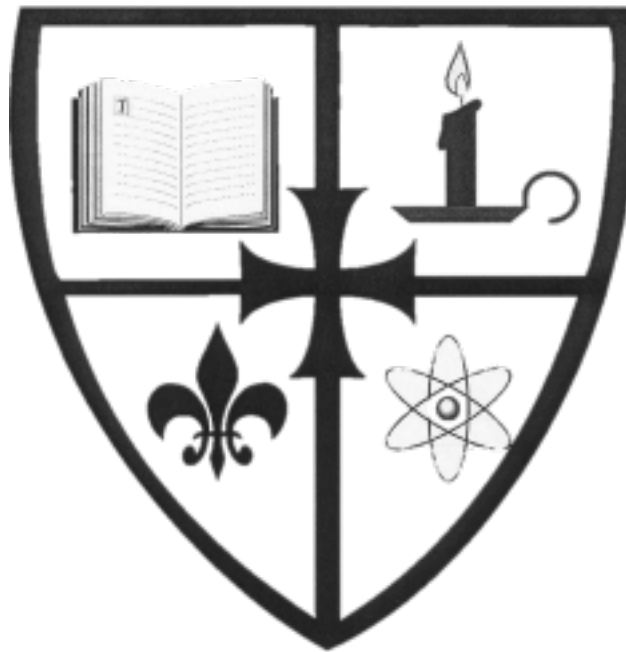


ST MARY'S ACADEMY CHARTER SCHOOL

District & Campus Improvement Plan 2024/2025

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



Stan Simonson, Superintendent
507 N Filmore, Beeville, Texas 78102
361-3581-5601
ssimonson@smacs.net

Date Reviewed:

DMAC Solutions ®

Page 1 of 52

Date Approved:

7/21/2025

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.

Resources

Resource	Source
No rows defined.	

ST MARY'S ACADEMY CHARTER SCHOOL Site Base

Name	Position
Esquivel, Marissa	Principal
Elizondo, Hirma	ACE Site Coordinator
Ramirez, Vanessa	Assistant Principal
Simonson, Stan	Superintendent
Jones, Jeanene	Asst. Superintendent/ACE Project Director
Chincarini, Susan	Chief Financial Officer
Salinas, Mari	Special Education Director
Whitley, Alice	Instructional Coach
Seeger, Barbara	School Nurse
Cavallin, Nancy	Instructor
Becker, Ashley	Instructor
Bazan, Ricardo	Instructor
Quintero, Vanessa	Parent
Quintero, Joker	Parent
Patel, Jitkumar	Parent/Community Rep
Guevara, Molly	Tribal Representative
Garza, Imelda	Registrar
Trevino, Ashlee	Registrar
Trevino, Denise	ACE PFE
Cuevas, Dawn	PFE
Moore, Robin	Chief Financial Officer

ST MARY'S ACADEMY CHARTER SCHOOL

Goal 1. (Goal #1) Recruit, support, and retain teachers and principals

Objective 1. (1.2) Providing teachers with professional development on research-based instructional strategies to improve student performance.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Professional development and growth in leadership with advancements and certifications in GT, PEL, ESL, Reading Academy, Grow Your Own, etc. (Target Group: All) (Strategic Priorities: 1) (ESF: 1,1.1,2,2.1,3,3.1)	Teachers	Annual/Ongoing		Criteria: Progress Monitoring Data (Early Literacy/STAR REN) Report Card Data Benchmark Data STAAR M-Class/Amplify 07/21/25 - Completed 04/26/24 - On Track 04/26/24 - Pending
2. District / Campus Recruitment Team (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 1,1.1,2,2.1,3,3.1)	Business Manager, Human Resources, Principal, Superintendent, Teachers	Annual/Ongoing		Criteria: End-of-year feedback Job vacancies 07/21/25 - Completed 04/26/24 - On Track

ST MARY'S ACADEMY CHARTER SCHOOL

Goal 1. (Goal #1) Recruit, support, and retain teachers and principals

Objective 2. (1.3) Retaining teachers by providing a positive professional collaborative work environment that celebrates student and teacher success.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Behavioral intervention strategies (Title I SW Elements: 1.1,2.2,2.6) (Target Group: All) (ESF: 3,3.1,3.2,5,5.1,5.4)	Interventionists, 4-6 part time Boys Counselor, 4-6 Part-Time Counselor, 4-6 part-time Girls Counselor, Campus Behavior Coordinator, Contract LPC, Counselor , Director of Special Programs , K-3 Part-Time Counselor , Principal, Special Education Director, Superintendent, Teachers	Annual/Ongoing		Criteria: Pearson 360 Student conduct cards Counseling referral forms 07/21/25 - Completed 04/26/24 - On Track
2. Counseling services (Title I SW Elements: 1.1,2.2,2.6) (Target Group: All) (ESF: 3,3.1,3.2)	4-6 part time Boys Counselor, 4-6 Part-Time Counselor, 4-6 part-time Girls Counselor, Counselor , K-3 Part-Time Counselor , Principal	Annual/Ongoing		Criteria: Pearson 360 Student conduct cards Counseling referral forms 07/21/25 - Completed 04/26/24 - On Track
3. Behavioral training, Schoolwide support & incentives (Title I SW Elements: 1.1,2.2,2.4,2.6,3.1,3.2) (Target Group: All) (ESF: 3,3.1,3.2,3.3,3.4,5,5.1)	Interventionists, 4-6 part time Boys Counselor, 4-6 Part-Time Counselor, 4-6 part-time Girls Counselor, Campus Behavior Coordinator, Counselor , Principal, Superintendent, Teachers	Annual/Ongoing		Criteria: Training certifications Sign in Sheets Professional Development records Student conduct cards 07/21/25 - Completed 04/26/24 - On Track
4. Grade-level meetings as needed (Title I SW Elements: 3.2) (Target Group: All) (Strategic Priorities: 2) (ESF: 3,3.1,4,4.1,5,5.3,5.4)	Curriculum Consultant, Principal, Superintendent, Teachers	Annual/Ongoing		Criteria: Sign in Sheets and Agenda Documentation of minutes / Teacher Feedback 07/21/25 - Completed 04/26/24 - On Track

ST MARY'S ACADEMY CHARTER SCHOOL

Goal 2. (Goal #2) Maintain a foundation of reading and math

Objective 1. (2.1) Interventionists

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Amplify intervention training and curriculum (Title I SW Elements: 2.5,2.6) (Target Group: All) (Strategic Priorities: 2) (ESF: 4,4.1,5,5.1,5.3,5.4)	Interventionists, Principal, Teachers	Annual/Ongoing		Criteria: BOY, MOY, EOY data STAAR Results STAR Ren assessments 07/21/25 - Completed 04/26/24 - On Track
2. Zearn math intervention (Title I SW Elements: 2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 2) (ESF: 4,4.1,5,5.1,5.3,5.4)	Interventionists, Principal, Teachers	Annual/Ongoing		Criteria: Zearn data STAAR results STAR Ren data 07/21/25 - Completed 04/26/24 - On Track
3. TCLAS, HIT, ACE (Title I SW Elements: 2.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 2) (ESF: 3,3.1,3.4,4,4.1,5,5.1,5.3,5.4)	Interventionists, Paraprofessionals, TCLAS Program Director, Teachers	Annual/Ongoing		Criteria: Participation percentages Academic data Teacher referrals 07/21/25 - Completed 04/26/24 - On Track
4. Academic competitions such as TAME (6th), AR (K-6th), Ninja Math (1st-3rd), Environmental Poster contest with USDA (6th) (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 2) (ESF: 3,3.4,5,5.1,5.3)	Incentive Committee, Principal, Teachers	Annual/Ongoing		Criteria: Award winners Incentives Participation and recognition 04/26/24 - Completed

ST MARY'S ACADEMY CHARTER SCHOOL

Goal 2. (Goal #2) Maintain a foundation of reading and math

Objective 2. (2.2) Academic enrichment for staff

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Literacy conference attendance - Building Bridges (Title I SW Elements: 2.5,2.6) (Target Group: All) (Strategic Priorities: 2) (ESF: 4,4.1,5,5.1)	Interventionists, Principal, Teachers	August 2023		Criteria: Sign in sheets Training Certificates 04/26/24 - Completed
2. Strategy training in math & reading (Title I SW Elements: 2.5,2.6) (Target Group: All) (Strategic Priorities: 2) (ESF: 4,4.1,5,5.1,5.3)	Interventionists, Principal, Teachers	Annual/Ongoing		Criteria: Sign in Sheets Training certificates 04/26/24 - Completed

ST MARY'S ACADEMY CHARTER SCHOOL

Goal 3. (Goal #3) Connect high school to career and college readiness

Objective 1. (3.1) Student support for higher education

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Professional and career days (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 3) (ESF: 3,3.4)	4-6 Part-Time Counselor, Parent Liaison	Annual/Ongoing		Criteria: Invitations Sign in's 07/21/25 - Completed 04/26/24 - On Track
2. Campus college T-shirt days (Wednesdays) and College awareness (Title I SW Elements: 2.1,2.3) (Target Group: All) (Strategic Priorities: 3) (ESF: 3,3.4)	Counselor , Parent Liaison	Annual/Ongoing		Criteria: College Tshirt Involvement 07/21/25 - Completed 04/26/24 - On Track
3. Alumni college Scholarships (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 3) (ESF: 3,3.4)	Counselor , Parent Liaison, Principal	Annual		Criteria: Scholarship applications and rewards 07/21/25 - Completed 04/26/24 - Some Progress

ST MARY'S ACADEMY CHARTER SCHOOL

Goal 3. (Goal #3) Connect high school to career and college readiness

Objective 2. (3.2) SMACS Alumni

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Field Day volunteers (Title I SW Elements: 2.1,3.1) (Target Group: All) (ESF: 3,3.4)	Parent Liaison, Physical Education Teacher	Annual		Criteria: Sign in's Volunteer hour logs and certificates 07/21/25 - Completed 04/26/24 - On Track
2. Alumni walk (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 3) (ESF: 3,3.4)	Counselor , Parent Liaison	Annual		Criteria: Sign in's Invitation 07/21/25 - Completed 04/26/24 - On Track

ST MARY'S ACADEMY CHARTER SCHOOL

Goal 4. (Goal #4) Improve low-performing school

Objective 1. (4.1) Improve student achievement

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Attendance - Truancy intervention (Title I SW Elements: 2.2,2.3,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.3)	Counselor , Principal	Annual/Ongoing		Criteria: Attendance reports 07/21/25 - Completed 04/26/24 - On Track
2. Parent involvement; Training / Family engagement with ACE (Title I SW Elements: 2.1,3.1) (Target Group: All) (ESF: 3,3.4)	Parent Liaison, Principal, TCLAS Program Director	Annual/Ongoing		Criteria: Sign-in's Parent surveys 07/21/25 - Completed 04/26/24 - On Track

Comprehensive Needs Assessment

Demographics

Demographics Data Sources

Parent Participation
PEIMS Reports

Demographics Strengths

- The teaching staff demographics closely match those of the student body, which fosters relatability and enhances understanding within the educational environment.
- Our student population boasts a rich multigenerational diversity that significantly enriches the learning experience by incorporating varied perspectives and backgrounds.
- We employ high-quality instructional materials, carefully selected to actively engage students and facilitate effective learning.

Demographics Weaknesses

- A concerning trend of declining enrollment presents challenges in maintaining a vibrant and diverse school community.
- A notable portion of our student population hails from socio-economically disadvantaged backgrounds, which necessitates targeted support and additional resources.
- An increase in the number of students diagnosed with dyslexia underscores the urgent need for specialized instructional strategies and targeted interventions.
- Current student-to-teacher ratios raise concerns regarding the individualized attention that students can receive.

Demographics Needs

Needs

- A smaller student-to-teacher ratio is essential to ensure that each student receives personalized support and attention necessary for academic success.
- There is an urgent requirement for heightened awareness and understanding of societal culture, particularly in recognizing and addressing challenges faced by economically disadvantaged students and the impact of their home environments on academic performance.

Demographics Summary

Comprehensive Needs Assessment

To enhance our campus demographics, we are dedicated to providing essential support and implementing necessary services. Students benefit from targeted academic and socio-emotional support services through initiatives such as HB1416 (formerly HB4545), TCLAS, and ACE 21st Century. However, it is crucial to note that student enrollment has experienced a decline over the years, largely due to shifts in employment opportunities and the availability of alternative educational options.

Student Achievement

Student Achievement Strengths

- High-quality instruction is effectively aligned with student needs, ensuring relevant learning experiences.
- Teachers are trained to analyze student data proficiently, enabling targeted instructional adjustments.
- Quality data is utilized to drive and enhance instructional practices continuously.
- Teacher experience, as measured by years of teaching, contributes positively to student learning outcomes.
- Communication between teachers and parents is facilitated through mandatory parent/teacher conferences, promoting collaboration.
- Consistent progress monitoring is implemented to track student growth and achievement.
- Growth incentives are established to encourage and reward academic achievement.

Student Achievement Weaknesses

- A lack of off-campus academic learning experiences due to transportation issues limits students' exposure to enriching opportunities.
- Limited teacher experience in STEM instruction presents challenges in delivering a comprehensive curriculum.
- Minimal early childhood experiences create delays in foundational learning and speech development.
- A high population of special education students, particularly those diagnosed with dyslexia, necessitates additional support.
- Class sizes and flexible grouping arrangements present challenges to effective instruction.

Student Achievement Needs

Needs

- Reliable transportation, specifically a school-owned bus, is needed to facilitate off-campus learning experiences.
- Essential STEM training for teachers is required to enhance instructional quality in these subjects.
- There is a necessity for preschool programs and teacher training focused on oral language development.
- Comprehensive technology training is necessary for teachers, students, staff, and parents to ensure effective use of instructional tools.

Comprehensive Needs Assessment

Student Achievement Summary

Campus strengths in utilizing data-driven instruction and academic support are regularly evaluated and monitored. Critical areas of concern include the need for off-campus learning experiences, addressing larger class sizes, cognitive disadvantages, and flexible learning groups.

School Culture and Climate

School Culture and Climate Strengths

- Regular grade-level meetings among teachers promote collaborative planning and feedback, enhancing instructional quality.
- Programs like TCLAS and ACE foster cohesiveness and continuity across educational experiences.
- Scheduled parent/teacher conferences encourage open communication and engagement with families.
- Key staff members take on additional responsibilities to support student needs and create a positive environment.
- Student safety and security are prioritized, contributing to a conducive learning atmosphere.
- Emotional support is readily available for both students and staff, promoting overall well-being.

School Culture and Climate Weaknesses

- There is a prevalent staff perception issue regarding the achievement of our public charter school, which may affect morale.
- Socioeconomic and cultural differences impact the overall school culture, creating barriers to unity.

School Culture and Climate Needs

- Parent training in academic areas is essential to empower families to support their children's education effectively.
- Collaboration between parents and the school regarding expectations needs to be improved to foster a stronger partnership.
- Strengthening community partnerships is vital for enhancing resources and support for students and families.

School Culture and Climate Summary

Strong points contributing to a positive school culture include the accessibility of emotional and mental support for both students and staff through counselors and licensed

Comprehensive Needs Assessment

School Culture and Climate Summary (Continued)

professional psychologists. However, there is a need to address the increasing academic gap in collaboration between parents and the school.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

- A variety of professional development opportunities are provided to enhance teacher skills and competencies.
- Stipends are available to reward teachers for their commitment and additional qualifications.
- Efforts are made to support teacher retention, fostering a stable workforce.

Staff Quality, Recruitment and Retention Weaknesses

- Competitive salaries for teachers and staff in surrounding districts pose a challenge in attracting and retaining qualified personnel.
- There is a notable shortage of certified teachers and paraprofessionals within the community.

Staff Quality, Recruitment and Retention Needs

- Competitive substitute salaries are necessary to ensure a reliable pool of substitute teachers.
- Establishing teacher incentives is essential to attract and retain high-quality educators.

Staff Quality, Recruitment and Retention Summary

Stipends are awarded to teachers who complete programs such as Reading Academy, ELL certification, and GT certificates. Paraprofessionals are encouraged to pursue further education through "Grow Your Own" funding. Without competitive salaries and sign-on bonuses, hiring qualified teachers remains a significant challenge.

Curriculum, Instruction and Assessment

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Strengths

- Differentiated instruction is delivered through interventionists, catering to diverse student needs.
- Student-centered approaches are emphasized, promoting active learning and engagement.
- Data-informed instruction includes regular progress monitoring to inform teaching practices.
- Subject integration is practiced to create a holistic learning experience.
- Effective teaching practices are observed, largely due to the experience of the teaching staff.
- Technology is effectively integrated into instruction, enhancing learning opportunities.

Curriculum, Instruction and Assessment Weaknesses

- A lack of alignment in classroom practices and differentiated instruction within grade levels has been noted.
- Limited interdisciplinary connections hinder the development of a cohesive curriculum.
- Assessment practices are inadequate, failing to effectively measure student learning outcomes.
- Engagement and relevance in curriculum and instruction require significant improvement.
- Equity issues exist in the integration of technology across the curriculum.

Curriculum, Instruction and Assessment Needs

- Teacher training in technological skills is essential to enhance instructional effectiveness.
- Increased strategic planning among teachers is needed to understand TEKS and accommodate diverse student learning needs.
- Encouraging co-planning among teachers for holistic learning approaches is necessary to promote collaboration.
- Prioritizing feedback between teachers and administration on assessment results is crucial for continuous improvement.

Curriculum, Instruction and Assessment Summary

Strengths include teacher experience, intervention methods, and progress monitoring that support data-driven instruction. Weaknesses involve a lack of classroom alignment, insufficient interdisciplinary connections, and low engagement in curriculum and instruction.

Family and Community Involvement

Comprehensive Needs Assessment

Family and Community Involvement Strengths

- A Parent and Family Engagement (PFE) coordinator has been appointed this year to enhance family involvement.
- Monthly engagement events for parents and families are held, fostering community connections.
- Parent-teacher conferences occur three times a year, plus additional meetings as necessary to discuss student progress.
- A solid foundation for academic continuity is established within the school community.
- A Health and Wellness Committee is available to support student and family needs.
- Access to school and community resources is provided, ensuring families have the support they require.

Family and Community Involvement Weaknesses

- Some staff members exhibit reluctance or reduced enthusiasm in engaging with families.
- A high population of single parents and guardians exists, which may impact family engagement.
- Families often have limited time availability, making participation in school events challenging.
- A significant number of incarcerated parents presents additional challenges for family involvement.

Family and Community Involvement Needs

- Professional development in cultural diversity is necessary to equip staff with the skills to engage effectively with diverse families.
- Varied opportunities for parent involvement and attendance should be created to encourage participation.

Family and Community Involvement Summary

Family involvement at St. Mary's Academy is strong, with encouragement for participation in monthly events and parent-teacher conferences. Varied timings for events will increase family participation and engagement.

School Context and Organization

Comprehensive Needs Assessment

School Context and Organization Strengths

- Professional development opportunities are consistently provided to enhance staff capabilities.
- Equitable access to resources for all students is ensured, promoting fairness and inclusivity.
- Data-informed decision-making is prioritized to improve educational outcomes.

School Context and Organization Weaknesses

- Inconsistencies in employee evaluations can affect staff development and accountability.
- Societal culture and mindsets present challenges to the school environment and student engagement.
- The absence of a preschool program limits early educational opportunities for young learners.
- There is insufficient exposure to trade schools and colleges for students, affecting their future readiness.

School Context and Organization Needs

- Employee feedback from all departments is needed to foster a collaborative environment.
- Consistency in policies and procedures should be established to enhance organizational effectiveness.
- An administrative environment that supports positive learning and growth must be created.

School Context and Organization Summary

Professional development for teachers and administration is adequately provided throughout the year. The data management system will improve curriculum and assessment adjustments, ensuring equitable access to resources for all students.

Technology

Technology Strengths

- Updated technology resources are utilized effectively throughout the school.
- Technology devices are readily available for both students and teachers, enhancing instructional capabilities.

Comprehensive Needs Assessment

Technology Strengths (Continued)

- On-site technology trainers are accessible to provide support and training.
- A variety of software programs are available to assist in instruction and learning.

Technology Weaknesses

- Instruction in keyboarding skills is lacking, which is essential for student proficiency in technology.
- Staff comprehension of technology and programs is insufficient, limiting effective integration into instruction.

Technology Needs

- Funding is required to replace old and decommissioned devices to ensure students have access to current technology.
- Funding for teacher training in technology is essential to enhance instructional effectiveness.

Technology Summary

Updated technology devices and software are available for all students and teachers. There is a critical need for certified technology trainers to address staff comprehension and usage issues. Additionally, funding is necessary to replace outdated equipment and provide staff with the training needed for effective technology integration.



St. Mary's Academy Charter School

507 N. Filmore • Beeville, Texas 78102

School Office (361)358-5601 • Fax (361) 358-7939



Campus Improvement Plan

AGENDA

October 30, 2024

10:00 a.m., Room 405

Reflection- Who are we? What is our mission?

Timeline- Create a timeline.

Levers-

- Lever 1- Strong School Leadership and Planning
- Lever 2- Strategic Staffing
- Lever 3- Positive School Culture
- Lever 4- High-Quality Instructional Materials and Assessments
- Lever 5- Effective Instruction



St. Mary's Academy Charter School

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Conference/Meeting Sign-in

Date: 10/30/24

Time: 10:00

Topic of Discussion: CIP/LEVERS

Print Name	Title	Signature
Veronica Del Bosque	Teacher	V. Del Bosque
Traei Yountz	Counselor	Traei Yountz
Jeanne Jones	Ass Sup	Jeanne Jones
Brian Moore	CEO	Brian Moore
Vanessa Quintero	Parent	Vanessa Quintero
Alice Whitley	Instructional Coach	Alice Whitley

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Print Name	Title	Signature
Rebecca Silvas	Realtor	Rebecca Silvas
Mari Salinas	Dir. of Sp. Programs	Mari Salinas
Marissa Esquivel	Principal	M. Esquivel
Vanessa Ramirez	Asst. Principal	Vanessa Ramirez
Ricardo Bazan	Teacher	Ricardo Bazan
Hirma Elizondo	Acc Program Director	Hirma Elizondo
Denise Trevino	Librarian ACE FSE	Denise Trevino
Imelda Garza	Administrative Assistant ACE	Imelda Garza
Dawn Cuevas	Parent + Family Engagement Liaison	Dawn Cuevas
Alexis Fiegel	Admin Assistant Supt / Board of Directors	Alexis Fiegel

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St. Mary's Academy Charter School

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358 Conference/Meeting Sign-in



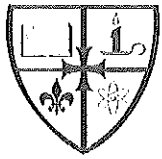
Date: 10-30-24

Time: 10:00 am

Topic of Discussion: Campus Improvement Plan

Print Name	Title	Signature
Patel Jitkumar		<u>Jit Patel</u>
Patel Divya.		D.J. Patel.
Vanessa Cano	Admin. Asst.	Vcano

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Campus Improvement Plan

Meeting Minutes

October 30, 2024

10:00 a.m., Room 405

Reflection- Who are we? What is our mission?

Timeline- Create a timeline.

Levers-

- Lever 1- Strong School Leadership and Planning
- Lever 2- Strategic Staffing
- Lever 3- Positive School Culture
- Lever 4- High-Quality Instructional Materials and Assessments
- Lever 5- Effective Instruction

Attendees

Marissa Esquivel- Principal	Vanessa Ramirez- Vice Principal	Jeanene Jones- Assistant Superintendent	Robin Moore- CFO
Alice Whitley- Instructional Coach	Mari Salinas- Director of Special Education	Hirma Elizondo- ACE Program Director	Dawn Cuevas- Parent & Family Engagement Liaison
Traci Younts- Counselor	Alexis Fiegel- Admin. Assistant to Superintendent/Board	Vanessa Cano- Admin. Assistant to Principal and Special Education	Imelda Garza- Admin. Assistant to ACE Program
Denise Trevino- Librarian/ ACE FSE	Ricardo Bazan- Teacher	Veronica Del Bosque- Teacher	Rebecca Silvas- Realtor/Community Member

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Vanessa Quintero- Parent	Jirkumar Patel- Parent	Divya Patel- Parent	
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Absentees

Nancy Cavallin- Special Education Teacher	Susan Chincarini- Consultant	Molly Guevara- Community Member	
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Presenters

Marissa Esquivel

Meeting Open

Meeting began at 10:03 a.m.

Presenter: Marissa Esquivel, Principal

Thank you all for taking the time out of your busy schedules to join us today. I understand that everyone has numerous responsibilities, and I truly appreciate your presence. The purpose of this meeting is to discuss our Campus Improvement Plan (CIP), which we are required to update annually for each school year.

For those who may not know me, my name is Marissa Esquivel. We are grateful to have you here, especially those who are new to our team, like Mr. Bazan. Let's start with a quick round of introductions:

Thank you all for the introductions. As a first-year principal, I am excited to work with each of you. Last year, I had the opportunity to collaborate with some of you, and I am eager to continue our efforts. It has been a busy week filled with academic and extracurricular activities, including awards ceremonies and upcoming events.

Today, our focus is on reflecting on our CIP. I want to ensure that we use our time effectively and address any questions or concerns you may have about the CIP. Our goal is to maintain continuity in learning and improve our campus environment. Please feel free to share any thoughts or inquiries you might have.

Before we begin, please be aware that this meeting will be recorded to ensure we capture all important details. Vanessa, who is new to our team. We aim to maintain the high standards set by our predecessors. For those unfamiliar, CIP stands for Campus Improvement Plan, which is our focus today.

We will start by reflecting on our agenda, which everyone should have received. Our primary goal is to define who we are and what our mission is at Saint Mary's, particularly for our staff. This reflection is crucial for enhancing student outcomes, aligning with our high standards and mission. We have both a campus and a district plan, and currently, our efforts are concentrated on the campus plan.

This is a collaborative effort, not the responsibility of a single individual. We aim to address the needs of our students and understand our demographics. Our vision is for students at Saint Mary's to achieve academic excellence, act as responsible citizens, and uphold strong moral values. We strive for high academic standards, a code of conduct, and parental support.

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We are in the process of reviewing our progress since our summer meeting and are working on a timeline. This involves gathering data and evidence to support our findings and identify any issues. One key focus from last year was examining our demographics, which remains a priority as we continue to develop our Campus Improvement Plan.

The Campus Improvement Plan is a dynamic document that we continuously review and update as we progress. One of the key topics we discussed last year was our changing demographics. In your folders, you will find a document that outlines these demographics, and we will review it together. Please feel free to stop me at any point if you have questions or input, as this is a roundtable discussion.

Last year, we examined enrollment numbers for the 2022-2023 and 2023-2024 academic years. We had 299 students last year, and currently, we have 282 students enrolled. This represents a decline from previous years when we had as many as 390 students. At our peak, we had nearly 400 students five years ago. A guiding question for us is: Why are we experiencing this decline?

An article recently highlighted that in the last five years, we've lost 8% of our population, and projections suggest we may lose another 8% in the next five years. This trend is concerning, especially if the decline is more pronounced among school-age children. We've also lost several students to homeschooling.

Rebecca, a local realtor, has been invited to provide insights into the community's dynamics. She has observed that many families are moving due to high property taxes and the lack of transportation options for students. The economic situation has also impacted families, with some businesses closing or relocating to larger areas, affecting the local workforce.

Additionally, the cost of living, including high utility bills, is driving people to move to areas with lower expenses. These factors contribute to the challenges we face in maintaining and growing our student population.

The decline in college enrollment has been a concern, particularly as it affects the influx of young, vibrant minds that once characterized our community. The shift towards online education has changed the landscape, with many students no longer needing to be physically present on campus. This trend has been crucial in keeping certain programs, like the early college initiative, viable, with over 50% of enrollments now being dual credit. These programs serve a wide range of communities, spreading resources thin but maintaining essential educational opportunities.

The return of Career and Technical Education (CTE) programs in local school districts is a positive development. These vocational programs provide pathways for students to continue their education locally and fill critical roles in the community, such as electricians and plumbers, which are currently in short supply. In 2019, there was a notable interest from students in San Antonio seeking skills like welding and HVAC repair, but changes in program leadership have since led to a decline in participation.

Economic factors, such as fluctuating interest rates and insurance costs due to natural disasters, have also impacted the community. The construction of a large elementary school by LISD may push some families to seek smaller, more intimate educational settings. Parents value familiarity and community ties, which smaller schools can offer.

Efforts to engage with local daycares and pre-K programs are essential for maintaining enrollment numbers. By building relationships with these early education providers, we can create a pipeline that feeds into our schools. Additionally, community engagement through events and partnerships can raise awareness and attract new families.

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The real estate market shows a trend of people moving to the outskirts to avoid city taxes, with about 60% of new residents having school-age children. This demographic shift presents an opportunity to attract new students by highlighting the benefits of our schools.

Marketing and community presence are crucial for small charter schools like ours. By participating in local events and increasing visibility, we can strengthen our community ties and attract new families. Wearing school-branded apparel and attending community gatherings can serve as effective, low-cost marketing strategies.

In summary, our goals should focus on enhancing community engagement, strengthening partnerships with early education providers, and increasing our visibility to attract and retain students. By doing so, we can ensure the continued success and growth of our educational programs.

In our recent Campus Improvement Plan meeting, several key points were discussed to enhance our school's engagement and effectiveness. The community has expressed a strong desire for increased communication and transparency, particularly through social media. This year, one of our primary goals is to leverage social media more effectively to showcase school events and activities, distinguishing us from other elementary schools. Post-pandemic, we have been cautious about safety concerns, but we are now more active in sharing moments like pep rallies, which parents appreciate.

Understanding the needs of parents is crucial, and climate surveys have been instrumental in gathering honest feedback. St. Mary's has a longstanding reputation in the community, and we aim to maintain that by addressing transportation and after-school program needs, which are vital for many working parents.

Our demographic data shows a significant portion of our students are economically disadvantaged, which qualifies us as a Title I school. This status requires us to focus on the specific needs of our community, ensuring that all students have access to necessary resources. We recognize the challenges faced by families, such as early work hours and the need for reliable transportation and childcare.

To address these challenges, we are committed to providing high-quality instruction and support systems. Our Positive Behavioral Interventions and Supports (PBIS) and other family engagement programs are designed to foster a positive school culture. We also prioritize professional development for our teachers to ensure effective classroom instruction and student-centered learning.

We are aware of the statewide decline in school-aged populations and the competition from charter schools. To counter this, we focus on early enrollment and retention, particularly by offering programs like Pre-K, which help build a strong foundation for students who tend to stay with us through their educational journey.

Finally, we are exploring ways to maintain our sixth-grade program, as it fosters loyalty and continuity within our school community. By addressing these areas, we aim to create a supportive and thriving environment for all students and families.

During a recent meeting, students from different schools came together to discuss their experiences. One student was called out by a teacher, prompting a lively discussion among the group. Despite occasional disagreements, the students demonstrated a strong sense of community and support for one another. This year, as sixth graders, they have shown noticeable maturity compared to their time as fifth graders.

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The conversation shifted to the curriculum and how companies like ExxonMobil and Microsoft influence educational content. These companies are shaping the skills they seek in future employees, prompting schools to adapt their programs accordingly. For instance, Beeville ISD has enhanced its welding program with support from local businesses, aiming to better prepare students for the workforce.

The group acknowledged the challenges of relying heavily on technology, such as Google, during the COVID-19 pandemic. They discussed the importance of diversifying digital tools and ensuring students are proficient in various platforms, including Microsoft.

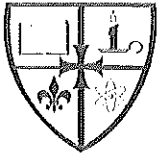
Looking ahead, the team plans to review last year's Campus Improvement Plan (CIP) goals and objectives. They aim to refine their strategies, focusing on data-driven approaches and community involvement. The meeting concluded with plans to reconvene on December 5th to assign groups and continue their work. Participants agreed to communicate via email to ensure everyone is informed and prepared for the next steps.

Questions/Concerns:

Meeting Closed:

Meeting closed at 11:41 a.m.

Minutes Submitted By:	<u>Vanessa Cano</u>	<u>10/30/2024</u>
	Vanessa Cano	Date
Minutes Approved By:	<u>Marissa Esquivel</u>	<u>10/30/2024</u>
	Marissa Esquivel, Principal	Date



St. Mary's Academy Charter School
507 N. Filmore • Beeville, Texas 78102
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AGENDA

December 12, 2024

10:00 a.m., Room 405

Campus Needs Assessment under Title I

Reflection- Who are we? What is our mission?

Timeline- Create a timeline.

Levers-

- Lever 1- Strong School Leadership and Planning
- Lever 2- Strategic Staffing
- Lever 3- Positive School Culture
- Lever 4- High-Quality Instructional Materials and Assessments
- Lever 5- Effective Instruction



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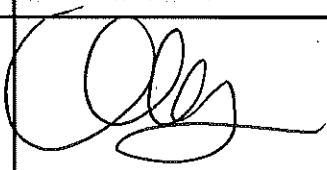

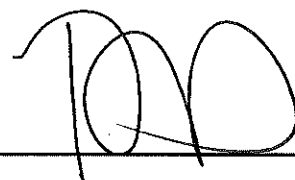
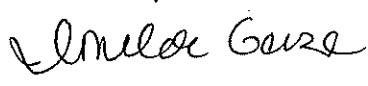
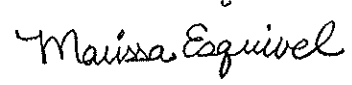
358 Conference/Meeting Sign-in

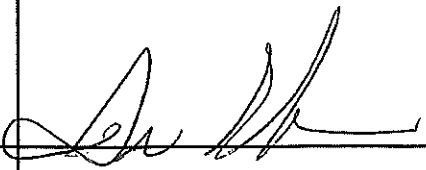


Date: 12/12/24

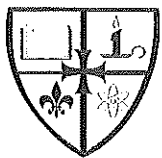
Time: 10:00 a.m.

Topic of Discussion: Levers

Print Name	Title	Signature
Mari Salinas	Dir. of Sped	
Denise Trevino	Library/ ACE Family	
Dawn Cuevas	Parental Family Engagement Liaison	
Imelda Gorza	ACE Admin Asst.	
Marissa Esquivel via zoom	Principal	
V. Del Bosque	Teacher	

Print Name	Title	Signature
Hirma Elizondo	ACE Director	
Yanessa Ramirez	Assistant Principal	V. Ramirez

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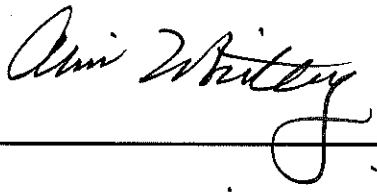



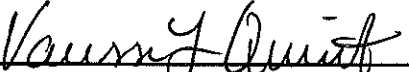
358Conference/Meeting Sign-in

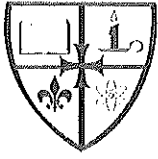


Date: 12/12/24

Time: 10:00 a.m.

Topic of Discussion: levers

Print Name	Title	Signature
NANCY CAVALLIN	SPEED TEACHER	
Alice Whitley	Instructional Coach	
Susan Chincarini	Consultant	
Traci Younts	Counselor	
Vanessa Cano	admin. Asst.	
Vanessa Quintero	Parent	



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Meeting Minutes

December 12, 2024

10:00 a.m., Room 405

Campus Needs Assessment under Title I

Reflection- Who are we? What is our mission?

Timeline- Create a timeline.

Levers-

- Lever 1- Strong School Leadership and Planning
- Lever 2- Strategic Staffing
- Lever 3- Positive School Culture
- Lever 4- High-Quality Instructional Materials and Assessments
- Lever 5- Effective Instruction

Attendees

Marissa Esquivel- Principal	Vanessa Ramirez- Vice Principal	Alice Whitley- Instructional Coach	Susan Chincarini- Consultant
Traci Younts- Counselor	Mari Salinas- Director of Special Education	Hirma Elizondo- ACE Program Director	Dawn Cuevas- Parent & Family Engagement Liaison
Veronica Del Bosque- Teacher	Vanessa Cano- Admin. Assistant to Principal and Special Education	Imelda Garza- Admin. Assistant to ACE Program	Denise Trevino- Librarian/ ACE FSE
Vanessa Quintero- Parent	Nancy Cavallin- Special Education Teacher		

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Absentees

Jirkumar Patel- Parent	Divya Patel- Parent	Molly Guevara- Community Member	Alexis Fiegel- Admin. Assistant to Superintendent/Board
Jeanene Jones- Assistant Superintendent	Ricardo Bazan- Teacher	Rebecca Silvas- Realtor/Community Member	Robin Moore- CFO

Presenters

Marissa Esquivel and Hirma Elizondo

Meeting Open

Meeting began at 10:00 a.m.

Presenter: Marissa Esquivel, Principal and Hirma Elizondo, ACE Program Director

The meeting focused on assessing student needs and developing a confidence plan to enhance school culture with Title 1 funding.

Key points included:

- Introduction of participants and their roles.
- Discussion on Title 1's objectives and equitable resource allocation for at-risk students.
- Updates on funding, accountability, and collaboration with parents to improve special education programs.
- Emphasis on maximizing Title 1 resources while addressing challenges like over-identification in special education.

Curriculum and instruction:

- Importance of high-quality materials and prepared teachers for student success.
- Strategies for supporting at-risk students through personalized data conversations.
- Ongoing book study on research-based instructional strategies and classroom walkthroughs to assess teacher needs.
- Recognition of COVID-19's impact on academic and behavioral skills, requiring behavioral interventions.

Professional development (PD) is needed for teachers to adapt to evolving student behaviors and learning styles.

Key points included:

- Observations of improved classroom dynamics with active participation.
- A needs assessment for instructional funding.
- Family engagement as crucial for student support.
- Understanding external factors influencing academic performance.

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The conversation also highlighted innovative learning approaches in the ACE program for 3rd to 6th graders, emphasizing teamwork and adaptive teaching methods. Attendance and discipline were discussed as critical for evaluating student success, with focus on:

- Special education students and their performance challenges.
- RTI data for deeper analysis and climate surveys for insights.
- Strategies for interventions and support for struggling students.

Concerns regarding the math curriculum and instructional quality were raised, with a need for curriculum reviews and reflection on teaching methods. The discussion emphasized:

- Alignment with interventionists and additional resources beyond textbooks.
- The impact of COVID-19 on teaching consistency.
- Differences in teaching styles affecting student mastery.

Performance analysis in reading and math across grades revealed:

- 2nd Grade: Strong comprehension but declining phonics skills.
- 3rd Grade: Decent performance, but weaker math scores.
- 4th Grade: Concerning math scores necessitating curriculum review.
- 6th Grade: Promising results indicating potential for improvement.

The meeting concluded with plans to address problem areas in special education, enhance attendance, and improve communication with parents. The importance of teacher support, engagement, and professional development was emphasized throughout the discussions, focusing on fostering a positive school culture and effective instructional strategies.

Questions/Concerns:

Meeting Closed:

Meeting closed at 12:20 p.m.

Minutes Submitted By:

V. Cano

Vanessa Cano, Admin. Asst.

12/12/24

Date

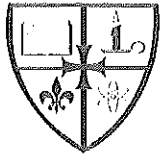
Minutes Approved By:

Marissa Esquivel

Marissa Esquivel, Principal

12/12/24

Date



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AGENDA

January 30, 2025

10:00 a.m., Room 405

Campus Needs Assessment under Title I

Key Points of the December 2024 meeting:

- Review of Effective School Framework Questions on Campus Needs Assessment
- Root Cause Analysis Prioritize Needs, summarize data sources

Levers-

- Lever 1- Strong School Leadership and Planning
- Lever 2- Strategic Staffing
- Lever 3- Positive School Culture
- Lever 4- High-Quality Instructional Materials and Assessments
- Lever 5- Effective Instruction

Address Priority Needs

Establish S.M.A.R.T Goals and Objectives

Questions/Concerns:

Meeting Closed:

Meeting closed at 11:46 a.m.

Minutes Submitted By: V. Cano

Vanessa Cano, Admin. Asst.

1/30/25

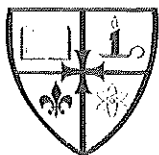
Date

Minutes Approved By: Marissa Esquivel

Marissa Esquivel, Principal

1/30/25

Date



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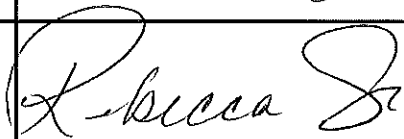


358 Conference/Meeting Sign-in



Date: 1/30/25

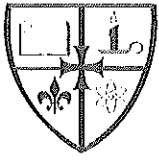
Time: 10:00 a.m.
Mrs. Esquivel

Topic of Discussion: CIP

Print Name	Title	Signature
Mari Salinas	Dir. of Special Programs	
Alice Whitley	Instructional Coach	
Ricardo Bazar	Teacher	
Rebecca Silvas	REA/HOR	
Ucano	Admin. Asst	
Vernica Del Bosque	Teacher	

Print Name	Title	Signature
Molly Guevara	Admin Assistant	Molly Guevara
Traci Younts	Counselor	Traci Younts
R Moore	CFO	Robin Moore
J Jones	Asst.	J Jones
Nancy Cavallin	SPED Teacher	Nancy Cavallin
Hirma Elizondo	ACE Director	Hirma Elizondo
Shelda Garza	ACE Admin	Shelda Garza
Vanessa Ramirez	A.P.	Vanessa Ramirez
Marissa Esquivel	Principal	Marissa Esquivel

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Meeting Minutes

January 30, 2025

10:00 a.m., Room 405

Campus Needs Assessment under Title I

Key Points of the December 2024 meeting:

- Review of Effective School Framework Questions on Campus Needs Assessment
- Root Cause Analysis Prioritize Needs, summarize data sources

Levers-

- Lever 1- Strong School Leadership and Planning
- Lever 2- Strategic Staffing
- Lever 3- Positive School Culture
- Lever 4- High-Quality Instructional Materials and Assessments
- Lever 5- Effective Instruction

Address Priority Needs

Establish S.M.A.R.T Goals and Objectives

Attendees

Marissa Esquivel- Principal	Vanessa Ramirez- Vice Principal	Alice Whitley- Instructional Coach	Robin Moore- CFO
Traci Younts- Counselor	Mari Salinas- Director of Special Education	Hirma Elizondo- ACE Program Director	Jeanene Jones- Assistant Superintendent
Dawn Cuevas- Parent & Family Engagement Liaison	Vanessa Cano- Admin. Assistant to Principal and Special Education	Imelda Garza- Admin. Assistant to ACE Program	Veronica Del Bosque- Teacher
Ricardo Bazan- Teacher	Nancy Cavallin- Special Education Teacher	Molly Guevara- Community Member	Rebecca Silvas- Realtor/Community Member

Absentees

Jirkumar Patel- Parent	Divya Patel- Parent	Vanessa Quintero- Parent	Alexis Fiegel- Admin. Assistant to Superintendent/Board
Susan Chincarini- Consultant	Denise Trevino- Librarian/ ACE FSE		

Presenters

Marissa Esquivel

Meeting Open

Meeting began at 10:00 a.m.

- Meeting starts with a review of last month's key points, organized by "levers."
- Participants introduced themselves,
- Focus areas include:
 - School leadership
 - Strategic staffing
 - Positive culture
 - Quality instruction
- Participants encouraged to brainstorm and recap previous discussions despite some disorganization.
- Speaker aims to clarify goals, strategies, and address challenges faced at the school, with notes provided for facilitation.
- Emphasis on regrouping and consolidating highlights for future planning.
- Discussion on low enrollment in K-9 schools and its educational impact:
 - Population growth reported, but declining numbers of children in K-9, except in specific areas.
 - Attendance issues lead to higher truancy rates, affecting funding and educational progress.
 - Parents engaged in discussions about the importance of consistent attendance.
 - Shift in student demographics, with an increase in diagnosed learning disabilities.
 - Changing community dynamics from naval influences to prison-based impacts.
- Environment influences family dynamics and parenting styles:
 - Shift in community attitudes toward academia; some areas see educated individuals returning.
 - Beeville struggles with educational engagement and healthcare access.
 - Parents' educational backgrounds affect support for children's education, with some prioritizing athletics.
 - COVID-19 pandemic has led to parental burnout and decreased educational participation.
 - Need for targeted support and outreach for disengaged parents.
- Discussed education and community challenges in Beeville:
 - Importance of enrollment and adapting educational approaches.
 - Limitations in focusing solely on math and reading.
 - New director exploring different strategies with a broader perspective on community needs.

Key points include:

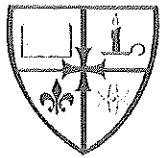
- Many educated individuals returning to small towns for community support.
 - Limited local job options, leading to commuting for work.
 - COVID-19 influenced some to leave urban areas for hometowns.
 - School's central role in the community, with property taxes affecting funding.
 - Recognition of area growth while valuing close-knit community feel.
-
- Challenges related to property taxes, housing affordability, and job market:
 - Loss of farm exemption increased property taxes.
 - Rising property taxes complicate homeownership for young individuals.
 - High insurance rates impacting housing situations.
 - Trend of young people seeking skill-focused paths over traditional education.
 - Need for adaptation in education and job training to meet current demands.
 - Strategies like signing bonuses to retain skilled workers.
-
- Importance of work-life balance and flexibility in the school community:
 - Flexible scheduling helps staff manage personal responsibilities.
 - Collaboration among teachers enhances teaching effectiveness.
 - Family-oriented culture supports staff and students.
 - Introduction of a parent and family liaison fosters connections.
 - Positive school culture is crucial for student safety and comfort.
 - Social media efforts to promote school and engage the community.
 - Plans for a large event to attract families and showcase the school.
 - Emphasis on parental responsibility in education participation.
-
- Need for funding during the reorganization year at St. Mary's:
 - Importance of community involvement for positive school culture and enrollment.
 - Long-standing connections help maintain the school's reputation and foster generational attendance.
 - Suggestions to engage past parents, promote connections, and explore donations and scholarships.
-
- Behavioral challenges among students require new management strategies:
 - Introduction of "Eagle Bucks" and professional development for teachers.
 - Importance of positive recognition for students through referrals.

- Need for high-quality, state-aligned instructional materials, with improvements in math and reading acknowledged.
 - Teacher engagement in understanding student needs to enhance vocabulary and assessment performance.

- Focus on educational improvements and strategies for student engagement:
 - Growth charts created by teachers to monitor progress and plan interventions.
 - Changes in educational standards (TEKS) affecting curriculum redesign, especially in science.
 - Ongoing professional development needed for updates in instructional materials.
 - Increasing number of students with ADHD requires diverse teaching modalities.
 - Universal Design for Learning (UDL) promotes teaching in multiple ways for different learning styles.
 - Strategies to address both high-achieving and struggling students.
 - Goals include recruiting and retaining qualified teachers, improving foundational skills, and connecting education to career readiness.
 - Programs like ACE promote academic opportunities, while field trips inspire students about higher education and careers.
 - Engagement with families is crucial to enhance the educational experience.

- Importance of aligning students' career paths with their interests:
 - Need for diverse career options, such as trades and cosmetology.
 - Understanding students' individual goals and successful non-college paths.
 - Awareness of available local educational opportunities.
 - Importance of exposing students to various activities to broaden horizons.
 - Continuous improvement in educational strategies and student engagement.
 - Planning for future meetings to refine strategies and enhance student achievement.

- Conclusion of the project aimed for completion by May
- Mrs. Esquivel expressed gratitude to attendees and suggests providing breakfast tacos at the next meeting while checking on orders.



St. Mary's Academy Charter School

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Agenda

March 25, 2025

9:30 a.m., Room 405

Campus Needs Assessment under Title I

Key Points of the January 30, 2025 meeting:

Address Priority Needs

Establish S.M.A.R.T Goals and Objectives

Levers-

- Lever 1- Strong School Leadership and Planning
- Lever 2- Strategic Staffing
- Lever 3- Positive School Culture
- Lever 4- High-Quality Instructional Materials and Assessments
- Lever 5- Effective Instruction

Questions/Concerns:

Meeting Closed:

Meeting closed at 11:31 a.m.

Minutes Submitted By: VCano

Vanessa Cano, Admin. Asst.

3/25/25

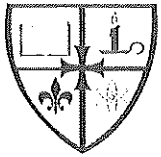
Date

Minutes Approved By: Marissa Esquivel

Marissa Esquivel, Principal

3/25/25

Date



St. Mary's Academy Charter School

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358 Conference/Meeting Sign-in



Date: 3/25/25

Time: 9:30

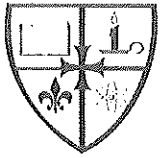
Topic of Discussion: CIP presenter: Marissa Esquivel

Print Name	Title	Signature
Alice Whitley	Instructional Coach	Alice Whitley
Vanessa Cano	Admin ASST Principal/SPED	V. Cano
Dawn Cuevas	Parent & Family Engagement Liaison	Dawn Cuevas
Vanessa Ramirez	Assistant Principal	V. Ramirez
Veronica Del Bosque	Teacher	V. Del Bosque
Molly Guevara	Tribal Member	M. Guevara
Hirma Elizondo	Acc Program Director	Hirma Elizondo

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Print Name	Title	Signature
Imelda Garza	Imelda Garza	ACE Admin Asst
Nancy Cavallin	Nancy Cavallin	SPED Teacher
Jeanne Jones	Jeanne Jones	Admin
Traci Younts	Traci Younts	Counselor
Mari Salinas	Mari Salinas	sped director
Marissa Esquivel	Marissa Esquivel	principal

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Meeting Minutes

March 25, 2025

9:30 a.m., Room 405

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Address Priority Needs

Establish S.M.A.R.T Goals and Objectives

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- Lever 5- Effective Instruction

Attendees

Marissa Esquivel- Principal	Vanessa Ramirez- Vice Principal	Alice Whitley- Instructional Coach	Jeanene Jones- Assistant Superintendent
Traci Younts- Counselor	Mari Salinas- Director of Special Education	Hirma Elizondo- ACE Program Director	Veronica Del Bosque- Teacher
Dawn Cuevas- Parent & Family Engagement Liaison	Vanessa Cano- Admin. Assistant to Principal and Special Education	Imelda Garza- Admin. Assistant to ACE Program	Veronica Del Bosque- Teacher
Nancy Cavallin- Special Education Teacher	Molly Guevara- Community Member		

Absentees

Jirkumar Patel- Parent	Divya Patel- Parent	Susan Chincarini- Consultant	Alexis Fiegel- Admin. Assistant to Superintendent/Board
Denise Trevino- Librarian/ ACE FSE	Robin Moore- CFO	Ricardo Bazan- Teacher	Vanessa Quintero- Parent
Rebecca Silvas- Realtor/Community Member			

Presenters

Marissa Esquivel

Meeting Open

Meeting began at 9:43 a.m.

The meeting focused on evaluating leadership strategies and performance goals related to improving student outcomes in reading, math, and science. Key points discussed included:

- Revisiting crucial goals set last year, especially enrollment and academic performance in math and reading.
- Performance analysis showed a need for improvement, particularly in third-grade scores and overall coaching success.
- The impact of the COVID-19 pandemic on student performance and the transition to online learning.
- Emphasizing the importance of integrating science with reading curricula to enhance overall scores.
- Strategies for recruiting and retaining effective teachers, including administrative support and professional development.
- The significance of addressing mental health for both students and staff.
- Proposals for initiatives like a science fair and academic competitions to engage students and improve skills.

The discussion highlighted the necessity of aligning teaching strategies and maintaining effective communication among staff to support student success.

The discussion focuses on the importance of addressing educational challenges and enhancing student support through various initiatives. Key points include:

- Will prioritize new approaches to benefit all students.
- Emphasis on kinesthetic learning, which supports diverse learning styles, especially for ESL and low-performing students.
- Training sessions, like the reading by design program, aim to improve lesson guidance.
- Collaboration with a university to assist the special education department for summer school.
- Incorporation of hands-on activities, such as cooking, to engage students struggling with traditional methods.
- Ongoing training and feedback to help teachers implement new strategies effectively.
- Focus on building academic enrichment and data-driven training for staff to support students better.
- Importance of consistent training and adapting to new testing protocols in reading and science education.
- Discussion on departmentalizing lower grades for focused instruction.
- Need for parent and community involvement to enhance education at home.
- Establishing partnerships with local organizations and colleges for resources and career insights.
- Plans for career days and community engagement to expose students to various professions.
- Overall goal is to enhance educational practices and support for all students.

The discussion highlights various educational initiatives and challenges faced by a college, including the need for better connections between programs, collaboration with local

schools, and the importance of community engagement. Key points include:

- **Diverse Programs:** The college offers more than automotive training, including barbering, cosmetology, dental, and law enforcement programs.
- **Collaboration with BISD:** Encouraging local schools to send students to the college for career training.
- **Alumni Scholarship:** Difficulty in establishing an alumni scholarship due to unclear procedures for funding.
- **Community Involvement:** Importance of engaging local businesses, churches, and community organizations to support students and families.
- **Field Trips and Real-World Learning:** Emphasis on providing students with hands-on experiences to enhance their education and engagement.
- **Behavioral Strategies:** The need to rethink approaches to student behavior, focusing on positive reinforcement and problem-solving skills.
- **Data-Driven Instruction:** Implementing strategies based on assessment data to improve academic performance and personalize learning.
- **After-School Programs:** Discussion on the financial burden of after-school programs and the potential for morning tutoring sessions.

The overarching goal is to enhance student achievement and foster a supportive community environment that benefits both students and their families.

They discussed upcoming needs, reviewed a dashboard, and noted improvements in the TEA dashboard. Key points included scores from surrounding districts, with Skidmore slightly higher in needs. Enrollment figures for local schools were shared, highlighting behavioral issues and the need for empathy. The meeting covered several topics, ultimately wrapping up with a focus on clarifying their approach.