

# BLENDDED ACADEMY

## Campus Improvement Plan

### 2022/2023

*Este plan de mejoramiento del campus está disponible en español a pedido.  
Por favor, póngase en contacto con la oficina de la escuela.*

*“We are in it to win it, every day!”*

Laura Sandate  
305 Las Vacas  
830-778-4680  
[laura.sandate@sfdrcisd.org](mailto:laura.sandate@sfdrcisd.org)

Date Reviewed:

Date Approved:

# BLENDING ACADEMY

## **Mission**

### *Mission*

*Blended Academy is dedicated to helping 100% of our students reach academic success. Our focus is 1) Customer Service 2) Dedication 3) Relationships and 4) Accountability.*

## **Vision**

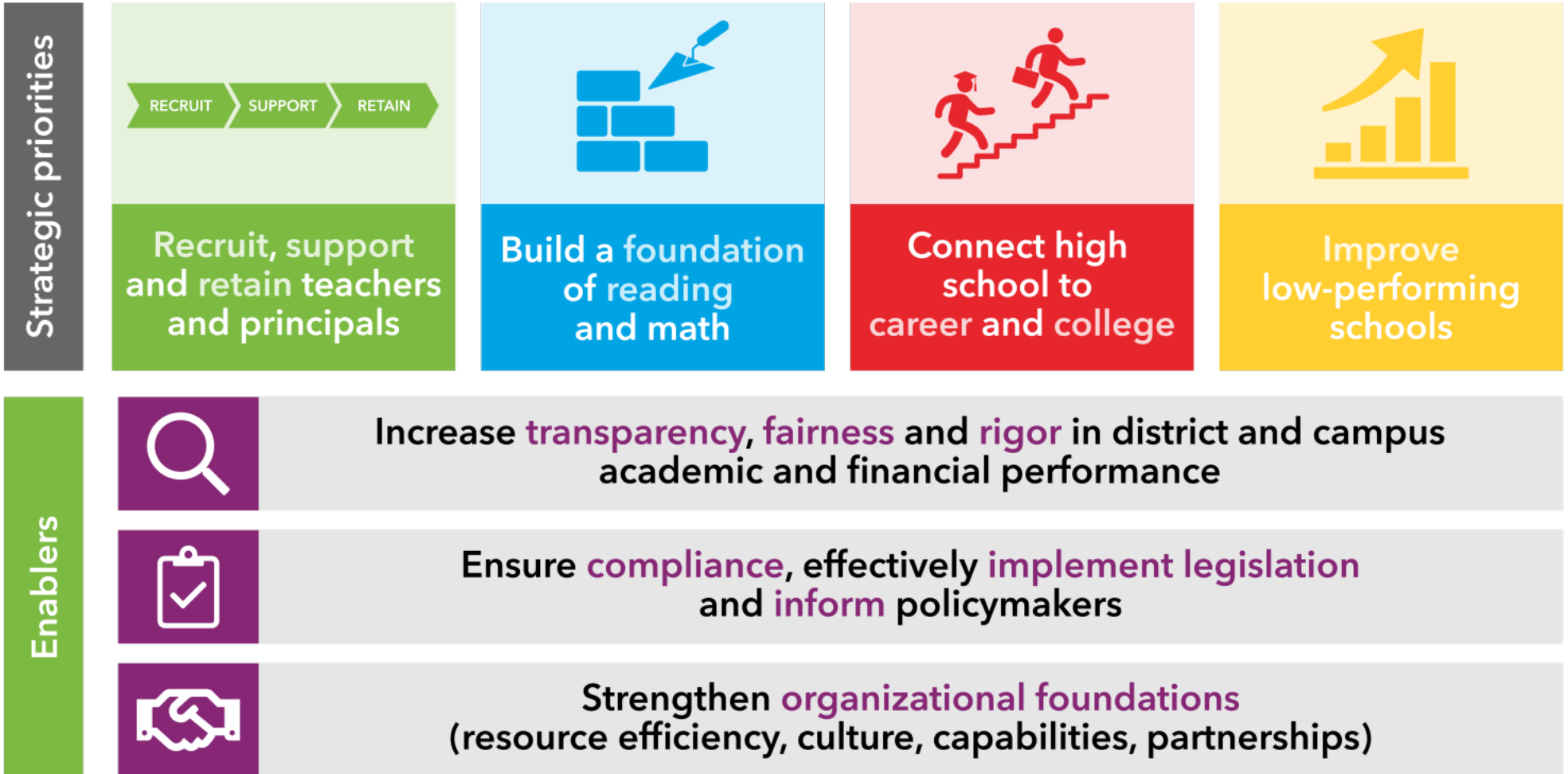
### *We will...*

- build relationships with students, parents, and staff through positive interactions.*
- address and resolve every need with understanding and compassion.*
- devote our time and effort to reaching our goals.*
- utilize data as a team in order to build everyone to their fullest potential.*

### Nondiscrimination Notice

BLENDING ACADEMY does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

# Every child, prepared for success in college, a career or the military.



*\*adapted from TEA Strategic Plan - <https://tea.texas.gov>*

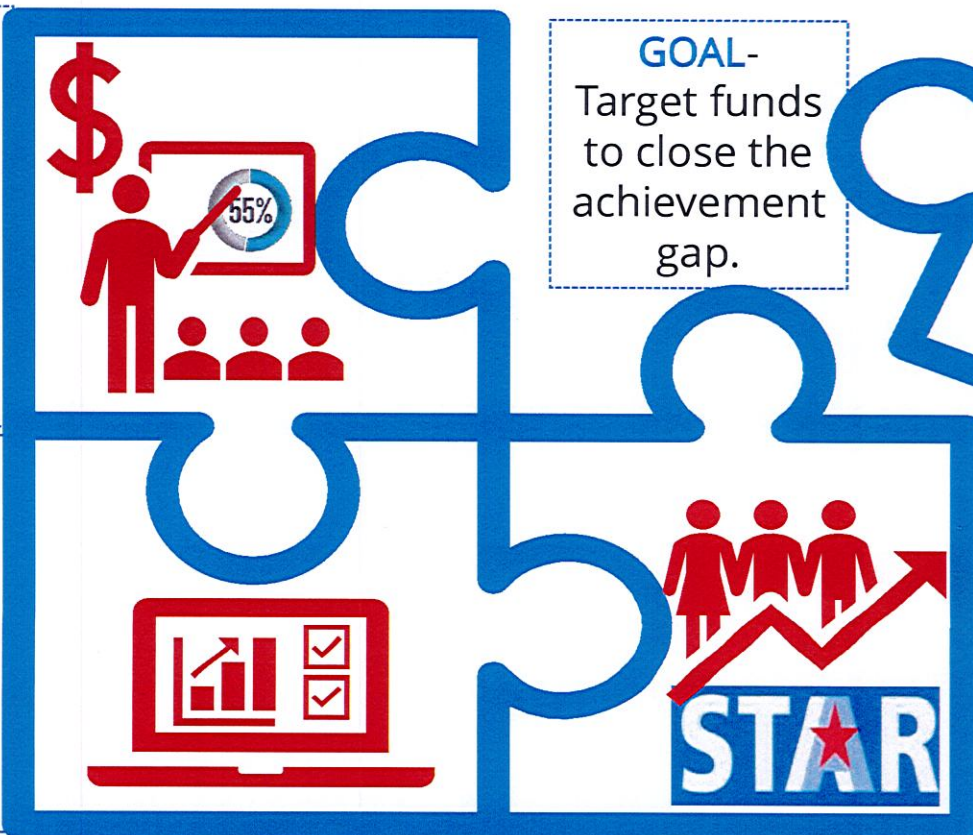
# State Compensatory Education Program

**STATE FUNDS** for supplemental programs and services to support at-risk and educationally disadvantaged students

**ANALYSIS** of the school's CNA - to identify the priority needs and direction for the SCE program

**GOAL-** Target funds to close the achievement gap.

**PURPOSE -** to increase academic achievement and reduce the drop-out rate.



TEC, §29.081

TEC, §48.104



*\*adapted from TEA State Compensatory Education*

# BLENDING ACADEMY Site Base

Name	Position
Sandate, Laura	Principal
Hernandez, Lanette	Counselor
Rivera, Maricela	Secretary
Corder, Nicole	Nurse
Ortiz, David	Business
Markowski-Smith, Ana	Community
Maldonado, Juan David	Teacher
Falcon, Ariel	Teacher
Rivas, Melissa	Campus Manager

# BLENDED ACADEMY

**Goal 1.** The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.

**Objective 1.** By 2023, 8th grade students will demonstrate a minimum increase of two grade equivalents in their respective reading levels.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 100% of 8th grade students attending Blended in 2022-2023 and other students as needed will participate in interventions designed to promote increases in comprehension and literacy skills including dyslexia testing to increase student achievement and reduce drop out rate. (Pearson Clinical Assessment, Learning Zone, Pro Ed, Scottish Rite, Staples) (Title I SW Elements: 1.1,2.4,2.5,2.6) (Target Group: All,AtRisk,8th) (Strategic Priorities: 2)	Campus Administrators, Counselors, Teachers	August 2022-May 2023	(F)Title I, (S)State Compensatory - \$559.33	Criteria: Lesson Plans, Attendance Records, Assessment Scores  06/28/23 - Completed (S) 03/07/23 - On Track 10/06/22 - Significant Progress

# BLENDED ACADEMY

- Goal 1.** The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.
- Objective 2.** By 2023, 35% of Blended Academy students will demonstrate growth on each subject assessed by STAAR EOC.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Student to teacher classroom ratio will be maintained at 15:1 (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 2,4)	Campus Administrators, Counselors	August 2022-May 2023	(F)Title I, (F)Title IIA Principal and Teacher Improvement	Criteria: Master Schedule 06/28/23 - Completed (S) 03/07/23 - On Track 10/06/22 - Significant Progress
2. Instructional methods will include guided practice activities and small group rotations to deliver and reinforce content facilitated by classroom teacher with assistance from a classroom tutor. (Title I SW: 1,3,4,9) (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 1,2)	Teachers	August 2022-May 2023	(F)Title I	Criteria: Lesson Plans, Walkthrough data  Summative - Summative - IPR's and Report Cards each 3rd and 6th week; formative assessments, benchmarks, and state assessments.  06/28/23 - Completed (S) 03/07/23 - On Track 10/06/22 - Significant Progress
3. Highly qualified staff (teachers, counselors, and para-professional) will support at-risk and educationally disadvantaged students to increase academic achievement and reduce the drop-out rate. (Title I SW Elements: 1.1,2.5) (Target Group: AtRisk) (Strategic Priorities: 1)	Campus Administrators, Chief Instructional Officers	August 2022-May 2023	(S)State Compensatory	Criteria: Payroll/HR Documentation  06/28/23 - Completed (S) 03/07/23 - On Track 10/06/22 - On Track

# BLENDED ACADEMY

- Goal 1.** The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.
- Objective 3.** By May 2023, all students will accrue a minimum of two high school credits and at least 75% of students will earn sufficient credits for progression to next grade level leading toward meeting graduation requirements.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Eligible students will have option to participate in Credit by Exam opportunities for credit retrieval or credit accrual for Spanish I, Spanish II, and other selective courses, to meet high school graduation requirements. (Title I SW: 8) (Target Group: All) (Strategic Priorities: 3)	Campus Administrators, Counselors	August 2022-May 2023	(F)Title I, (O)Local Districts	Summative - Summative - Student transcripts, Credit by Exam results  06/28/23 - Completed (S) 03/07/23 - On Track 10/06/22 - Pending
2. 8th grade students will have option to participate in accelerated instruction to attempt high school credit and will be scheduled for a minimum of four courses for high school credit to include MAPS, BIM, Algebra 1 and Biology. (Title I SW: 3,10) (Title I TA: 1,2,4,5) (Target Group: All,8th) (Strategic Priorities: 2)	Campus Administrators, Counselors, Parents, Teachers	August 2022-May 2023	(F)Title I, (O)Local Districts	Criteria: Credit by Exam Sign Up, Students Schedules, AAR with credits awarded for 2021-2022  06/28/23 - Completed (S) 03/07/23 - On Track 10/06/22 - Significant Progress
3. 9-12 grade students will utilize Odysseyware to complete course work to meet graduation requirements for both recovery and accrual. (Title I SW: 8,10) (Title I TA: 1,2,4) (Target Group: All) (Strategic Priorities: 2)	Campus Administrators, Counselors, Teachers	August 2022-May 2023	(F)Title I	Criteria: Odysseyware progress reports  06/28/23 - Completed (S) 03/07/23 - On Track 10/06/22 - Significant Progress



# BLENDED ACADEMY

**Goal 1.** The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.

**Objective 4.** By May 2023, Blended Academy student daily attendance will increase 5%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Eligible students will have the opportunity to participate in Optional Flexible School Day Program where the student schedule would address course requirements and offer a reduced day. When applicable, eligible students will be provided home bound services as needed according to committee meeting recommendations. (Title I SW: 2,6,9) (Target Group: All,AtRisk,12th) (Strategic Priorities: 2)	Attendance Staff, Campus Administrators, Counselors, Parents, Teachers	August 2022- May 2023	(F)Title I, (S)State Compensatory - \$260.87	Summative - Student schedules, academic records, attendance reports  06/28/23 - Completed (S) 03/07/23 - On Track 10/06/22 - On Track
2. Office staff will contact parents or guardians for students who have not reported to school by 8:45 am, or other times specified by the OFSDP schedule, of each school day and conduct home visits as needed. (Title I SW: 6) (Target Group: All) (Strategic Priorities: 2)	Attendance Staff, Campus Administrators, Counselors, Parental Aides, Teachers	August 2022 - May 2023	(F)Title I, (S)Local Funds	Summative - Daily attendance reports  06/28/23 - Completed (S) 03/07/23 - On Track 10/06/22 - On Track
3. Drawings for incentives will be held weekly and competitions each six weeks to reward attendance. (Title I SW: 2,6) (Target Group: All) (Strategic Priorities: 4)	Attendance Staff, Campus Administrators, Counselors, Parental Aides, Teachers	August 2022- May2023	(L)Principal Account, (S)Local Funds	Criteria: Attendance Reports by third week and six weeks  06/28/23 - Completed (S) 03/07/23 - On Track 10/06/22 - Some Progress

# BLENDED ACADEMY

**Goal 1.** The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.

**Objective 5.** Blended Academy will implement and maintain a character building program to include counselor classroom presentations, community guest speakers, and individual student conferences.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Motivational and community resource guest speaker presentations for students throughout the school year on college and career opportunities including FASFA and financial aid assistance for completing applications. (Title I SW Elements: 2.6) (Target Group: All) (Strategic Priorities: 3)	Campus Administrators, Counselors, Teachers	August 2022-May 2023	(S)Local Funds	Summative - Student participation in presentations; decrease in student discipline referrals, ADA and IPR's  06/28/23 - Completed (S) 03/07/23 - On Track 10/06/22 - Some Progress
2. Blended Academy has partnered with various community resources and counselors will meet with students for presentations on drug awareness, teen pregnancy, social emotional awareness, suicide prevention programs, conflict resolution programs and positive behavior interventions and support. (Title I SW Elements: 2.1,2.4,2.6) (Target Group: 8th) (Strategic Priorities: 4)	Campus Administrators, Counselors, Parental Aides, Teachers	Sept. 2022-May 2023	(F)Title I, (F)Title IV SSAEP, (F)Title V RLIS	Criteria: Sign In sheet, Attendance Report  06/28/23 - Completed (S) 03/07/23 - On Track 10/06/22 - Significant Progress
3. BCFS is providing strategies for strengthening parent/student relationships through parent trainings. (Title I SW Elements: 2.1,2.4,2.6,3.1) (Target Group: 8th) (Strategic Priorities: 4)	Campus Administrators, Counselors, Parental Aides, Teachers	Sept. 2022-May 2023	(F)Title I	Criteria: Parent sign in sheet  06/28/23 - Completed (S) 03/07/23 - Some Progress 10/06/22 - Some Progress

# BLENDED ACADEMY

**Goal 1.** The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.

**Objective 6.** 100% of Blended Academy core area subjects will be taught by highly effective teachers and 100% of paraprofessionals with instructional duties will meet ESSA requirements.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. In 2022-2023, Blended Academy will actively recruit and recommend candidates who meet the highly effective criteria in core area subjects. (Title I SW: 3,5) (Title I TA: 5) (Target Group: All) (Strategic Priorities: 1)	Campus Administrators, Directors, Financial Analyst	August 2022-May 2023	(F)Title IIA Principal and Teacher Improvement	Summative - HR records 06/28/23 - Completed (S) 03/07/23 - On Track 10/06/22 - Some Progress

# BLENDED ACADEMY

**Goal 1.** The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.

**Objective 7.** Professional development for instructional staff is ongoing as needed to support instructional goals of campus and classroom objectives.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 100% of teaching staff will participate in professional development via in person and/or in online/virtual platforms for implementing guided instruction. (Title I SW: 1,4) (Title I TA: 1,2,3,6) (Target Group: All) (Strategic Priorities: 1)	Campus Administrators, Curriculum Coordinators, Directors, Teachers	August 2022-May 2023	(F)Title IIA Principal and Teacher Improvement	Summative - Sign in sheets for district provided professional development and certificates of completion for other professional development completed on-line or through Region 15  06/28/23 - Completed (S) 03/07/23 - On Track 10/06/22 - Some Progress

# BLENDED ACADEMY

**Goal 1.** The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.

**Objective 8.** By May 2023, Blended Academy will have a drop-out rate of less than 10% of all students and all student groups.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All students will have opportunity to participate in accelerated instruction to accrue high school credits via blended instructional model using small group instruction and on-line computer based course work. (Renaissance Learning, Inc.) (Title I SW: 6,9) (Title I TA: 2,3) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Counselors, Parents, Teachers	August 2022- May 2023	(S)State Compensatory - \$9,625	Summative - Individual student record; course completion reports from on-line program  06/28/23 - Completed (S) 03/07/23 - On Track 10/06/22 - Some Progress

# BLENDED ACADEMY

**Goal 1.** The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.

**Objective 9.** By June 2023, Blended academy will increase the passing rate for the economically disadvantaged students by 15% in all state assessments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Blended Academy will reduce class size and offer 15:1 student to teacher ratio in the core area classes. (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 2)	Campus Administrators, Counselors	August 2022- May 2023	(O)Local Districts	Summative - Master schedule will reflect course sections with a 12 seat maximum.  06/28/23 - Completed (S) 03/07/23 - On Track 10/06/22 - Significant Progress
2. Disaggregation of data from 6 weeks profile tests will be done and used by teachers to create lesson plans and activities which address student learning needs. (Title I SW: 8,9) (Target Group: All) (Strategic Priorities: 2)	Campus Administrators, Teachers	August 2022- May 2023	(F)Title I	Summative - Team meeting discussions and teacher lesson plans, RTI Data Days, and administrative walk-throughs  06/28/23 - Completed (S) 03/07/23 - On Track 10/06/22 - On Track

# BLENDED ACADEMY

**Goal 1.** The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.

**Objective 10.** Ensure that instructional decisions are made using various types of data both qualitative and quantitative.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Utilize PPD during planning meetings to assess the effectiveness of lessons and make determinations based on attainment of objectives. Lesson plan should denote student success criteria. Research relevant professional development to increase teacher capacity. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 1,2)</p>	Campus Administrators, Teachers	Sept 2022 - May 2023	(F)Title IIA Principal and Teacher Improvement	06/28/23 - Completed (S) 03/07/23 - On Track 10/06/22 - On Track
<p>2. Create lesson plans that denote student success criteria. Refer to learning target and language targets. (Title I SW Elements: 2.2,2.5) (Target Group: All)</p>	Campus Administrators, Teachers	Sept 2022 - May 2023	(F)Title I, (F)Title IIA Principal and Teacher Improvement	06/28/23 - Completed (S) 03/07/23 - On Track 10/06/22 - On Track
<p>3. Research relevant professional development to increase teacher capacity.</p>	Campus Administrators, Teachers	Sept 2022 - May 2023	(F)Title IIA Principal and Teacher Improvement	06/28/23 - Completed (S) 03/07/23 - On Track 10/06/22 - Some Progress

# BLENDED ACADEMY

**Goal 2.** The District shall be a good steward of the communities resources - financial, human, facilities - and explore new opportunities for organizational efficiency and effectiveness.

**Objective 1.** By May 2023, Blended Academy will utilize 90% of local, state and federal funds to directly impact student success.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Local campus budget will be aligned to the Campus Improvement Plan to support the instructional goals and academic needs of students. (Title I TA: 1,8) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators	August 2022- May 2023	(O)Local Districts	Summative - Evaluation by SFDRICISD Financial and Budgeting Office.  06/28/23 - Completed (S) 03/07/23 - On Track 10/06/22 - On Track



# BLENDED ACADEMY

**Goal 3.** The District shall provide meaningful and effective communication in a timely manner to all parents, students, staff and District Partners.

**Objective 1.** by May 2023, Blended Academy will increase parental participation by 30%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Blended Academy will encourage parents to participate in their students education by hosting campus orientation, parental trainings and informational meetings. (Title I SW: 6,10) (Title I TA: 7) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Counselors, Parental Aides, Parents, Teachers	August 2022-May 2023	(F)Title I	Summative - Sign-in sheets from campus wide meetings; counselor meeting records  06/28/23 - Completed (S) 03/07/23 - On Track 10/06/22 - Some Progress
2. Blended Academy will communicate with parents by utilizing flyers, district media forums, and Skyward Message Center. Communication will be in both English and Spanish (Title I SW: 6,10) (Title I TA: 7,8) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Counselors, Parental Aides, Parents, Teachers	August 2022-May 2023	(F)Title I	Criteria: Copies of Flyers, School webpage, Message Center email records  06/28/23 - Completed (S) 03/07/23 - On Track 10/06/22 - Some Progress
3. Blended Academy will provide training and support for parents on Skyward Parental Portal to encourage monitoring of student attendance and grades. (Title I SW: 6) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Parental Aides, Parents	August 2022-May 2023	(F)Title I	Summative - Campus sign-in sheets with parent signatures  06/28/23 - Completed (S) 03/07/23 - On Track 10/06/22 - No Progress
4. Parental aide will make home visits following current CDC guidelines, to assist campus in scheduling parent conferences to involve parents in their students academic progress. (Title I SW: 6) (Title I TA: 7) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Counselors, Parental Aides, Parents, Teachers	August 2022-May 2023	(F)Title I	Summative - Parental Aide log and parental sign-in sheets  06/28/23 - Completed (S) 03/07/23 - Significant Progress 10/06/22 - Some Progress

# BLENDED ACADEMY

**Goal 3.** The District shall provide meaningful and effective communication in a timely manner to all parents, students, staff and District Partners.

**Objective 2.** Continue to encourage teachers to make positive phone calls and/or send home notes that exemplify positive student behavior and performance.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Add to faculty meeting agendas. Check call logs in data binders (Target Group: All)	Campus Administrators, Counselors, Teachers	Sept 2022 - May 2023	(F)Title I	06/28/23 - Completed (S) 03/07/23 - On Track 10/06/22 - Some Progress

## Comprehensive Needs Assessment Summary – Blended Academy 2022-2023

Utilized Data Sources: These will automatically populate from your CNA worksheets

<b>Area Reviewed</b>	<b>Summary of Strengths</b> What were the identified strengths?	<b>Summary of Needs</b> What were the identified needs?	<b>Priorities</b> What are the priorities for the campus, including how federal and state program funds will be used?
<b>Academic Achievement</b>	Attendance Motivators  EOC/STAAR Intervention Plan  Increased EOC/STAAR Scores Data Walls (Specific to Subject, Teacher, and Students by Six Weeks and Benchmark)	State Accountability Training  Increase Rigor in all Classes  Promote and Increase Student Engagement  HB 4545  Parent Involvement	Promote and Increase Student Engagement  Increase Rigor  Parent Involvement
<b>Staff Quality</b>	Student Centered Focus  Collaborative Culture  Campus Mentoring Program	Sheltered Instruction Training  Classroom Management Training  ELPS  Google Training	Classroom Management Training  ELPS

<b>Area Reviewed</b>	<b>Summary of Strengths</b> What were the identified strengths?	<b>Summary of Needs</b> What were the identified needs?	<b>Priorities</b> What are the priorities for the campus, including how federal and state program funds will be used?
<b>School Climate/ Safe &amp; Healthy Schools</b>	Safety and Monitoring of Student Restroom  Increased Staff Visibility and Walk Throughs  Fewer Referrals	School Safety Team  Increase Security Officer Visibility  Have a More Secure Entrance for Building J  Secure and Closed in Front Fence	Increase Security Officer Visibility  School Safety Team  Secure Fencing
<b>College &amp; Career Readiness/ Graduation/ Dropout Reduction</b>	DMAC Reports  Data Wall  Planning Protocol Dashboard  Morning, Lunch, and After School Tutorials  TSI Tutorials and TSI Testing Site FAFSA NIGHTS, COLLEGE AND CTE VISITS, TEXAS Workforce Connections	Training for Staff Targeting TSI Testing  Career Day and Business Expo  More Access to CTE Classes for Blended Academy High School Students  Partnership with Leadership Del Rio and SWTJC	More Access to CTE Classes  Training for Staff  Career Day and Business Expo
	Positive Phone Calls  Informational Counselor Meetings	Monthly Parent Meetings with Engaging Activities  Open Houses, Family Nights, and Orientation	Orientation, Open House, Family Nights  Monthly Parent Meetings with Engaging Activities

<b>Area Reviewed</b>	<b>Summary of Strengths</b> What were the identified strengths?	<b>Summary of Needs</b> What were the identified needs?	<b>Priorities</b> What are the priorities for the campus, including how federal and state program funds will be used?
<b>Family and Community Involvement</b>	Home Visits Monthly Event Calendar Utilize Social Media for Communication Frequent Updates to School Website	Parent Communication in Spanish Update Social Media Accounts on a Yearly Basis	
<b>District/Campus Commitments</b>	Projectors and Document Cameras in Classrooms Computer Labs in Each Room Teacher Devices Online Gradebook	Continued Technology Training Update Campus Website Reliable Transportation	Reliable Bus Transportation Continued Technology Training Update Campus Website

**NOTE:** Activities funded through federal programs and State Compensatory Education funds should be identified in the Needs and/or Priorities sections above. The Comprehensive Needs Assessment does not contain what you will do to meet the needs. It is simply a report of the data examined and the conclusions drawn from that data. Needs identified in the CNA will lead to the goals, objectives, and strategies in the DIP/CIP.

## **AGENDA**

**Title – Title I – Annual Meeting**

**Date – Oct 25, 2022**

**Place – Blended Academy Cafeteria**

**Time – 5:00 PM**

**Guest Speaker: Laura Sandate – BA Principal**

# MINUTES

## Parental meeting Title I

Parents were informed about the purpose of our Title I Program and how this program funds are use and distributed to our School District.

For Example:

Student's resources

Students Assistance

Teacher/Aide Coverage

## Anti-Vaping

We discussed and explain with parents the importance of keeping our kids/teens away from Vaping.

We informed parents about different types of Vapes:

"Regular Vapes" - Nicotine

"Different Vapes" -Drugs involved

Parents were also informed about the health issues tied to vaping and the importance of communicate with teens at home and to prevent health issues at home.







## AGENDA

Title I - Title I Second Meeting

Date- Nov 17, 2022

Place- Blended Academy Cafeteria

Time – 5:30

Guest Speaker: Laura Sandate – BA Principal







## What is a School-Teacher-Parent-Student Compact?

The School-Parent Compact describes how our school will work together with students and parents to help children achieve the State's highest standards. It outlines how parents, our school staff, and students will share responsibility for improved student achievement. It outlines what strategies families can use at home to support their child's learning.

- Discussed with parents/guardians during Parent/Teacher conferences at the beginning of the year.
- Feedback and additional support are welcomed at any time.
- Linked to our Campus Improvement Plan (CIP) and Comprehensive Needs Assessment

### Jointly Developed

Parents, students, and staff work together and share ideas to develop each School-Parent-Student compact.

- A meeting is held each year at the beginning of school year with committee members to review and update the compact following Title I meetings.
- The campus School-Parent Compact ensures that all students are provided with the best opportunity for academic achievement by the school and family working together.

## Building Partnerships

We are committed to providing families with resources and opportunities for learning in order to assist parents in working with their children. Keep an eye for flyers and information located on our school and district website. Please consider joining our faculty and some of the following events and programs throughout the school year:

- Monthly Literacy Nights
- Monthly Title I parent trainings
- Volunteer/Participate
- Special Campus Events
- Principal Chats/Meetings

### Communication is Key

We are committed to frequent two-way communication with students and families regarding student learning. Our school recognizes the importance of consistent and specific information shared with parents.

- Parent-Teacher Conferences
- Student Progress report cards
- Student Six Weeks report cards
- Access to Skyward Grades
- SFDRCID District and School Website

**For information about providing feedback or to obtain access to our Campus Improvement Plan, please contact our school office @ 830-778-4680**

## BLENDING ACADEMY HIGH SCHOOL

**School-Teacher  
Parent-Student  
Compact  
2022-2023**



**EMPOWERING  
STUDENTS EVERY  
DAY**

**LAURA SANDATE,  
PRINCIPAL**

**305 LAS VACAS ST.  
Del Rio, Texas 78840**

**830-778-4680**



# GOALS FOR STUDENT ACHIEVEMENT– School, Teachers, Parents, Students

## SFDRICISD District Vision

San Felipe Del Rio CISD, in partnership with our families and community, empowers every student to excel through a culture of collaboration, innovation, and achievement.

## SFDRICISD District Mission

San Felipe Del Rio provides a high-quality, innovative curriculum with engaging, relevant instruction. We meet the individual needs of students and staff in a safe, nurturing, and collaborative environment which encourages development and growth.

## SFDRICISD Shared Beliefs

We believe:

- Communication and collaboration among families, community, and educators are vital.
- In equity by providing the resources, support, and motivation necessary to differentiate instruction.
- All students should be equipped with a strong foundation of knowledge, including 21st century skills, so they are life-long learners prepared to be successful after high school.

## School Agreement

As a school, we agree to:

- Make school a positive, supportive, safe place with a healthy learning environment.
- Provide opportunities for parent meetings and trainings enhancing parental engagement.
- Provide a quality curriculum and instructional practices that allow students to become effective and productive citizens.
- Offer multiple methods of communication building a parent-school relationship.

## Teacher Agreement

As a teacher, I agree to:

- Model instruction and provide parents with content materials and strategies by grade level during parent workshops, newsletters, conferences and electronic medium.
- Share with parents and students assessment data and offer materials and methods for parents and students to apply at home.
- Communicate with parents and students in a variety of platforms including face to face conferences, phone, texts, and electronic mediums.

## Student Agreement

As a student, I agree to:

- Attend school daily and on time.
- Follow all school rules and be respectful to one another.
- Complete and return all homework assignments.
- Be a positive role model to my classmates and others at my school.

## Parent Agreement

As a parent, I agree to:

- Ensure my child is punctual and attends school daily.
- Establish a time for homework and provide a quiet, well-lit place for study.
- Volunteer and attend parent conferences and school activities.
- Keep open communication with my child's teacher and be available for questions.
- Read with my child and/or enhance daily reading at home.

## Development and Distribution

- This compact has been developed jointly with, and agreed on with parents of children participating in Title I, Part A Programs.
- The school will distribute this compact to all parents of participating Title I, Part A children.
- The campus will provide a copy of this policy to parents in the language the parents can understand.

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**Blended Academy High School**

**Title I**

**Parental Liaison**

**Nubia Sánchez**

**830-778-4680**

**nubia.sanchez@sfdrcisd.org**



## ¿Qué es un pacto entre escuela, maestro, padre y estudiante?

El Pacto entre la escuela y los padres describe cómo nuestra escuela trabajará junto con los estudiantes y los padres para ayudar a los niños a alcanzar los más altos estándares del estado. Describe cómo los padres, el personal de la escuela y los estudiantes compartirán la responsabilidad de mejorar el rendimiento de los estudiantes. Describe qué estrategias pueden usar las familias en casa para apoyar el aprendizaje de sus hijos.

- Se discute con los padres/tutores durante las conferencias de padres/maestros al comienzo del año.
- Los comentarios y el apoyo adicional son bienvenidos en cualquier momento.
- Vinculado a nuestro Plan de Mejora del Campus.

## Desarrollado Conjuntamente

Los padres, los estudiantes y el personal trabajan juntos y comparten ideas para desarrollar cada pacto Escuela-Padre-Estudiante.

- Se lleva a cabo una reunión cada año al comienzo del año escolar con los miembros del comité para revisar y actualizar el pacto después de las reuniones del Título I.
- El Pacto entre la escuela y los padres del campus garantiza que todos los estudiantes reciban la mejor oportunidad de logro académico gracias al trabajo conjunto de la escuela y la familia.

## Construyendo asociaciones

Estamos comprometidos a proporcionar a las familias recursos y oportunidades de aprendizaje para ayudar a los padres a trabajar con sus hijos. Esté atento a los folletos y la información que se encuentran en el sitio web de nuestra escuela y distrito. Considere unirse a nuestra facultad y algunos de los siguientes eventos y programas durante el año escolar:

- Noches Mensuales de Literatura
- Capacitaciones Mensuales para padres sobre Título I.
- Participar
- Eventos Especiales en la Escuela
- Pláticas/Reuniones con los Principales

## La Comunicación es clave

Estamos comprometidos con la comunicación bidireccional frecuente con los estudiantes y las familias con respecto al aprendizaje de los estudiantes. Nuestra escuela reconoce la importancia de compartir información consistente y específica con los padres.

- Conferencias de Padres y Maestros
- Reporte de progreso del estudiante
- Boleta de calificaciones de seis semanas del estudiante
- Acceso a los grados en Skyward
- Sitio web del distrito y escuelas SFDRCSID

**Para obtener información sobre cómo proporcionar comentarios o para obtener acceso a nuestro Plan de mejora del campus, comuníquese con la oficina de nuestra escuela al 830-778-4680.**

## BLENDEN ACADEMY HIGH SCHOOL

**Acuerdo entre Escuela-Maestro-  
Padre-Alumno  
2022-2023**



**EMPODERAR A  
LOS NIÑOS CADA  
DÍA.**

**LAURA SANDATE,  
PRINCIPAL**

**305 LAS VACAS ST.  
Del Rio, Texas 78840**

**830-778-4680**



# OBJETIVOS PARA EL RENDIMIENTO DEL ESTUDIANTE – Escuela, Maestros, Padres, Estudiantes

## Vision del Distrito SFDR CISD

San Felipe Del Rio CISD, en asociación con nuestras familias y la comunidad, capacita a cada estudiante para sobresalir a través de una cultura de colaboración, innovación y logros.

## Misión del Distrito SFDR CISD

San Felipe Del Rio ofrece un plan de estudios innovador y de alta calidad con instrucción atractiva y relevante. Satisfacemos las necesidades individuales de los estudiantes y el personal en un entorno seguro, enriquecedor y colaborativo que fomenta el desarrollo y el crecimiento.

## Creencias Compartidas

Nosotros creemos:

- La comunicación y la colaboración entre las familias, la comunidad y los educadores son vitales.
- En equidad al proporcionar los recursos, el apoyo y la motivación necesarios para diferenciar la instrucción.
- Todos los estudiantes deben estar equipados con una base sólida de conocimientos, incluidas las habilidades del siglo XXI, para que sean aprendices de por vida preparados para tener éxito después de la escuela secundaria.

## Acuerdo Escolar

Como escuela, aceptamos:

- Hacer de la escuela un lugar positivo, de apoyo y seguro con un entorno de aprendizaje saludable.
- Brindar oportunidades para reuniones y capacitaciones para padres que mejoren la participación de los padres.
- Proporcionar un plan de estudios de calidad y prácticas de instrucción que permitan a los estudiantes convertirse en ciudadanos eficaces y productivos.
- Ofrecer múltiples métodos de comunicación para construir una relación entre padres y escuela.

## Acuerdo del maestro

Como maestro, acepto:

- Modelar la instrucción y proporcionar a los padres materiales de contenido y estrategias por nivel de grado durante talleres para padres, boletines, conferencias y medios electrónicos.
- Comparta con los padres y los estudiantes los datos de evaluación y ofrezca materiales y métodos para que los padres y los estudiantes los apliquen en casa.
- Comunicarse con los padres y estudiantes en una variedad de plataformas, incluyendo conferencias cara a cara, teléfono, textos y medios electrónicos.

## Acuerdo del Estudiante

Como estudiante, acepto:

- Asistir a la escuela todos los días y a tiempo.
- Seguir todas las reglas de la escuela y ser respetuosos unos con otros.
- Completar y devolver todas las tareas asignadas.
- Ser un modelo a seguir positivo para mis compañeros de clase y otros en la escuela.

## Acuerdo de los Padres

Como padre, acepto:

- Asegurar que mi hijo sea puntual y asista a la escuela todos los días.
- Establezca un tiempo para la tarea y proporcione un lugar tranquilo y bien iluminado para estudiar.
- Sea voluntario y asista a conferencias de padres y actividades escolares.
- Mantener una comunicación abierta con el maestro de mi hijo y estar disponible para preguntas.
- Leer con mi hijo y / o mejorar la lectura diaria en casa.

## Desarrollo y Distribucion

- Este pacto ha sido desarrollado conjuntamente y acordado con los padres de los niños que participan en los Programas Título I, Parte A.
- La escuela distribuirá este compacto a todos los padres de los niños participantes del Título I, Parte A.
- El campus proporcionará una copia de esta política a los padres en el idioma que los padres puedan entender.

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## Blended Academy High School Title I

**Parental Liaison**

**Nubia Sanchez**

**830-778-4680**

**[Nubia.sanchez@sldr-cisd.org](mailto:Nubia.sanchez@sldr-cisd.org)**



**BLENDDED ACADEMY  
PARENT AND FAMILY ENGAGEMENT POLICY  
2022-2023**

**STATEMENT OF PURPOSE**

- I. BLENDDED ACADEMY administration, faculty, support staff, parents and community members shall develop, agree upon and distribute to parents a written Parent and Family Engagement Policy and School – Parent Compact. The policy shall set expectations and establish a framework for quality parental involvement participation. This shall be achieved as part of the school improvement plan process.

The school values the role parents play as their children’s first teacher and the influence of their continued support toward enabling their children to meet the state’s student performance standards.

The following policy is in compliance with the legal requirements of ESSA, Section 1116(d). This policy will be available to all parents of the San Felipe Del Rio Consolidated Independent School District.

**PARENT AND FAMILY ENGAGEMENT IN POLICY DEVELOPMENT**

- II. The TEAM of the San Felipe Del Rio Consolidated Independent School District Board of Trustees, administrators, teachers, support staff, parents and community, in partnership with public and private agencies, is committed to provide the support, resources and academic rigor to ensure that all students achieve educational and social excellence.

**SCHOOL - PARENT COMPACT**

- III. The School – Parent Compact shall outline the means by which parents and school will share responsibility for improved student academic achievement. An annual review and revision, if necessary, shall be part of the Campus Improvement Plan (CIP) and Comprehensive Needs Assessment (CNA) process. The Title I Parent and Family Engagement Policy shall be reviewed and distributed to parents during the first six weeks of school, special called meetings, or other campus level initiatives during the school year.

**PARENTAL INVOLVEMENT OPPORTUNITIES**

- IV. The campuses’ capacity to build strong partnership with parents shall be achieved by offering opportunities for parents to provide input and make recommendations regarding Title I programs. These opportunities shall be addressed at Campus Improvement Plan (CIP) and Campus Comprehensive Needs Assessment (CNA), Language Proficiency Assessment Committee (LPAC), committees and trainings, Title I parent meetings and trainings. In addition, parent skills workshops, campus volunteers, school readiness, parent trainings, literacy training and using technology, as appropriate, shall be provided for parents to foster parental involvement. The campus will involve parents in school activities including meetings, trainings, awards ceremonies, student performances, special events and parent-student conferences.

**STAFF AND PARENT COMMUNICATION**

- V. **BLENDED ACADEMY**: will make every effort to communicate with parents the information about Title I, Part A programs, descriptions and explanation of the curriculum, academic assessments used to measure student progress and the proficiency levels students are expected to meet during home visits and parent conferences.
- VI. Monthly newsletters, menus, calendars, teacher notes, the school marquee, home visits, parent conferences, personal contacts, phone calls, district email, district website, district Facebook page, and written notices will be used to establish and maintain open lines of communication with parents. All information oral or written related to school parent programs shall be provided in a format and language that the parents can understand.

**EVALUATION**

- VII. Parents will be informed and invited to participate in the annual evaluation of the content and effect of the Campus Parent and Family Engagement Policy and practices. They will also consider:
  - Academic quality of Title I, Part A Schools
  - Identifying way to overcome barriers which may limit participation by parents
  - Review and revision of Campus School – Parent Compact
  - Increase parent involvement

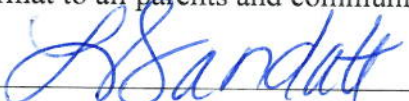
The annual evaluation findings shall be used to revise and design parent policy practices and strategies to improve parental involvement at the district and campus level. Feedback on the above mentioned ESSA Title I requirements can be provided by calling SFDRCSISD Federal and State Programs Department at 830-778-4153.

**RESERVATION OF FUNDS**

- VIII. Parents of children receiving Title I, Part A services are involved and informed in the decisions regarding how these funds are allotted for parental involvement activities.

**ADOPTION**

This School Parent and Family Engagement Policy has been developed jointly with, and agreed on with parents of children participating in Title I, Part A Programs, as evidenced by parents, administrators, and counselors. This policy was approved by BLENDED ACADEMY on Nov 18<sup>th</sup>, and will be in effect for the period of 2022-2023. Electronic and/or written notification of this policy will be distributed in an understandable and uniform format to all parents and community members, in a language that all can understand.

  
\_\_\_\_\_  
(Signature of Authorized) Principal

11-18-22  
(Date)

\_\_\_\_\_  
(Signature of Authorized) Principal / Asst. Designee

Parent Committee:

- 1. Marcu Mojica
- 2. Julie Wilson
- 3. [Signature]



## McKinney-Vento Families in Transition Education Assistance Act

SFDRCSID Federal and State Programs Department



## How do people become homeless?

- Poverty
- Loss of job/income/disability/incarceration
- Lack of affordable housing
- Natural disasters including hurricanes, floods, tornadoes, fire
- Insect or mold infestations
- Domestic violence/disputes
- Intolerable home environment
- Every case is different and generally has a very unique reason.

## Key Provisions of McKinney-Vento Federal Law:

Subtitle VII-B of the McKinney-Vento Homeless Assistance Act, reauthorized by ESSA-Title I, Part A-Improving Basic Programs:

- Immediate enrollment/eliminate barriers
- Choice of schools in the best interest of the child
- Transportation services upon parent request
- Educational resources/supplies, clothing, hygiene products
- Free reimbursable meals (breakfast, lunch)
- Academic support and tutoring

## Warning Signs of the Homeless: Lack of Educational Continuity:

- Attendance at many different schools
- Lack of personal enrollment records
- Inability to pay fees
- Gaps in skill development
- Mistaken diagnosis of abilities
- Poor organizational skills
- Poor ability to conceptualize



## Who is considered homeless?

- Individuals who lack a Fixed, Adequate and Regular (FAR) nighttime residence, including:
  - Sharing the housing of other persons due to loss of housing, economic hardship, or similar reasons.
  - Living in motels, hotels, trailer parks or camping grounds due to the lack of alternative, adequate accommodations.
  - Living in emergency or transitional shelters.
  - Awaiting foster care placement. Having a primary nighttime residence that is a public or private place not designed for, or ordinarily used as a regular sleeping accommodation for human beings.
  - Living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar situations.
  - Migratory children living in the circumstances described above.
  - Unaccompanied youth living in the circumstances described above.

## Warning Signs of the Homeless: Poor Nutrient and Hygiene

- Lack of immunization or immunization records
- Unmet medical/dental needs
- Increased vulnerability to cold/flu
- Respiratory problems
- Skin rashes
- Chronic hunger (may hoard food)
- Fatigue (may fall asleep in class)
- Lack of shower facilities/washers, etc.
- Wearing same clothes for several days
- Inconsistent grooming (well groomed one day and poorly groomed the next)





## Warning Signs of the Homeless: Transportation and Attendance Concerns

- Erratic attendance/lardiness
- Numerous absences
- Lack of participation in after school activities
- Lack of participation in school field trips
- Absences on days when students are to bring special treats from home
- Inability to contact parent(s) with wrong numbers, disconnected phones



## Typical stressful experiences of children in homeless situations:

- Physical Abuse
- Health Problems
- Low self-esteem
- Malnutrition
- Sleeping Problems
- Lags in language skills
- Learning disabilities
- Developmental delays



## Warning Signs of the Homeless: Lack of Privacy/After School Hours

- Consistent lack of preparation for school
- Incomplete or missing homework (no place to keep work/supplies)
- Unable to complete special projects
- Lack of basic school supplies
- Loss of books and other supplies on regular basis
- Concern for safety of belongings
- Refusing invitations from classmates



## Reactions/statements by parent, guardian or child:

- Exhibiting anger or embarrassment when asked about current address.
- Mention staying with grandparents, other relatives, friends, in a motel or comments such as:
- "I don't remember the name of our previous school."
- "We've been moving around a lot."
- "Our address is new, I can't remember it." (lack of permanency?)
- "We're staying with relatives until we get settled."
- "We're going through a bad time right now."
- "We've been unpacking, traveling, etc." (to explain poor appearance/hygiene)

## Warning Signs of the Homeless: Social and Emotional Concerns

- poor self-esteem
- extreme shyness
- unwilling to risk forming relationships
- difficulty socializing at recess
- difficulty trusting people
- aggression, "old" beyond years
- protective of parents
- clinging behaviors
- developmental delays
- fear of abandonments
- school phobia - wants to be with parents
- need for immediate gratification
- anxiety late in the school day



## Questions/Concerns



THANK YOU FOR YOUR ASSISTANCE  
WITH OUR HOMELESS CHILDREN AND FAMILIES.





## The Value and Utility of Parental and Family Engagement Staff Training

SFDRCSID Federal and State Programs Department

## Parent and Family Engagement include:

- participation of parents and families in regular, two-way meaningful communication involving student academic learning and other school activities ensuring.
- parents/families play an important role in assisting their child's learning.
- parents/families are encouraged to be actively involved in their child's education at school.
- parents/families are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child.



## ESSA TITLE I REQUIREMENTS

- Must train staff on the Value and Utility of Parent and Family Engagement.
- Must train staff on McKinney-Vento/Families in Transition.
- With parents, jointly create Campus Parent and Family Engagement Policy and School-Compact.
- Hold 2 Title I meetings in the fall with flexible hours.
- Encourage campus Parent and Family Engagement.
- Provide parents available school and community resources.



## Outdated thinking of Parent and Family Engagement:

- Parents should come to school only when invited.
- Parents only come to school for discipline issues.
- Stay-at-home mothers serve as "homeroom mothers".
- Parents visit school mainly for children's performances and open houses.
- Parents only help raise money for school.



## What is Parental and Family Engagement?

- The participation of parents and families in regular two-way, meaningful communication involving their student's academic learning and other school activities.
- Every family functions as a home learning environment, regardless of its structure, economic level, ethnic or cultural background.
- Consequently, every family has the potential to support and improve the academic achievement of their children.
- Parents are their child's first teacher.
- Parent engagement is a process and not a one time activity as it requires ongoing energy and effort.



## Welcoming Atmosphere:

- The physical environment: parking areas, office, classrooms, lobby, hallways, classrooms, cafeteria, playground, etc.
- Written materials: newsletters, student and school activity calendars, parent handbook, flyers and other materials distributed by the school in a language parents can understand. Attractive and informative campus website, polite, informative telephone message lines.
- Procedures and policies: the polite and informative communication of events, open house, conferences, etc.
- Staff visible throughout the entire day with a welcoming smile.





## Parent and Family Engagement benefits:

- ❑ Research demonstrates parent and family engagement significantly contributes to improved student outcomes.
- ❑ Everyone including all students, parents, teachers, administrators and communities, benefit from family engagement.
- ❑ Improvements occur regardless of economic, racial or cultural backgrounds.
- ❑ More positive attitudes toward school and teachers.
- ❑ Higher achievement, better attendance and more homework completed consistently.
- ❑ Reduced drop out rates.
- ❑ Higher graduation rates and enrollment rates in post-secondary education.
- ❑ Improved school environment accomplished through feelings of "ownership" in entity



## Staff Reflections:

- ❑ Why are some teachers more successful than others in engaging parents?
- ❑ For what reasons do parents currently visit your campus?
- ❑ Reflect and share the parental and family engagement level at your campus and in individual classrooms.
- ❑ What is one goal you have set to improve your parent communication?
- ❑ How can you help make your school more inviting?
- ❑ What can I do to improve my relationship with my parents?



## Barriers to Family Engagement:

- ❑ Language differences
- ❑ Divide Between Home and School
- ❑ Past Negative Experiences With Education
- ❑ Negative View of the School System
- ❑ Understanding the culture and family dynamic is KEY to building positive partnerships with students and families.



## Positive School Climate

"It doesn't matter how many structured activities a school creates, parents must feel welcomed, accepted, respected and validated at their school and by school leaders. That atmosphere is something that has to be ingrained rather than something contrived by events that are primarily intended to be scored or counted."

• Unknown Principal



## Overcoming Barriers:

- ❑ Sharing information is a two way process.
- ❑ Share with families what is happening in your school and have families share about the child's experiences.
- ❑ Home visits or visits to neutral sites are less threatening environments.
- ❑ Written correspondence is not as effective as personal conferences and in the language of the parent.
- ❑ Offer times and locations of scheduled meetings convenient for parents.
- ❑ Have interpreters and childcare available.
- ❑ Offer bilingual staff, phone calls, written communications in Spanish when needed.
- ❑ Meetings should be informal and based upon family interests.
- ❑ Make first meetings more social events rather than formal events.
- ❑ Offer school-provided opportunities for participation by families, single parents, employed parents, fathers, etc.
- ❑ Ask families for event ideas and include them in your planning.
- ❑ Develop a plan for Parent and Community Engagement.



## QUESTIONS?

Have a successful, positive and engaging school year!



SFDRCSID Federal and State Programs



**McKinney-Vento/Value and Utility of Parent Engagement  
Staff Training Sign-In Sheet**

Blended Academy  
Campus

11-7-22 @ 3:30 PM  
Date/Time

Staff Name	Position	Signature
JD Maldonado	Teacher	[Signature]
LEONARDO RAMOS	TEACHER	[Signature]
GLIDA MARTINEZ	TEACHER	[Signature]
Enrique Aldente	Teacher	[Signature]
Veronica Cabello	Teacher	[Signature]
Luis Garcia	Teacher	[Signature]
Ariel Falcon	Teacher	[Signature]
TERRY CARRAS	Teacher	[Signature]
Brenna Per	Aide	[Signature]
Larissa Alcazar	Teacher	[Signature]
Shane Bufowski	Teacher	[Signature]
Karla Ina	Aide	[Signature]
Lorrie Torres	Aide	[Signature]
Laura Sandoz	Principal	[Signature]
Campus	teacher	Courtney Caplan