback, LOC logs and campus documentation via emails, report cards

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews				
Formative			Oct	Jan	May
<p>Strategy 1: Counselor will evaluate student home campus schedules and/or transcripts before placement in order to develop schedules.</p> <p>Strategy's Expected Result/Impact: improved streamlining of transition from home campus to KEYS Academy and vice versa for scheduling and transfer of credits</p> <p>Staff Responsible for Monitoring: counselor admin SCEI Coach</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6</p> <p>Funding Sources: Student / Teacher - 211 - Title I, Part A - \$100, Student / Teacher - 199 - General Fund: SCE - \$100</p>	40%	85%	100%		
Strategy 2 Details	Formative Reviews				
Formative			Oct	Jan	May
<p>Strategy 2: Teachers will follow a MIC protocol in communicating with home campuses to ensure students do not fall behind in said courses.</p> <p>Strategy's Expected Result/Impact: continuation and completion of coursework for credit</p> <p>Staff Responsible for Monitoring: instructional team admin</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p>	45%	95%	100%		
 No Progress  Accomplished  Continue/Modify  Discontinue					

Goal 2: KEYS Academy will ensure that student instruction and interaction supports the District's partnering schools in preparing students for their college/career of choice.

Performance Objective 3: Faculty, staff, and students will utilize updated technology to incorporate rigor into lessons and facilitate student collaboration.

Targeted or ESF High Priority

Evaluation Data Sources: Student presentations, walkthroughs verification, student /teacher training via technology sign ins and student products

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews					
Formative			Oct	Jan	May	
<p>Strategy 1: DSC tech rep will provide weekly assistance to all faculty, of resources to be utilized in the classroom and/or tools to assist their students in learning.</p> <p>Strategy's Expected Result/Impact: increased observation and feedback on instructional rigor and use of technology</p> <p>Staff Responsible for Monitoring: admin tech specialist faculty</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p>	45%	100%	100%			
Strategy 2 Details	Formative Reviews			Oct	Jan	May
<p>Strategy 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, to include online instructional applications.</p> <p>Strategy's Expected Result/Impact: increased observation and feedback on instructional rigor and use of technology</p> <p>Staff Responsible for Monitoring: principal secretary tech dept head custodian</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 211 - Title I, Part A - \$15,000</p>	65%	85%	100%			
 No Progress  Accomplished  Continue/Modify  Discontinue						

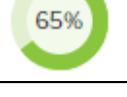
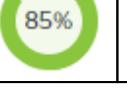
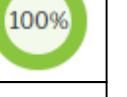
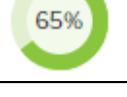
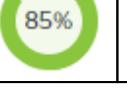
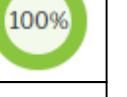
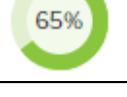
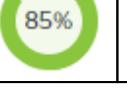
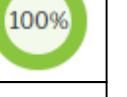
Goal 2: KEYS Academy will ensure that student instruction and interaction supports the District's partnering schools in preparing students for their college/career of choice.

Performance Objective 4: Students will be provided with social, emotional, and behavioral support to assist their classroom learning process.

Targeted or ESF High Priority

Evaluation Data Sources: SEL presentations data , walkthroughs data, powerwalks data

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews								
Strategy 1: Faculty & staff will follow PBIS protocol to provide students with coping mechanisms. Strategy's Expected Result/Impact: to minimize and prevent disciplinary behavior Staff Responsible for Monitoring: admin SEL Team TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - Comprehensive Support Strategy - Additional Targeted Support Strategy	Formative <table><thead><tr><th>Oct</th><th>Jan</th><th>May</th></tr></thead><tbody><tr><td> 50%</td><td> 85%</td><td> 100%</td></tr></tbody></table>			Oct	Jan	May	 50%	 85%	 100%
Oct	Jan	May							
 50%	 85%	 100%							
Strategy 2 Details	Formative Reviews								
Strategy 2: Faculty will follow and provide weekly 7 Mindsets lessons, to be provided by PBIS Coordinator. Strategy's Expected Result/Impact: to connect with students on multiple levels Staff Responsible for Monitoring: SCEI Coach admin	Formative <table><thead><tr><th>Oct</th><th>Jan</th><th>May</th></tr></thead><tbody><tr><td> 65%</td><td> 85%</td><td> 100%</td></tr></tbody></table>			Oct	Jan	May	 65%	 85%	 100%
Oct	Jan	May							
 65%	 85%	 100%							
 0% No Progress	 100% Accomplished	 Continue/Modify	 Discontinue						

Goal 2: KEYS Academy will ensure that student instruction and interaction supports the District's partnering schools in preparing students for their college/career of choice.

Performance Objective 5: Students will be provided an opportunity to reclaim lost credit due to excessive absences.

Targeted or ESF High Priority

Evaluation Data Sources: LOC monitoring logs, student loc logs, sign ins sheets daily

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Faculty will provide before school and after school opportunities for academic learning in order earn LOC. Strategy's Expected Result/Impact: student's recuperating lost credit Staff Responsible for Monitoring: SCEI Coach admin	Formative		
Strategy 2 Details	Formative Reviews		
Strategy 2: Various attempts will be made to ensure HS students are present for summer EOC re-test opportunities so as to earn LOC. Strategy's Expected Result/Impact: passing ones EOC and earning LOC simultaneously Staff Responsible for Monitoring: SCEI Coach admin	Oct	Jan	May
 No Progress  Accomplished  Continue/Modify  Discontinue	 55%	 80%	 100%
 50%  85%  100%			

Goal 3: KEYS Academy will recruit and retain faculty and staff that is highly qualified in both content and social/emotional learning.

Performance Objective 1: The Leadership Team will conduct frequent and consistent T-TESS walkthroughs and Power Walks to provide feedback and support to faculty.

Targeted or ESF High Priority

Evaluation Data Sources: Walkthroughs feedback data, powerwalks feedback data and teacher conferences

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews				
Formative			Oct	Jan	May
<p>Strategy 1: Leadership Team will calibrate in August in order to anticipate expectations regarding classroom practices.</p> <p>Strategy's Expected Result/Impact: being on the same page about what we should see, feedback we should provide, and the frequency in which to do it</p> <p>Staff Responsible for Monitoring: admin</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6</p> <p>Funding Sources: General Supplies - 199 - General Basic - \$200</p>	55%	75%	100%		
Strategy 2 Details	Formative Reviews				
Formative			Oct	Jan	May
<p>Strategy 2: Leadership Team will follow a plan/schedule of classroom visits to ensure all teachers are visited equally.</p> <p>Strategy's Expected Result/Impact: providing sufficient data to each teacher about their practice and student learning</p> <p>Staff Responsible for Monitoring: admin</p> <p>SCEI Coach</p>	50%	80%	95%		
0% No Progress	100% Accomplished	Continue/Modify	Discontinue		

Goal 3: KEYS Academy will recruit and retain faculty and staff that is highly qualified in both content and social/emotional learning.

Performance Objective 2: Teachers will attend regularly scheduled District Professional Learning Communities (D-PLC) meetings to ensure they are on pace with their district-wide content expectations.

Evaluation Data Sources: sign in sheets, agendas

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews				
Formative			Oct	Jan	May
Strategy 1: Teachers will be assigned to attend a specific District Professional Learning Communities (D-PLC) and will share info with SCEI within 1 school day of having attended. Strategy's Expected Result/Impact: SCEI will share info with other teachers in order for all to be on pace Staff Responsible for Monitoring: SCEI Coach admin	50%	70%	100%		
Strategy 2 Details	Formative Reviews				
Formative			Oct	Jan	May
Strategy 2: Teachers are expected to turn in lesson plans to reflect district pacing guides and expectations. Strategy's Expected Result/Impact: Ensure that teachers are following district pacing guides and expectations. Staff Responsible for Monitoring: Administration SCEI	50%	75%	100%		
0% No Progress 100% Accomplished Continue/Modify Discontinue					

Goal 3: KEYS Academy will recruit and retain faculty and staff that is highly qualified in both content and social/emotional learning.

Performance Objective 3: Professional learning opportunities will be provided to teachers/staff to ensure best practices are taking place in the classroom on a regular basis.

Targeted or ESF High Priority

Evaluation Data Sources: walkthroughs, powerwalks, sign in sheets via professional development opportunities.

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews				
Formative			Oct	Jan	May
<p>Strategy 1: Faculty will receive follow-up training on The Fundamental 5 and other trainings, to include attendance at the Texas Association for Secondary School Principals (TASSP) Summit in San Antonio, TX and annual PBIS Conference.</p> <p>Strategy's Expected Result/Impact: ensuring expectations are calibrated between faculty and Leadership Team</p> <p>Staff Responsible for Monitoring: SCEI admin</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6</p> <p>Funding Sources: - 211 - Title I, Part A - \$3,500</p>	30%	25%	100%		
Strategy 2 Details	Formative Reviews				
Formative			Oct	Jan	May
<p>Strategy 2: Teachers will receive a PLC refresher/follow-up training.</p> <p>Strategy's Expected Result/Impact: ensuring teachers are familiar with expectations and practice of effective PLCs</p> <p>Staff Responsible for Monitoring: SCEI Coach admin</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6</p>	55%	15%	100%		
0% No Progress	100% Accomplished	Continue/Modify	Discontinue		

Goal 4: KEYS Academy will work collaboratively to provide support and assistance to the District's middle and high school students, their parents, faculty and staff, and community members.

Performance Objective 1: The KEYS Academy campus website will be kept updated to ensure the SISD community and others have the most accurate information available.

Targeted or ESF High Priority

Evaluation Data Sources: website, pulsechecks, updates via leadership team meeting, agendas to reflect such updates

Summative Evaluation: Met Objective

Strategy 1 Details			Formative Reviews		
			Formative		
			Oct	Jan	May
Strategy 1: A monthly newsletter will be posted on the school website for the public to access.	Strategy's Expected Result/Impact: increasing communication with community	Staff Responsible for Monitoring: CIS Parent Liaison SCEI Coach admin			
Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2	Funding Sources: student / parent - 199 - General Fund: SCE - \$100, student / parent - 211 - Title I, Part A - \$100				
Strategy 2 Details			Formative Reviews		
Strategy 2: Various intake packet needs will be posted regularly for partnering schools to access most easily.	Strategy's Expected Result/Impact: easier access and prevention of confusion for partners	Staff Responsible for Monitoring: admin			
 No Progress	 Accomplished	 Continue/Modify	 Discontinue		

Goal 4: KEYS Academy will work collaboratively to provide support and assistance to the District's middle and high school students, their parents, faculty and staff, and community members.

Performance Objective 2: Regularly scheduled parent/student meetings will be made available on topics related to items affecting our community (e.g., vaping, bullying, drug use, counseling services, college opportunities, etc.).

Targeted or ESF High Priority

Evaluation Data Sources: sign in sheets, agendas , presentations , parent meetings

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews					
Formative			Oct	Jan	May	
<p>Strategy 1: Parent Liaison will offer a variety of meetings for parents and/or students to attend; technology/materials/supplies will be purchased to ensure virtual meeting participation.</p> <p>Strategy's Expected Result/Impact: meeting early exit criteria, connecting with students & families while educating them on necessary topics</p> <p>Staff Responsible for Monitoring: Parent Liaison admin</p> <p>Funding Sources: - 211 - Title I, Part A - \$1,500</p>	40%	70%	100%			
Strategy 2 Details	Formative Reviews			Oct	Jan	
Formative			May			
<p>Strategy 2: CIS will offer a variety of meetings for parents and/or students to attend.</p> <p>Strategy's Expected Result/Impact: meeting early exit criteria, connecting with students & families while educating them on necessary topics</p> <p>Staff Responsible for Monitoring: CIS admin</p>	50%	65%	100%			
 No Progress  Accomplished  Continue/Modify  Discontinue						

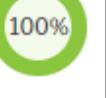
Goal 4: KEYS Academy will work collaboratively to provide support and assistance to the District's middle and high school students, their parents, faculty and staff, and community members.

Performance Objective 3: Community members will experience a positive and welcoming school atmosphere at KEYS Academy.

Targeted or ESF High Priority

Evaluation Data Sources: sign in sheets, walkthroughs monitoring data, camera shots

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: A suggestion box is available for the public to provide anonymous feedback.	Formative		
Strategy's Expected Result/Impact: providing an outlet for the public Staff Responsible for Monitoring: receptionist admin	Oct	Jan	May
 50%  20%  100%			
Strategy 2 Details	Formative Reviews		
Strategy 2: Admin will discuss expectations with students and parents prior to attending KEYS Academy.	Formative		
Strategy's Expected Result/Impact: preventing miscommunication; making admin directly available and known to students and parents Staff Responsible for Monitoring: admin security Parent Liaison	Oct	Jan	May
 55%  75%  100%			
Strategy 3 Details	Formative Reviews		
Strategy 3: Parents/students will be provided a written copy of expectations during intake.	Formative		
Strategy's Expected Result/Impact: preventing miscommunication Staff Responsible for Monitoring: Parent Liaison security admin SCEI Coach	Oct	Jan	May
 55%  70%  100%			
 0% No Progress  100% Accomplished	 Continue/Modify	 Discontinue	

Goal 4: KEYS Academy will work collaboratively to provide support and assistance to the District's middle and high school students, their parents, faculty and staff, and community members.

Performance Objective 4: DAEP placements will be processed quickly and efficiently for our SISD partners.

Targeted or ESF High Priority

Evaluation Data Sources: intake feedback, via emails, registrations, parent intakes and meetings agenda and sign in sheets, attendance

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Varying placement packets will be organized and available on campus website. Strategy's Expected Result/Impact: making packets easier to understand and more easily accessible Staff Responsible for Monitoring: admin	Formative		
Strategy 2: Admin will receive a response to their submitted packed within 2 school days from submission. Strategy's Expected Result/Impact: ensuring quick communication Staff Responsible for Monitoring: admin secretary	Formative		
 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Goal 5: KEYS Academy will ensure all stakeholders are held accountable for student well-being and success.

Performance Objective 1: Subgroups/teams (e.g., LPAC, EOP, testing, etc.) will meet district, state, and federal accountability standards in a timely manner.

Targeted or ESF High Priority

Evaluation Data Sources: agendas, lpac documentation, sign in sheets, reports to dsc

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Individuals overseeing subgroups/teams will ensure they communicate timely and effectively (in writing) with pertinent members and/or personnel affected. Strategy's Expected Result/Impact: preventing miscommunication and the potential to miss crucial trainings/meetings Staff Responsible for Monitoring: admin	Formative		
	Oct	Jan	May
	45%	55%	100%
Strategy 2 Details	Formative Reviews		
Strategy 2: Individuals overseeing subgroup/teams will attend meetings/trainings as scheduled. Strategy's Expected Result/Impact: ensuring deadlines and expectations are met Staff Responsible for Monitoring: admin	Formative		
	Oct	Jan	May
	50%	55%	100%
0% No Progress	100% Accomplished	Continue/Modify	Discontinue

Goal 5: KEYS Academy will ensure all stakeholders are held accountable for student well-being and success.

Performance Objective 2: Parents will be included in the education process to ensure the academic and behavioral success of their child while placed at KEYS Academy.

Targeted or ESF High Priority

Evaluation Data Sources: parent meetings agendas, sign in sheets, invitations

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Weekly parent meetings will be provided at different times on topics of interest and need.	Formative		
Strategy's Expected Result/Impact: helping parents recognize and handle potential problems that may arise Staff Responsible for Monitoring: Parent Liaison CIS admin	Oct	Jan	May
Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2 Funding Sources: General Supplies and Presentation funds - 211 - Title I, Part A - \$300	45%	70%	100%
Strategy 2 Details	Formative Reviews		
Strategy 2: Community resources will be made available to parents/students.	Formative		
Strategy's Expected Result/Impact: increase awareness of services and opportunities for parents and students Staff Responsible for Monitoring: Parent Liaison Master Social Worker CIS	Oct	Jan	May
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2 Funding Sources: General Supplies and Presentation Funds - 211 - Title I, Part A - \$300	45%	70%	100%
Strategy 3 Details	Formative Reviews		
Strategy 3: Staff will immediately make contact with parents when behavioral and/or academic issues arise.	Formative		
Strategy's Expected Result/Impact: to prevent situations from getting beyond where help is necessary as opposed to welcomed/appreciated Staff Responsible for Monitoring: SEL Team admin	Oct	Jan	May
0% No Progress 100% Accomplished Continue/Modify Discontinue			

Goal 5: KEYS Academy will ensure all stakeholders are held accountable for student well-being and success.

Performance Objective 3: The Leadership Team will conduct frequent and consistent T-TESS walkthroughs and Power Walks to provide data-driven feedback and support to faculty.

Targeted or ESF High Priority

Evaluation Data Sources: powerwalks data, eduphoria documentations, ttess documentations...

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Leadership Team will calibrate at the beginning of the school year and schedule weekly visits accordingly.</p> <p>Strategy's Expected Result/Impact: to ensure teachers are equally visited and that we are all on the same page regarding expectations, feedback, and what we see</p> <p>Staff Responsible for Monitoring: Leadership Team</p>	Formative		
<p>Strategy 2: Administration will create a spreadsheet to be equitable on the classrooms visits and assure that no one is missed.</p> <p>Strategy's Expected Result/Impact: The spreadsheet will allows us to be cognizant of the number of powerwalks or walkthroughs per teacher by administration, thus being more equitable and consistent.</p> <p>Staff Responsible for Monitoring: administration SCEI</p>	Formative		
 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Goal 5: KEYS Academy will ensure all stakeholders are held accountable for student well-being and success.

Performance Objective 4: Faculty and staff will attend all required trainings, meetings, updates, etc. to ensure SISD expectations are met on a timely basis.

Targeted or ESF High Priority

Evaluation Data Sources: agendas, sign ins, logs

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews					
Formative			Oct	Jan	May	
<p>Strategy 1: Staff will ensure they read and address their SISD email at a minimum at the beginning of the work day and at the end; necessitated responses will be done within 24 hrs.</p> <p>Strategy's Expected Result/Impact: to ensure that no messages/meetings/trainings are missed</p> <p>Staff Responsible for Monitoring: all staff</p>				40%	55%	100%
Strategy 2 Details	Formative Reviews					
Formative			Oct	Jan	May	
<p>Strategy 2: Staff will ensure they listen to and address their SISD voicemail at a minimum at the beginning of the work day and at the end; necessitated responses will be done within 24 hrs.</p> <p>Strategy's Expected Result/Impact: to ensure that no meetings/trainings/messages are missed</p> <p>Staff Responsible for Monitoring: all staff</p>				40%	60%	100%
 0% No Progress	 100% Accomplished	 Continue/Modify	 Discontinue			

State Compensatory

Budget for Keys Academy

Total SCE Funds: \$1,885,853.52

Total FTEs Funded by SCE: 34.22

Brief Description of SCE Services and/or Programs

Keys Academy is a disciplinary alternative education program for those students in grade 6-12 who have been placed for infractions requiring such placement. Students in DAEP eventually will return to their home campus. All staff and services are funded with state compensatory education in this DAEP campus.

Personnel for Keys Academy

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Angel Samaniego	Instructional Aide III	1
Candy Dominguez	Teacher-Alternative Disciplinary	1
Carmen Diaz	Nurse	0.5
Daniel Ott	Teacher-Alternative Disciplinary	1
Daniella Fabela Rabadan	Instructional Aide III	1
Delilah Campos	SCEI Coach	0.5
Dr. Magdalena Aguilar	Principal	0.5
Emma Flores	Custodian	1
Ever Acosta	Teacher-Alternative Disciplinary	0.5
Fernando Bustos	Teacher-Alternative Disciplinary	1
Francisca Duran	Secretary	1
Guadalupe Sanchez	Scheduling Clerk	1
Hector Marquez	Head Custodian	1
Ivan Martinez	Teacher-Alternative Disciplinary	1
Jennifer Guerrero	Clerk I	1
Jennifer Ortega	Teacher-Alternative Disciplinary	1
Jesus Matus	Teacher-Alternative Disciplinary	1
Joann Murillo	Instructional Aide III	1
Jorge Silva	Teacher-Alternative Disciplinary	1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Josue Mata	Instructional Aide III	1
Julian Beebe	Teacher-Alternative Disciplinary	1
L. E. Olivas	PEIMS/Attendance Specialist	1
Laurence Labayen	Instructional Aide III	1
Lilia Cisneros	Instructional Aide III	1
Luisa Lopez	Instructional Aide III	1
Maria Nieto	Instructional Aide-SAC	1
Martha Trujillo	Counselor	0.5
Michael Soria	Teacher-Alternative Disciplinary	0.29
Pedro Pineda	Teacher-Alternative Disciplinary	1
Raquel Fraga	Assistant Principal	1
Rebecca Carrasco	Instructional Aide III	1
Rosa Duran	Teacher-Alternative Disciplinary	0.43
Rosa Espinoza De Maldonado	Custodian	1
Ruby Felix	CIS Coordinator	1
Sandra Urista	Teacher-Alternative Disciplinary	1
Theresa Morrow	Teacher-Alternative Disciplinary	1
Viviana Murillo	Teacher-Alternative Disciplinary	1
Zachary Chenoweth	Teacher-Alternative Disciplinary	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Rosa Chavez	Parent Liaison	Title I	1
Sandra Gomez	Teacher-Alternative Disciplinary	Title I	.50

Campus Funding Summary

199 - General Basic					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	General supplies, snacks		\$100.00
3	1	1	General Supplies		\$200.00
					Sub-Total \$300.00
199 - General Fund: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	student resources		\$100.00
1	1	2	student/teacher resources		\$100.00
1	1	3	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 /interventions		\$1,000.00
2	1	1	Student / Teacher		\$100.00
2	1	2	Student / Teacher		\$100.00
2	1	4	Student / Teacher		\$100.00
2	2	1	Student / Teacher		\$100.00
4	1	1	student / parent		\$100.00
4	3	1	student supplies		\$100.00
					Sub-Total \$4,400.00
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

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	student resources		\$100.00
1	4	1	tutoring/student resources		\$3,000.00
1	5	1			\$300.00
2	1	1	Student / Teacher		\$1,000.00
2	1	2	Student / Teacher		\$200.00
2	1	3	Student / Teacher		\$100.00
2	1	4	Student / Teacher		\$300.00
2	2	1	Student / Teacher		\$100.00
2	3	2			\$15,000.00
3	3	1			\$3,500.00
4	1	1	student / parent		\$100.00
4	2	1			\$1,500.00
4	3	1	student supplies		\$100.00
5	2	1	General Supplies and Presentation funds		\$300.00
5	2	2	General Supplies and Presentation Funds		\$300.00
					Sub-Total \$26,100.00