

ST MARY'S ACADEMY CHARTER SCHOOL

District and Campus Improvement Plan 2021/2022

*Safely participating
Outstanding positive behavior
Achieving in academics
Respecting each other*



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Date Reviewed:

DMAC Solutions ®

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Date Approved:

9/20/2022

ST MARY'S ACADEMY CHARTER SCHOOL

Mission

The mission of St. Mary's Academy Charter School is to establish a challenging curriculum taught in a safe, nurturing, educational environment where children are free to reach their fullest potential.

Vision

Students at St. Mary's Academy Charter School will achieve academic excellence, act as responsible citizens, and have a strong moral foundation. The long-range vision of St. Mary's Academy Charter School is to prepare students for the challenges that they will meet living in the 21st Century. In order to accomplish this, the school will have rigorous academic standards, a code of student conduct, and parental support.

Nondiscrimination Notice

ST MARY'S ACADEMY CHARTER SCHOOL 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.

ST MARY'S ACADEMY CHARTER SCHOOL Site Base

Name	Position
Elizondo, Hirma	Principal
Villarreal, Mary Elva	Curriculum Coordinator
Hackney, Christina	Administrative Assistant
Parsons, Mark	Parent/Community Rep
Whitley, Alice	Parent/Family Coordinator
Garza, Imelda	Registrar
Mendoza, Esmeralda	Parent
Perkins, Tracy	Parent/Speech Therapist
Esquivel, Marissa	Director of Special Ed & Special Programs Director
Bond, Nancy	Chief Financial Officer
Espinoza, Krystal	Parent
Jones, Jeanene	Human Resources Director
Ingram, Merly	Instructional Tutor
Cavallin, Nancy	Instructor
Scott, Denise	Instructor
Seger, Barbara	School Nurse

Resources

Resource	Source
ESSER II	Federal
ESSER III	Federal
IDEA B Preschool	Federal
IDEA-B ARP FORMULA	Federal
IDEA-B ARP PRESCHOOL	Federal
IDEA-B Formula	Federal
Project Green Grant	Federal
Public Health Workforce Grant	Federal
School Health Support Grant	Federal
TCLAS DECISION 11	Federal
TCLAS DECISION 6	Federal
Title I, Part A	Federal
Title II, Part A	Federal
Title IV, Part A Subpart 1	Federal
Title V, Part B-RLISP	Federal
Activity Fund	Local
Barnhart Foundation	Local
Local Fundraising	Local
Instructional Materials Allotment	State
State Bilingual Ed/ESL	State
State Comp Ed	State
State Dyslexia	State
State Early Ed	State
State FSP	State
State Gifted & Talented	State
State Special Ed	State

ST MARY'S ACADEMY CHARTER SCHOOL

Goal 1. All students attending SMACS will be instructed by certified teachers and highly qualified paraprofessionals as determined by district.

Objective 1. All SMACS administrators, teachers, and paraprofessionals will meet highly qualified status and be provided opportunities for continued professional growth.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Classroom teachers, as assigned, will attend professional development leading to ELL certification. Teachers obtaining ELL certification will receive a one time stipend of \$500. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: ESL) (Strategic Priorities: 1,2) (ESF: 1,1.2,5,5.1,5.3)	Curriculum Consultant, Director of Special Programs , Principal	Annually	(S)State Early Ed - \$1,000, (S)State FSP - \$4,000	Criteria: Equity Summative - Copies of SBEC Certificates Professional Development Certificates Delayed due to COVID 12/07/20 - On Track
2. Campus teachers will attend staff development training in reading, math, and other required training inclusive of Reading Academies (\$500) for pertinent grade levels. (Target Group: All)	Business Manager, Consultant, Curriculum Consultant, Principal	Annually	(S)State FSP - \$2,500	Criteria: 8/1/2021-8/1/2022 Progress Monitoring Data (Early Literacy/STAR REN) Report Card Data Benchmark Data Lead 4 WARD DMAC STAAR M-Class/Amplify 12/07/20 - On Track 12/07/20 - Completed
3. Teacher retention will be maintained through classroom support, ongoing training, extra opportunities for teacher funding; such as tutorials, after school, and a district attendance incentive. (Target Group: All)	Interventionists, Curriculum Consultant, Human Resources, Principal, Teachers	Ongoing	(F)TCLAS DECISION 11 - \$36,000, (S)State Comp Ed - \$1,375, (S)State FSP - \$15,425, (S)State Special Ed - \$700	Summative - Teacher Retention 12/07/20 - On Track
4. 100% of paraprofessionals employed by SMACS will meet highly qualified status as determined by district as well as requirements for continued training. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 2) (ESF: 2,2.1,3,3.3)	Curriculum Consultant, Principal, Superintendent	Ongoing	(S)State FSP - \$2,385	Summative - Documentation: Certificates and or Copies of Diplomas On track 08/2021-05/2022 12/07/20 - On Track
5. All campus administrators will attend required professional staff development. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 1,2) (ESF:	Business Manager, Counselor , Curriculum Consultant, Director of Special Programs , District Testing Coordinator , Lead	Ongoing	(F)TCLAS DECISION 6 - \$2,573, (S)State Bilingual Ed/ESL - \$490, (S)State Dyslexia - \$200, (S)State FSP -	Summative - Training Documentation (Certificates) 08/2021-05/2022

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Goal 1. All students attending SMACS will be instructed by certified teachers and highly qualified paraprofessionals as determined by district.

Objective 1. All SMACS administrators, teachers, and paraprofessionals will meet highly qualified status and be provided opportunities for continued professional growth.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1,1.1,1.2,2.2.1,3,3.1,3.2,4,4.1,5,5.1,5.2,5.3,5.4)	Interventionist, LPAC Committee, Principal, Special Education Director		\$2,500, (S)State Gifted & Talented - \$190, (S)State Special Ed - \$1,600	12/07/20 - On Track
6. Dyslexia training will be provided for teachers K-6th. (Title I SW Elements: 1.1,2.5) (Target Group: Dys,K,1st,2nd,3rd,4th,5th,6th) (Strategic Priorities: 1,2) (ESF: 5,5.2,5.3,5.4)	Director of Special Programs , Dyslexia Staff, Principal, Teachers	Ongoing	(S)State Dyslexia - \$425, (S)State FSP - \$2,550	Criteria: Professional Development Certificates 12/07/20 - On Track

ST MARY'S ACADEMY CHARTER SCHOOL

Goal 2. SMACS will maintain a safe and cohesive environment in order to facilitate optimal teaching and learning.

Objective 1. All students attending SMACS will be given resources and support to foster optimal physical and mental health.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. 100% of instructional staff will attend PBIS (Positive Behavior Interventions and Supports) training, a proactive approach to establishing the behavioral supports and social culture needed for students to achieve emotional and academic success. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: All,SPED,AtRisk) (Strategic Priorities: 1) (CSFs: 6) (ESF: 3,3.1,3.2,3.3,3.4)</p>	Counselor , Principal, Teachers	1st/2nd Semester	(S)State Early Ed - \$1,500	<p>Summative - Sign-in Sheets ESC 2 Updates Professional Development Certificates</p> <p>12/07/20 - On Track</p>
<p>2. SMACS will use a behavioral management system to improve and measure behavior that impacts academics. Data will be used to screen, progress monitor, report, and intervene to improve inadequate behavior and track attendance. (Title I SW Elements: 2.2,2.6) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 3,3.1,3.2,3.3)</p>	Counselor , Principal, Teachers	Ongoing	(S)State Comp Ed - \$1,920	<p>Summative - Data from the program TTESS Evaluations</p> <p>12/07/20 - On Track</p>
<p>3. All students (Tier 1) will receive character education lessons 1x per six weeks by assigned school counselors. 4-6 part time Counselor will provide lessons encouraging students to investigate future careers. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.5,2.6) (Target Group: All) (Strategic Priorities: 1) (CSFs: 6) (ESF: 3,3.1,3.2,3.3,3.4)</p>	4-6 Part-Time Counselor, K-3 Part-Time Counselor	Ongoing	(F)Title I, Part A - \$9,895, (F)Title IV, Part A Subpart 1 - \$7,708, (F)Title V, Part B-RLISP - \$7,787, (S)State FSP - \$12,142	<p>Summative - Counselor schedule of lessons and curriculum. Counselor attendance sheet as evidence of students being served. Enforced lessons on YAG.</p> <p>12/07/20 - On Track</p>
<p>4. SMACS will meet drug and violence prevention requirements by scheduling programs for all students that address: *Suicide Prevention *Conflict resolution *Discipline Management/Self Control *Violence Prevention and Intervention Strategies *Harassment and Dating Violence (6th Grade) Counselor will help students recover from a violent or traumatic event in which the learning environment has been disrupted. (Title I SW</p>	Counselor , Principal	Semester Checks	(F)Title IV, Part A Subpart 1 - \$4,738, (F)Title V, Part B-RLISP - \$2,005, (S)State FSP - \$16,745	<p>Summative - Attendance Sheets Schedules Agendas for Programs</p> <p>12/07/20 - On Track</p>

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Objective 1. All students attending SMACS will be given resources and support to foster optimal physical and mental health.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Elements: 2.2,2.6,3.2) (Target Group: All) (Strategic Priorities: 1) (ESF: 3,3.1,3.2,3.3,3.4)				
5. Wellness coordinator and campus nurse will provide resources to parents, students, and staff that promote physical health and fitness, and healthy eating habits. (Title I SW Elements: 2.1,2.2,2.3,2.6,3.1) (Target Group: All) (Strategic Priorities: 1) (CSFs: 5,6) (ESF: 3,3.3,3.4)	Health & Wellness Coordinator	Ongoing	(F)Public Health Workforce Grant - \$15,600, (S)State FSP - \$9,126	Summative - Documentation of disbursed resources 12/07/20 - On Track
6. SMACS will provide educational supplies, vision screenings and exams, and/or clothing such as uniforms or coats to homeless students in need. (Title I SW Elements: 2.1,2.2,2.6) (Target Group: ECD,AtRisk) (Strategic Priorities: 1) (CSFs: 5,6) (ESF: 3,3.3,3.4)	Counselor , Principal	Ongoing	(F)Title I, Part A - \$3,621	Summative - Documents such as disbursement of supplies sheets, registrar records, written parent or staff requests on behalf of students in need. 12/07/20 - On Track 12/07/20 - Completed
7. Incentives for PBIS implementation will be purchased and used for staff and students. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 1) (CSFs: 6) (ESF: 3,3.1,3.2)	Incentive Committee, Principal	End of both semesters	(S)State FSP - \$3,600	Summative - October 2019 December 2019 May 2020 12/07/20 - On Track
8. SMACS will provide extra space, technology software and supplies for staff/student social distancing and improved air quality to reduce the risk of virus transmission. (Target Group: All,4th,5th,6th) (Strategic Priorities: 1) (ESF: 2,2.1,3,3.1,3.3)	Health & Wellness Coordinator , Principal, Superintendent	2021/2022	(F)ESSER II - \$179,941, (F)ESSER III - \$488,329, (F)School Health Support Grant - \$7,541, (S)State FSP - \$1,379	12/07/20 - On Track
9. School Health Assessment and Performance Evaluation system (SHAPE) and FACE. (Title I SW Elements: 2.6) (Target Group: All)	Counselor , Curriculum Consultant, Director of Special Programs , Dyslexia Staff, ELL Teachers , Faculty, Health & Wellness Coordinator , Principal, Truancy Officer	Annual	(F)Title I, Part A - \$17,392	
10. SMACS will provide students with school	Principal	2021/2022	(F)ESSER II - \$14,134	

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Objective 1. All students attending SMACS will be given resources and support to foster optimal physical and mental health.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
supplies for the year. (Target Group: All) (ESF: 3,3.1,3.3)				
11. SMACS will provide vision screenings for all student populations with modern technology. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1,2) (ESF: 3,3.3,5,5.1)	Nurse	August 31, 2022	(F)Public Health Workforce Grant - \$19,400	

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Goal 2. SMACS will maintain a safe and cohesive environment in order to facilitate optimal teaching and learning.

Objective 2. A new building has better ventilation for a healthier atmosphere, the ability to practice improved social distancing, and minimizes potential security issues.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Having all the students in a one-block area helps to simplify safety and security management. (Title I SW Elements: 2.4,2.6) (Target Group: All) (Strategic Priorities: 1) (ESF: 3,5)	Faculty, Parents, Students, Teachers	2021-2022	(F)ESSER III - \$488,329	
2. Modernized air quality will reduce respiratory issues while allowing social distancing amongst students and staff. (Title I SW Elements: 2.2,2.6) (Target Group: All) (Strategic Priorities: 1,2) (ESF: 3,3.3,5,5.1)	Director of Ancillary Services	2021-2022	(F)ESSER II - \$27,841, (F)ESSER III - \$3,929, (F)School Health Support Grant - \$7,540	

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Goal 3. All SMACS students will graduate from high school.

Objective 1. SMACS will improve attendance rates for students and teachers by 5%

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. All SMACS students meeting campus attendance goals (98% attendance), academic achievement, AR incentive, positive behavior recognition, and character-building will be rewarded using various incentives (such as field trips, gift cards, etc.) at the end of each semester and every nine-week grading period. (Title I SW Elements: 2.2,2.6) (Target Group: All) (Strategic Priorities: 2) (ESF: 1,1.2,3,3.1,3.2,3.3,3.4)</p>	<p>Business Manager, Students, Teachers, Truancy Officer</p>	<p>End of both semesters</p>	<p>(F)ESSER II - \$5,000, (L)Activity Fund - \$1,000</p>	<p>Summative - PEIMS Data Attendance Sheets 12/07/20 - On Track</p>
<p>2. Staff will communicate the importance of attendance with parents. Students that do not meet the attendance requirements will receive notification from the campus (phone calls, letters, emails, etc.) Students that have 3 or more excessive absences within a 3 week period will be required to attend Intercession Days. Truancy Counselor intervention will be provided to parents and students. (Title I SW Elements: 2.2,2.6) (Target Group: AtRisk) (Strategic Priorities: 2) (CSFs: 1,4) (ESF: 1,1.2,3,3.1,3.2,3.4)</p>	<p>Counselor , Faculty, Principal, Teachers, Truancy Officer</p>	<p>August 2021-May 2022</p>	<p>(S)State FSP - \$2,430</p>	<p>Summative - PEIMS AEIS Documentation and Description of Communication Remind Grade Parent Portal 12/07/20 - On Track</p>
<p>3. Due to learning loss, steps are in place to help students achieve the required learning level. (Target Group: All)</p>	<p>Counselor , Faculty, Parents, Principal, Students, Teachers</p>	<p>August 2021-May 2022</p>	<p>(F)ESSER II - \$40,539, (S)State FSP - \$19,130</p>	<p>02/22/22 - Pending</p>

ST MARY'S ACADEMY CHARTER SCHOOL

Goal 4. SMACS will include members from the school community (business, parents, private citizens) as partners in the improvement of the education system in an effort to improve achievement for all students.

Objective 1. Seek support, involvement, and resources from a variety of community members and organizations.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Invite prospective parents, prospective students, and Headstart groups to tour campus explaining SMACS programs and procedures. (Title I SW Elements: 2.1,2.3,3.1) (Target Group: All,ECD,PRE K) (Strategic Priorities: 1) (CSFs: 5) (ESF: 3,3.4)	Administrative Assistants, Lead Interventionist	April-May 2022	(S)State FSP - \$5,274	Summative - Newspaper ad Sign-in Sheets Website 12/07/20 - Completed
2. All SMACS students will participate in activities such as: Veteran's Day and Entrepreneur Day in an effort to foster relationships between school, parents, and community partners. Local business, Coffee Barrel, collaborates with 4th-grade teacher on after-school Community Garden Club with emphasis on sustainability and entrepreneurship/personal finance. Local business, Zimmers, donates plants for use in after-school program. (Title I SW Elements: 2.1,2.3,3.1) (Target Group: All) (Strategic Priorities: 1) (CSFs: 5) (ESF: 3,3.4)	Hospitality Committee, Parents, Principal, Superintendent, Teachers	2021-2022	(L)Local Fundraising - \$4,351	Summative - Programs Newspaper Articles 12/07/20 - Completed
3. Provide parent technology access training to all parents of SMACS students. * Internet Safety * Using technology to support instruction: Google Classroom and Seesaw * Give parents a list of apps and links that can be used to support instruction and TEKS. * Attendance will be taken hourly (Title I SW Elements: 2.5) (Target Group: 6th) (Strategic Priorities: 2) (ESF: 3,3.1,3.3,3.4)	Counselor , Principal, Technology Instructor	Ongoing	(S)State FSP - \$2,000	Summative - Sign-Sheets 12/07/20 - On Track 12/07/20 - Completed
4. Field based university and high school students will come in to observe classrooms.				12/07/20 - On Track

ST MARY'S ACADEMY CHARTER SCHOOL

Goal 4. SMACS will include members from the school community (business, parents, private citizens) as partners in the improvement of the education system in an effort to improve achievement for all students.

Objective 2. 100% of parents and guardians will be informed of campus academic programs, parent training opportunities, and activities relating to their children.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide a monthly campus calendar listing with upcoming events, testing dates, holidays, and school related activities. Calendar will be available on paper and online. (Title I SW Elements: 2.1,2.2,3.1) (Target Group: All) (Strategic Priorities: 2) (CSFs: 5) (ESF: 1,1.2,3,3.1,3.4)	Principal, Teachers	Monthly	(S)State FSP - \$1,845	Summative - Monthly Calendar Newsletter Copies Copies of Activity Notes/Invitations 12/07/20 - On Track
2. Schedule parent information sessions: A. Title 1 Parent Meeting B. Back to School Parent Orientation/Meet the Teacher Night C. BOY, MOY, and EOY Parent Conferences D. Literacy Night E. Math Night F. Aim for Success Parent Night G. Parent Engagement Meetings H. School Health Advisory Counsel Committee Meetings I. Technology (Title I SW Elements: 2.1,2.2,2.3,3.1,3.2) (Target Group: All) (Strategic Priorities: 2) (ESF: 3,3.1,3.3,3.4)	Faculty, Principal, Superintendent, Teachers	Ongoing	(F)Title I, Part A - \$9,842, (S)State FSP - \$746	Summative - Copies of Agendas Copies of Sign-in Sheets 12/07/20 - On Track
3. All parents of students, participating in Special Programs (ELL, GT, 504, Dyslexia, SPED) will be given training opportunities explaining program specifics as well as academic impact of services for students. (Title I SW Elements: 2.1,2.6,3.1,3.2) (Target Group: ESL,EB,SPED,GT,AtRisk,Dys,504) (Strategic Priorities: 2) (ESF: 3,3.3,3.4)	Interventionists, Director of Special Programs , Speech & Occupational Therapists, Teachers	Fall/Spring Semester	(S)State Bilingual Ed/ESL - \$154, (S)State FSP - \$1,349, (S)State Gifted & Talented - \$3,617, (S)State Special Ed - \$33,383	Summative - Copies of Program Agendas Sign In Sheets Calendar 12/07/20 - On Track
4. Keep community and parents informed of SMACS students' success and innovative programs by supplying at least 2 articles for newspaper publication each semester. (Title I SW Elements: 2.1,2.2) (Target Group: All) (CSFs: 5,6) (ESF: 3,3.4)	Consultant, Faculty, Students, Technology Assistant	2021/2022	(S)State FSP - \$1,000	Summative - Published Articles 12/07/20 - On Track
5. SMACS will upload information onto the	Administrative Assistants,	2021/2022	(F)ESSER II - \$1,548, (S)State	01/27/21 - On Track (S)

ST MARY'S ACADEMY CHARTER SCHOOL

Goal 4. SMACS will include members from the school community (business, parents, private citizens) as partners in the improvement of the education system in an effort to improve achievement for all students.

Objective 2. 100% of parents and guardians will be informed of campus academic programs, parent training opportunities, and activities relating to their children.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
school website in an effort to provide parenting support. (Title I SW Elements: 2.1,2.2) (Target Group: All,AtRisk) (Strategic Priorities: 2) (ESF: 3,3.1,3.4)	Technology Assistant		FSP - \$853	

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Goal 5. SMACS will expand technology access for 100% of students and teachers in order to increase the effectiveness of communicating with parents, student learning, instructional delivery, staff development, and administrative procedures.

Objective 1. Purchase technology hardware, software, and accessories to ensure successful implementation during the school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Update and add teacher laptops, Clevertouch boards, and projectors.	Technology Director	2021/2022	(S)State Comp Ed - \$12,480, (S)State FSP - \$1,955	12/07/20 - Completed
2. Update and add existing inventory to student laptops and iPads. (Target Group: All) (ESF: 4,4.1,5.1)	Technology Director	2021/2022	(F)ESSER II - \$91,453	12/07/20 - Completed
3. Replace desktop computers in the tech lab	Technology Director	2021/2022	(S)State Comp Ed - \$12,000	12/07/20 - On Track
4. SMACS will facilitate high-speed internet connections to accommodate online curriculum access and online STAAR testing. (Title I SW Elements: 1.1,2.6) (Target Group: All) (Strategic Priorities: 2) (ESF: 5,5.1,5.3,5.4)	Technology Director	2021-2022	(F)ESSER II - \$27,492, (S)State FSP - \$8,779	

ST MARY'S ACADEMY CHARTER SCHOOL

- Goal 5.** SMACS will expand technology access for 100% of students and teachers in order to increase the effectiveness of communicating with parents, student learning, instructional delivery, staff development, and administrative procedures.
- Objective 2.** Technology software will be integrated across the curriculum to support individualized instruction and pacing.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will utilize DMAC data reports to create TEKS based lessons based on student needs. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,2) (ESF: 1,1.2,4,4.1,5,5.1,5.3,5.4)	Administrative Assistants, Teachers	2021/2022	(S)State Comp Ed - \$3,597, (S)State Special Ed - \$830	Summative - Lesson Plans 12/07/20 - On Track
2. Teachers and administrators will use software programs (STAR REN, Seesaw, DMAC, Rosetta Stone, Flocabulary, IXL, Amplify, Frontline, ESPED, Pearson 360, Learning Technology, and EduHero) to measure growth and prescribe accelerated instruction and grouping based on data. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All,AtRisk) (Strategic Priorities: 2) (ESF: 1,1.2,5,5.1,5.2,5.3,5.4)	Curriculum Consultant, Director of Special Programs , District Testing Coordinator , Lead Interventionist, LPAC Committee, Principal, Teachers, Technology Assistant	Monthly	(S)State Comp Ed - \$29,123, (S)State Dyslexia - \$1,700, (S)State Early Ed - \$5,533, (S)State FSP - \$525, (S)State Special Ed - \$2,500	Summative - Software usage reports Star Ren data 12/07/20 - On Track
3. Teachers will utilize program based webinars/Zoom to enhance their professional knowledge. (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 2) (ESF: 1.2,5,5.2)	Curriculum Consultant, Teachers	2021/2022	(S)State Early Ed - \$804, (S)State FSP - \$397	Summative - Certificate of Completion 12/07/20 - On Track
4. SMACS will provide technology access and accelerated instruction across four core subjects. (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 2) (ESF: 1,1.2,4,4.1,5,5.1,5.2)	Principal, Technology Director	2021/2022	(S)Instructional Materials Allotment - \$1,530, (S)State Comp Ed - \$2,477, (S)State Early Ed - \$21,417, (S)State FSP - \$9,874	Summative - Technology-Based Projects Newspaper Articles 12/07/20 - On Track

ST MARY'S ACADEMY CHARTER SCHOOL

Goal 6. All students will meet or exceed grade level educational performance standards on TPRI, Progress Monitoring (Early Literacy/STAR Ren), and STAAR test in math and reading.

Objective 1. SMACS students will meet grade-level expectations on m-Class, Early Literacy/Star Ren (K-6), STAAR (3-6) in reading and math.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will meet with the administrative team regularly to discuss supportive measures to align and adjust lesson plans based on student data in reading and math. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2) (ESF2019: 1,1.2,2.2,2.4,4.1,5,5.2,5.3) (ESF2021: 1,1.2,2.2.1,4,4.1,5,5.2,5.3)	Interventionists, Curriculum Consultant, Director of Special Programs , District Testing Coordinator , Lead Interventionist, Principal, Teachers	Bi-Weekly	(S)State Early Ed - \$23,316, (S)State FSP - \$29,587	Summative - Formative data documentation, progress monitoring reports, report cards, benchmarks, and grades 12/07/20 - On Track
2. Paraprofessionals will be trained and supervised as they assist teachers in providing small group targeted assistance to students based on assessment data in math and reading. (Title I SW Elements: 2.5,2.6) (Target Group: All,SPED) (Strategic Priorities: 1,2) (ESF: 1,1.2,5,5.2)	Interventionists, Curriculum Consultant, Director of Special Programs , District Testing Coordinator , Lead Interventionist, Principal, Special Education Director	Monthly	(S)State Comp Ed - \$10,000, (S)State Early Ed - \$30,566, (S)State FSP - \$25,479	Summative - Early Literacy, Star Ren, DMAC, Staff Attendance Rosters 12/07/20 - On Track
3. The principal will assign TEK-based staff development to teachers based on data collected from walk-throughs, TTESS, and student progress monitoring data in reading and math. (Title I SW Elements: 2.2,2.4,2.5) (Target Group: All) (Strategic Priorities: 1,2) (ESF: 1,1.2,2.1,5,5.2)	Principal, Teachers	Fall / Spring Semesters	(F)Title II, Part A - \$385, (S)State Comp Ed - \$1,375, (S)State Gifted & Talented - \$190	Summative - Early Literacy, Star Ren, TTESS STAAR 12/07/20 - On Track
4. Academic/instructional intervention will be provided to small groups (3 or less) to at-risk students in reading and math identified using assessment data (m-Class, Early Lit, STAR Ren, STAAR, and common assessments). (Title I SW Elements: 2.2,2.4,2.5,2.6) (Target Group: ECD,ESL,SPED,AtRisk,Dys,504) (Strategic Priorities: 1,2) (ESF: 5,5.1,5.3,5.4)	Interventionists, Curriculum Consultant, Lead Interventionist, Paraprofessionals, Principal, Reading Consultant , Teachers	Monthly	(F)ESSER II - \$74,228, (F)ESSER III - \$127,708, (F)Title I, Part A - \$85,434, (F)Title II, Part A - \$19,269, (S)State Bilingual Ed/ESL - \$711, (S)State Comp Ed - \$186,449, (S)State Special Ed - \$62,969	Summative - TPRI, Early Literacy, Star Ren, and STAAR scores, grade retention/promotion 12/07/20 - On Track
5. An Instructional Coach to provide support to students, staff, and parents of at risk students. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All,AtRisk,K,1st,2nd,3rd,4th,5th,6th) (Strategic Priorities: 1,2) (ESF: 5,5.1,5.2,5.4)	Lead Interventionist, Principal	Sept., Jan., June	(F)ESSER III - \$6,400, (F)Title I, Part A - \$5,100, (S)State FSP - \$2,100	Summative - TPRI, Early Literacy, Star Ren., STAAR scores and grade retention/promotion 12/07/20 - On Track

ST MARY'S ACADEMY CHARTER SCHOOL

Goal 6. All students will meet or exceed grade level educational performance standards on TPRI, Progress Monitoring (Early Literacy/STAR Ren), and STAAR test in math and reading.

Objective 1. SMACS students will meet grade-level expectations on m-Class, Early Literacy/Star Ren (K-6), STAAR (3-6) in reading and math.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. SMACS will provide extended day, intercessions, expanded learning opportunities, and high-quality after school as needed for identified students based on reading and math to insure the achievement gap is closed. (Title I SW Elements: 2.2,2.4,2.5,2.6) (Target Group: All,ECD,ESL,SPED,AtRisk,Dys,504) (Strategic Priorities: 2) (ESF: 3,3.3,5,5.3,5.4)	Interventionists, Consultant, Paraprofessionals, Principal, TCLAS Program Director, Teachers	2021 - 2024	(F)TCLAS DECISION 11 - \$60,102, (S)State Comp Ed - \$11,084	Summative - EOY Assessments: Star Ren, STAAR, TPRI, attendance sheets. 12/07/20 - On Track
7. SMACS will provide and assess students' services in areas such as speech, counseling, occupational therapy, and or physical therapy. (Title I SW Elements: 2.2,2.4,2.5,2.6) (Target Group: SPED,AtRisk,504) (Strategic Priorities: 2) (ESF: 3,3.3)	Contract LPC, Counselor , Special Education Director, Speech & Occupational Therapists	Ongoing	(F)IDEA B Preschool - \$1,246, (F)IDEA-B ARP FORMULA - \$18,425, (F)IDEA-B ARP PRESCHOOL - \$1,334, (F)IDEA-B Formula - \$76,739, (S)State FSP - \$5,325, (S)State Special Ed - \$4,000	Summative - Assessment Records, ARD minutes, schedules and records of services. 12/07/20 - On Track
8. Students will choose program of interest from a variety of enrichment options available during high-quality after school program. (Target Group: All) (ESF: 3,3.3)	Students	2022	(F)Project Green Grant - \$10,560, (F)TCLAS DECISION 11 - \$4,300, (L)Barnhart Foundation - \$40,000	12/07/20 - On Track

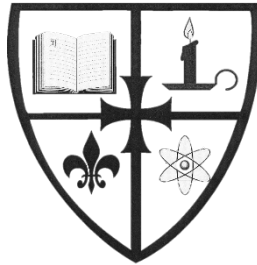
ST MARY'S ACADEMY CHARTER SCHOOL

- Goal 6.** All students will meet or exceed grade level educational performance standards on TPRI, Progress Monitoring (Early Literacy/STAR Ren), and STAAR test in math and reading.
- Objective 2.** 25% will exceed grade level expectations on STAAR test by scoring at the "meets and masters grade level" proficiency in reading and math. All at-risk students will achieve expected or accelerated growth on Early Lit/ STAAR test in reading and math.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. GT and advanced students (based on data rubric) will be given the opportunity to receive enrichment or differentiated instruction that will exceed grade-level expectations (TEKS) with regards to rigor and integration of four core subjects and technology applications. (Title I SW Elements: 2.5) (Target Group: GT,K,1st,2nd,3rd,4th,5th,6th) (Strategic Priorities: 2) (ESF: 4,5,5.3)	Curriculum Consultant, Director of Special Programs , G/T Teachers, Lead Interventionist, Principal	Sept., Jan., and May	(S)State Early Ed - \$39,004, (S)State FSP - \$8,000, (S)State Gifted & Talented - \$3,997	Summative - Projects, portfolios, STAAR assessment data 12/07/20 - On Track
2. SMACS will offer a one-time stipend (\$500) to teachers who acquire the G/T supplemental state certification. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: GT) (Strategic Priorities: 1,2) (CSFs: 2,7) (ESF: 2.2.1)	Curriculum Consultant, G/T Teachers, Principal	Sept.-May	(S)State FSP - \$1,000	Summative - Training certificates 12/07/20 - On Track
3. Employ grade level interventionists that will provide differentiated small group targeted instruction and explicit phonetic intervention/instruction to ESL, RTI, and Dyslexia students. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: ESL,GT,AtRisk,Dys) (Strategic Priorities: 2)		Sept. Feb., May	(S)State Bilingual Ed/ESL - \$245, (S)State Dyslexia - \$1,371, (S)State Special Ed - \$6,400	Summative - Progress Monitoring Data, Star Ren., TPRI, STAAR 12/07/20 - On Track
4. Utilize university partnership to schedule professional development sessions in small group differentiation strategies for special populations. (Title I SW Elements: 1.1,2.2,2.4,2.5) (Target Group: All) (Strategic Priorities: 1,2) (CSFs: 1,2,3,4,7)	Curriculum Consultant, Principal	Dec. May	(F)Title II, Part A - \$385, (S)State Comp Ed - \$9,281, (S)State Early Ed - \$8,742	Summative - TELPAS, Early Lit/Star Ren, STAAR 12/07/20 - On Track
5. All students identified as at-risk will be given progress monitoring assessments 2x per nine weeks. (Title I SW Elements: 2.2,2.4,2.5,2.6) (Target Group: AtRisk) (Strategic Priorities: 2) (Title I SW Elements: 2.2,2.4,2.5,2.6) (Target Group: AtRisk) (Strategic Priorities: 2)	Interventionists, Curriculum Consultant, Director of Special Programs , Lead Interventionist, Principal, Teachers	Monthly	(F)Title I, Part A - \$26,119	Criteria: Early Lit./Star Ren Reports 02/18/22 - On Track

Comprehensive Needs Assessment

**St. Mary's Academy
Charter School**



**2021-2022
CAMPUS
COMPREHENSIVE
NEEDS ASSESSMENT**

**507 N. Filmore Street
Beeville, Texas
(361) 358-5601**

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SUMMARY OF STRENGTHS AND WEAKNESSES

SUMMARY OF STRENGTHS AND WEAKNESSES

DEMOGRAPHICS

Strengths

1. Our campus demographics is made up of 79 % Hispanic, 15% White, 2% Black ,2% Asian and 2% and 1% Pacific Islander.
2. Upon returning to the 2021-2022 school year, the campus goal is to increase our attendance rate by 1% which would raise our attendance from 96.4% to 97.4%. The increase of 1% is a realistic goal based upon the fact that the campus has historically maintained high attendance rates.
3. Student discipline referrals have decreased as a result of implementation of strategies and activities that have had a positive impact upon the students; our campus referrals have decreased by 2%. Staff have been fully trained in a campus wide system of documenting and tracking student behavior, the program the staff uses is Pearson 360, our student behavior incentives consist of field trips, character building awards, recognition opportunities.

Weaknesses

1. As a result of high rates of student tardiness and early check out times by parents of their children, the quality and of instructional has diminished thereby, impacting the amount of in class instructional time and the students not fully meeting the TEA instructional minutes. Other areas affected are instructional intervention times/tutorials, real-time instruction, speech and physical therapy, occupational therapy and counseling.
2. Students' inability to perform their academic programming online was due to not having the appropriate knowledge of how to navigate through the online curricular programs as well as students' lack of engagement in their daily lessons and remote conferencing.
3. Teacher retention rate decreased dramatically due to COVID 19 and other reasons, such as higher pay with other districts and retirement.
4. As consistent with the national/state statistics the unemployment rate has created difficult family issues which has had a ripple effect into the school environment and has resulted in challenging family dynamics and structures in the areas of loss of homes, food, and other basic needs.
5. Through the establishment of a new building the ability to collaborate by grade level teachers will be better established. This will also create better cohesion and communication of staff for the purpose of instruction, meetings, and other academic and enrichment purposes.

STUDENT ACHEIVEMENT

Strengths

1. Parent conferences have increased and play a vital role in the re-acclimation of their student to school life.
2. A nurturing, positive environment assists in the campus staff feeling better supported through an increase in staff development that focuses upon subject area alignment and implementation.
3. Through the use of strategies and methodologies such as small group instruction, in class tutorial time, RTI, Accelerated Learning, and differentiated instruction our goal is to continue to increase individual student instruction and progress.
4. The campus goal is to increase the Math and Reading scores by 1% in the areas of Approaches, Meets and Masters for all tested grade levels.
5. Number of students on grade level in K-2 in Reading continue to improve due to Response to Interventions.
6. Improved and continued identification of students with dyslexia allow student accommodations and better access/understanding of curriculum.

Weaknesses

1. High ratio of economically disadvantage students
2. Lack of teacher/student management training to address classroom management is needed to address students exhibiting inappropriate behaviors as a result of COVID related family and health issues.
3. The need for an intensive instructional afterschool program with more emphasis on academic focus, such as in Reading and Math.
4. Students have demonstrated academic loss as a result of COVID and the loss of in-class/face to face instructional time that students had to go through during school closures in our state.
5. Decrease of student engagement and social interaction within the school due to COVID, which has ultimately caused student emotional, social, and mental needs.
6. By taking a more holistic approach of our students' academic and counseling needs we have been able to provide ongoing services through our counseling department, our academic staff and our support staff members.
7. However, the campus counseling services are being overloaded due to the increased number of COVID related student issues.

SCHOOL CULTURE AND CLIMATE

Strengths

1. Campus culture routines have created a welcoming atmosphere for students', staff and parents and has resulted in a decrease in the number of students with discipline referrals. The positive, climate has created a more open environment to all constituents, (parents, Staff and students).
2. Extracurricular activities showcasing student success have positively increased student efficacy. Examples of these student activities include Robotics, Science Garden Club, 4-H SMACS Club, and the campus also has a community based program, which is also a garden club that has allowed several area schools to participate in.

Weaknesses

1. Currently our campus is using PBIS which at this point is not filling the needs of our student behavioral needs but we would like to consider the Restorative Discipline practices.
2. Academic pep rallies, and campus student assemblies are needed to rebuild relationships *school* wide.
3. As a result of the COVID related Issues our campus celebrations recognizing behavior, attendance and academic successes will be reinstated to continue the positive campus climate.
4. Parent involvement in campus related meetings have not been well attended, meetings held such as social emotional awareness, campus informational meetings and skill building workshops have shown a drastic decline in parent attendance/participation.
5. More training in the proper use of educational programming for use at home and school is needed for students, parents and staff.
6. Students continue to need social, emotional, and mental support due to high levels of trauma and basic needs not being met. The students have had to deal with very serious home related issues such as parent deaths due to COVID, homelessness due to unemployment, etc., which have increased the need for more intense counseling services at the campus.

CURRICULUM, INSTRUCTION, AND ASSESSMENT

Strengths

1. Progress monitoring done through the use of STAR Renaissance provides timely information on student progress in Math and Reading. Analysis of data will be done every four weeks during grade level meetings.
2. Through the use of STAR REN, alignment of data will show ongoing progress in Math and Reading.
3. Professional development in the understanding of Math TEKS, teachers will develop a better understanding of teaching the TEKS.
4. Specialist in Math and Reading have been hired and work with specific individual students based on STAAR Scores.

Weaknesses

1. Lack of Vertical alignment in the areas in Reading and Math are being worked on through the use of professional development training using internal staff development training and the use of ESC services.
2. Due to COVID, teachers have struggled to move students academically forward due to the loss of instructional time in the areas of Reading and Math.
3. Mental, social, and emotional issues have created an instructional void in student academic progress. Students have had to re-acclimate to returning to face to face instruction, in readapting to the traditional school day.
4. Through the use of Amplify Testing data teachers are able to assess student progress in the area of Reading in grades K through 2nd.
5. A more systematic alignment of benchmarks with STAR REN data, TEKS, curriculum and student work is an area of need in Math and Reading in grades 3 through 6th grades.

FAMILY AND COMMUNITY INVOLVEMENT

Strengths

1. The campus has established a return to family night opportunities for the purpose of increasing parent information, trainings and communication processes in the areas of mental health, student social behaviors, and community services such as Immunizations (Flu and Covid19, etc.)
2. Teacher-Parent conferences are held at minimum of 3 times a year to discuss their child's school related progress.
3. Our campus utilizes platforms and methods such as Remind, Facebook, weekly grade level newsletters, campus newsletters, and Website campus communication.
4. Parents have quick access to their child's grades through the campus grade portal system.
5. Website Tutorials for parents provide on-line information to assist parents with understanding and development of technological related skills and technology usage.

Weaknesses

1. Diminished parent involvement for 2nd to 3rd grade is an issue, and continually grows as students' progress through the upper level grades, 4th-6th.
2. Parents for the most part are unable and unaware of how to support the social emotional needs of their children and the impact the difficulties have upon the entire family system.
3. Parents' lack of training, understanding and knowledge of how to support and provide their child's/children's academic needs such as in areas of Math and Reading along with other academic curricular areas.

SCHOOL CONTEXT AND ORGANIZATION

Strengths

1. The campus has established protocol for dismissal of students which has created improved safety, clearly defined procedures for parents to pick up students and more efficiency by all staff, students and parents for dismissal.
2. The campus is implementing the RTI/MTSS/4545 intervention system. This system has provided more timely interventions for students. The system has also provided a more “prescriptive” process/approach for providing individualized tutorials for the students.
3. Integration of Instructional computer programs through the computer lab allows for enrichment and intensive work with academic instructional programs that support literacy and Math.
4. Through the purchasing of a new building the ability to improve campus staff cohesion will be greatly improved and will also allow for better cross grade level planning and meetings. This new campus configuration will also improve safety for all staff and students.

Weaknesses

1. Teachers/Staff members have demonstrated inconsistency of productivity during PLC time.
2. Limited opportunities for vertical alignment and internal instructionally based discussions have been greatly limited.
3. Limited technology and training to support online learning for staff, students and parents is greatly needed.

CAMPUS COMPREHENSIVE NEEDS ASSESSMENT SUMMARY OF PRIORITIES

1. Teacher Retention
2. Campus Cohesiveness
3. COVID Learning Loss
4. After School Care
5. Counseling
6. Teacher Behavioral Training/PD
7. Student Recognition/Student Field Trips

CAMPUS COMPREHENSIVE NEEDS ASSESSMENT MEETING DATES & TIMES

October 19, 2021 at 11:00 a.m.

St. Mary's Academy Charter School
410 N. Tyler St., Beeville, TX 78102
Building 400, Room 405

October 21, 2021 at 5:30 p.m. (Repeated Meeting)

St. Mary's Academy Charter School
410 N. Tyler St., Beeville, TX 78102
Building 400, Room 405

October 26, 2021 at 11:00 a.m.

St. Mary's Academy Charter School
Business Office Board Room
507 N. Filmore St., Beeville, TX 78102

November 2, 2021 at 11:00 a.m.

St. Mary's Academy Charter School
410 N. Tyler St., Beeville, TX 78102
Building 400, Room 405

November 9, 2021 at 11:00 a.m.

St. Mary's Academy Charter School
410 N. Tyler St., Beeville, TX 78102
Building 400, Room 405

CAMPUS COMPREHENSIVE NEEDS ASSESSMENT STAKEHOLDERS

Hirma Elizondo,
Principal

Stan Simonson,
Superintendent

Nancy Bond,
Chief Financial Officer

Jeanene Jones,
Human Resources Director

Mary Elva Villarreal,
Curriculum Director

Alice Whitley,
Director of RTI & Parent Liaison

Imelda Garza,
Registrar

Elizabeth Lugo,
Special Education Teacher

Nancy Cavallin,
General Education Teacher

Tiffany Parkhill,
General Education Teacher

Merly Ingram,
Accelerated Learning Teacher

Christina Hackney,
Administrative Assistant

Krystal Espinoza,
Parent

Esmeralda Mendoza,
Parent

Mark Parsons,
Parent

AGENDAS, MINTUES & SIGN-IN SHEETS



St. Mary's Academy Charter School

Moving Scholars to Master Academics by Committing to Success

Agenda

Campus Comprehensive Needs Assessment Meeting

October 19, 2021



Report on Surveys



Teacher Report



Student Strengths & Weaknesses



Campus Needs



St. Mary's Academy Charter School

Moving Scholars to Master Academics by Committing to Success

Campus Comprehensive Needs Assessment Meeting

October 19, 2021

11:00 a.m.

Attendees

Hilda Elizondo
Nancy Bond
Mark Parsons
Esmeralda Mendoza
Alice Whitley
Jeanene Jones
Stan Simonson
Hirma Elizondo
Mary Elva Villarreal
Christina Hackney

Absentees

Krystal Espinoza
Tiffany Parkhill
Tracy Perkins
Imelda Garza
Elizabeth Lugo

Presenters

Hirma Elizondo

Meeting Open

Meeting began at 11:05 a.m.

Presenter: Hirma Elizondo, Principal

ESF-Effective Schools Framework: Mrs. Elizondo went over the five steps in the effective schools framework. She went over handout, "Wheels of Effective Schools Framework". According to TEA we should have already completed the Campus Needs Assessment. Hilda advised, through TEA, that we must not backdate any reports. Mrs. Elizondo stated that it would take a couple more meetings to complete everything. Reviewed CIP/CNA calendar issued to each member in the committee.

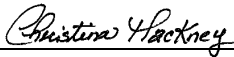
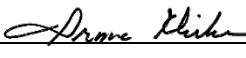
Committee agreed to meet on Tuesdays for the CIP/CNA meetings: 10/26, 11/2 and Thursday 11/4 (as repeat), 11/9 and Thursday 11/21 (as repeat). Mrs. Elizondo stated that TEA will be using 18/19 STAAR data for 19/20 & 20/21. Our first real STAAR data will be this school year, 21/22. Going over TAPR reports (FY 18/19, 19/20) and Attendance reports. Reviewed 19/20 TAPR Campus STAAR Performance report on-screen. Mrs. Elizondo stated that we need to focus on “At Meets Grade Level or Above” percentages by state, district and campus for 2019 & 2018. She also stated each member could see percentages on students who are economically disadvantaged, special education, etc. She also went over the attendance report since it reflects on the scores. Parent, Esmeralda, stated that one complaint is strategy taught. Mr. Simonson stated that we may be awarded a grant to assist parents/students. He also discussed that changes are being made to accepting two answers to a math question where one answer is half right (ex. 1/2 pt. issued) and the other is completely right (ex. 1 point issued). Mrs. Elizondo stated we meet with parents, who are part of this committee to discuss where we can improve, provide input on what we can change or make better. Esmeralda, parent, suggested the teachers provide videos on how to complete a math problem so that they can learn and know how to help their children at home. All the numbers in our reports also make an impact on our funding. Mrs. Elizondo stated that our Campus Improvement Plan and our District Improvement Plan are the same but have to be two separate plans. She stated we would have to go back and go through our goals and objectives to add or take away what we need in our plan. Jeanene added that there is another tutoring component among other updates that need to be made as well. Mrs. Elizondo stated that our main objective right now is to get the Campus Needs Assessment out of the way first then we can start working on our goals and objectives.

Questions/Concerns:

None

Meeting Closed:

Meeting closed at 12:00 p.m.

Minutes Submitted By:	 <hr/> Christina Hackney	10/19/2021 <hr/> Date
Minutes Approved By:	 <hr/> Hirma Elizondo, Principal	10/19/2021 <hr/> Date

2021-2022

St. Mary's Academy Charter School



Campus Needs Assessment Mtg

Hirma Elizondo

MEETING/TRAINING

PRESENTER/TEAM

October 19, 2021 at 11:00 a.m.

CIP Committee

DATE OF MEETING/TRAINING

SMACS Bldg 400, Rm 405

LOCATION OF MEETING/TRAINING

Welcome! Please Sign In....

PRINT

SIGN

Bond, Nancy

Nancy Bond

Elizondo, Hilda

Hilda Elizondo

Elizondo, Hirma

Hirma Elizondo

Espinoza, Krystal

Garza, Imelda

Hackney, Christina

Christina Hackney

Jones, Jeanene

Jeanene Jones

Lugo, Elizabeth

Mendoza, Esmeralda

Esmeralda Mendoza

Parkhill, Tiffany

Mark Parsons

Parsons, Mark

Perkins, Tracy

Simonson, Stan

Stan Simonson

Villarreal, Mary Elva

Mary Elva Villarreal

Whitley, Alice

Alice Whitley



St. Mary's Academy Charter School

Moving Scholars to Master Academics by Committing to Success

Agenda

Campus Comprehensive Needs Assessment Meeting

October 21, 2021

(Repeat)

✚ Welcome/ Thank you

✚ Effective School Framework

✚ Calendar Meetings

✚ Next week:

- Campus Needs Assessment Goals
- # Analyzing Academic & Demographic Data
- # Trends in data collection
- # Campus Surveys



St. Mary's Academy Charter School

Moving Scholars to Master Academics by Committing to Success

Campus Comprehensive Needs Assessment Meeting

October 21, 2021

5:30 p.m.

(repeat meeting)

Attendees

Krystal Espinoza
Hirma Elizondo
Christina Hackney

Absentees

None

Presenters

Hirma Elizondo

Meeting Open

Meeting began at 5:15 pm

Presenter: Hirma Elizondo, Principal

Meeting made available for one parent who could not attend the regularly scheduled meeting on October 19, 2021. The committee met on Tuesday at 11am. Mrs. Elizondo welcomed Krystal to attend the meetings on Tuesday. She stated that she can come and go at her discretion. Mrs. Elizondo went over members in attendance this past Tuesday. The first thing that we do is the Effective Schools Framework (ESF). Our Campus Improvement Plan (CIP) has to follow this framework. Mrs. Elizondo stated we will be gathering data from the Campus Needs Assessment (CNA) to complete the ESF and CIP. The Positive Behavioral Interventions & Support (PBIS) Climate Survey – Elementary was reviewed as data that is gathered for completion of ESF and CIP. She advised that St. Mary's Academy strongly use PBIS rules (K-3 and 4-6 added rules). For strategic staffing (framework), we have to help the teachers out with any type of discipline behavior. How do we keep teachers happy is what we have to work on. For positive school culture, we have to address bullying and high expectations.

For high quality instructional materials (i.e. curriculum, tests, etc.), we ensure that our material is research based. The material is studied for a year before they decide to use it to make sure the material is accurate. For effective classrooms and instructional strategies, we formulate tests from tests they have already had to see if students will pass the test. For instructional strategies, we see if they need more professional development. Went over calendar meeting dates for CIP/CNA meetings. Mrs. Elizondo went over the TAPR Reports handouts and advised which years we will be focusing on. She also advised that year 19/20 & 20/21 will be the same due to the pandemic. On the TAPR report, she reviewed how the report is broken down. She advised that we would only be focusing on “At Meets Grade Level or Above” because that is where TEA wants us to really hit. The data will be used to review the trends. Mrs. Elizondo went over what the committee will be working on at the next meeting to include campus needs assessment goals, analyzing academic and demographic data, trends in data collection and campus surveys to review our strengths and weaknesses then work on our goals. After the Random Validation, we will start working on our goals. Everything that is put into CIP drives the budget.

Questions/Concerns:

None

Meeting Closed:

Meeting closed at 5:55 p.m.

Minutes Submitted By:	<u>Christina Hackney</u>	<u>10/21/2021</u>
	Christina Hackney	Date
Minutes Approved By:	<u>Hirma Elizondo</u>	<u>10/21/2021</u>
	Hirma Elizondo, Principal	Date

2021-2022
**St. Mary's Academy
Charter School**



Campus Needs Assessment Mtg
MEETING/TRAINING

Hirma Elizondo
PRESENTER/TEAM

10/21/2021 (Repeat from 10/19/21) at 5:30 p.m.
DATE OF MEETING/TRAINING

CIP Committee

SMACS Bldg 400, Rm 405
LOCATION OF MEETING/TRAINING

Welcome! Please Sign In.

Espinoza, Krystal

Elizondo, Hirma

Hackney, Christina



St. Mary's Academy Charter School

Moving Scholars to Master Academics by Committing to Success

Agenda

Campus Comprehensive Needs Assessment Meeting

October 26, 2021

- ✚ Review of Effective School Framework Questions on Campus Needs Assessment
- ✚ Committee Groups to Analyze Data of Texas Assessment Performance Report:
 - ↗ Academic Subjects by Grade Levels/Trend Report
 - ↗ Star Renaissance Progress Monitoring Data
 - ↗ Analyze Special Group Performance/ Teacher Retention Data
 - ↗ Analyze Data on Faculty, Staff, Parents, and Community On ESSER Funding



St. Mary's Academy Charter School

Moving Scholars to Master Academics by Committing to Success

Campus Comprehensive Needs Assessment Meeting

October 26, 2021

11:00 a.m.

Attendees

Esmeralda Mendoza
Alice Whitley
Jeanene Jones
Hirma Elizondo
Mary Elva Villarreal
Christina Hackney
Krystal Espinoza

Absentees

Hilda Elizondo
Nancy Bond
Mark Parsons
Stan Simonson
Tiffany Parkhill
Tracy Perkins
Imelda Garza
Elizabeth Lugo

Presenters

Hirma Elizondo

Meeting Open

Meeting began at 11:15 a.m.

Presenter: Hirma Elizondo, Principal

We will be reviewing the 5 levels in the campus assessment needs framework. We will be reviewing the TAPR report in academics and will only be looking at the "At Meets Grade Level". We will look at trends from 3rd – 6th grade in both reading and math. We will also look at staff information (how many left, etc.). We will use the TAPR report and CIP to start completing level 1-3 of the campus assessment needs

framework. The PBIS surveys received will be used to complete needs and the PFE. After we do all of this, we will come up with a summary of what is strong at St. Mary's and what is the need. Homework for this committee is coming up with the summary of strengths and summary of needs. (Group working on pulling/reviewing data on TAPR report) A group recognized the scores and realized some of the impact on the scores was a result of staffing. One group saw how each grade level went up and down in each testing subject. Looking at the trend, staffing was one cause of low scores. Shifting the responsibility of Tier 2 to teachers caused an increase in scores. A key point for us is teacher retention. That will be one of our priorities, which always fall back on finance. Alice stated that one strong math teacher who taught one grade level last year and is teaching the next grade level up this year is teaching those same students from last year. She stated it would be interesting to see how that affects the student scores given that the same teacher who knows her student's strengths and weaknesses and their personality is teaching them. Using this data, we will have to find out why grades are impacted.

Going back to the campus assessment needs process reflection we have to answer the following questions (handout).

What can you tell about student performance at this campus? *Mrs. Elizondo stated that the trend aligns with TEKS but fluctuates up and down, inconsistent, and believes that it is partly due to teacher retention and/or their strengths and weaknesses. The group discussed difference in age of teachers and their skilled teaching. They discussed how we could retain teachers (i.e. stipend, sign-on, pay scale, etc.). Mrs. Elizondo stated we need to hire young teachers to teach in the classroom and use our aged teachers for tutoring, intervention, etc.*

If you were conducting observations to get a complete picture of practices at this campus, where might you focus your observation? *The group agreed to focus on skilled instruction (intervention and teaching staff) in reading and math. They also agreed to practice reading with incentives. (Mrs. Elizondo asked Jeanene for a list of teachers from 16/17, 17/18, 18/19 and 19/20 and whether or not they left the district.)*

What will the campus focus on improving in their Targeted Improvement Plan this year? How did they make this decision? *Reading will be a targeted improvement and the target would be practice in reading. Teachers have been attending professional development workshops in "Unpacking the TEKS". St. Mary's will bring back AR to practice reading and provide reading incentives to the students.*

What would be the benefit of having this clarity around current campus practice and focus areas for improvement prior to developing a Targeted Improvement Plan? *In Reading, it would be reading practice and in Math it would be skilled/PD share.*

How will the commitments this district selected create the conditions for the campus to implement the Essential Actions? *Data finding and feedback from all campus staff.*

How will this Theory of Action help the district understand what actions it needs to take to support campus improvement?

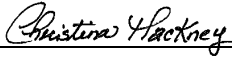

We need to know why our scores are fluctuating, is it staffing, staffing quality, curriculum and instruction and/or assessment? Our findings came from that area; from student achievement. Our homework, again, is to come up with the summary of strengths and summary of needs for St. Mary's.

Questions/Concerns:

None

Meeting Closed:

Meeting closed at 2:25 p.m.

Minutes Submitted By:	<u></u>	<u>10/26/2021</u>
	Christina Hackney	Date
Minutes Approved By:	<u></u>	<u>10/26/2021</u>
	Hirma Elizondo, Principal	Date

2021-2022
**St. Mary's Academy
 Charter School**



Campus Needs Assessment Mtg

MEETING/TRAINING

Hirma Elizondo

PRESIDENT/TEAM

10/26/2021 at 11:00 a.m.

DATE OF MEETING/TRAINING

CIP Committee

SMACS Board Room

LOCATION OF MEETING/TRAINING

Welcome! Please Sign In...

Bond, Nancy

Elizondo, Hilda

Elizondo, Hirma

Espinoza, Krystal

Garza, Imelda

Hackney, Christina

Jones, Jeanene

Lugo, Elizabeth

Mendoza, Esmeralda

Parkhill, Tiffany

Parsons, Mark

Perkins, Tracy

Simonson, Stan

Villarreal, Mary Elva

Whitley, Alice

Ingram, Merly

Cavallon, Nancy

Hirma Elizondo
Krystal Espinoza

Christina Hackney

J. A. Jones

Esmeralda Mendoza

Mary Elva Villarreal

Alice Whitley

Merly Ingram

Nancy Cavallon



St. Mary's Academy Charter School

Moving Scholars to Master Academics by Committing to Success

Agenda

Campus Comprehensive Needs Assessment Meeting

November 2, 2021

- + Report on Surveys**

- + Teacher Report**

- + Student Strength & Weaknesses**

- + Campus Needs**



St. Mary's Academy Charter School

Moving Scholars to Master Academics by Committing to Success

Campus Comprehensive Needs Assessment Meeting

November 2, 2021

11:00 a.m.

Attendees

Esmeralda Mendoza
Alice Whitley
Hirma Elizondo
Mary Elva Villarreal
Christina Hackney
Nancy Bond
Mark Parsons
Nancy Cavallin
Tiffany Parkhill
Merly Ingram
Imelda Garza
Elizabeth Lugo

Absentees

Jeanene Jones

Presenters

Hirma Elizondo

Meeting Open

Meeting began at 11:05 a.m.

Presenter: Hirma Elizondo, Principal

Went over PBIS School Climate Surveys from elementary students in K-6th. Used charts to note student strengths and weaknesses (see attached). Members in the committee gave ideas, incentives to make students want to come to school. Went over PBIS School Climate Surveys from families. Committee members discussed different ways to get parents to attend meetings, trainings, etc. The campus has established a return to family night opportunities for the purpose of increasing parent information, trainings and communication processes in the areas of mental

health, student social behaviors, and community services such as Immunizations (Flu and Covid19, etc.) Website Tutorials for parents provide on-line information to assist parents with understanding and development of technological related skills and technology usage.

Used the TAPR 19/20 report and all survey results to come up with the strengths, needs and weaknesses to complete the Comprehensive Needs Assessment Summary for 2021-2022.

Questions/Concerns:

None

Meeting Closed:

Meeting closed at 3:15 p.m.

Minutes Submitted By:	<u><i>Christina Hackney</i></u>	<u>11/02/2021</u>
	Christina Hackney	Date
Minutes Approved By:	<u><i>Hirma Elizondo</i></u>	<u>11/02/2021</u>
	Hirma Elizondo, Principal	Date

2021-2022
**St. Mary's Academy
 Charter School**



Campus Needs Assessment Mtg
 MEETING/TRAINING

Hirma Elizondo
 PRESENTER/TEAM

November 2, 2021 at 11:00 a.m.
 DATE OF MEETING/TRAINING

CIP Committee

SMACS Bldg 400, Rm 405
 LOCATION OF MEETING/TRAINING

Welcome! Please Sign In...

Bond, Nancy

Nancy Bond

Cavallin, Nancy

Elizondo, Hirma

Espinoza, Krystal

Esquivel, Marissa

Garza, Imelda

Imelda Garza

Hackney, Christina

Christina Hackney

Ingram, Merly

Merly Ingram

Jones, Jeanene

Jeanene Jones

Lugo, Elizabeth

Elizabeth Lugo

Mendoza, Esmeralda

Esmeralda Mendoza

Parsons, Mark

Mark Parsons

Simonson, Stan

Villarreal, Mary Eva

Mary Eva Villarreal

Whitley, Alice

Alice Whitley

Parkhill, Tiffany

Tiffany Parkhill



St. Mary's Academy Charter School

Moving Scholars to Master Academics by Committing to Success

Agenda

Campus Comprehensive Needs Assessment Meeting

November 9, 2021

 Root Cause Analysis

 Prioritize Needs



St. Mary's Academy Charter School

Moving Scholars to Master Academics by Committing to Success

Campus Comprehensive Needs Assessment Meeting

November 9, 2021

11:00 a.m.

Attendees

Esmeralda Mendoza
Alice Whitley
Hirma Elizondo
Christina Hackney
Nancy Bond
Krystal Espinoza
DeeDee Bernal
Imelda Garza
Nancy Cavallin

Absentees

Tiffany Parhill
Mark Parsons
Merly Ingram
Jeanene Jone
Mary Elva Villarreal
Elizabeth Lugo
Stan Simonson

Presenters

Hirma Elizondo

Meeting Open

Meeting began at 11:05 a.m.

Presenter: Hirma Elizondo, Principal

Root cause analysis is why it is happening. When you do prioritize needs, the root cause analysis are the greater needs. PBIS School Climate Survey for Elementary and Personnel were handed out. From last week's meeting we went over our strengths and weaknesses list and went over the details of it using our Comprehensive Needs Assessment workup document. Mrs. Elizondo stated that campus cohesion,

communication, and safety within our community are our greatest needs. We went over our recent lockdown and how configuration/design was a safety issue.

Another need was student self-esteem and the weaknesses that relate to it. We need to come up with the Why (root cause).

- Due to COVID insolation
 - No supervision or lack of appropriate social interaction
- Overexposure of social media during COVID
- Due to lack of educational setting student expectation became relaxed
- Due to STAAR failure student's self-esteem declined

As a result of being COVID isolated, student social interactions with peers and lack of educational setting declined.

Another need is teacher retention. We have a lack of teacher retention: Why?

1. Pay
2. Class size
3. Lack of administration support/communication
4. Retiring due to COVID
5. Lack of technology learning ability

Questions/Concerns:

None

Meeting Closed:

Meeting closed at 1:45 p.m.

Minutes Submitted By:	<u><i>Christina Hackney</i></u>	<u>11/09/2021</u>
	Christina Hackney	Date
Minutes Approved By:	<u><i>Hirma Elizondo</i></u>	<u>11/09/2021</u>
	Hirma Elizondo, Principal	Date

2021-2022

St. Mary's Academy Charter School



Campus Needs Assessment Mtg

MEETING/TRAINING

Hirma Elizondo

PRESENTER/TEAM

November 9, 2021 at 11:00 a.m.

DATE OF MEETING/TRAINING

CIP Committee

SMACS Bldg 400, Rm 405

LOCATION OF MEETING/TRAINING

Welcome! Please Sign In...

Bond, Nancy

Nancy Bond

Cavallin, Nancy

Nancy Cavallin

Elizondo, Hirma

Espinoza, Krystal

Esquivel, Marissa

Garza, Imelda

Imelda Garza

Hackney, Christina

Christina Hackney

Ingram, Merly

Jones, Jeanene

Lugo, Elizabeth

Mendoza, Esmeralda

Parkhill, Tiffany

Parsons, Mark

Simonson, Stan

Wilameal, Mary Eva

Whitley, Alice

Alice Whitley
Stan Simonson

Bernal, Deedee (Alma)

DATA SOURCES

2019-2020 Texas Academic Performance Reports

Positive Behavioral Intervention System School Climate Surveys

Elementary Students

Parents

Teachers

Pearson 360 Behavioral Incident Reports

STAR Renaissance Consolidated Progress Monitoring Reports

Public Education Information Management System

2021-2022
PARENT & FAMILY ENGAGEMENT, VOLUNTEER,
TITLE 1 COMMUNITY ACTIVITIES AND EVENTS

Monthly	“Eagle Express” Newsletter
August 4 & 5, 2021	“Meet the Teacher” Night (K-6 th)
August 6, 2021	Substitute Orientation #1 (2 attended)
August 12, 2021	Title 1 PFE Annual Meeting (19 attended)
August 18, 2021	Substitute Orientation #2 (5 attended)
September 2, 2021	New uniforms, shoes and jackets purchased for Homeless students
September 28-30, 2021	“Open House” for Parents (K-6 th grade)
October 4-7, 2021	Book Fair (K-3 rd grade) Every student receives a free book
October 5, 2021	PFE – FAYS Parent Program (5:30 pm- 6 parents attended)
October 28, 2021	“Aim for Success” Positive Self-esteem Program – Parent Preview Night
October 29, 2021	“Aim for Success” student program
November 2021	PFE Parent Meeting
November 9-12, 2021	Parent Conferences (BOY K-6 th grade)
November 11, 2021	Veteran’s Day Program
November 30, 2021	PFE Parent Zoom Meeting: Web-based Science K-2 nd
December 10, 2021	Entrepreneur Day
January 2022	PFE Parent Meeting: Reading K-6 th
January 2022	Parent Conferences (MOY)
February 2022	PFE Parent Meeting: Math 3 rd – 6 th
March 7-11, 2022	Book Fair (4 th – 6 th grade) Every student receives a free book
April 2022	Head Start Campus Tour
April 2022	PFE Parent Meeting: Math 3 rd – 6 th
May 2022	Parent Conferences (EOY)
May 5, 2022	Field Day (K-6 th grade)
May 25, 2022	End of Year Awards Program
May 25, 2022	6 th Grade Graduation

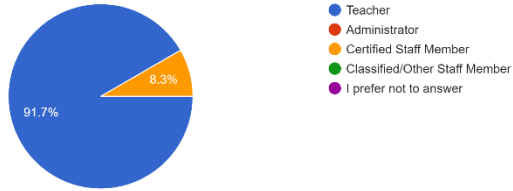
As of 10/06/2021

PBIS SCHOOL CLIMATE SURVEY: SCHOOL PERSONNEL

Demographics

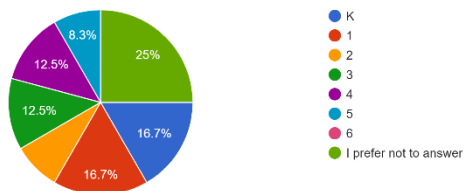
Primary job classification.

24 responses



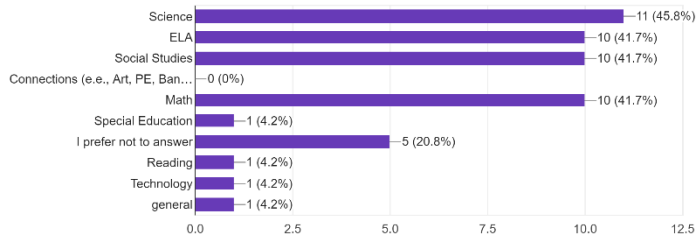
Primary grade taught.

24 responses



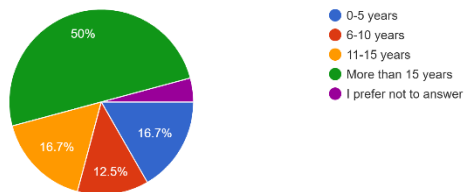
Area(s) taught. (mark all that apply)

24 responses



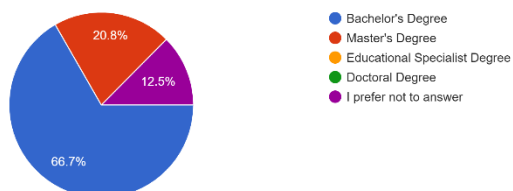
Years of work experience.

24 responses



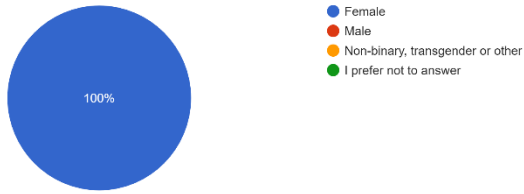
Highest degree earned.

24 responses



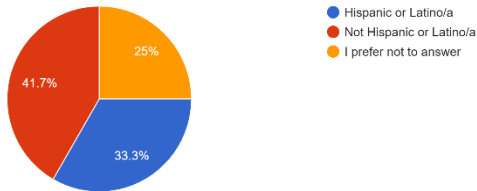
What is your gender identity?

24 responses



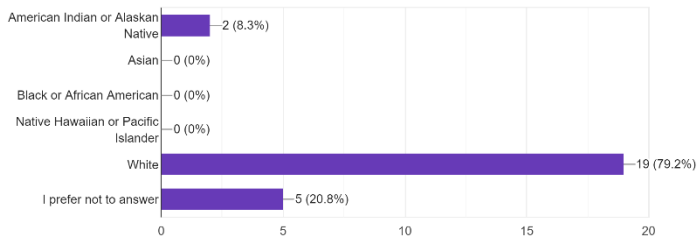
What is your ethnicity?

24 responses



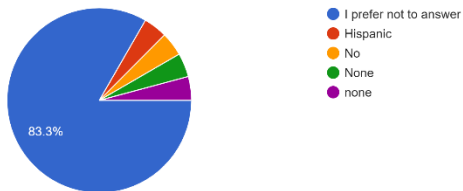
What is your race? (mark all that apply)

24 responses



Beyond that, is there another ethnic group with which you identify?

24 responses

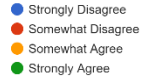
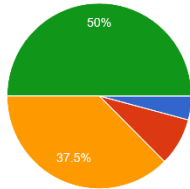


Survey Questions

Staff Connections

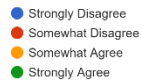
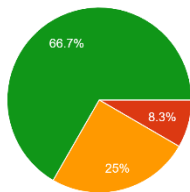
I feel supported by other teachers at my school.

24 responses



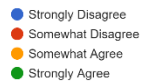
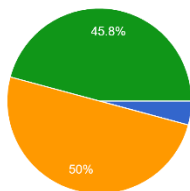
I get along well with other staff members at my school.

24 responses



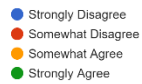
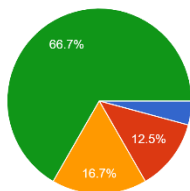
I feel like I am an important part of my school.

24 responses

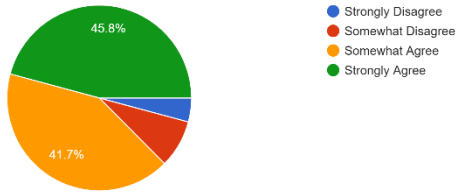


I enjoy working in teams (i.e. grade level, content) at my school.

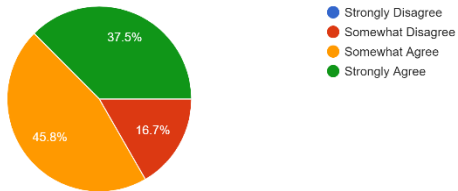
24 responses



I feel like I fit in among other staff members at my school.
24 responses

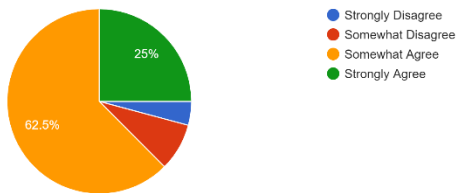


I feel connected to the teachers at my school.
24 responses

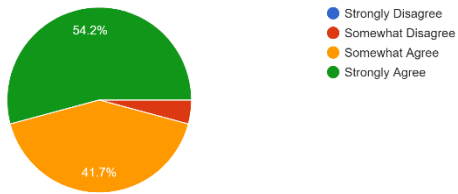


Structure for Learning

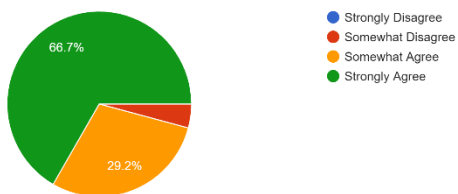
Teachers at my school frequently recognize students for good behavior.
24 responses



Teachers at my school have high standards for achievement.
24 responses

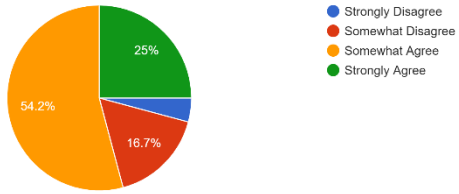


My school promotes academic success for all students.
24 responses



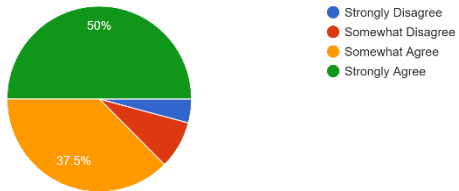
All students are treated fairly by the adults at my school.

24 responses



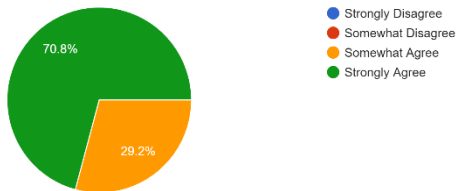
Teachers at my school treat students fairly regardless of race, ethnicity, or culture.

24 responses



Teachers at my school work hard to make sure that students do well.

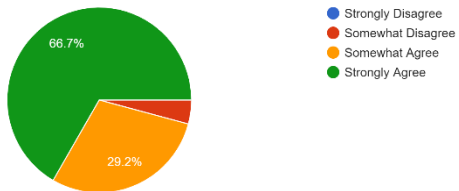
24 responses



School Safety

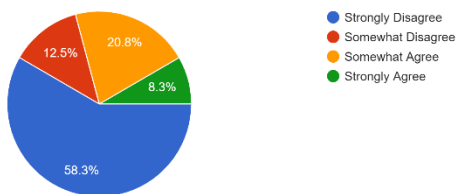
I feel safe at my school.

24 responses

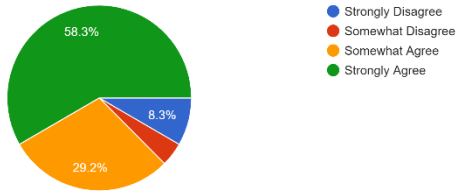


I have been concerned about my physical safety at school.

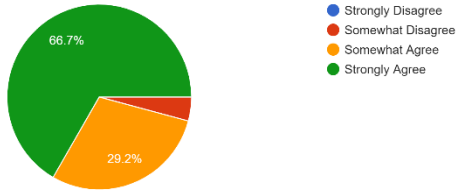
24 responses



If I report unsafe or dangerous behaviors, I can be sure the problem will be taken care of.
24 responses

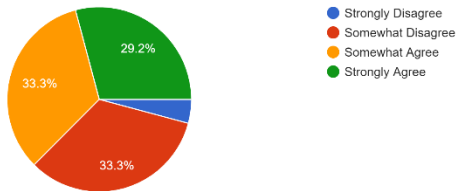


I feel safe when entering and leaving my school building.
24 responses

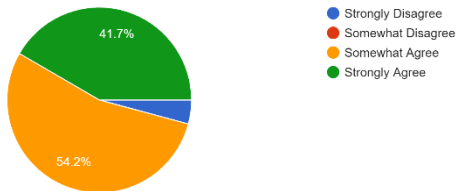


Physical Environment

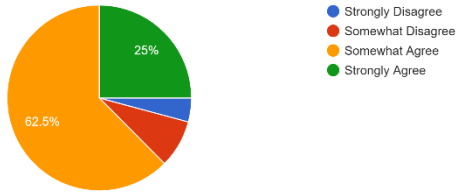
My school building is well-maintained.
24 responses



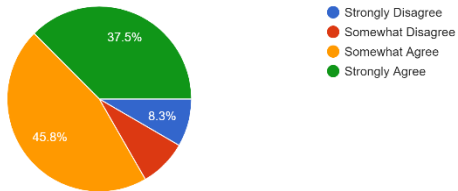
Instructional materials are up to date and in good condition.
24 responses



Teachers at my school keep their classrooms clean and organized.
24 responses

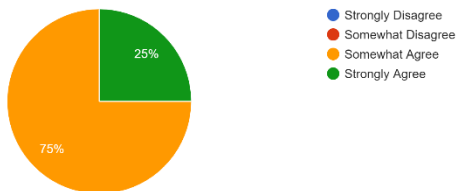


Teachers make an effort to keep the school building and facilities clean.
24 responses

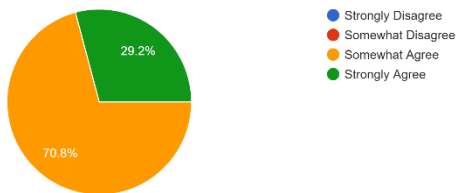


Peer and Adult Relations

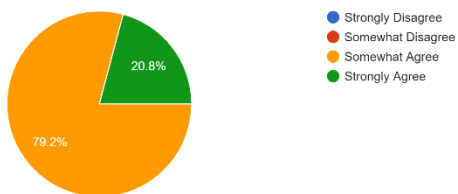
Students at my school would help another student who was being bullied.
24 responses



Students at my school get along well with one another.
24 responses



Students at my school treat each other with respect.
24 responses



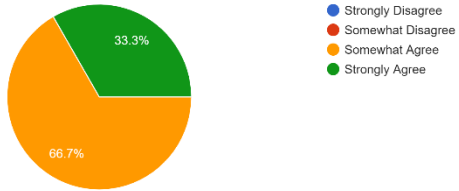
Students at my school treat other students fairly regardless of race, ethnicity, or culture.

24 responses



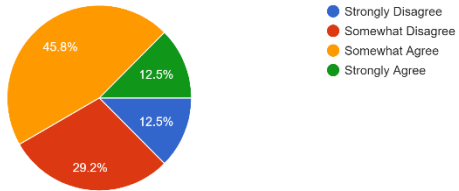
Students at my school show respect to other students regardless of their academic ability.

24 responses



Students at my school demonstrate behaviors that allow teachers to teach, and students to learn.

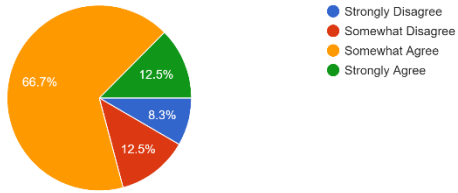
24 responses



Parent Involvement

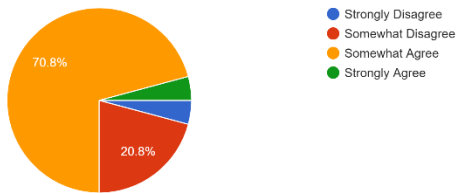
Parents at my school attend PTA meetings or parent/teacher conferences.

24 responses



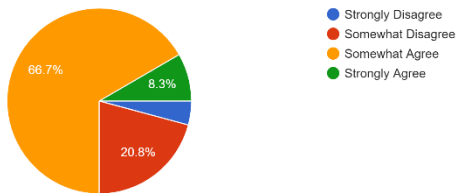
At this school, parents frequently volunteer to help on special projects.

24 responses



Parents at this school frequently attend school activities.

24 responses



21-22 PBIS School Climate Survey: Elementary Results

Demographics

What is your gender or gender identity?

Female	178
Male	173
Other	2
I prefer not to answer	6

What is your ethnicity?

Hispanic or Lainto/a	246
Not Hispanic or Lantino/a	68
I prefer not to answer	53

What is your race? (mark all that apply)

American Indian or Alaskan Native	20
Asian	15
Black or African American	23
Native Hawaiian or Pacific Islander	12
White	190
I prefer not to answer	136

Beyond that, is there another ethnic group with which you identify?

Ethnic Group	58
I prefer not to answer	296

What grade are you in?

Kindergarten	60
1st Grade	46
2nd Grade	56
3rd Grade	63
4th Grade	61
5th Grade	49
6th Grade	23

Survey

1. I like school.

Never	15
Sometimes	89
Often	63
Always	192

2. I feel like I do well in school.

Never	15
Sometimes	105
Often	80
Always	158

3. My school wants me to do well.

Never	5
Sometimes	10
Often	20
Always	323

4. My school has clear rules for behavior.

Never	7
Sometimes	12
Often	20
Always	317

5. Teachers treat me with respect.

Never	3
Sometimes	34
Often	35
Always	286

6. Good behavior is noticed at my school.

Never	11
Sometimes	87
Often	64
Always	195

7. I get along with other students.

Never	3
Sometimes	62
Often	77
Always	221

8. I feel safe at school.

Never	11
Sometimes	48
Often	43
Always	262

9. Students treat each other well.

Never	8
Sometimes	77
Often	90
Always	182

10. There is an adult at my school who will help me if I need it.

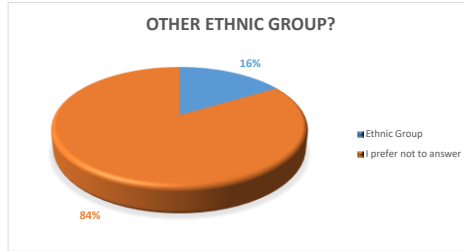
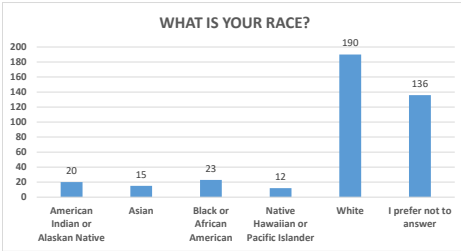
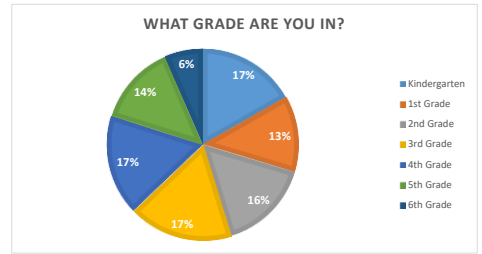
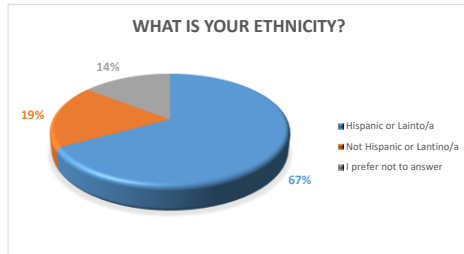
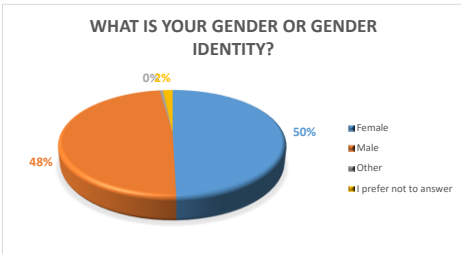
Never	5
Sometimes	30
Often	27
Always	295

11. Students in my class behave so that teachers can teach.

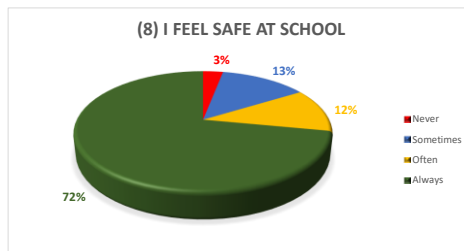
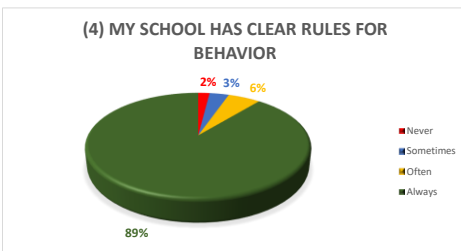
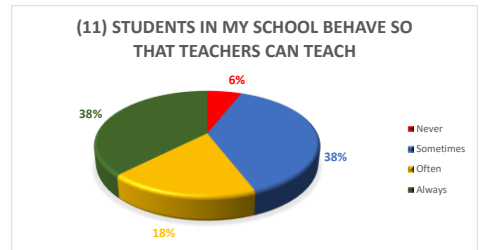
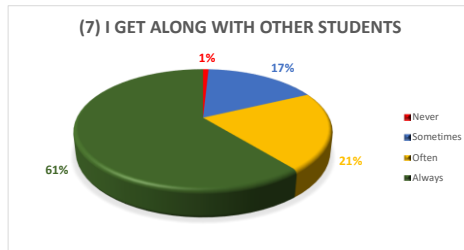
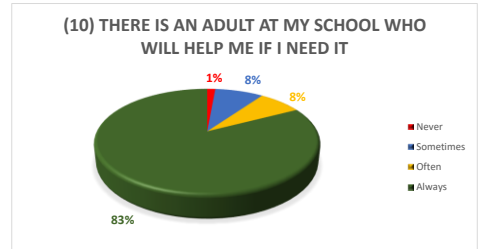
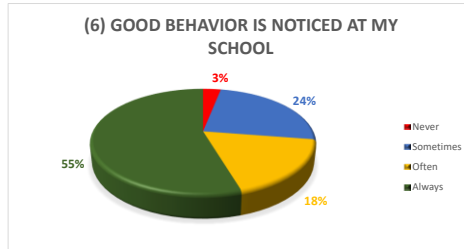
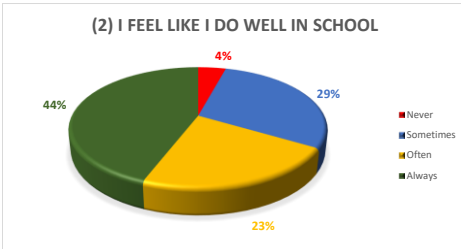
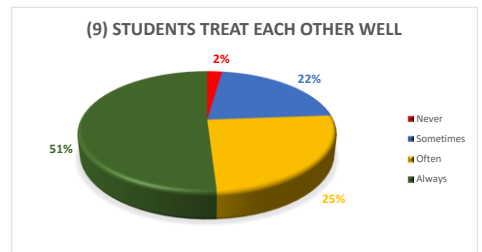
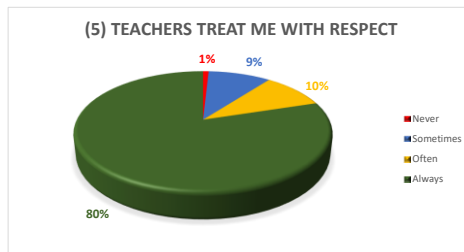
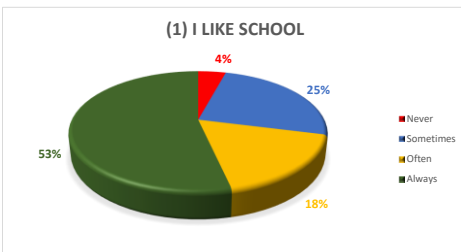
Never	21
Sometimes	134
Often	64
Always	132

PBIS SCHOOL CLIMATE SURVEY: ELEMENTARY CHARTS

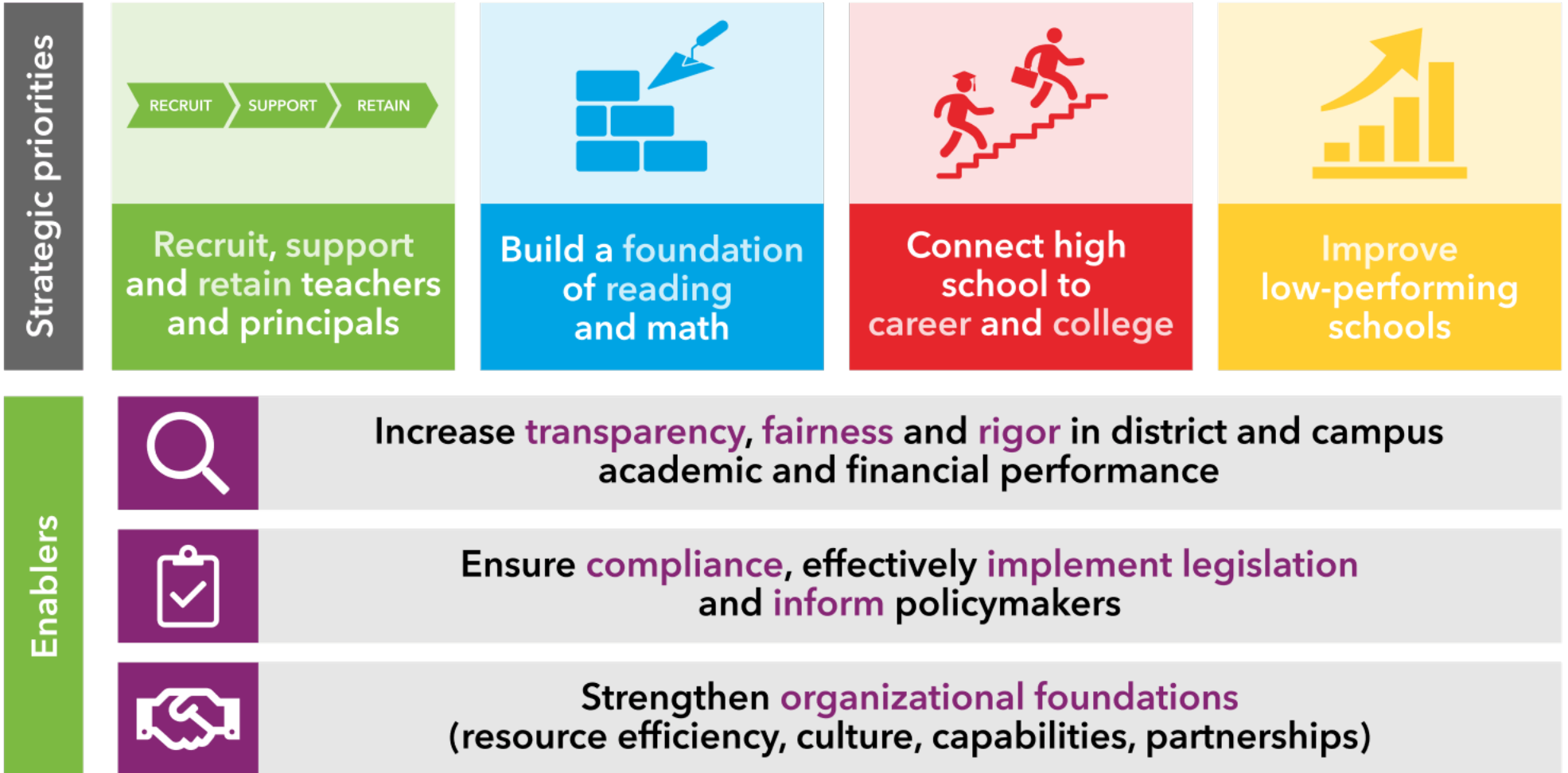
DEMOGRAPHICS



SURVEY



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



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