

# **BLENDED ACADEMY Campus Improvement Plan 2019/2020**

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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**

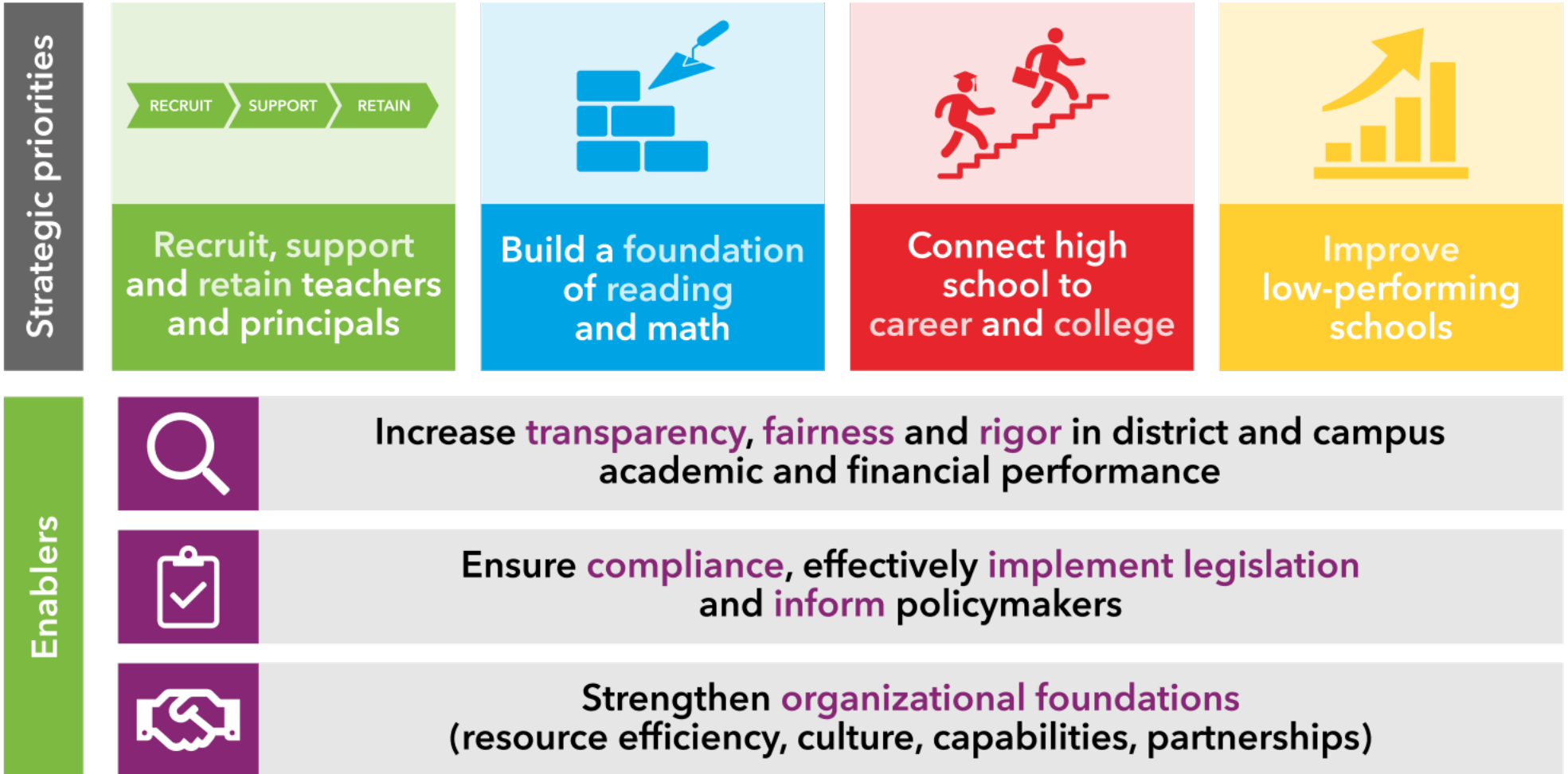
### *Vision*

*We are in it to win it, every day.*

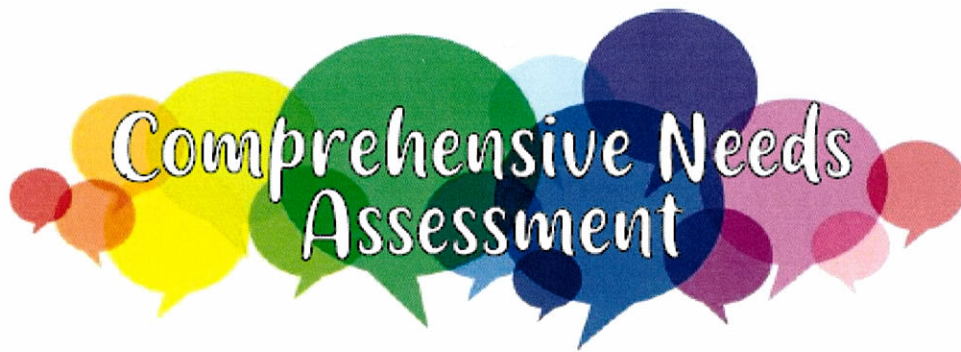
#### Nondiscrimination Notice

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>*



## Site Based Committee Sign In

District: San Felipe Del Rio CISD Blended Academy

Date: 6/7/2019

Role	Name	Signature
Parent	Evangelina Cortazzo	
Parent		
Business Representative	Marisa Verastegui	
Business Representative		
Community Representative	Sonia Zuniga	
Community Representative		
Teacher	Robert Lopez	
Teacher	Alexander Menchaca	
Teacher	Gloria Castaneda	
Teacher	Cindy Hunkin	
Teacher	Elida Martinez	
Teacher		
Teacher		
Teacher		
Teacher		
District Personnel	Maria Zylka	
District Personnel	Jose H Rodriguez	
District Personnel	Carolina Cardenas	

*\* Refer to local policies for specific attendance/role requirements for a site-based committee.*

*\*\* Please note that ESSA requires the attendance of more than one parent at the site-based committee. This parent cannot be an employee of the district. Parents cannot also be considered as community members on the committee.*

# Comprehensive Needs Assessment Summary – 2019-2020

Utilized Data Sources: These will automatically populate from your CNA worksheets	
STAAR/EOC Results Student Self-Tracking/Goal Setting Teacher Evaluation Results Walk-through Observations CCMR 13 Indicators Graduation/Dropout Rate Parent/Teacher Communication Logs Current Projected Facility Needs	Texas Academic Performance Reports Professional Development Teacher Leader Input Staff Perception Data (Climate Survey) Post Secondary Readiness Number of Parent Conferences Held Record of Home Visits Technology Inventory TELPAS Results Teacher Retention Discipline/Attendance Data Parent/Student/Community Perception CTE Enrollment PFE* Meeting Agendas/Sign in Sheets Educational/Instructional Materials Inventory Technology Infrastructure

Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
<b>Academic Achievement</b>	Planning Protocol State Accountability Training Attendance Incentives Increase EOC/STAAR Scores RTI Days/EOC/STAAR Intervention Plan Data wall (specific to subject, teacher and students by six weeks, benchmarks and	What were the identified needs?  Improve EOC/STAAR Scores Increase Rigor in all Classes Improve Student Engagement Implement EOC/STAAR Interventions Improve TELPAS Scores Improve Closing the Gap (Domain 3) Components	What are the priorities for the campus, including how federal and state program funds will be used?
<b>Staff Quality</b>	Highly Qualified Teachers Highly Qualified Substitutes	QTEL Training ABYDOS Training Sheltered Instruction Training Classroom Management Training Language Objective Training Odysseyware Training Increase consistency with disciplinary consequences	
<b>School Climate/ Safe</b>	Safe and Cohesive Work Environment Decrease in Discipline Referrals Walkthrough Feedback	Safety and Monitoring of Student Restrooms Increase School Pride	



Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
<b>&amp; Healthy Schools</b>	Duty Sxchedlue	Increase Staff Visibility Increase Walkthrough Observations	
<b>College &amp; Career Readiness/ Graduation/ Dropout Reduction</b>	DMAC Reports Improved EOC/STAAR Results Data Wall Planning Protocol Dashboard Morning/Lunch/After School Tutorials Saturday/Sunday Camps	Make CTE Classes Available for Blended Students Make Blended Academy TSI Testing Site Career Day at Blended Academy Make Dual Credit available at Blended Academy	
<b>Family and Community Involvement</b>	Monthly Parental Meetings Weekly Parent Communication Through Conference Log from Teachers and Staff Weekly Log of Home Visits from Parental Liaison Two Registration Nights plus Open House Loteria Night Demographic Data	Monthly Calendar of all Campus Events for Parents and Staff Update School Website Monthly	
<b>District/Campus Commitments</b>	Projectors and Document Cameras in Classrooms Computer Labs for PLATO/Odysseyware Online Gradebook Online Data Management Access to Software	Continued technology Training Continued Training for Available Software in the District (Lead Update Campus Website become a 1 to 1 Campus so students (1 Laptop per Student)	

**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.



# Comprehensive Needs Assessment

## Introduction

The purpose of engaging in a CNA is to bring focus and accountability to reform activities. Further, state and federal law requires districts and schools to participate in a CNA that focuses on specific achievement indicators and appropriate measures of performance (TEC 11.252, ESSA: Sec. 1114(b)(6)). This template will serve as a blueprint for conducting a CNA and provide a summary of the CNA for planning/compliance purposes.

## Organizational Structure

TEA does not prescribe a specific organizational structure for the CNA. Therefore, these options have been created by ESC staff at Region 15. Remember, these are just suggestions and each LEA/campus should adjust to meet their specific needs. This organizational structure focuses on 6 factors:

1. Academic Achievement
2. Staff Quality
3. School Climate/Safe & Healthy Schools
4. College & Career/Graduation/Dropout Reduction
5. Parent and Community Engagement
6. District/Campus Commitments

## Using this template

This template is meant to be a starting point for reviewing data, recognizing strengths and needs, and prioritizing goals for a district or campus CNA. Each tab focuses on one of the six factors (above). The final tab will auto-fill with the recognized "needs" under each factor and provide a summary sheet for the CNA.

## Organizing the Decision Making Committee (TEC§11.251(e))

- Ensure that membership is an appropriate representation of the community's diversity
- At least 2/3 of the elected staff must be classroom teachers
- At least one professional staff member must be an educator whose primary responsibility is educating students with disabilities
- The frequency of planning meetings is determined by the board



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## Academic Achievement

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When evaluating student academic achievement, an LEA or campus should keep in mind that one data source will not encompass the totality of student academic growth and progress. Moreover, LEAs and campuses should disaggregate student data according to ethnicity, gender, socio-economic status, special programs, and other categories in order to see how various populations measure. Further, data sources may provide different insight across the content-areas, giving districts and schools a foundation for prioritizing focus for the upcoming school year.

### Probing Questions

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These questions can serve as a point of discussion for the site-base committee. LEAs and campuses may want to utilize other questions in order to understand their data.

- What are growing enrollment populations? What is the LEAs/campus mobility rate?
- How is this data different than previous years?
- What is the enrollment in [special program]?
- How does this data change over time as students exit from [special program]?
- What are the teacher/student ratios? How do these correlate with performance?
- How does testing data disaggregate across demographics (ethnicity, gender, socioeconomic status, special program, etc)?
- How does demographic academic data change across the content areas?
- Which students are reaching their goals? How does this compare across programs/content areas/campuses?
- Are there Comprehensive/Targeted Support campuses? What does the data suggest about their specific needs?
- How does the LEA/campus provide an enriched, accelerated, and well-rounded curriculum?
- How does the LEA/campus increase the amount and quality of learning time?

### Suggested Data Sources

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This list is not exhaustive and an LEA/campus may want to insert different data sources in order to identify their needs.

- |                                       |                                |
|---------------------------------------|--------------------------------|
| 1. STAAR/EOC results                  | 10. Computer Software Reports  |
| 2. Texas Academic Performance Reports | 11. Individual Education Plans |
| 3. TELPAS Results                     | 12. Tutoring reports           |
| 4. Curriculum-Based Assessments       | 13. Graduation rate            |
| 5. Formative Assessments              | 14. SAT/ACT scores             |
| 6. Student self-tracking/goal setting | 15. Dual credit                |
| 7. Tutoring reports                   | 16. Surveys                    |
| 8. Portfolios                         |                                |
| 9. AP/IB data                         |                                |



# Comprehensive Needs Assessment

## Data sources utilized:

List the data sources that will be utilized to identify strengths and weaknesses for academic achievement. This will auto-fill into your CNA summary report at the end of the template.

STAAR/EOC Results	Texas Academic Performance Reports
TELPAS Results	Student Self-Tracking/Goal Setting

## Identified Strengths/Needs

Insert strengths/needs identified through the data. This will auto-fill into the CNA summary sheet at the end of the template. Be sure to consider all demographics according to the state accountability system.

Summary of Strengths
Planning Protocol
State Accountability Training
Attendance Incentives
Increase EOC/STAAR Scores
RTI Days/EOC/STAAR Intervention Plan
Data Wall (Specific to Subject, Teacher and Students by Six Weeks, Benchmarks and STAAR/EOC Scores)

Summary of Needs
Improve EOC/STAAR Scores
Increase Rigor in all Classes
Improve Student Engagement
Implement EOC/STAAR Interventions
Improve TELPAS Scores
Improve Closing the Gap (Domain 3) Components



# Comprehensive Needs Assessment

## Staff Quality

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Maintaining quality administrators, teachers, and paraprofessionals in an LEA and school is essential to academic success. The CNA process allows teachers to express to district personnel concerns that may factor into future teacher retention and recruitment. Further, LEAs and schools can monitor other sources of data to determine areas of need in terms of recruitment and retention of education professionals. Finally, LEAs and schools can utilize available data to improve professional development opportunities for staff in order to match the changing academic needs of students.

## Probing Questions

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These questions can serve as a point of discussion for the site-base committee. LEAs and campuses may want to utilize other questions in order to understand their data.

- What does the data reflect regarding teacher effectiveness, experience, and appropriate certification for teaching assignments?
- What is the rate of recruitment for the district? What is the district's retention rate?
- What recruitment strategies does the district utilize to attract quality teachers? Results?
- How do [special program] teachers interact with other staff on campus/throughout district?
- Does the district have a teacher mentor program? How does this reflect in campus data?
- What has been the impact of [district initiative] on staff development?
- How is the implementation of staff development monitored? What is the follow through?
- How can staff provide feedback on administrative support? What is the impact of staff feedback? Are these opportunities anonymous? How does this effect academic
- What support is given to campus and district leadership personnel?

## Suggested Data Sources

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This list is not exhaustive and an LEA/campus may want to insert different data sources in order to identify their needs.

- |  |                                       |
|--|---------------------------------------|
| 1. STAAR/EOC results   | 7. Teacher leader input               |
| 2. Texas Academic Performance Reports  | 8. Principal evaluation results       |
| 3. Teacher retention   | 9. Teacher evaluation results         |
| 4. Teacher attendance  | 10. Exit interviews                   |
| 5. Professional development feedback (including implementation and monitoring) | 11. Principal/teacher self-evaluation |
| 6. Staff surveys   |                                       |



# Comprehensive Needs Assessment

## Data sources utilized:

List the data sources that will be utilized to identify strengths and weaknesses for academic achievement. This will auto-fill into your CNA summary report at the end of the template.

Professional Development

Teacher Retention

Teacher Evaluation Results

Teacher Leader Input

## Identified Strengths/Needs

Insert strengths/needs identified through the data. This will auto-fill into the CNA summary sheet at the end of the template. Be sure to consider all demographics according to the state accountability system.

Summary of Strengths
Highly Qualified Teachers
Highly Qualified Substitutes

Summary of Needs
QTEL Training
ABYDOS Training
Sheltered Instruction Training
Classroom Management Training
Language Objective Training
Odysseyware Training





## School Climate/Safe & Healthy Schools

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School climate encompasses the overall feeling and culture of the learning environment, from students feeling safe in the classroom, to ensuring specific security measures are followed by office staff. Positive and safe school environments allow students to grow in confidence, take risks, and learn from mistakes. When reviewing data, an LEA or school should take into account the various aspects of school climate and safety in order to holistically approach identified strengths and needs.

### Probing Questions

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- How do students describe the school climate? How does this compare to staff?
- What does the data regarding student behaviors/referrals reflect?
- Do our students feel safe? Does our staff feel safe?
- What do staff say about behavioral expectations? What do they say about how referrals are handled by administration?
- What does teacher observation data indicate about classroom management?
- How does classroom management reflect on student achievement data?
- What is the data regarding gangs, substance abuse, violence, weapons, and other safe-school areas?
- Who are the students involved in extracurricular activities? What are some barriers for underrepresented students in extracurricular involvement?
- What strategies are used to reduce unnecessary disciplinary classroom removals? How does the data reflect implementation of these strategies?
- Does the data reflect a disproportionate rate of disciplinary action towards specific demographics?

### Suggested Data Sources

---

This list is not exhaustive and an LEA/campus may want to insert different data sources in order to identify their needs.

- |                                       |                               |
|---------------------------------------|-------------------------------|
| 1. Teacher retention rate             | 11. Walk-through observations |
| 2. Student perception data            | 12. Campus cleanliness/upkeep |
| 3. Staff perception data              | 13. Community involvement     |
| 4. Parent/community perception data   | 14. Discipline referral data  |
| 5. Discipline data                    |                               |
| 6. Attendance data                    |                               |
| 7. PEIMS data                         |                               |
| 8. PBIS activities and impact data    |                               |
| 9. Teacher attendance                 |                               |
| 10. Extra-curricular involvement data |                               |



# Comprehensive Needs Assessment

## Data sources utilized:

List the data sources that will be utilized to identify strengths and weaknesses for academic achievement. This will auto-fill into your CNA summary report at the end of the template.

Discipline/Attendance Data

Walk-through Observations

Staff Perception Data (Climate Survey)

Parent/Student/Community Perception

## Identified Strengths/Needs

Insert strengths/needs identified through the data. This will auto-fill into the CNA summary sheet at the end of the template. Be sure to consider all demographics according to the state accountability system.

Summary of Strengths
Safe and Cohesive Work Environment
Decrease in Discipline Referrals
Walkthrough Feedback
Duty Sxchedlue

Summary of Needs
Increase Consistency with Disciplinary Consequences
Safety and Monitoring of Student Restrooms
Increase School Pride
Increase Staff Visibility
Increase Walkthrough Observations



# Comprehensive Needs Assessment

## College and Career/Graduation/Dropout Reduction

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In order to give students the tools to be successful beyond high school, LEAs and schools must address barriers to secondary graduation and post-secondary achievement. Throughout the CNA process, stakeholders should take into account the rapidly changing workforce. Community and business members may provide specific insight into the changing economic demographics of the community, presenting a realistic backdrop by which an LEA or school can base future college and career readiness programs.

### Probing Questions

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- What does data suggest about the alignment of curriculum, instruction, and assessment?
- Does instruction challenge all students? What does the data suggest?
- How does curriculum, instruction, and assessment align with current workforce needs?
- What are valuable 21st century skills?
- How does instruction encourage a positive learning environment, critical thinking, problem solving, and innovation?
- Who is dropping out? What barriers may have prevented their graduation?
- What processes are in place to help students transition into post-secondary life?
- What career training does the school provide? Are there a variety of paths available to students for post-secondary success?

### Suggested Data Sources

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This list is not exhaustive and an LEA/campus may want to insert different data sources in order to identify their needs.

- |                                       |                                       |
|---------------------------------------|---------------------------------------|
| 1. STAAR/EOC results                  | 11. CTE enrollment                    |
| 2. Texas Academic Performance Reports | 12. Student surveys                   |
| 3. Writing samples                    | 13. Graduation rate                   |
| 4. Curriculum-Based Assessments       | 14. SAT/ACT scores                    |
| 5. Formative Assessments              | 15. Dual credit                       |
| 6. Student self-tracking/goal setting | 16. Community/business member surveys |
| 7. Discipline records                 |                                       |
| 8. GT enrollment                      |                                       |
| 9. AP/IB data                         |                                       |
| 10. Extracurricular enrollment        |                                       |



# Comprehensive Needs Assessment

**Data sources utilized:**

List the data sources that will be utilized to identify strengths and weaknesses for academic achievement. This will auto-fill into your CNA summary report at the end of the template.

<u>CCMR 13 Indicators</u>	<u>Post Secondary Readiness</u>
<u>CTE Enrollment</u>	<u>Graduation/Dropout Rate</u>

**Identified Strengths/Needs**

Insert strengths/needs identified through the data. This will auto-fill into the CNA summary sheet at the end of the template. Be sure to consider all demographics according to the state accountability system.

Summary of Strengths
DMAC Reports
Improved EOC/STAAR Results
Data Wall
Planning Protocol Dashboard
Morning/Lunch/After School Tutorials
Saturday/Sunday Camps

Summary of Needs
Make CTE Classes Available for Blended Students
Make Blended Academy TSI Testing Site
Career Day at Blended Academy
Make Dual Credit available at Blended Academy





## Family and Community Engagement

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Districts and schools know that students are more likely to stay in school and succeed in the classroom when there is meaningful communication between home and school. In order to improve family and community engagement, LEAs and schools should take into account the various family structures found within a community. Moreover, the site-based committee should consider how coordination with various organizations in the local community could help parents and families overcome barriers to academic success for their students.

### Probing Questions

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- How are families and community members involved in meaningful activities that support student academic achievement?
- What activities welcome family and community input? Who are the parents and community members involved in these activities?
- How does the LEA or campus support underrepresented families in achieving academic success for their students? How often are these resources utilized?
- What is the district's policy on providing translation for those families that speak languages other than English?
- What community partnerships exist to support parent and family participation?

### Suggested Data Sources

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This list is not exhaustive and an LEA/campus may want to insert different data sources in order to identify their needs.

1. Family and community perception survey
2. Number of parent conferences held
3. Notes from parent conferences
4. Number of activities/workshops held for parents and families
5. Records of home visits/transportation support services
6. Parent/teacher communication logs
7. Translated documents
8. PFE\* meeting sign-in sheets
9. PFE\* meeting agendas
10. Number of community partners
11. Participation data from PFE\* activities

\* PFE = Parent and Family Engagement



# Comprehensive Needs Assessment

**Data sources utilized:**

List the data sources that will be utilized to identify strengths and weaknesses for academic achievement. This will auto-fill into your CNA summary report at the end of the template.

Number of Parent Conferences Held

PFE\* Meeting Agendas/Sign in Sheets

Parent/Teacher Communication Logs

Record of Home Visits

**Identified Strengths/Needs**

Insert strengths/needs identified through the data. This will auto-fill into the CNA summary sheet at the end of the template. Be sure to consider all demographics according to the state accountability system.

Summary of Strengths
Monthly Parental Meetings
Weekly Parent Communication Phone/Conference Log from Teachers and Staff
Weekly Log of Home Visits from Parental Liaison
Two Registration Nights plus Open House
Loteria Night
Demographic Data

Summary of Needs
Monthly Calendar of all Campus Events for Parents and Staff
Update School Website Monthly



## District/Campus Commitments

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Districts and campuses should evaluate the effectiveness and efficiency of the other operating costs that go into maintaining facilities that foster academic achievement. These costs include, but are not limited to, technological infrastructure, facilities maintenance, operations management, and transportation.

## Probing Questions

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- How is the district situated financially?
- Is the technological infrastructure of the district/campus up to date?
- How do campuses maintain inventory of instructional resources? Technology?
- What is the shape of the district's facilities? Are they up to date? How is the security of these facilities?
- How does the LEA or campus support underrepresented families in achieving academic success for their students? How often are these resources utilized?
- Is the district's operations management effective and efficient?
- What is the system of communication between campus administrators and maintenance/custodial staff?
- Is breakfast provided for all students? If so, is there an effective system in place to ensure that child-nutrition policies and procedures are being followed? What is the procedure for students who are tardy?
- Do we have enough transportation for students?
- What are the policies for intra- and inter- district transfers? How does this reflect on student mobility rates? How do campuses implement the policy?
- What are the district/campus strategies for providing services to foster students? Homeless? Students residing in neglected or delinquent facilities?

## Suggested Data Sources

---

This list is not exhaustive and an LEA/campus may want to insert different data sources in order to identify their needs.

- |                                      |  |
|--------------------------------------|--|
| 1. Current/projected facility needs  | 8. PEIMS data                          |
| 2. Technology infrastructure         | 9. Enrollment data                     |
| 3. Transportation data               | 10. School Service Worker contact data |
| 4. Census data                       |  |
| 5. Educational materials inventory   |  |
| 6. Instructional materials inventory |  |
| 7. Technology inventory              |  |



# Comprehensive Needs Assessment

## Data sources utilized:

List the data sources that will be utilized to identify strengths and weaknesses for academic achievement. This will auto-fill into your CNA summary report at the end of the template.

\_\_\_\_\_  
Educational/Instructional Materials

\_\_\_\_\_  
Current Projected Facility Needs

\_\_\_\_\_  
Technology Inventory

\_\_\_\_\_  
Technology Infrastructure

## Identified Strengths/Needs

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Summary of Strengths
Projectors and Document Cameras in Classrooms
Computer Labs for PLATO/Odysseyware
Online Gradebook
Online Data Management
Access to Software

Summary of Needs
Continued technology Training
Continued Training for Available Software the District Uses
Update Campus Website
Become a 1 to 1 Campus so Students (1 Laptop per Student)



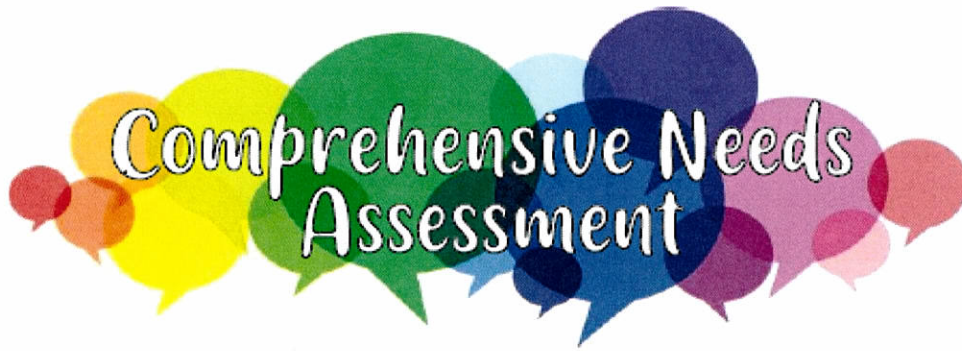
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Student Self-Tracking/Goal Setting	Professional Development	Teacher Retention
Teacher Evaluation Results	Teacher Leader Input	Discipline/Attendance Data
Walk-through Observations	Staff Perception Data (Climate Survey)	Parent/Student/Community Perception
CCMR 13 Indicators	Post Secondary Readiness	CTE Enrollment
Graduation/Dropout Rate	Number of Parent Conferences Held	PFE* Meeting Agendas/Sign in Sheets
Parent/Teacher Communication Logs	Record of Home Visits	Educational/Instructional Materials Inventory
Current Projected Facility Needs	Technology Inventory	Technology Infrastructure

Area Reviewed	Summary of Strengths  What were the identified strengths?	Summary of Needs  What were the identified needs?	Priorities  What are the priorities for the campus, including how federal and state program funds will be used?
<b>Academic Achievement</b>	Planning Protocol State Accountability Training Attendance Incentives Increase EOC/STAAR Scores RTI Days/EOC/STAAR Intervention Plan Data Wall (Specific to Subject, Teacher and Students by Six Weeks, Benchmarks and	Improve EOC/STAAR Scores Increase Rigor in all Classes Improve Student Engagement Implement EOC/STAAR Interventions Improve TELPAS Scores Improve Closing the Gap (Domain 3) Components	
<b>Staff Quality</b>	Highly Qualified Teachers Highly Qualified Substitutes	QTEL Training ABYDOS Training Sheltered Instruction Training Classroom Management Training Language Objective Training Odysseyware Training	
<b>School Climate/ Safe</b>	Safe and Cohesive Work Environment Decrease in Discipline Referrals Walkthrough Feedback	Increase Consistency with Disciplinary Consequences Safety and Monitoring of Student Restrooms Increase School Pride	

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
& Healthy Schools	Duty Sxchedlue	Increase Staff Visibility Increase Walkthrough Observations	
College & Career Readiness/ Graduation/ Dropout Reducation	DMAC Reports Improved EOC/STAAR Results Data Wall Planning Protocol Dashboard Morning/Lunch/After School Tutorials Saturday/Sunday Camps	Make CTE Classes Available for Blended Students Make Blended Academy TSI Testing Site Career Day at Blended Academy Make Dual Credit available at Blended Academy	
Family and Community Involvement	Monthly Parental Meetings weekly Parent Communication Phone/Conference Log from Teachers and Staff Weekly Log of Home Visits from Parental Laison Two Registration Nights plus Open House Loteria Night Demographic Data	Monthly Calendar of all Campus Events for Parents and Staff Update School Website Monthly	
District/Campus Commitments	Projectors and Document Cameras in Classrooms Computer Labs for PLATO/Odysseyware Online Gradebook Online Data Management Access to Software	Continued technology Training Continued Training for Available Software the District Uses Update Campus Website become a 1 to 1 Campus so students (1 Laptop per Student)	

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# 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 2020, 8th grade students will demonstrate a minimum increase of one grade equivalent in their respective reading levels.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 100% of 8th grade students attending Blended in 2019-2020 will participate in interventions designed to promote increases in comprehension and literacy skills. (Title I SW: 1,3,4,5,9) (Target Group: All,AtRisk,8th) (Strategic Priorities: 2)	Campus Administrators, Counselors, Teachers	August 2019- June 2020		Summative - Evaluation of progress every 6 weeks using the Comprehension Tool Kit to monitor student growth.



# 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 2020, 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 12:1 (Target Group: All) (Strategic Priorities: 2,4)	Campus Administrators, Counselors	August 2019-June 2020	(F)Title I	Summative - Summative - master schedule and student classroom counts
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: 1,3,9) (Target Group: All) (Strategic Priorities: 2)	Teachers	August 2019-June 2020		Summative - Summative - IPR's each 3rd and 6th week; formative assessments, benchmarks, state assessments and Study Island reports.

# 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 June 2020, all students will accrue a minimum of two high school credits and at least 65% 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, or other selective courses, to meet high school graduation requirements. (Title I SW: 8) (Target Group: All) (Strategic Priorities: 3)	Campus Administrators, Counselors	August 2019-June 2020		Summative - Summative - Student transcripts, Credit by Exam results
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: 10) (Title I TA: 1,2,4) (Target Group: All,8th) (Strategic Priorities: 2)	Campus Administrators, Counselors, Parents, Teachers	August 2019-June 2020		Summative - Summative - IPR's, report cards and student transcripts
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 2019-June 2020		Summative - Odysseyware reports and student transcripts

# 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 June 2020, Blended Academy student daily attendance will increase 5%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Eligible students will have opportunity to participate in Optional Flexible School Day Program where student schedule would address course requirements and offer a reduced day. (Title I SW: 2,6,9) (Target Group: All,AtRisk,12th) (Strategic Priorities: 2)	Attendance Staff, Campus Administrators, Counselors, Parents, Teachers	August 2019-June 2020		Summative - Student schedules, academic records, attendance reports
2. Office staff will contact parents or guardians for students who have not reported to school by 8:15 am, or other times specified by the OFSDP schedule, of each school day. (Title I SW: 6) (Target Group: All) (Strategic Priorities: 2)	Attendance Staff, Campus Administrators, Counselors, Parental Aides, Teachers	August 2019-June 2020		Summative - Daily attendance reports
3. Drawings for incentives will be held 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 2019-June 2020		Summative - Attendance reports

# 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, individual student conferences, opportunities to participate in student leadership activities, community field trips, cultural events, college and technical school visits, STEM programs and CTE classroom visits.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Weekly Del Rio CARES presentations on character education by teacher throughout school year. (Title I SW: 2,9,10) (Title I TA: 4) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Counselors, Teachers	August 2019-June 2020		Summative - Decrease in student discipline referrals, increase ADA and walk-through by administration
2. Motivational guest speaker presentations for students throughout the school year. (Target Group: All) (Strategic Priorities: 3)	Campus Administrators, Counselors	August 2019-June 2020		Summative - Student participation in presentations; decrease in student discipline referrals, ADA and IPR's
3. All staff will participate in Capturing Kids Hearts and incorporate strategies and components of CKH to promote a positive learning environment throughout the campus. (Target Group: All) (Strategic Priorities: 4)	Attendance Staff, Campus Administrators, Counselors, Parental Aides, Teachers	August 2019-June 2020		Summative - Sign in sheets for staff development; walk-throughs by administration
4. All 8th grade students will receive instruction on the Seven Habits of Highly Effective Teens to help them make positive life choices. (Title I SW: 9,10) (Title I TA: 4) (Target Group: All,8th) (Strategic Priorities: 4)	Campus Administrators, Counselors, Teachers	August 2019-June 2020		Summative - Decrease in discipline referrals, Increase ADA and administrator walk-through

# 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 2019-2020, Blended Academy will actively recruit and recommend candidates who meet the highly effective criteria in core area subjects. One-time sign up stipend will be offered to staff new to the campus. (Title I SW: 3,5) (Title I TA: 5) (Target Group: All) (Strategic Priorities: 1)	Campus Administrators, Directors, Financial Analyst	August 2019-June 2020		Summative - HR records



# 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 will take place throughout the school year 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 for implementing guided instruction and integrating technology into different aspects of lesson objectives. (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 2019-June 2020		Summative - Sign in sheets for district provided professional development and certificates of completion for other professional development completed on-line or through Region 15
2. 100% of teaching staff will participate in RTI Data/Planning Development Day to analyze data and optimize student learning. (Title I SW: 1,2,4,8) (Title I TA: 1,2,3,6) (Target Group: All) (Strategic Priorities: 1)	Campus Administrators, Teachers	August 2019-June 2020		Summative - Sign-in sheet and agenda

# 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 June 2020, Blended Academy will have a drop-out rate of less than 5% 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. (Title I SW: 6,9) (Title I TA: 2,3) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Counselors, Parents, Teachers	August 2019-June 2020		Summative - Individual student record; course completion reports from on-line program

# 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 2020, Blended academy will increase the passing rate for the economically disadvantaged student by 15% in all state assessments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Blended Academy will reduce class size and offer 12:1 student to teacher ratio in the core area classes (Target Group: All) (Strategic Priorities: 2)	Campus Administrators, Counselors	August 2019- June 2020		Summative - Master schedule will reflect course sections with a 12 seat maximum.
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 2019- June 2020		Summative - Team meeting discussions and teacher lesson plans and administrative walk-throughs

# 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 June 2020, 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 2019- June 2020		Summative - Evaluation by SFDRICISD Financial and Budgeting Office.

# BLENDED ACADEMY

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

**Objective 1.** by June 2020, 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 2019-June 2020		Summative - Sign-in sheets from campus wide meetings; counselor meeting records
2. Blended Academy will communicate with parents by utilizing flyers, district media forums, and Skyward messaging services. (Title I SW: 6,10) (Title I TA: 7,8) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Counselors, Parental Aides, Parents, Teachers	August 2019-June 2020		
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 2019-June 2020		Summative - Campus sign-in sheets with parent signatures
4. Parental aide will make home visits 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 2019-June 2020		Summative - Parental Aide log and parental sign-in sheets