

NORTH EAST STEM ACADEMY

Campus Improvement Plan

2023/2024

At NESTEM we are ALL Capable, Connected, and Cared For!

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DMAC Solutions ®

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NORTH EAST STEM ACADEMY

Mission

At NESTEM we create opportunities to empower and develop leaders who are advocates for themselves and their community.

Vision

At NESTEM we are all Capable, Connected, and Cared for.

Nondiscrimination Notice

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

NORTH EAST STEM ACADEMY Site Base

Name	Position
Castilleja, Georgina	Principal
Cortez, John Paul	Lead Teacher
Madrigal, Amanda	Teacher
Destin, Cecily	Teacher
Akins, Sha Quan	Teacher
Armstrong, Terrie	Multilingual Director
Amos, Camille	Special Education Teacher
Martinez, Denise	Professional Development Director
Williams, Raysell	Parent
Crook, Dameion	Community
Bartley, Tamika	Realtor
Flores, Angel-Rey	Business Representative

Resources

Resource	Source
ESSER III	Federal
IDEA Special Education	Federal
Title I	Federal
Local Funds	State

Comprehensive Needs Assessment

Demographics

Demographics Data Sources

TAPR

Demographics Strengths

We have a dedicated staff that connects to and represents our student population.

The leadership has decades of experience working in inner city schools.

We have a welcoming and robust program that accepts students regardless of academic and social labels, that provides full inclusion to all populations.

Demographics Weaknesses

NESTEM demographics currently includes 55% Emergent Bilinguals and 22% Special Education students. These are populations that statistically underperform in state assessments and require additional supports. The majority of our teaching staff is still considered novice, and therefore have limited capacity in reaching needs of these demographics.

With over 50% of students being new to our campus there is a disruption in the time that it takes to receive student records. This hinders our ability to plan targeted differentiated instruction for students who need it.

Demographics Needs

NESTEM staff needs training and coaching on addressing needs of our special population students.

NESTEM staff needs curriculum resources for planning and facilitating effective lessons and dedicated time to explore, collaborate, and prepare effective instruction.

Demographics Summary

There will be a focus on meeting the needs of our diverse demographics.

Comprehensive Needs Assessment

Student Achievement

Student Achievement Data Sources

Renaissance Star 360
STAAR
TELPAS

Student Achievement Strengths

6th grade Reading was at 70% Approaches, 39% Meets, and 12% Masters, 7th grade reading was at 67% Approaches, 38% Meets, and 12% Masters
Special Education and Emergent Bilingual students showed growth in scale scores on STAAR math and reading compared to previous year

Student Achievement Weaknesses

6th Math performance was 52% Approaches, 27% Meets, 6% Masters, and 7th grade was 42% Approaches, 8% Meets, and 4% Masters.
Masters performance was low in both 7th grade math and reading.
Special Education and Emergent Bilingual students performed significantly lower than monolingual, non Special education students.

Student Achievement Needs

We need to increase teacher experience, knowledge, and skills in differentiating for special population student needs and providing effective interventions.

We need teacher training in implementing lessons that support TEKS alignments and higher-order learning process.

Student Achievement Summary

In order for our students to be successfully and adequately prepared for college readiness assessments, we must increase content and language literacy for all learners in all content areas.

Comprehensive Needs Assessment

School Culture and Climate

School Culture and Climate Strengths

We have a robust SEL program with advocacy time built into the schedule that utilizes the Character Strong Curriculum, community building circles, and the 7 Habits of Highly Effective Teens.

Our classrooms provide a safe and secure learning environment.

100% of personnel engage in professional development activities.

Employees engage in activities to maintain a positive school and work climate.

School Culture and Climate Weaknesses

Incoming students are not familiar with the structure and social expectations of NESTEM and it takes time to acclimate them to the NESTEM culture.

School Culture and Climate Needs

Our students need access to quality social emotional learning opportunities on a consistent basis.

School Culture and Climate Summary

We continue to ensure that our students, employees, and our community are provided with a safe and secure learning environment. We work to ensure our campus is safe, and that our students have opportunities to continue learning outside of school hours.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Data Sources

Comprehensive Needs Assessment

Attendance Data
Classroom Walkthrough Data
Staff Retention Data

Staff Quality, Recruitment and Retention Strengths

We have a positive work environment and mentorship process on our campus.

Hiring process implemented in summer secured a teacher profile that met the school vision and mission.

Teacher attendance is high.

Staff Quality, Recruitment and Retention Weaknesses

Overall teacher experience is low.

Given the small staff, shared planning periods and content teams are not currently feasible.

Budget is limited and does not allow for additional support staff.

Staff Quality, Recruitment and Retention Needs

We need continued professional development for all teachers.

We lack certification status for all teachers.

Staff Quality, Recruitment and Retention Summary

We are fully staffed with teachers that meet the desired teacher profile. We need to ensure all classrooms have a certified teacher.

Curriculum, Instruction and Assessment

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Data Sources

Classroom Walkthrough Data
Curriculum Based Assessments
District Based Assessments
District Benchmark Data

Curriculum, Instruction and Assessment Strengths

NESTEM has dedicated instructors who are receptive to feedback.
NESTEM leadership and mentors have decades of experience coaching teachers and implementing strong curriculum, instruction, and assessments programs.

Curriculum, Instruction and Assessment Weaknesses

All teachers have multiple subject areas that they teach, and this does not allow them to fully master the subject areas. Everyone has at least one tested subject area that they are teaching for the first time this year.

Curriculum resources are not in place at the beginning of the school year, which slows down effective implementation.

Assessment resources are not in place at the beginning of the school year, which does not allow for proper and timely baseline information to be gathered to effectively plan differentiated instruction.

Curriculum, Instruction and Assessment Needs

Staff need a better understanding of curriculum resources and instructional implications.

We need a comprehensive and targeted plan that defines strategies and practices to raise the level of performance on STAAR and college/career readiness for EB and Special Education student groups.

Curriculum, Instruction and Assessment Summary

Training and coaching on instructional resources and pedagogy will help increase student achievement in all demographics.

Comprehensive Needs Assessment

Family and Community Involvement

Family and Community Involvement Strengths

- Monthly Parent Meetings and Bulletin.
- Host multiple community events.
- We are located in an ideal location for community partnership.
- We have an established partnership with Precinct 2 / Harris County.
- Small student population helps us know every family individually.
- Leadership team comes with extensive experience in family and community engagement.
- We have a robust social media presence on multiple platforms.

Family and Community Involvement Weaknesses

The staff is small and additional tasks are not sustainable.
Budget is limited for extra-curricular and community events.

Family and Community Involvement Needs

Additional support staff and resources to meet parent and community needs.

Family and Community Involvement Summary

NESTEM will continue to nourish positive family and community relationships and to find ways to effectively support them.

School Context and Organization

School Context and Organization Data Sources

Comprehensive Needs Assessment

School Context and Organization Data Sources (Continued)

Classroom Walkthrough Data
Curriculum Based Assessments
Formative Assessments
Staff Retention Data

School Context and Organization Strengths

- We have a strong mentor plan for new teachers
- There is intervention time built into the schedule.
- We have established a cohort model to meet individual student needs.
- There are a variety of SEL curricular experiences built into the schedule.
- We have established a PLC and data driven process to drive instruction for all students.

School Context and Organization Weaknesses

Due to limited number of teachers, we are not able to utilize common planning times.

School Context and Organization Needs

- Common planning times
- More teacher leadership opportunities
- Additional support staff

School Context and Organization Summary

There are several systems in place for instructional, SEL, safety, and data-driven processes. Our task is to monitor and adjust these until we finalize them and make them routine.

Comprehensive Needs Assessment

Technology

Technology Data Sources

Classroom Walkthrough Data
District Based Assessments

Technology Strengths

All students have access to high quality technology through our 1 to 1 student laptop program.

All teachers have access to interactive touchscreens for instruction in the classroom.

Teachers and students have access to online digital resources and curriculum.

Students have access to STEM technology such as robotics kits and 3D Printers in the classroom.

Technology Weaknesses

Current wireless internet access to our TCC network is lacking the necessary coverage for the building.

Technology Needs

We need upgrades to our wireless network in the building including additional access points.

Technology Summary

Our school is focused on providing a technology-rich educational experience for students and teachers. Our instructional goals rely on students having access to high quality technology at all times. We are improving our current infrastructure and professional development to meet those goals.

NORTH EAST STEM ACADEMY

Goal 1. (Infrastructure and Planning) NESTEM will develop, communicate, and implement effective systems, and protocols to address the learning needs of diverse student populations.

Objective 1. (CTE) The Principal in collaboration with campus staff will codify, articulate and implement a CTE strategy that will ensure students' experiences leads them to develop strong technical and employability skills.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. North East STEM will offer Principals of Information Technology for all 8th graders as an all-year credit-bearing course and College and Career Explorations for 7th graders in the spring semester. (Title I SW Elements: 2.6) (Target Group: 7th ,8th) (Strategic Priorities: 3)	Principal, Teacher(s)	August 2023, January 2024	(F)Cal Perkins, (S)Local Funds	Criteria: Implementation of courses in master schedule

NORTH EAST STEM ACADEMY

Goal 1. (Infrastructure and Planning) NESTEM will develop, communicate, and implement effective systems, and protocols to address the learning needs of diverse student populations.

Objective 2. (Response to Intervention (RTI)) RYSS will develop a Response to Intervention (RTI) process that is consistent on all campuses and follows research-based practices to address unlearned curriculum.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. NESTEM will follow the RYSS RTI process and implement research-based practices to address learning and achievement gaps in all populations. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4)	Principal, Teacher(s)	August 2023 - May 2024	(S)Local Funds - \$5,000, (S)State Compensatory	Criteria: DMAC RTI Documentation, STAAR student growth and achievement data
2. NESTEM team will analyze district and campus data to determine student placement and create small-group instruction plans to address learning gaps. (Title I SW Elements: 1.1,2.5) (Target Group: All,ESL,SPED) (Strategic Priorities: 2)	Principal, Special Ed Teachers, Teacher(s)	Every six-week grading cy	(O)Local Districts, (S)SPED Funding	Criteria: Student growth as seen in progress monitoring

NORTH EAST STEM ACADEMY

Goal 2. (Strong Teams) The RYSS school district will recruit, support, and retain high-performing district leaders, teachers, and campus leaders.

Objective 1. (Human Resources) The NESTEM administration will recruit and retain a pool of highly qualified educators.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. North East STEM will attend job fairs and complete a social media campaign to recruit and acquire three instructional positions in the areas of math, reading, and special education. (Title I SW Elements: 1.1) (Target Group: All,SPED) (Strategic Priorities: 1,4)	Human Resources, Principal	June-August 2023	(S)Local Funds	Criteria: HR Records
2. The NESTEM staff will participate in daily debriefs and on/off campus culture and community-building activities in order to increase and maintain morale throughout the year. (Title I SW Elements: 1.1,2.1) (Target Group: All) (Strategic Priorities: 1)	Principal	daily/monthly	(S)Local Funds	Criteria: end-of-year retention numbers.

NORTH EAST STEM ACADEMY

Goal 2. (Strong Teams) The RYSS school district will recruit, support, and retain high-performing district leaders, teachers, and campus leaders.

Objective 2. (Appraisals) RYSS and the NESTEM principal will develop, support, and build the capacity of NESTEM teachers which will result in a 90% retention at the end of the 23-24SY.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The NESTEM principal will attend Region IV TPESS norming sessions to build capacity and create consistent appraisal processes. The NESTEM principal will observe, appraise, and provide feedback to teachers to improve instruction and increase student achievement. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 1,4)	Principal	September 2023- April 2024	(S)Local Funds	Criteria: TTESS Reports, student achievement, teacher retention

NORTH EAST STEM ACADEMY

Goal 2. (Strong Teams) The RYSS school district will recruit, support, and retain high-performing district leaders, teachers, and campus leaders.

Objective 3. (New Teacher/Mentor) A mentor system will be implemented to support new teachers to the district and to the profession.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. NESTEM will provide each beginning teacher a qualified and trained mentor teacher to help them acclimate to the profession. They will meet weekly to help them understand best instructional practices, professional responsibilities, and how to ensure student success. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 1)	Principal, Teacher(s)	August 2023 - June 2024	(S)HB3 Mentor Allotment	Criteria: Teacher retention and satisfaction data.

NORTH EAST STEM ACADEMY

Goal 3. (Excellent Instruction) RYSS will provide excellent core and enrichment instruction that will result in high levels of academic achievement for all students.

Objective 1. (HQIM) Teachers will implement TEKS-aligned, high quality instructional materials (HQIM) and assessments that support learning at appropriate levels of rigor.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. NESTEM will utilize the STEMscopes curriculum in Science and Math, Discovery Education Curriculum in Social Studies, and SAAVAS "My Perspective" curriculum in Language Arts as well as Summit K-12, IReady, and IXL learning to supplement instruction in all classes. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4)	Principal, Special Ed Teachers, Teacher(s)	8/14/23 - 6/2/24	(S)Local Funds	Criteria: District Benchmark Assessment, classroom assessments, STAAR assessments.

NORTH EAST STEM ACADEMY

- Goal 3.** (Excellent Instruction) RYSS will provide excellent core and enrichment instruction that will result in high levels of academic achievement for all students.
- Objective 2.** (Growth Goals) All RYSS students will achieve a personalized growth goal in reading and math.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Students will participate in weekly intervention assignments during the school day to provide the individualized instruction they need by using IReady. NESTEM will monitor student growth and development in Reading and Math through IReady reports and screeners. (Title I SW Elements: 1.1,2.4,2.5) (Target Group: All) (Strategic Priorities: 2)	Principal, Teacher(s)	8/14/23 - 6/2/24	(F)Title I - \$1,500, (S)TCLAS	Criteria: IReady progress reports as well as STAAR progress measures and achievement.

NORTH EAST STEM ACADEMY

Goal 3. (Excellent Instruction) RYSS will provide excellent core and enrichment instruction that will result in high levels of academic achievement for all students.

Objective 3. (TELPAS) A minimum of 49% of students will grow one level on their TELPAS composite score.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Strengthen Tier 1 instruction through professional development and implementation of campus expectations of listening, speaking, reading, and writing daily as well as student collaboration activities. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: ESL,EB) (Strategic Priorities: 2,4)	Principal, Teacher(s)	8/14/2023 - 6/2/2024	(F)Title III Bilingual / ESL	Criteria: Lesson Plans, classroom observations, TELPAS test, and End of year needs assessment.
2. Emergent Bilingual students will participate in Summit K-12 and IReady activities at least twice per week during intervention classes. (Title I SW Elements: 1.1,2.5) (Target Group: ESL,EB) (Strategic Priorities: 2,4)	Principal, Teacher(s)	8/14/2023 - 6/2/2024	(F)Title I, (F)Title III Bilingual / ESL	Criteria: IReady Reports, Summit K-12 reports, and TELPAS Test
3. Staff will monitor the student progress in IReady and Summit K-12, and will provide progress information to students and parents. (Title I SW Elements: 2.5,2.6) (Target Group: ESL,EB) (Strategic Priorities: 2,4)	Principal, Teacher(s)	8/14/2023 - 6/2/2024	(F)Title I, (F)Title III Bilingual / ESL	Criteria: IReady and Summit K-12 reports and TELPAS Test.

NORTH EAST STEM ACADEMY

Goal 3. (Excellent Instruction) RYSS will provide excellent core and enrichment instruction that will result in high levels of academic achievement for all students.

Objective 4. (Academic Achievement) In the Student Achievement portion of the state accountability system for 2024, the district will increase the meets performance level for all subjects tested as follows: Reading/ELA from 50% to 55%, Math from 45% to 50%, Science 38% to 43%, and Social Studies from 49% to 54%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Engage in a DDI (Data Driven Instruction) protocol that will allow campus leadership and teaching teams to identify root causes of misunderstanding among students and create action plans to address individual student needs. (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 2,4)	Principal, Teacher(s)	8/14/2023 6/2/2014	(F)Title I, (S)Local Funds, (S)TCLAS	Criteria: DDI reports and lesson plans. STARR Data in all tested areas.
2. We will do progress monitoring of student growth by utilizing IReady for the BOY, MOY, and EOY assessments. We will also utilize the practice STAAR assessment data from DMAC for Social Studies and Science. (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 2,4)	Principal, Special Ed Teachers, Teacher(s)	8/14/24 - 6/2/24	(F)Title I, (S)Local Funds	Criteria: EOY growth data from Iready and District Assessments. STAAR assessment data.

NORTH EAST STEM ACADEMY

Goal 4. (Positive School Culture) RYSS will provide a safe, secure, respectful, and healthy learning environment for students and staff.

Objective 1. The district will stay abreast and comply with all legislation to increase overall safety and security on all campuses.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. NESTEM staff will attend all required safety trainings and read safety updates from TEA. NESTEM will conduct required safety checks as mandated by state and district regulations. NESTEM will conduct monthly safety drills as required and additional if needed. NESTEM will train teachers and staff using the I Love You Guys Foundation materials and Standard Response Protocols (SRP). (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4)</p>	Principal, Teacher(s)	August 2023- June 2024	(F)Title IV Safe and Drug Free, (S)Local Funds	Criteria: Safety drill logs
<p>2. NESTEM and RYSS will hire a full-time security officer to ensure the safety and well being of students and staff. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1)</p>	Chief Financial Officer, Chief School Officer	November - June 2024	(F)Title IV Safe and Drug Free, (S)Local Funds	Criteria: reduced or no safety incidents

NORTH EAST STEM ACADEMY

Goal 4. (Positive School Culture) RYSS will provide a safe, secure, respectful, and healthy learning environment for students and staff.

Objective 2. NESTEM will develop systems that support school culture through explicit behavioral expectations, school-wide-culture routines, proactive and responsive students support services, and involved families and communities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. NESTEM will implement a daily advocacy schedule that targets SEL competencies through character education, guest speakers, restorative circles, etc. NESTEM will create opportunities for students to develop healthy habits that contribute to overall well-being, such as lecture series, career talks, goal setting, etc. (Title I SW Elements: 1.1,2.3,2.6,3.1) (Target Group: All) (Strategic Priorities: 4)</p>	Principal, Teacher(s)	Ongoing	(F)Title I - \$5,000, (S)Local Funds - \$5,000	Criteria: Reduced discipline referrals, observations

NORTH EAST STEM ACADEMY

Goal 5. (Thriving Students) RYSS will align resources to meet the diverse social-emotional challenges that may hinder student academic achievement.

Objective 1. (STAAR ELA) The percent of students mastering the TEKS in the ELA at the masters level on STAAR test will increase from 12.5 to 18%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. NESTEM ELA teachers will receive instructional coaching from an ELAR specialist in order to improve instruction and increase student performance. (Title I SW Elements: 1.1,2.5) (Target Group: All,ESL,SPED,GT) (Strategic Priorities: 1,2)	Principal, Teacher(s)	October 2023 - May 2024	(S)Local Funds - \$22,000	Criteria: STAAR Performance
2. Students will utilize iReady reading during the daily intervention period and complete at least 2 lessons a week. Incentives will be in place for students who complete more than the campus expectations. Teachers will track lesson completion on a weekly basis. Assessments will be administered on iReady three times a year to allow for progress monitoring. iReady assessment data will be provided for parents and students. (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 2,4)	Chief School Officer, Data Quality, Principal, Teacher(s)	September 2023 - May 2024	(F)Title I	Criteria: iReady assessment and usage data, STAAR performance
3. Provide targeted in-class support to special education students through the hiring and strategic placement of a co-teacher. (Title I SW Elements: 1.1) (Target Group: SPED) (Strategic Priorities: 1,2,4)	Principal, Special Ed Teachers, Special Education Director, Teacher(s)	September 2023 -June 2024	(F)IDEA Special Education - \$550	Criteria: STAAR Performance
4. After-school targeted tutorials will be offered to students based on their mock STAAR test scores and other data sources that utilize high-quality instructional materials and research-based strategies. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: ESL,EB,SPED,AtRisk,504) (Strategic Priorities: 2,4)	Principal, Special Ed Teachers, Teacher(s)	January 2024 - May 2024	(F)Title I - \$10,000	Criteria: STAAR Performance

NORTH EAST STEM ACADEMY

Goal 5. (Thriving Students) RYSS will align resources to meet the diverse social-emotional challenges that may hinder student academic achievement.

Objective 2. (STAAR Math) The percent of students mastering the MATH TEKS at the masters level on STAAR test will increase from 5% to 11%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. NESTEM Math teachers will receive instructional coaching from an ELAR specialist in order to improve instruction and increase student performance. (Title I SW Elements: 1.1,2.5) (Target Group: All,ESL,SPED,GT) (Strategic Priorities: 1,2,4)	Principal, Teacher(s)	September 2023 - May 2024	(S)Local Funds - \$22,025	Criteria: STAAR Performance
2. Students will utilize iReady math during the daily intervention period and complete at least 2 lessons a week. Incentives will be in place for students who complete more than the campus expectations. Teachers will track lesson completion on a weekly basis. Assessments will be administered on iReady three times a year to allow for progress monitoring. iReady assessment data will be provided for parents and students. (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 2,4)	Principal, Teacher(s)	September 2023 - May 2024	(F)Title I, (S)TCLAS	Criteria: iReady assessment and usage data, STAAR performance
3. Provide targeted in-class support to special education students through the hiring and strategic placement of a co-teacher. (Title I SW Elements: 1.1) (Target Group: SPED) (Strategic Priorities: 1,2,4)	Principal, Special Ed Teachers, Special Education Director, Teacher(s)	September 2023 - June 2024	(F)IDEA Special Education	Criteria: STAAR performance
4. After-school targeted tutorials will be offered to students based on their mock STAAR test scores and other data sources that utilize high-quality instructional materials and research-based strategies. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: ESL,EB,SPED,AtRisk,504) (Strategic Priorities: 2,4)	Principal, Special Ed Teachers, Teacher(s)	January 2023 - May 2024	(F)Title I - \$5,000	Criteria: STAAR Performance

NORTH EAST STEM ACADEMY

Goal 6. (Family and Community Engagement) RYSS will increase family and community engagement opportunities that support students' achievement outcomes.

Objective 1. (Healthy School Environment) To promote a healthy school environment that reduces health disparities that may impact academic achievement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. NESTEM will provide health-related activities and events to promote healthy living, such as a community health fair, hygiene and self-care sessions, CPR clinics, etc. (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 4)	Principal, Teacher(s)	Ongoing	(F)Title I - \$1,500	Criteria: Attendance to events

NORTH EAST STEM ACADEMY

Goal 6. (Family and Community Engagement) RYSS will increase family and community engagement opportunities that support students' achievement outcomes.

Objective 2. (Family Engagement) Implement, in conjunction with FACE, a series of Parent University sessions to provide collaborative educational experiences for RYSS families, so that a comprehensive student support program can be developed and enhanced at each RYSS campus.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. NESTEM will inform families of the Parent University Sessions provided by the district, and in addition, will offer monthly "Coffee with the Principal" sessions that include capacity building and school updates. NESTEM will host community events, such as Fall Festival, Healthy Living Health Fair, and Spring Festival. (Title I SW Elements: 1.1,2.1,3.1,3.2) (Target Group: All) (Strategic Priorities: 4)</p>	Principal, Teacher(s)	Ongoing	(F)Title I - \$1,500	Criteria: Meeting and Event agendas and sign-in sheets

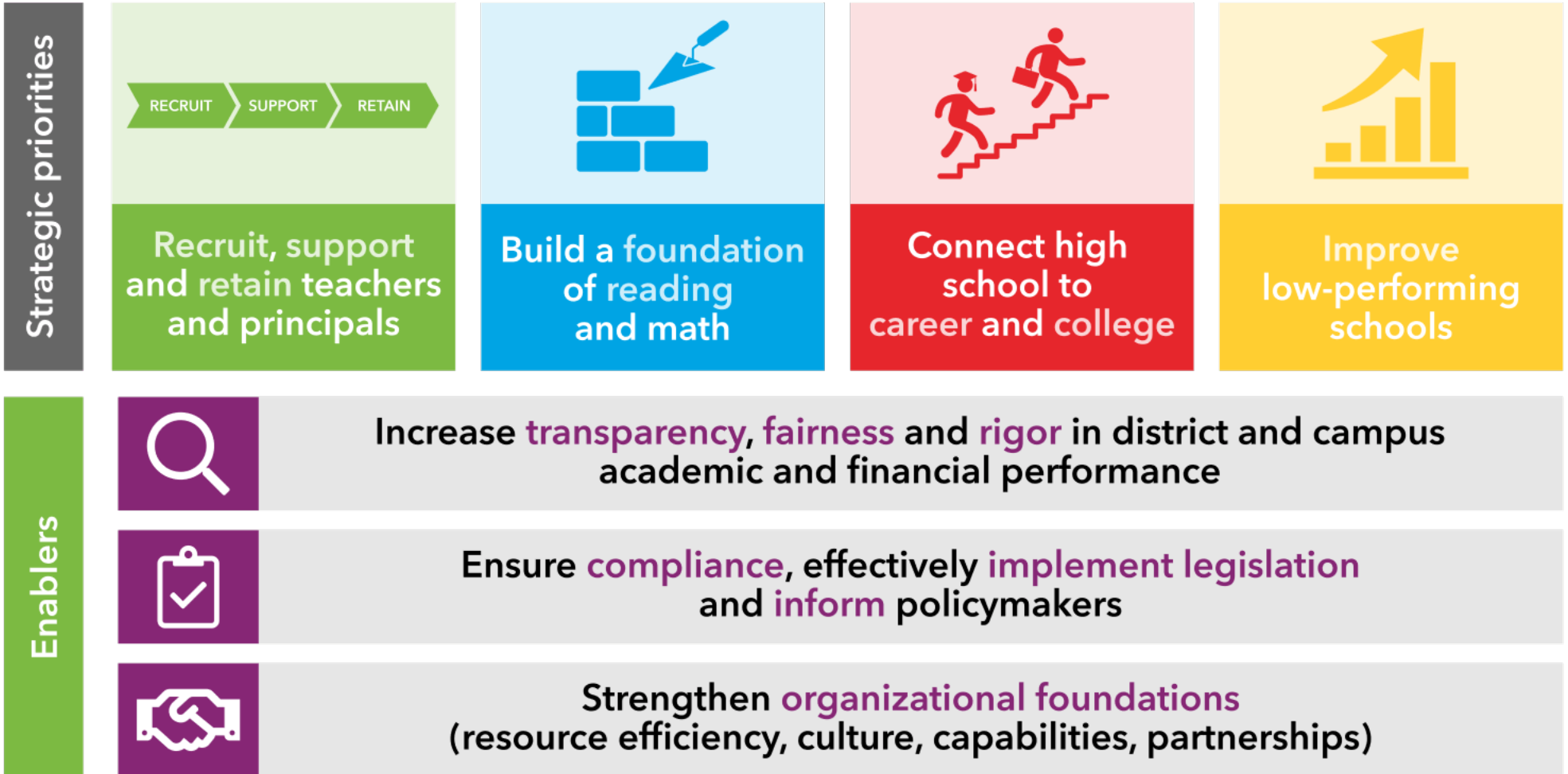
NORTH EAST STEM ACADEMY

Goal 6. (Family and Community Engagement) RYSS will increase family and community engagement opportunities that support students' achievement outcomes.

Objective 3. (Effective Communication) Acknowledge and navigate cultural differences through communication and sensitivity, as well as overcoming other structural challenges or barriers.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. NESTEM will provide constant and consistent communication with parents through a monthly bulletin provided in multiple languages, as well as addendums as needed. NESTEM will develop a two-way communication system using DOJO Classroom with parents and families to inform parents of school updates and individual student behavioral and academic progress. NESTEM will utilize social media platforms and Blackboard to communicate to public and parents about school events and updates. (Title I SW Elements: 2.1,3.1) (Target Group: All)</p>	Principal, Teacher(s)	Ongoing	(F)Title I - \$3,000	Criteria: Title I Binder, social media accounts

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



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