

BLENDED ACADEMY

Campus Improvement Plan

2023/2024

*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!”

Cynthia Sahagun
305 Las Vacas
830-778-4680
cynthia.sahagun@sfdrcisd.org

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

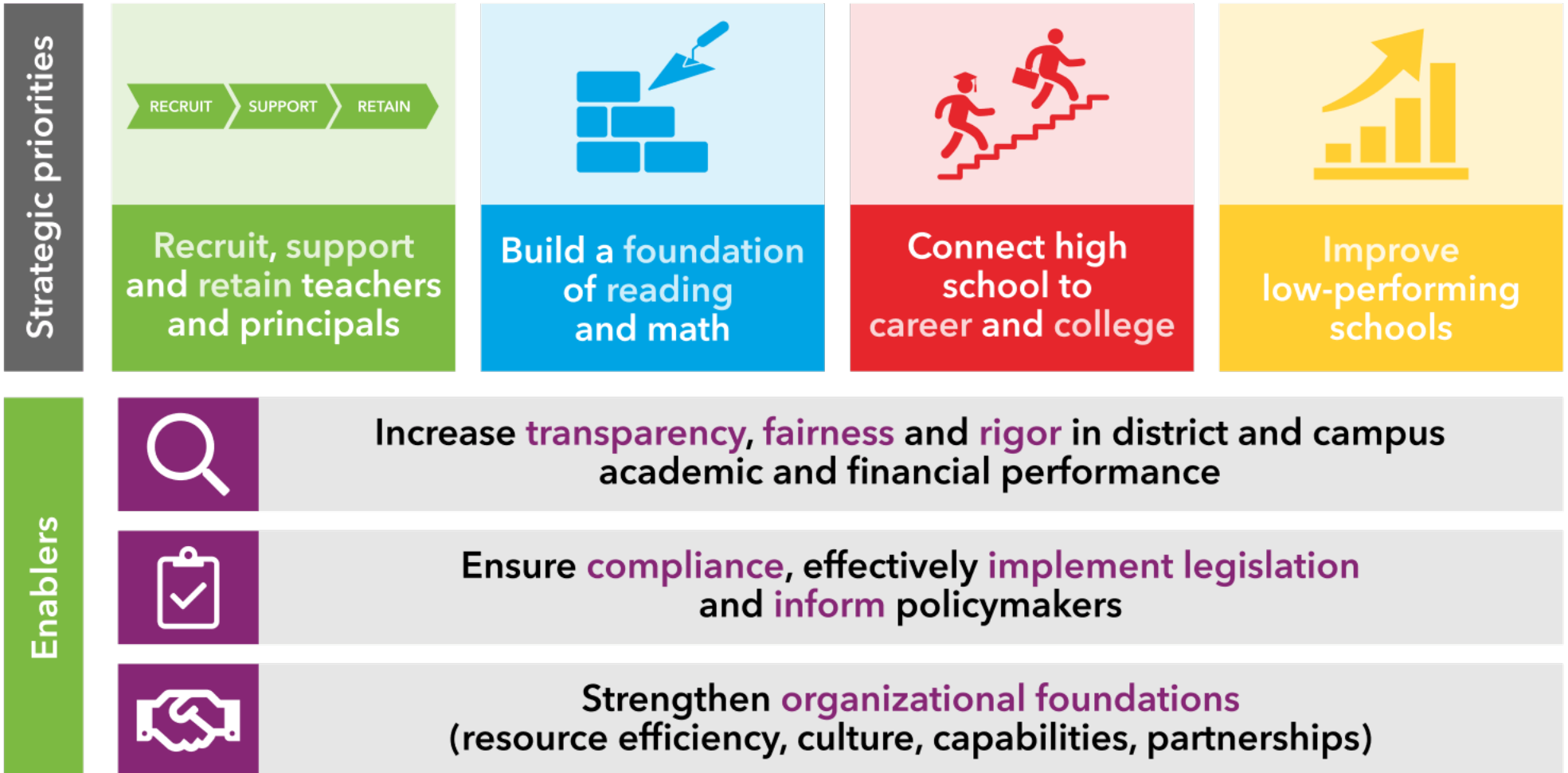
We will...

- 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>*

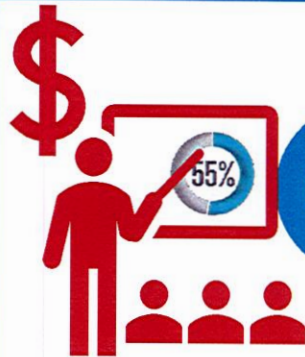
State Compensatory Education Program

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



3

**adapted from TEA State Compensatory Education*

BLENDDED ACADEMY Site Base

Name	Position
Sahagun, Cynthia	Principal
Hernandez, Lanette	Counselor
Rivera, Maricela	Secretary
Moore, Norma	Nurse
Ortiz, David	Business
Markowski-Smith, Ana	Community
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 2024, 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 2023-2024 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. Instructional staff, counselors and administration will implement district programs and initiatives such as GT, Special Education, 504, Dyslexia with training, student testing, homebound services to identify and support students including students with special needs. (NCS Pearson, Pro Ed, Lexia Learning Systems) (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 2023-May 2024	(F) Title I, (S) State Compensatory - \$685.95	Criteria: Lesson Plans, Attendance Records, Assessment Scores 06/27/24 - On Track (S) 03/05/24 - On Track 12/04/23 - 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 2.** By 2024, 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 2023-May 2024	(F)Title I, (F)Title IIA Principal and Teacher Improvement	Criteria: Master Schedule 06/27/24 - Completed (S) 03/05/24 - On Track 12/04/23 - 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 2023-May 2024	(F)Title I, (O)Local Districts	Criteria: Lesson Plans, Walkthrough data 06/27/24 - On Track (S) 03/05/24 - On Track 12/04/23 - On Track
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 2023-May 2024	(S)State Compensatory	Criteria: Payroll/HR Documentation 06/27/24 - On Track (S) 03/05/24 - On Track 12/04/23 - On Track

- 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 2024, 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) (Title I SW Elements: 2.4,2.5) (Target Group: All) (Strategic Priorities: 3)	Campus Administrators, Counselors	August 2023-May 2024	(F)Title I, (O)Local Districts	06/27/24 - On Track (S) 03/05/24 - Some Progress 12/04/23 - Some Progress
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, Physical Education, Algebra 1 and Biology, Foreign Language. (Title I SW: 3,10) (Title I SW Elements: 2.5,2.6) (Title I TA: 1,2,4,5) (Target Group: All,8th) (Strategic Priorities: 2)	Campus Administrators, Counselors, Parents, Teachers	August 2023-May 2024	(F)Title I, (O)Local Districts	Criteria: Credit by Exam Sign Up, Students Schedules, AAR with credits awarded for 2021-2022 06/27/24 - Completed (S) 03/05/24 - On Track 12/04/23 - On Track
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 SW Elements: 2.5,2.6) (Title I TA: 1,2,4) (Target Group: All) (Strategic Priorities: 2)	Campus Administrators, Counselors, Teachers	August 2023-May 2024	(F)Title I, (F)Title IV SSAEP	Criteria: Odysseyware progress reports 06/27/24 - Completed 03/05/24 - On Track 12/04/23 - On Track

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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 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: 2.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 3)	Campus Administrators, Counselors, Teachers	August 2023-May 2024	(F)Title IV SSAEP, (S)Local Funds	06/27/24 - Completed (S) 03/05/24 - On Track 12/04/23 - 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. 2023-May 2024	(F)Title I, (F)Title IV SSAEP, (F)Title V RLIS	Criteria: Sign In sheet, Attendance Report 06/27/24 - Completed (S) 03/05/24 - On Track 12/04/23 - Some 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. 2023-May 2024	(F)Title I, (O)Local Districts	Criteria: Parent sign in sheet 06/27/24 - On Track (S) 03/05/24 - Some Progress 12/04/23 - 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 2023-2024, 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 2023-May 2024	(F)Title IIA Principal and Teacher Improvement	06/27/24 - Completed (S) 03/05/24 - On Track 12/04/23 - On Track

- 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 2023-May 2024	(F)Title IIA Principal and Teacher Improvement	06/27/24 - Some Progress (S) 06/27/24 - On Track 03/05/24 - Some Progress 12/04/23 - Some Progress

BLENDING 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 2024, 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 SW Elements: 2.5,2.6) (Title I TA: 2,3) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Counselors, Parents, Teachers	August 2023-May 2024	(S)State Compensatory - \$3,952	06/27/24 - Completed (S) 03/05/24 - On Track 12/04/23 - On Track

- 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 2024, 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 2023-May 2024	(O)Local Districts	06/27/24 - Completed (S) 03/05/24 - On Track 12/04/23 - On Track
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) (Title I SW Elements: 2.5,2.6) (Target Group: All) (Strategic Priorities: 2)	Campus Administrators, Teachers	August 2023-May 2024	(F)Title I, (O)Local Districts	06/27/24 - Completed (S) 06/27/24 - Completed 03/05/24 - On Track 12/04/23 - Some Progress

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
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)	Campus Administrators, Teachers	Sept 2023 - May 2024	(F)Title IIA Principal and Teacher Improvement	06/27/24 - Some Progress (S) 03/05/24 - Some Progress 12/04/23 - Some Progress
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)	Campus Administrators, Teachers	Sept 2023 - May 2024	(F)Title I, (F)Title IIA Principal and Teacher Improvement	06/27/24 - On Track (S) 03/05/24 - Some Progress 12/04/23 - Some Progress
3. Research relevant professional development to increase teacher capacity. (Target Group: All)	Campus Administrators, Teachers	Sept 2023 - May 2024	(F)Title IIA Principal and Teacher Improvement	06/27/24 - Completed (S) 03/05/24 - On Track 12/04/23 - On Track

BLENDING 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 2024, 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 2023-May 2024	(O)Local Districts	06/27/24 - Completed 03/05/24 - On Track 12/04/23 - On Track

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 2024, 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 SW Elements: 2.1) (Title I TA: 7) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Counselors, Parental Aides, Parents, Teachers	August 2023-May 2024	(F)Title I, (O)Local Districts	06/27/24 - Completed (S) 03/05/24 - On Track 12/04/23 - On Track
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 SW Elements: 2.1) (Title I TA: 7,8) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Counselors, Parental Aides, Parents, Teachers	August 2023-May 2024	(F)Title I, (O)Local Districts	Criteria: Copies of Flyers, School webpage, Message Center email records 06/27/24 - Completed (S) 03/05/24 - On Track 12/04/23 - On Track
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) (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Parental Aides, Parents	August 2023-May 2024	(F)Title I, (O)Local Districts	06/27/24 - Completed (S) 03/05/24 - On Track 12/04/23 - On Track
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 2023-May 2024	(F)Title I, (O)Local Districts	06/27/24 - Completed (S) 03/05/24 - On Track 12/04/23 - On Track

BLENDING 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. (Title I SW Elements: 2.2) (Target Group: All)	Campus Administrators, Counselors, Teachers	Sept 2023 - May 2024	(O)Local Districts	06/27/24 - On Track (S) 03/05/24 - On Track 12/04/23 - On Track

Comprehensive Needs Assessment Summary – Blended Academy 2023-2024

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

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?
Academic Achievement	<p>Attendance Motivators (Each Six Weeks, Before and After Holidays)</p> <p>Increased Number of Graduates</p> <p>Increased EOC/STAAR Scores</p> <p>Data Walls (Specific to Subject, Teacher, and Students by Six Weeks and Benchmark)</p> <p>Online Sirius Resources</p>	<p>Ongoing State Accountability Training</p> <p>Increase Rigor in All Classes</p> <p>Promote and Increase Student Engagement in Classes and Campus Student Organization</p> <p>Increase Parent Involvement</p> <p>Provide Incentives for Increases in Reading Levels</p>	<p>Promote and Increase Student Engagement</p> <p>Increase Rigor</p> <p>Parent Involvement</p>

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?
	Algebra 1 and Biology Teachers will attend planning at 9th Grade Campus		
Staff Quality	Student Centered Focus-Small Classes Collaborative Culture-Small Campus District Mentoring Program	Relevant PD Technology Training and Updates Highly Qualified Teachers	Relevant PD Technology
School Climate/ Safe & Healthy Schools	Safety and Monitoring Student Restrooms Increased Staff Visibility and Walk Throughs Fewer Referrals School Safety Team	Increase Security Officer Visibility Establish a More Secure Entrance for Building J- Be able to Utilize Back Doors with Card Reader Secure and Closed Front Entrance Continuous Student Feedback on Menus	Increase Security Visibility CTE Center Tours College Visits and Career Expo
College & Career Readiness/ Graduation/ Dropout Reduction	Texas Bridge for College Placement Courses DMAC Utilization College Visits Campus Military Visits Increase in College Enrollment	Career Day and Business Expo CTE Center Tours Increased Access to CTE Classes Partnership with Leadership Del Rio and SWTJC Increase Collaboration with Texas Workforce Commission	Orientation, Open House, and Family Nights Monthly Parent Meetings with Engaging Activities

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?
	TSI Testing Site, FAFSA Nights, CTE Visits		
Family and Community Involvement	Positive Phone Calls Home per Six Weeks Informational Counselor Meetings Home Visits Monthly Event Calendar Utilize Social Media for Communication Frequent Updates to School Website	Update Active Members on Social Media Accounts on a Monthly Basis Updae Communication on Social Media on a Weekly Basis	Home Visits/Phone Calls Consistent Updates on Social Media Communication
District/Campus Commitments	Projectors and Documents Cameras in Classrooms Computer Labs in Each Room Teacher Devices Online Gradebook	Continued Technology Training Reliable Transportation Continued Support for Instructional Aides	Reliable Bus Transportation Continued Technology Training

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.

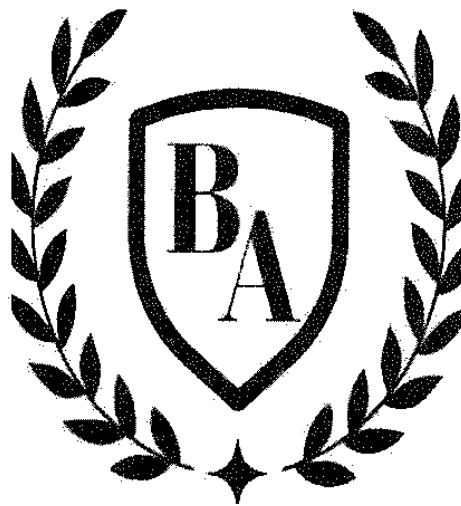
**BLENDED ACADEMY HIGH SCHOOL
TITLE I MEETING**



**Please join us for our first Annual
Title I Meeting
Hosted by Mrs. Ruby Adams**

**Thursday August 24, 2023 at 2:30
pm in the cafeteria.**

**BLENDED ACADEMY HIGH SCHOOL
FAMILY ENGAGEMENT POLICY**



**Please join us for our Parent and Family
Engagement Policy Meeting.**

Hosted by Mrs. Ruby Adams

**Friday August 25, 2023 at 9:00 am in the
Cafeteria.**

**Title I Parent
Engagement Policy
Meeting
Sign-In Sheet**

Blended Academy
Campus

8-24-2023
Date

Parent's Name	Child's Name	Phone	Request Conference
Isabella Pascacio	Roberto Fernandez	8303081278	
Erica Arriaga	Daisy Moreno	6823315227	
Maria Sanchez	Roberto Sanchez	830 488-2025	
Rosa Uribe	Daniel Uribe	8304883324	

Staff Member's Name	Position

Title I Parent Training

Sign-In Sheet

Blended Academy
Campus

8-24-2023
Date

Parent's Name	Child's Name	Phone	Request Conference
Maria Sanchez	Roberto Sainz	830 488-2025	
Erica Arriaga	Daisy Moreno	682 331 5227	
Brenda Paez	Roberto Fernandez	830 00820	
Rosa Urias	Daniel Urias	830 488 3324	

Staff Member's Name	Position

MINUTES

Parents were informed what Title I is and where all the funds (\$\$\$) are coming from and where do they use them.

In addition, to remind the parents that we are always here to help and assist any concern they have.

MINUTES

Informed the school value and the role parents play as their children's first teacher and the influence of their continued support and responsibility for improved student academic achievement.

AGENDA

Title – Engagement Policy Meeting

Date- August 24, 2023

Place- Blended Academy Cafeteria

Time- 2:30 pm

Guest Speaker- Griselda Westlake

AGENDA

Title – Title I

Date- August 24, 2023

Place- Blended Academy Cafeteria

Time- 2:30 pm

Guest Speaker- Griselda Westlake

24

¿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 discutirá 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: BLENDED ACADEMY HIGH SCHOOL.

- 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
- Boletín Mensual
- Acceso a los grados en Skyward
- Sitio web del distrito y escuelas SFDRCS

BLENDED ACADEMY HIGH SCHOOL.
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-

BLENDED ACADEMY HIGH SCHOOL

**Acuerdo entre Escuela-Maestro-
Padre-Alumno
2023-2024**



**MOTIVANDO A
NUESTROS
ESTUDIANTES
CADA DIA**

**LAURA SANDATE,
PRINCIPAL**

305 LAS VACAS.

Del Rio, Texas 78840

830-778-4650

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

Visión del Distrito SFDRCISD

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 SFDRCISD

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.
- Compartir con los padres y los estudiantes los datos de evaluación y ofrecer 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 Distribución

- 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 mediante la publicación en el sitio web de la escuela, la distribución durante la jornada de puertas abiertas, tenga copias impresas disponibles en nuestra oficina principal.

BLENNED ACADEMY HIGH
SCHOOL
Title I
Parental Liaison
Nubia Sanchez
830-778-4680

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: BLENDED ACADEMY HIGH SCHOOL.

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

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
- Monthly newsletters
- Access to Skyward Grades
- SFDRCISD District and School Website

BLENDED ACADEMY HIGH SCHOOL: For information about providing feedback or to obtain access to our Campus Improvement Plan, please contact our school office @ 830-778-4680

BLENDED ACADEMY HIGH SCHOOL

**School-Teacher
Parent-Student
Compact
2023-2024**



**EMPOWERING
STUDENTS EVERY
DAY**

**LAURA SANDATE,
PRINCIPAL**

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

830-778-4650

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

SFDRCSID 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.

SFDRCSID 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.

SFDRCSID 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 by posting on school website, distributing during Open House, have hard copies available in our front office.
- The campus will provide a copy of this policy to parents in the language the parents can understand.

BLENDED ACADEMY HIGH SCHOOL

Title I

Parental Liaison

Nubia Sanchez

830-778-4680

nubia.sanchez@sfdrcisd.org

BLENDED ACADEMY HIGH SCHOOL
POLÍTICA DE PARTICIPACIÓN DE PADRES Y FAMILIARES
2023-2024

DECLARACIÓN DE PROPÓSITO

- I. BLENDED ACADEMY HIGH SCHOOL administración, facultad, apoyo personal, padres y los miembros de la comunidad desarrollarán, acordarán y distribuirán a los padres una Política de participación de padres y familias por escrito y Escuela – Padre Compacto. La política deberá establecer expectativas y establecer la estructura de calidad para la participación de los padres. Esto se logrará como parte del proceso para el plan de mejoramiento escolar.

La escuela valora el papel que desempeñan los padres como los primeros maestros de sus hijos y la influencia de su continuo apoyo para permitir que sus hijos alcancen los estándares de desempeño estudiantil del estado.

La siguiente política cumple con los requisitos legales de ESSA, Sección 1116(d). Esta política estará disponible para todos los padres de San Felipe Del Río Consolidated Independent School District.

PARTICIPACIÓN DE PADRES Y FAMILIARES EN EL DESARROLLO DE POLÍTICAS

- II. El EQUIPO de la Junta de Fideicomisarios del Distrito Escolar Independiente Consolidado de San Felipe Del Río, administradores, maestros, personal de apoyo, padres y comunidad, en asociación con agencias públicas y privadas, está comprometido a brindar el apoyo, los recursos y el rigor académico para garantizar que todos los estudiantes alcanzan la excelencia educativa y social.

ESCUELA - PACTO DE PADRES

- III. El Pacto entre la escuela y los padres describirá los medios por los cuales los padres y la escuela compartirán la responsabilidad de mejorar el rendimiento académico de los estudiantes. Una revisión y revisión anual, si es necesario, será parte del Plan de Mejoramiento del Campus (CIP) y del proceso de la Evaluación Integral de Necesidades (CNA). La Política de participación de padres y familias del Título I se revisará y distribuirá a los padres durante las primeras seis semanas de clases, reuniones especiales u otras iniciativas a nivel del campus durante la escuela.

OPORTUNIDADES DE PARTICIPACIÓN DE LOS PADRES

- IV. La capacidad de cada campus para construir una fuerte camaradería con padres deberá ser logrado por el ofrecimiento de oportunidades por padres para proporcionar información y hacer recomendaciones con respecto a los programas de Título I. Estas oportunidades se abordarán en el Plan de Mejoramiento del Campus (CIP) y la Evaluación Integral de Necesidades del Campus (CNA), Comité de Evaluación del Dominio de Idioma (LPAC), comités y capacitaciones, reuniones de padres de Título I y capacitaciones. Además, taller de habilidades para padres, voluntarios del campus, preparación para la escuela, capacitación para padres, capacitación en alfabetización y uso de tecnología, según corresponda, se proporcionará a los padres para fomentar la educación de los padres. El plantel involucrará a los padres en las actividades escolares que incluyen reuniones, capacitaciones, ceremonias de premiación, actuaciones estudiantiles, eventos especiales y conferencias de padres y alumnos.

COMUNICACIÓN DEL PERSONAL Y LOS PADRES

- V. **BLENDED ACADEMY HIGH SCHOOL:** hará todo lo posible para comunicar a los padres la información sobre los programas del Título I, Parte A, las descripciones y explicaciones del plan de estudios, las evaluaciones académicas utilizadas para medir el progreso de los estudiantes y los niveles de competencia que se espera que alcancen los estudiantes durante las visitas al hogar y los padres. conferencias
- VI. Se utilizarán contactos personales, llamadas telefónicas, boletines mensuales, menús, calendarios, notas de los maestros, la marquesina de la escuela, visitas al hogar, conferencias de padres y maestro, correo electrónico del distrito, sitio web del distrito, página de Facebook del distrito y avisos escritos para establecer y mantener líneas abiertas de comunicación con los padres. Toda la información oral o escrita relacionada con los programas escolares para padres se proporcionará en un formato y un idioma que los padres puedan comprender.

EVALUACIÓN

- VII. Padres serán informados e invitados a participar en la evaluación anual del contenido y el efecto de la Política y prácticas de participación de padres y familias del campus. Ellos también consideraran:

- Calidad académica del Título I, Parte A Escuelas
- Identificar formas de superar las barreras que pueden limitar la participación de padres
- Revisión y revisión de Campus School – Padres Compacto
- Aumentar padre intervención


Los resultados de la evaluación anual se utilizarán para revisar y diseñar prácticas y estrategias de políticas de padres para mejorar la participación de los padres a nivel del distrito y del campus. Se pueden proporcionar comentarios sobre los requisitos del Título I de ESSA mencionados anteriormente llamando al Departamento de Programas Federales y Estatales de SFDRCISD al 830-778-4153.

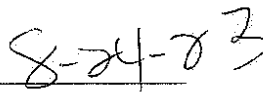
RESERVA DE FONDOS

- VIII. Los padres de niños que reciben servicios del Título I, Parte A están involucrados e informados en las decisiones sobre cómo se asignan estos fondos para la participación de los padres. actividades.

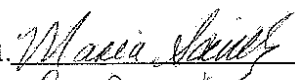
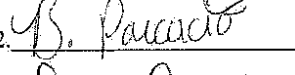
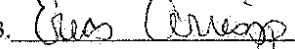
ADOPCIÓN

Esta Política de participación de los padres y la familia de la escuela ha sido desarrollada y acordada en conjunto con los padres de los niños que participan en los programas Título I, Parte A, como lo demuestran los padres, administradores y consejeros. Esta política fue aprobada por **BLENDED ACADEMY HIGH SCHOOL** el 2023-2024 y estará vigente para el período 2023-2024. La notificación electrónica y/o escrita de esta política se distribuirá en un formato comprensible y uniforme a todos los padres y miembros de la comunidad, en un idioma que todos puedan entender.


(Firma de Autorizado) Principal


(Fecha)

(Firma del Autorizado) Principal / Asistente Comité de padres designado:

1. 
2. 
3. 

**BLENDED ACADEMY HIGH SCHOOL
PARENT AND FAMILY ENGAGEMENT POLICY
2023-2024**

STATEMENT OF PURPOSE

- I. BLENDED ACADEMY HIGH SCHOOL 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 HIGH SCHOOL**: 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 SFDRCSID 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 HIGH SCHOOL on 8/14/2023 and will be in effect for the period of 2023-2024. 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

(Date)

(Signature of Authorized) Principal / Asst. Designee

Parent Committee:

1. _____

2. _____

3. _____

Blended Academy High School

McKinney Vento-Foster Care

Staff Training November 14, 3:30 pm.

AGENDA

- I. Welcome
- II. McKinney-Vento Act Guidelines
- III. Local Education Agency (LEA) Requirements
- IV. Parent and Student Warning Signs
- V. Foster Care and Student Success
- VI. Foster Care Guidelines
- VII. Abuse and Neglect
- VIII. Helping our students succeed
- IX. Community Resources
- X. Questions/Concerns/Discussion



McKinney-Vento

Serving Students In Transition



FOSTER CARE

McKinney-Vento/Families in Transition Foster Care Staff Training

Blended Academy 11-16-23 3:30pm
Date/Time

Campus

Date/Time

[illegible]