



North East STEM Academy (6-8)

10918 Bentley, Houston, TX 77093

Campus Improvement Plan 2022-2023

Si usted desea discutir the Plan de Mejoramiento, no dude en comunicarse con el personal de la escuela.



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!

All means every Student, Teacher, Parent, and Community member.

Capable: We all learn the skills we need to be successful.

Connected: We all belong – we have ownership of our community.

Cared For: We show and receive empathy – we are a family.

DESCRIPTION

North East STEM Academy opened its doors in 2021 and serves 55 students in grades 6 through 7. The student population is 20% African American, 78% Hispanic, 2% White, 39% Male, 61% Female. North East STEM Academy serves 18% Special Education students, 25% Emergent Bilinguals, 65% At-Risk students, 5% Gifted & Talented students. In the 2021 - 2022 school year, the average attendance rate for students was 94.9% and 89% of the students were Economically Disadvantaged.

Demographics

- The staff as a whole have a genuine care for our school community. To further increase the levels of student achievement for all learners, we need to meet the needs of our special populations.

Student Achievement

- 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.

School Culture and Climate

- 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 our students have opportunities to continue learning outside of school hours.

Staff Quality, Recruitment and Retention

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

Curriculum, Instruction and Assessment

- Though our campus is new, student data shows there is a need to increase Meets and Masters Grade Level in all tested areas.

Family and Community Engagement

- We are a new school and we need to establish our identity in the community so that we may be the school of choice for North East Houston.

School Context and Organization

- 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.

Technology

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

Special Populations

- Our school has a large percentage of LEP and SpEd students. Because we are small, and teachers are very willing, we are able to tailor instruction for students' individual needs.

ADMINISTRATORS

Georgina Castilleja - Principal

PLANNING COMMITTEE

MEMBER	TITLE	Role
Georgina Castilleja	Administration	Principal
John-Paul Cortez	Instructional	Teacher
Cecily Destin	Teacher	Teacher
Amanda Madrigal	Teacher	Teacher
Alexandria Darden	Teacher	Teacher
Sha'Quan Akins	Teacher	Teacher
Cecily Destin	Teacher	Teacher
Carlos Banda	Multilingual Director	District-Level Staff
Denise Martinez	Professional Development Director	District-Level Staff
Dajonae Elder	Parent	Parent
Raysell Williams	Parent	Parent
Dameion Crook	Adjunct Professor	Community Member
Tamika Bartley	Realtor	Community Member
Angel-Rey Flores	Business Representative	Business Representative

CNA PROCESS

The committee met for the first time at North East STEM Academy on June 2nd, 2022 at 2pm in the STEM Lab. Committee members were introduced and the agenda was discussed. A PowerPoint was projected with pertinent information. Ms. Castilleja facilitated the meeting. The meeting agenda began with reviewing the district's mission and North East STEM Academy's mission and vision. Next, the committee reviewed what it means to be a Title I school, what the process and benefits are, and what the responsibilities are for the campus. Website resources were provided. Last, Ms. Castilleja shared information from Region IV that listed multiple measures of data and data points that could be used in order to complete the needs assessment. The committee decided they would review demographics, student assessment, school culture and climate, staff quality and retention, curriculum, instruction, and assessment, family and community involvement, school context and organization, and technology. Ms. Castilleja provided a preview of the next meeting and set the time and date as June 3rd, 2022 at 3:00 P.M

The committee met for the second time on June 3rd, 2022, at 3:00 p.m. in the STEM Lab at North East STEM Academy. The committee reviewed qualitative and quantitative data, then participated in a protocol to identify strengths and areas of improvement. The committee then created a root cause analysis for the areas of improvement. Last, the committee used the root cause analysis to identify the needs. The needs were then prioritized for the 2022-2023 school year. The committee was informed they would reconvene before the school year started to create the campus improvement plan.

Ms. Castilleja, Mr. Cortez, and Mr. Banda met with Region IV representatives for feedback on three occasions: before the first meeting, before the second meeting, and after the second meeting.

Determined student needs based on demographics and available data.

Determined teacher needs based on their experience and training, and compared to student population.

Determined campus needs related to opening a new campus, adding a new grade level, specifically safety, facilities, enrollment, curriculum, and community relations.

Comprehensive Needs Assessment

Data Points Reviewed During Needs Assessment

Student demographics – race, gender, special populations/programs, discipline, HB4545 status

Student Data - previous year's scores, grades, attendance, STAAR Math and Reading Scores. STAAR ALT 2 Scores, TELPAS and TELPAS ALT, Renaissance 360 scores, practice STAAR scores, Snapshot Scores, mini-checks

Family and Community Engagement – school calendar, social media posts, artifacts, sign-in sheets, agendas

Support Systems – professional development agendas, PLC, mentoring logs, Data Analysis Protocol, Social-emotional Restorative Practices, master schedule, instructional materials, lesson plans, Teacher observations (TTESS)

Curriculum, Instruction and Assessment

Strengths

- 1 DMAC and Lead4ward provides TEKS aligned resources and data-analysis tools.
- 2 Language, reading, writing and communication intervention and enrichment opportunities have been implemented for all students in all subgroups to reach mastery of the English language.
- 3 Visuals and hands on learning opportunities allow for kinesthetic and visual learners to experience various modes of communication and learning. (EX: Anchor charts and TPR activities).

Needs

- 1 Staff need a better understanding of curriculum resources and instructional implications.
- 2 We need a comprehensive targeted plan that defines strategies and practices to raise the level of performance on STAAR and college/career readiness for LEP and Special Education student groups.

Summary

Though our campus is new, student data shows there is a need to increase Meets and Masters Grade Level in all tested areas.

Data

Student Demographics
Classroom Walkthrough Data
STAAR / EOC Results
LEP, ELL achievement data
Campus-Based Assessments
Individual Student Profiles
Response to Intervention tracking
Formative Assessments
Curriculum-Based Assessments

Demographics

Strengths

- 1 NESTEM faculty periodically meets with parents to collaborate and bring awareness of student progress, as well as to communicate program services and resources.
- 2 The NESTEM student and staff exemplify a positive school learning environment and culture.
- 3 NESTEM's small class size and flexible scheduling allow the campus to adjust and respond to student needs.

Needs

- 1 NESTEM staff needs training and coaching on addressing differentiation needs of special populations.
- 2 NESTEM staff needs curriculum resources for planning and facilitating effective lessons and dedicated time to explore, collaborate, and prepare effective instruction.

Summary

The staff as a whole have a genuine care for our school community. To further increase the levels of student achievement for all learners, we need to meet the needs of our special populations.

Data

Staff Demographics

Attendance Data

District-Based Assessments

Discipline Data

STAAR / EOC Results

Classroom Walkthrough Data

Student Achievement Data

Formative Assessments

Campus-Based Assessments

Individual Student Profiles

Response to Intervention tracking

Student Demographics

Family and Community Engagement

Strengths

- 1 We are located in an ideal location for community partnerships.
- 2 We have an established partnership with Precinct 2 / Harris County.
- 3 Small student population helps us know every family individually.
- 4 Leadership team comes with extensive experience in family and community engagement (previous "Platinum Certified" campus)
- 5 We have a robust Social Media Presence on multiple platforms.

Needs

- 1 The community is not widely aware of our existence due to being a new campus.
- 2 We need to work on building a trusting relationships between community and TCCC/NESTEM.
- 3 There is a need for increased enrollment.

Summary

We are a new school and we need to establish our identity in the community so that we may be the school of choice for North East Houston.

School Context and Organization

Strengths

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

Needs

- 1 We lack a common planning time during the school day.
- 2 We need more leadership opportunities for teachers.

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.

Data

Staff Demographics
Campus-Based Assessments
Curriculum-Based Assessments
Discipline Data
Formative Assessments
Individual Student Profiles

School Culture and Climate

Strengths

- 1 Our classrooms provide a safe and secure learning environment.
- 2 100% of personnel engage in professional development activities.
- 3 Employees engage in activities to maintain a positive school and work climate.

Needs

- 1 Our students need access to quality social emotional learning opportunities on a consistent basis.
- 2 Students lack opportunities for physical activity.

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 our students have opportunities to continue learning outside of school hours.

Data

Staff Demographics

Classroom Walkthrough Data

Campus Safety Exercise Data

Student Data from the Coordinated Health program

Special Populations

Strengths

- 1 Small class sizes allow for individualized support for students.
- 2 Teachers are eager to support struggling students, specifically Special Education and Emergent Bilinguals.

Needs

- 1 A comprehensive targeted plan that defines strategies and practices to raise the level of performance on STAAR and college/career readiness for LEP, 504, and Special Education student groups is needed.
- 2 Written, oral, and vocabulary building activities that will specifically aid the improvement and attainment of the English language for all students are needed.
- 3 A monitoring system is needed for all teachers and students to track and report the usage and implementation of programs and resources.

Summary

Our school has a large percentage of LEP and SpEd students. Because we are small, and teachers are very willing, we are able to tailor instruction for students' individual needs.

Data

Classroom Walkthrough Data
Campus-Based Assessments
Curriculum-Based Assessments
Formative Assessments
STAAR / EOC Results
LEP, ELL achievement data

Staff Quality, Recruitment and Retention

Strengths

- 1 Hiring process implemented in summer secured a teacher profile that met school vision and mission.
- 2 Teacher attendance is high.
- 3 We have a positive work environment and mentorship process on our campus.

Needs

- 1 We need continued Professional Development for new teachers.
- 2 We lack certification status for all teachers.

Summary

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

Data

Attendance Data

Staff Demographics

Student Achievement

Strengths

- 1 Class sizes are small, which give teachers flexibility to tailor instruction to meet individual student needs.

Needs

- 1 We lack teacher experience, knowledge, and skills in differentiating for student needs and providing effective interventions.
- 2 We need teacher training in implementing lessons that support TEKS alignment and higher-order learning processes.

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.

Data

Staff Demographics

Student Achievement Data

Program Evaluations

TAPR

Attendance Data

Campus-Based Assessments

District-Based Assessments

Individual Student Profiles

Response to Intervention tracking

Formative Assessments

Curriculum-Based Assessments

STAAR / EOC Results

Technology

Strengths

- 1 Students have access to technology through our 1 to 1 student laptop program.
- 2 All teachers have access to interactive touchscreens for instruction in the classroom.
- 3 We have dependable wireless internet access in core instructional areas.

Needs

- 1 There is a need for increased PD on the effective utilization of technology tools in instruction.

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 technology at all times, and we are improving our current infrastructure and professional development to meet those goals.

Data

Classroom Walkthrough Data

PRIORITY NEEDS

A: Demographics

- A1 NESTEM staff needs training and coaching on addressing differentiation needs of special populations.

- A2 NESTEM staff needs curriculum resources for planning and facilitating effective lessons and dedicated time to explore, collaborate, and prepare effective instruction.

B: Student Achievement

- B1 We lack teacher experience, knowledge, and skills in differentiating for student needs and providing effective interventions.
- B2 We need teacher training in implementing lessons that support TEKS alignment and higher-order learning processes.

C: School Culture and Climate

- C1 Our students need access to quality social emotional learning opportunities on a consistent basis.
- C2 Students lack opportunities for physical activity.

D: Staff Quality, Recruitment and Retention

- D1 A clear and concise updated manual of policies, procedures, and practices that also includes delineated roles and responsibilities of those within the organization.
- D2 A comprehensive and coordinated teacher recruitment and selection system; whereby the HR department and campus administrators timely coordinate the recruitment and selection of teachers who, at minimum, meet highly qualified requirements to be in place for the first day of instruction and meet the needs of the ECHS/STEM campus.

E: Curriculum, Instruction and Assessment

- E1 Staff need a better understanding of curriculum resources and instructional implications.
- E2 We need a comprehensive targeted plan that defines strategies and practices to raise the level of performance on STAAR and college/career readiness for LEP and Special Education student groups.

F: Family and Community Engagement

- F1 The community is not widely aware of our existence due to being a new campus.
- F2 We need to work on building a trusting relationships between community and TCCC/NESTEM.
- F3 There is a need for increased enrollment.

G: School Context and Organization

- G2 We need more leadership opportunities for teachers.

H: Technology

H1 There is a need for increased PD on the effective utilization of technology tools in instruction.

I : Special Populations

- I1 A comprehensive targeted plan that defines strategies and practices to raise the level of performance on STAAR and college/career readiness for LEP, 504, and Special Education student groups is needed.
- I2 Written, oral, and vocabulary building activities that will specifically aid the improvement and attainment of the English language for all students are needed.
- I3 A monitoring system is needed for all teachers and students to track and report the usage and implementation of programs and resources.

Actions

Goal #1: Sound Infrastructure and Planning: Build, codify, and implement processes and systems to improve organizational effectiveness and successfully manage growth.

Objective #1: NESTEM's processes and procedures will be written and available for 100% of faculty, staff, students, and families by the first day of school and updated each semester.

1	<p>Action: NESTEM administration will create written documents that will outline the discipline and safety processes and procedures, as well as faculty and student expectations and a yearly calendar of events. These will be available to stakeholders on the first day of school.</p>	<p>Person(s) Responsible: Principal Castilleja, Mr. Cortez, Ms. Williams</p>	<p>Resources: District handbook and policies;</p>
	<p>Evidence of Implementation: Preservice agendas, parent meeting agendas, updated website.</p>	<p>Ongoing Evaluation Method: Policies and calendar updated as necessary.</p>	<p>Final Evaluation Method: We will review effectiveness and clarity of the documents to assess changes to the following year.</p>
	<p>Timeline: 8/15/2022 - 6/2/2023 (As Needed)</p>		<p>Needs: C1; D1; [Title I Components CNA, CIP, Annual Evaluation]</p>

Goal #2: Strong Teams: Recruit, develop, and retain top talent to create thriving school-based and central office teams.

Objective #1: Teacher retention will be maintained at 100%.

1	Action: All first and second year teachers will be assigned a mentor to support them throughout the year.	Person(s) Responsible: Denise Martinez, J.P. Cortez	Resources: New Teacher Academy, Mentor Stipend, extra duty pay; Local Funds \$2,500.00; 0 FTEs
	Evidence of Implementation: Teacher Mentor Logs, Mentor Meeting Agendas	Ongoing Evaluation Method: Mentor observations	Final Evaluation Method: End of year conference, TTESS ratings
	Timeline: 8/1/2022 - 6/2/2023 (Weekly)		Needs: D2; G2;
2	Action: Every teacher at NESTEM will be assigned a leadership opportunity.	Person(s) Responsible: Principal Castilleja	Resources: Stipends, extra duty pay, professional development; Local Funds \$1,000.00; 0 FTEs; Special Ed Funds \$1,000.00; 0 FTEs; Title III, Part A Funds \$1,000.00; 0 FTEs
	Evidence of Implementation: LPAC, GT, SPED, and School Club agendas, sign in sheets, and reports.	Ongoing Evaluation Method: Calendar Review of events and meetings.	Final Evaluation Method: 100% compliance in all federal programs, end of year conference with individual teachers.
	Timeline: 8/1/2022 - 6/2/2023 (On-going)		Needs: C1; D2; G2;

Goal #2: Strong Teams: Recruit, develop, and retain top talent to create thriving school-based and central office teams.

Objective #2: 100% of NESTEM will receive professional development in leadership and their respective content area through coaching, PLC, campus and district trainings, and vertical content team meetings.

1	Action: All teachers will receive coaching/professional development in their leadership and or content area.	Person(s) Responsible: Principal Castilleja	Resources: A+ Consulting, Region 4, District Staff; ESSER II \$25,000.00; 0 FTEs
	Evidence of Implementation: Coaching logs, training agendas, classroom observations, TTESS	Ongoing Evaluation Method: Coaching logs, training agendas, classroom observations, TTESS	Final Evaluation Method: Review of student achievement data and TTESS ratings
	Timeline: 8/1/2022 - 6/2/2023 (Bi-Monthly)		Needs: A1; A2; B1; B2; D1; D2; E1; E2; H1; I1; I2;

Goal #3: Excellent Instruction: Adopt and strengthen implementation of high-quality curricula.

Objective #1: RYSS district will maintain TEA accountability of an "A" by increasing an average of five percent at the Meets Grade Level standard in each subject on the 2023 STAAR compared to the 2022 STAAR results.

1	Action: Engage in a (Data Driven Instruction) DDI protocol that will allow campus leadership and teaching team to identify root cause.	Person(s) Responsible: Administrative Team, Teachers	Resources: DMAC Formative and Summative Reports, Lead4ward, STAAR Reports, DDI Protocol;
	Evidence of Implementation: Data analysis report including root cause and plan to address weaknesses.	Ongoing Evaluation Method: Monthly Data Analysis of formative assessments and student data trackers will be used to conduct ongoing evaluations.	Final Evaluation Method: STAAR data in all tested areas.
	Timeline: 8/15/2022 - 6/1/2023 (Monthly)		Needs: B1; B2; I3;

Goal #3: Excellent Instruction: Adopt and strengthen implementation of high-quality curricula.

Objective #2: Academic Achievement: at least 85% of students will meet progress measure on reading and math STAAR.

1	Action: Periodic Progress Monitor of student progress using Renaissance Screeners, IXL Learning Progress/Usage reports, and campus based snapshot assessments.	Person(s) Responsible: Administrative Team, Teachers	Resources: Renaissance, IXL, DMAC, Lead4ward; ESSER III \$10,000.00; 0 FTEs
	Evidence of Implementation: PLC Agendas, IXL Reports, Renaissance Reports, DDI Protocols	Ongoing Evaluation Method: PLC Agendas, IXL Reports, Renaissance Reports, DDI Protocols	Final Evaluation Method: STAAR Progress measures and achievement
	Timeline: 8/15/2022 - 6/1/2023 (Monthly)		Needs: B1; [Title I Components CNA, CIP, Annual Evaluation]
2	Action: Implement HB4545 interventions and implement student data conferences.	Person(s) Responsible: Administrative team, teachers	Resources: IXL, Renaissance reports, teacher created materials, BookNook, Zearn; ESSER III \$5,000.00
	Evidence of Implementation: IXL Reports, usage reports BookNook/Zearn, Data Conference Protocol/student tracker, observations, HB4545 Intervention Tracker	Ongoing Evaluation Method: IXL Reports, usage reports BookNook/Zearn, Data Conference Protocol/student tracker, observations, HB4545 Intervention Tracker	Final Evaluation Method: STAAR Progress measures and achievement
	Timeline: 8/15/2022 - 6/1/2023 (On-going)		Needs: B1; I3;
3	Action: Math and RLA teachers will work with A+ Consultants on planning and facilitating effective lessons and interventions.	Person(s) Responsible: A+ Consultants, Ms. Darden, Ms. Madrigal, and Ms. Akins	Resources: A+ Consultants; ESSER II \$25,000.00; 0 FTEs
	Evidence of Implementation: Coaching Logs, Lesson Plans, Classroom Observations	Ongoing Evaluation Method: Classroom Observations, formative assessments	Final Evaluation Method: STAAR Results and End of Year Needs Assessment
	Timeline: 8/1/2022 - 5/6/2022 (Bi-Monthly)		Needs: A1; A2; B1; B2; D1; D2; E1; E2; H1; I1; I2; [Title I Components CNA, CIP, Annual Evaluation]

Goal #3: Excellent Instruction: Adopt and strengthen implementation of high-quality curricula.

Objective #3: All students will grow by 10% or more from their Renaissance 360 BOY starting point to the EOY assessment.

1	Action: Students will complete progress monitoring assessment once a month.	Person(s) Responsible: Math and Reading Teachers	Resources: Renaissance, student devices; ESSER III \$2,000.00
	Evidence of Implementation: Renaissance Reports, observations, lesson plans, campus assessment calendar	Ongoing Evaluation Method: Renaissance Reports, observations, lesson plans, campus assessment calendar	Final Evaluation Method: EOY Renaissance Reports
	Timeline: 8/15/2022 - 6/1/2023 (Monthly)		Needs: E2; I1; I3;
2	Action: Teachers will analyze assessment data and create intervention plans to address student gaps.	Person(s) Responsible: Teachers, Administrative Team	Resources: Renaissance, student devices, IXL Learning; ESSER III \$3,000.00
	Evidence of Implementation: PLC Agendas, Renaissance Reports, Data Protocols, Data Conferences	Ongoing Evaluation Method: PLC Agendas, Renaissance Reports, Data Protocols, Data Conferences	Final Evaluation Method: Renaissance EOY Reports
	Timeline: 8/15/2022 - 6/1/2023 (Monthly)		Needs: B1; B2; E2; I1; I3;
3	Action: Math and RLA teachers will meet with A+ Consultants for coaching to plan and facilitate effective lessons and interventions.	Person(s) Responsible: A+ Consultants, RLA and Math Teachers	Resources: A+ Consultants; ESSER II \$25,000.00; 0 FTEs
	Evidence of Implementation: Coaching logs, lesson plans, classroom observations	Ongoing Evaluation Method: Classroom Observations and Renaissance reports	Final Evaluation Method: End of Year Renaissance reports
	Timeline: 8/1/2022 - 7/7/2022 (Bi-Monthly)		Needs: A1; A2; B1; B2; D1; E1; E2; H1; I1; I2;

Goal #3: Excellent Instruction: Adopt and strengthen implementation of high-quality curricula.

Objective #4: 40% of Emergent Bilingual students will grow at least 1 proficiency level on the TELPAS as compared to previous year's levels.

1	Action: 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.	Person(s) Responsible: Administrative Team and Teachers	Resources: Region IV, Discovery Ed, IXL, Character Strong, District Personnel; Title I, Part A Funds \$5,000.00; ESSER II \$5,000.00
	Evidence of Implementation: Lesson Plan and Classroom observations	Ongoing Evaluation Method: formative assessments and classroom observations	Final Evaluation Method: TELPAS test and End of Year Needs Assessment
	Timeline: 8/15/2022 - 6/2/2023 (Daily)		Needs: A2; B2; D1; [Title I Components CNA, CIP, Annual Evaluation]
2	Action: At-risk Students and Emergent Bilinguals will participate in IXL Learning or Summit K-12 activities at least twice a week during Intervention Classes.	Person(s) Responsible: Intervention Teachers	Resources: Student Devices, IXL Math, IXL Literacy, SUMmit K-12; ESSER III \$3,500.00
	Evidence of Implementation: IXL reports, class schedule, classroom observation	Ongoing Evaluation Method: IXL Reports, improved performance	Final Evaluation Method: TELPAS test
	Timeline: 8/15/2022 - 6/1/2023 (Weekly)		Needs: B1; E2; H1; [Title I Components CNA, CIP, Annual Evaluation]
3	Action: Staff will monitor student progress in the IXL program and provide progress information to students and parents.	Person(s) Responsible: Teachers, Administrative team	Resources: IXL Learning, student devices; ESSER III \$6,000.00
	Evidence of Implementation: IXL reports, PLC Agendas, Parent conferences	Ongoing Evaluation Method: IXL reports, improved performance	Final Evaluation Method: TELPAS Test
	Timeline: 9/1/2022 - 6/1/2023 (Monthly)		Needs: E2; I1; I3; [Title I Components CNA, CIP, Annual Evaluation]

Goal #4: Thriving Students: Consistently build and maintain a safe, joyful, engaging, and inclusive student culture.

Objective #1: In order to provide a well-rounded education, we will maintain a safe environment with zero major safety incidents and review the campus safety plan monthly.

1	Action: Monthly safety audit and review of building and processes.	Person(s) Responsible: Principal Castilleja and Ms. Williams	Resources: Monthly audit log;
	Evidence of Implementation: Monthly Audit Logs	Ongoing Evaluation Method: Monthly audit logs	Final Evaluation Method: End of Year Safety Review
	Timeline: 8/1/2022 - 6/2/2023 (Monthly)		Needs: F2;
2	Action: NESTEM will conduct monthly safety drills including fire, active shooter, and inclement weather.	Person(s) Responsible: Principal Castilleja	Resources: Monthly Drill Logs;
	Evidence of Implementation: Monthly Drill Logs	Ongoing Evaluation Method: Monthly Drill Logs	Final Evaluation Method: End of year safety audit
	Timeline: 8/1/2022 - 8/1/2022 (Monthly)		Needs: D1; F2;

Goal #4: Thriving Students: Consistently build and maintain a safe, joyful, engaging, and inclusive student culture.

Objective #2: NESTEM will maintain a disciplinary referral rate of less than 5% of the student population by promoting culture and team building at multiple points throughout the school year for all students.

1	Action: NESTEM will continue to implement restorative practices such as restorative circles and conferences.	Person(s) Responsible: Principal Castilleja and all teachers	Resources: Restorative Lesson Plans, Region 4/HCDE Professional Development;
	Evidence of Implementation: Restorative Lesson Plans, observations, discipline records	Ongoing Evaluation Method: Restorative Lesson Plans, observations, discipline records	Final Evaluation Method: Discipline records, End of Year Needs Assessment
	Timeline: 8/15/2022 - 6/2/2023 (On-going)		Needs: C1; [Title I Components CNA, CIP, Annual Evaluation]
2	Action: NESTEM will implement the Character Strong curriculum for social emotional learning and culture/team building.	Person(s) Responsible: All Staff	Resources: Professional Development and Character Strong Curriculum; State Comp Ed Funds \$4,500.00; 0 FTEs
	Evidence of Implementation: Culture Camp Agendas, Lesson Plans, Classroom Observations	Ongoing Evaluation Method: Discipline records, Lesson Plans and Classroom Observations	Final Evaluation Method: Discipline records and End of Year Needs Assessment
	Timeline: 8/15/2022 - 6/2/2023 (Weekly)		Needs: C1; [Title I Components CNA, CIP, Annual Evaluation]

Goal #5: Parent, Family, and Community Engagement: RYSS parents, students, and faculty/staff will be fully engaged with their schools and will have a shared sense of responsibility and ownership in a high-performing organization focused on family and student success.

Objective #1: To increase family involvement and engagement and develop a well-rounded education, NESTEM will host monthly parent meetings and community service opportunities for our students and families; 100% of families will participate in at least one meeting or event per semester.

1	Action: We will host parent and community events monthly.	Person(s) Responsible: Principal Castilleja	Resources: refreshments, general supplies; Title I, Part A Funds \$1,000.00
	Evidence of Implementation: Sign-in sheets, social media posts, agendas	Ongoing Evaluation Method: Sign-in sheets, social media posts, agendas	Final Evaluation Method: Increased participation, parent survey
	Timeline: 8/1/2022 - 6/2/2023 (Monthly)		Needs: F1; F2; F3; [Title I Components CNA, CIP, Annual Evaluation]
2	Action: NESTEM students will participate in required community service activities.	Person(s) Responsible: Ms. Darden, Ms. Williams, and Principal Castilleja	Resources: Bus transportation and general supplies; Local Funds \$500.00; 0 FTEs
	Evidence of Implementation: Community Service Logs and Social Media Posts	Ongoing Evaluation Method: Student Check Ins, review of logs	Final Evaluation Method: Review of Logs
	Timeline: 8/15/2022 - 6/2/2023 (On-going)		Needs: C1; F1; F2; F3;

Goal #5: Parent, Family, and Community Engagement: RYSS parents, students, and faculty/staff will be fully engaged with their schools and will have a shared sense of responsibility and ownership in a high-performing organization focused on family and student success.

Objective #2: In order to create community awareness of our school, and to increase the 2022-2023 enrollment from 17 to 100 students, NESTEM will host events to engage the neighboring community and increase social media visibility.

1	Action: NESTEM will host community events such as the Fall Fest, Spring Fest, and Community Movie Nights.	Person(s) Responsible: All Staff	Resources: Refreshments Movie License, PA System, A/V Equipment, Games, General Supplies; Local Funds \$2,000.00
	Evidence of Implementation: sign-in sheets, agendas, social media posts	Ongoing Evaluation Method: sign-in sheets, agendas, social media posts	Final Evaluation Method: Increased participation, increased enrollment
	Timeline: 8/1/2022 - 6/2/2023 (On-going)		Needs: F1; F2;
1	Action: NESTEM will post at least twice a week on social media sites such as Facebook, Instagram, or Twitter.	Person(s) Responsible: Administrative team	Resources: Social media accounts, "boost" option; Local Funds \$1,000.00
	Evidence of Implementation: Facebook reports of customer interaction, social media messaging	Ongoing Evaluation Method: Facebook reports of customer interaction, social media messaging	Final Evaluation Method: increased inquiries, applications/enrollment
	Timeline: 7/1/2022 - 7/1/2023 (Weekly)		Needs: F1; F2;

Goal #6: Health and Wellness: RYSS Students, parents, staff/faculty will have a shared sense of responsibility to provide a healthy school environment, support students in developing healthy habits, which helps to reduce health disparities that negatively impact academic achievement, college attendance, and career success.

Objective #1: All campuses will increase student attendance rate from the previous school year.

1	Action: Establish ADA committee to meet weekly to review student attendance and take immediate corrective and preventative action.	Person(s) Responsible: Administrative team and teachers	Resources: Ascender;
	Evidence of Implementation: Ascender reports, Attendance tracker	Ongoing Evaluation Method: Ascender reports, Attendance tracker	Final Evaluation Method: ADA reports
	Timeline: 8/15/2022 - 6/1/2023 (Weekly)		Needs: C1; D1;
2	Action: Implement Attendance Matters process to track attendance daily and document parental contact to identify trends.	Person(s) Responsible: Principal Castilleja and Ms. Williams	Resources: Ascender, Google Docs;
	Evidence of Implementation: google docs, ascender reports	Ongoing Evaluation Method: google docs, ascender reports	Final Evaluation Method: EOY ADA reports
	Timeline: 8/15/2022 - 6/1/2023 (Daily)		Needs: C1; D1;

Goal #6: Health and Wellness: RYSS Students, parents, staff/faculty will have a shared sense of responsibility to provide a healthy school environment, support students in developing healthy habits, which helps to reduce health disparities that negatively impact academic achievement, college attendance, and career success.

Objective #2: The number of teacher absences for the 2022-2023 school year at each campus will decrease by 5% from the previous year.

1	Action: Provide positive work environment through open door policy, mentorship, supports, incentives, etc.	Person(s) Responsible: Administrative Team	Resources: n/a;
	Evidence of Implementation: staff attendance rates	Ongoing Evaluation Method: staff attendance rates	Final Evaluation Method: staff attendance rates
	Timeline: 8/1/2022 - 6/1/2023 (On-going)		Needs: C1; C1; C2;

Goal #6: Health and Wellness: RYSS Students, parents, staff/faculty will have a shared sense of responsibility to provide a healthy school environment, support students in developing healthy habits, which helps to reduce health disparities that negatively impact academic achievement, college attendance, and career success.

Objective #3: Students will engage in wellness and physical activities in advocacy, STEM Lab, and physical education classes and 100% of students will participate in a student health survey each semester.

1	Action: Students will participate in a student health survey each semester.	Person(s) Responsible: Administrative Team from campus and district	Resources: survey, laptops;
	Evidence of Implementation: observations, advocacy schedule, campus calendar	Ongoing Evaluation Method: campus calendar, survey results	Final Evaluation Method: survey results, end of year needs assessment
	Timeline: 12/1/2022 - 5/1/2023 (Bi-Annually)		Needs: C1; C1; C2; [Title I Components CNA, CIP, Annual Evaluation]
2	Action: Students will participate in unstructured physical activity at least 2 times a week.	Person(s) Responsible: Administrative team, teachers	Resources: sports equipment; ESSER III \$1,500.00
	Evidence of Implementation: Advocacy and STEM Lab schedule, observations	Ongoing Evaluation Method: Advocacy and STEM Lab schedule, observations	Final Evaluation Method: Positive school climate and discipline records
	Timeline: 8/15/2022 - 7/1/2023 (Daily)		Needs: C2;

Additional Targeted Support

Student Success SpEd Academic Achievement

Goal #2, Objective #2, Strategy #3

Implement academic tracking system to better track the academic achievement of Special Education and other at-risk students, including meetings for teachers to coordinate efforts across all academic subjects.

Funding

Career & Technology Funds

ESSER II \$80,000.00

ESSER III \$33,000.00

High School Allotment Funds

Local Funds \$28,500.00

Carl Perkins

PTA Funds Funds

State Comp Ed Funds \$69,500.00

Special Ed Funds \$1,000.00

Title I, Part A Funds \$21,000.00

Title II, Part A Funds \$3,000.00

Title III, Part A Funds \$1,000.00

Title I

This Organization is consolidating the following funds: Title I, Part A funds only

Element 1: Comprehensive Needs Assessment

Conduct a Comprehensive Needs Assessment

Goal # 1, Objective #1 , Strategy # 1: NESTEM administration will create written documents that will outline the discipline and safety processes and procedures, as well as faculty and student expectations and a yearly calendar of events. These will be available to stakeholders on the first day of school.

Goal # 3, Objective #2 , Strategy # 1: Periodic Progress Monitor of student progress using Renaissance Screeners, IXL Learning Progress/Usage reports, and campus based snapshot assessments.

Goal # 3, Objective #2 , Strategy # 3: Math and RLA teachers will work with A+ Consultants on planning and facilitating effective lessons and interventions.

Goal # 3, Objective #4 , Strategy # 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.

Goal # 3, Objective #4 , Strategy # 2: At-risk Students and Emergent Bilinguals will participate in IXL Learning or Summit K-12 activities at least twice a week during Intervention Classes.

Goal # 3, Objective #4 , Strategy # 3: Staff will monitor student progress in the IXL program and provide progress information to students and parents.

Goal # 4, Objective #2 , Strategy # 1: NESTEM will continue to implement restorative practices such as restorative circles and conferences.

Goal # 4, Objective #2 , Strategy # 2: NESTEM will implement the Character Strong curriculum for social emotional learning and culture/team building.

Goal # 5, Objective #1 , Strategy # 1: We will host parent and community events monthly.

Goal # 6, Objective #3 , Strategy # 1: Students will participate in a student health survey each semester.

Element 2: Schoolwide Plan

Prepare a Comprehensive Schoolwide Plan

Goal # 1, Objective #1 , Strategy # 1: NESTEM administration will create written documents that will outline the discipline and safety processes and procedures, as well as faculty and student expectations and a yearly calendar of events. These will be available to stakeholders on the first day of school.

Goal # 3, Objective #2 , Strategy # 1: Periodic Progress Monitor of student progress using Renaissance Screeners, IXL Learning Progress/Usage reports, and campus based snapshot assessments.

Goal # 3, Objective #2 , Strategy # 3: Math and RLA teachers will work with A+ Consultants on planning and facilitating effective lessons and interventions.

Goal # 3, Objective #4 , Strategy # 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.

Goal # 3, Objective #4 , Strategy # 2: At-risk Students and Emergent Bilinguals will participate in IXL Learning or Summit K-12 activities at least twice a week during Intervention Classes.

Goal # 3, Objective #4 , Strategy # 3: Staff will monitor student progress in the IXL program and provide progress information to students and parents.

Goal # 4, Objective #2 , Strategy # 1: NESTEM will continue to implement restorative practices such as restorative circles and conferences.

Goal # 4, Objective #2 , Strategy # 2: NESTEM will implement the Character Strong curriculum for social emotional learning and culture/team building.

Goal # 5, Objective #1 , Strategy # 1: We will host parent and community events monthly.

Goal # 6, Objective #3 , Strategy # 1: Students will participate in a student health survey each semester.

Element 3: Parent and Family Engagement

Implement programs, activities, and procedures for the involvement of parents and family members

Goal # 1, Objective # 1, Strategy # 1: NESTEM administration will create written documents that will outline the discipline and safety processes and procedures, as well as faculty and student expectations and a yearly calendar of events. These will be available to stakeholders on the first day of school.

Goal # 3, Objective # 2, Strategy # 1: Periodic Progress Monitor of student progress using Renaissance Screeners, IXL Learning Progress/Usage reports, and campus based snapshot assessments.

Goal # 3, Objective # 2, Strategy # 3: Math and RLA teachers will work with A+ Consultants on planning and facilitating effective lessons and interventions.

Goal # 3, Objective # 4, Strategy # 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.

Goal # 3, Objective # 4, Strategy # 2: At-risk Students and Emergent Bilinguals will participate in IXL Learning or Summit K-12 activities at least twice a week during Intervention Classes.

Goal # 3, Objective # 4, Strategy # 3: Staff will monitor student progress in the IXL program and provide progress information to students and parents.

Goal # 4, Objective # 2, Strategy # 1: NESTEM will continue to implement restorative practices such as restorative circles and conferences.

Goal # 4, Objective # 2, Strategy # 2: NESTEM will implement the Character Strong curriculum for social emotional learning and culture/team building.

Goal # 5, Objective # 1, Strategy # 1: We will host parent and community events monthly.

Goal # 6, Objective # 3, Strategy # 1: Students will participate in a student health survey each semester.

TEXAS EDUCATION AGENCY STRATEGIC PRIORITIES

- #1: Recruit, support, and retain teachers and principals
- #2: Build a foundation of reading and math
- #3: Connect high school to career and college
- #4: Improve low-performing schools

THE STATE OF TEXAS PUBLIC EDUCATION MISSION

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION ACADEMIC GOALS

- #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
- #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

- Objective #1: Parents will be full partners with educators in the education of their children.
- Objective #2: Students will be encouraged and challenged to meet their full educational potential.
- Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- Objective #4: A well-balanced and appropriate curriculum will be provided to all students.
- Objective #5: Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
- Objective #6: Qualified and highly effective personnel will be recruited, developed, and retained.
- Objective #7: The state's students will demonstrate exemplary performance in the comparison to national and international standards.
- Objective #8: School campuses will maintain a safe and disciplined environment conducive to student learning.
- Objective #9: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
- Objective #10: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration