

# PSTEM ACADEMY

## Campus Improvement Plan

### 2023/2024

*Bold \* Fearless \* Unstoppable*



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DMAC Solutions ®

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# PSTEM ACADEMY

## **Mission**

*We the faculty, staff, family, and community of Raul Yzaguirre Schools for Success, have committed ourselves to providing and obtaining the highest standard of education in a culturally relevant setting.*

*The pursuit of excellence is aimed at developing self-respect and pride among our students. Our ultimate goal is for them to become critical thinkers and lifelong learners.*

### Nondiscrimination Notice

PSTEM 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.

# PSTEM ACADEMY

## **Vision**

*RYSS will be the gold standard for excellence in community-based education by graduating college-bound, civic-oriented leaders.*

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# Resources

Resource	Source
IDEA Special Education	Federal
Title I	Federal
Title II Part A Supporting Effective Instruction	Federal
Title III Bilingual / ESL	Federal
Title IV Safe and Drug Free	Federal
Local Funds	State
State Compensatory	State

# PSTEM ACADEMY

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

**Objective 1.** (Organizational Structure) RYSS will manage growth by clearly articulating systems and look-fors for several essential district and campus organizational structures.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Weekly and Monthly Check-Ins with District and TCCC level Administrators and sharing pertinent information to campus leadership to improve communication.	Assistant Principal/Dean of Instruction, Chief School Officer, Deputy Chief Academic Officer, District Directors, Executive Director of Academics, Human Resources, Principal, Superintendent(s)	Aug. 2023 - May 2024		Criteria: PLC Agendas for weekly meetings by grade level. Review of data reports from DMAC, adjusting curriculum, curriculum implementation. Agendas for Principal Meetings

# PSTEM ACADEMY

**Goal 1.** (Infrastructure and Planning) The RYSS school district 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. Interventionist and Special Education Teachers will attend Read to Learn Professional Development in order to remain current on Dyslexia curriculum. (Target Group: M,F,AtRisk,Dys)	Special Ed Teachers, Teacher(s)	Aug.-Dec. 2023	(F)Title II Part A Supporting Effective Instruction	Criteria: Registrations Certificates of completion  10/20/23 - Some Progress
2. Dyslexia Coordinator will use DMAC for documentation of learning plans, progress monitoring, and IAT meetings. (Target Group: BI,M,F,AtRisk)		Aug. - May 2024	(F)Title I - \$10,000	Criteria: DMAC reports 6 weeks progress monitoring IAT calendar  10/20/23 - Some Progress

# PSTEM ACADEMY

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

**Objective 3.** (Family Engagement) The RYSS leadership team in collaboration with the Family and Community Engagement department will create and implement a Parent Academy to share meaningful learning on topics such as technology access to programs and grades, supporting literacy development, program offerings, partnership access and any other needs identified by surveys and interviews with parents and schools.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monthly Parent University Meetings focused on introducing parents to Highly Qualified Instructional Materials.	Assistant Principal/Dean of Instruction, Core Subject Teachers, Data Fellow, Executive Director of Academics, Instructional Specialist/Coordinator, Principal, PTA, Special Ed Teachers, Teacher(s)	Aug 2023-May 2024	(S)Local Funds - \$500	Criteria: Monthly Agendas Sign in sheets Exit Surveys Student Attendance Student Grades  10/20/23 - Pending
2. Monthly Coffee with Principal will be held to discuss upcoming events, new programs, questions, and concerns.	Core Subject Teachers, Principal, PTA	Sept. 2023-May 2024	(S)Local Funds - \$500	Criteria: Monthly Agendas Sign in sheets Exit Surveys

# PSTEM ACADEMY

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

**Objective 4.** (Special Populations) Codify processes for Special Education, Emergent Bilingual and Gifted and Talented.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Administrators will ensure proper identification, coding, and delivery of services. (Target Group: All)	Assistant Principal/Dean of Instruction, District Director PIEMS, Principal, Registrar	Aug. 2023-May 2024	(S)Local Funds - \$0	Criteria: PEIMS reports 10/31/23 - Significant Progress
2. Teacher assistants will complete ParaEducator certification to support delivery of services as overseen by certified special education teacher. (Target Group: SPED) (Strategic Priorities: 4)	Principal, Special Ed Teachers, Special Education Director	Aug. 2023-Dec. 2023	(S)Local Funds - \$2,000	Criteria: Biweekly afterhours professional development Certificate of completion SBEC Educational Aide 1 certificate 10/31/23 - Significant Progress



# PSTEM 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 Human Resources Department will recruit a pool of highly qualified educators.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus leadership will attend job fairs to recruit talented educators and administrators.		Summer 2023 and Summer 20	(S)Local Funds - \$100	10/20/23 - Some Progress
2. Create a pipeline with local universities in which potential educators can volunteer, student teach at the campus.		Aug 2023-May 2024		10/20/23 - Some Progress

# PSTEM 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 will develop, support, and build the capacity of RYSS teachers which will result in a 90% retention at the end of the 23-24SY.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Administrators will conduct a minimum of 1 TTESS walkthrough and 1 TTESS observation each semester.		Sept. 2023 - May 2024		

# PSTEM 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) New Teacher / Mentor

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 1st and 2nd year teachers will be assigned campus mentors and participate in weekly New Teacher Mentor program.	Core Subject Teachers, Executive Director of Academics, Instructional Specialist/Coordinator, Principal	Sept. 2023 - May 2024	(S)Local Funds - \$5,000	

# PSTEM ACADEMY

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

**Objective 4.** (Campus Leadership) Review academic data, TPESS and leadership practices with the intent of prioritizing effective support to develop, build and sustain campus leaders, educators, and support staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Principal will have monthly Check-Ins with Chief of Schools to review data trends in STAAR testing and TELPAS testing grade levels.	Chief School Officer, Principal	Sept. 2023 -May 2024		Criteria: Calendared Meetings and Agenda

# PSTEM ACADEMY

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

**Objective 5.** (Literacy Framework) The Academic Team, in partnership with RSSP Data Fellow, will build the literacy model for primary campuses to ensure all students are reading on or above grade level while implementing the Science of Teaching Reading.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. PSTEM Academy will provide feedback on the development of a literacy framework through attendance in stakeholder meetings. (Strategic Priorities: 2)	Assistant Principal/Dean of Instruction, Core Subject Teachers, Data Fellow, Executive Director of Academics, Instructional Specialist/Coordinator, Principal	Sept. 2023 - May 2024		Criteria: Surveys, agendas, calibration walkthroughs.

# PSTEM 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. 100% of K, 1st, and 2nd grade ELAR/SLA teachers will implement Magnetic Reading for Phonics instruction in English and receive coaching support from Untapped Genius. (Target Group: BI,ESL,AtRisk,K,1st,2nd) (Strategic Priorities: 2)		Aug. 2023 - May 2024	(F)Title I - \$15,000, (S)Local Funds - \$92,000	Criteria: Weekly Check-ins with coach. Walkthroughs and Observations in TTESS
2. 100% of Math Teachers will implement Eureka Math curriculum with the support of Region 4 and Children at Risk Coaching. (Target Group: All)		Sept. 2023 - May 2024	(S)Local Funds - \$13,020	

# PSTEM 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. Teachers will implement and provide daily targeted instruction, based on student data, focused on identified skill/TEK deficit, during small group and 1:1 instruction for Tier II and III students in reading in grades K-5. (Target Group: All) (Strategic Priorities: 2)		Sept. 2023 - May 2024		Criteria: Observations, walkthroughs, student data from weekly assessments, benchmarks, and iReady usage.  10/21/23 - Some Progress
2. Teachers will implement and provide targeted instruction (after school tutorials), based on student data, focused on identified skill/TEK deficit, for small groups (1:5) instruction for Tier II and III students in reading in grades K-5. (Target Group: ECD,BI,ESL,EB,SPED,AtRisk,Dys,2nd,3rd,4th,5th) (Strategic Priorities: 2)		January 2024 - May 2024	(S)Local Funds - \$30,000	Criteria: Observations, walkthroughs, student data from weekly assessments, benchmarks, and iReady usage.  10/21/23 - Pending

# PSTEM 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. Teachers will implement and monitor the use of SUMMIT K12 for EB population. (Target Group: BI,ESL,EB) (Strategic Priorities: 2)	Assistant Principal/Dean of Instruction, Core Subject Teachers, Principal	Sept. 2023 - May 2024	(F)Title II Part A Supporting Effective Instruction - \$8,000	Criteria: Tracking usage and completion of Summit K12 .
2. Implement Magnetic Reading as English phonics instruction for K-2 EB students. (Target Group: BI,ESL,EB,K,1st,2nd) (Strategic Priorities: 2)	Assistant Principal/Dean of Instruction, Core Subject Teachers, Principal	Aug. 2023 - May 2024	(F)Title I - \$28,872	Criteria: Informal/formal walkthroughs, and observations. Evidence of implementation of learning applied in delivery of teacher's instruction.



# PSTEM 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.** (Accountability Rating) RYSS will maintain the TEA accountability rating of an A by consistently providing rigorous and personalized learning experiences to ALL students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Pending Accountability System from State.	Assistant Principal/Dean of Instruction, Core Subject Teachers, Principal	Aug. 2023 - May 2024		Criteria: Pending State System

# PSTEM 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 5.** (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. Continue to identify and spiral content specific TEKS for student mastery levels of 85% - 100%. (Strategic Priorities: 2)	Assistant Principal/Dean of Instruction, Core Subject Teachers, Principal, Teacher(s)	Aug. 2023 - May 2024		Criteria: DMAC Data tracking, iReady Data, RTI/IAT meetings, parent conferences

# PSTEM 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 6.** (Academic Achievement/Early Literacy) NOTE-establish goals for pre-k to 2nd

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implementation of The Science of Teaching Reading through the use of Magnetic Reading in K-2nd.	Assistant Principal/Dean of Instruction, Principal	Aug. 2023 - May 2024		

# PSTEM 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
1. Weekly safety walks are conducted to address any weakness in safety. (Target Group: All)	Assistant Principal/Dean of Instruction, Core Subject Teachers, Principal	Aug. 2023 - May 2024		Criteria: Document walkthroughs using SharePoint Excel document.

# PSTEM ACADEMY

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

**Objective 2.** RYSS 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
1. Classroom teachers will be implementing CHAMPS behavioral strategies to assist students with positive behavior. (Target Group: All)	Assistant Principal/Dean of Instruction, Principal, Teacher(s)	Aug. 2023 - May 2024	(S)Local Funds - \$1,000	Criteria: Reduction in student referrals.

# PSTEM ACADEMY

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

**Objective 3.** PSTEM Academy will provide enrichment opportunities through field experiences, special programs and events, and afterschool family activities to excite and engage student learning.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Cultural Campus events will be celebrated throughout the school year, including but not limited to: Hispanic Heritage Month, Dia de los Muertos, Cultural Holiday Program, Black History Month, Cinco de Mayo, etc... (Target Group: All)		Aug. 2023 - May 2024	(S)Local Funds - \$2,000	Criteria: Planning Agendas, sign-in sheets.

# PSTEM ACADEMY

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

**Objective 4.** Students will have the opportunity to visit local colleges and universities to increase their awareness of STEM in higher education.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. PSTEM Academy will continue the partnership with University or Houston's WISE mentors. University field trip will be taken by current 4th graders. (Target Group: 4th)	Teacher(s)	Fall and Spring semesters	(S)Local Funds - \$1,500	Criteria: Planning Agendas.

# PSTEM ACADEMY

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

**Objective 1.** (Early Childhood) The percent of Kindergarten students that score "On Track" on TX-KEA will increase to 70% by June 2024

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Content specific coaching and mentoring will be provided to teachers in the areas of Phonics, Reading, and Math instruction. (Target Group: All) (Strategic Priorities: 2)		Aug. 2023 - May 2024	(F)Title I, (S)Local Funds	Criteria: Professional Development, Walkthroughs and Observations.  10/22/23 - On Track
2. Provide weekly internalization day to plan and practice lesson delivery. (Target Group: K) (Strategic Priorities: 2)		Sept. 2023 - Nov. 2023	(S)Local Funds - \$1,500	Criteria: Sign-in sheets, walkthroughs and observations.  10/22/23 - On Track 10/22/23 - Significant Progress



# PSTEM ACADEMY

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

**Objective 2.** (First Grade and Second Grade) The percent of students in 1st and 2nd that score on grade level on iReady for math and ELAR will increase to 70% June 2024.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Content specific coaching and mentoring will be provided to teachers in the areas of Phonics, Reading, and Math instruction. (Target Group: 1st) (Strategic Priorities: 2)	Core Subject Teachers, Principal	Aug. 2023- May 2024	(S)Local Funds	Criteria: Professional Development, walkthroughs, and observations  10/22/23 - On Track 10/22/23 - Significant Progress
2. Provide weekly internalization day to plan and practice lesson delivery. (Target Group: 1st) (Strategic Priorities: 2)	Core Subject Teachers	September 2023 - May 2024	(S)Local Funds	Criteria: Sign-in sheets, walkthroughs, and observations.  10/22/23 - On Track

# PSTEM ACADEMY

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

**Objective 3.** (Second Grade) The percent of Grade 2 students that score on grade level on iReady will increase to 70% by June 2024.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Content specific coaching and mentoring will be provided to teachers in the areas of Phonics, Reading, and Math instruction. (Target Group: 2nd) (Strategic Priorities: 2)	Core Subject Teachers, Principal	Aug. 2023 - May 2024	(S)Local Funds	Criteria: Sign-in sheets, walkthroughs, and observations.  10/22/23 - Significant Progress
2. Provide weekly internalization day to plan and practice lesson delivery. (Target Group: 1st,2nd) (Strategic Priorities: 2)	Core Subject Teachers	September 2023 - May 2024	(S)Local Funds	Criteria: Sign-in sheets, walkthroughs, and observations.

# PSTEM ACADEMY

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

**Objective 4.** (STAAR Growth) The percent of students mastering the TEKS in the ELAR, Math, and Science at the meets level on STAAR test will increase 5%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Content specific coaching and mentoring will be provided to teachers in the areas of Phonics, Reading, and Math instruction. (Target Group: 3rd,4th,5th) (Strategic Priorities: 2)	Core Subject Teachers, Principal	Aug. 2023 - May 2024	(S)Local Funds	Criteria: Professional Development, walkthroughs, and observations
2. Provide weekly internalization day to plan and practice delivery. (Target Group: 3rd,4th,5th) (Strategic Priorities: 2)	Core Subject Teachers	September 2023 - May 2024	(S)Local Funds	Criteria: Sign-in sheets, walkthroughs, and observations

# PSTEM 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. Create a Campus Wellness Plan. (Target Group: All)	Principal, Teacher(s)	September 2023		10/21/23 - Completed

# PSTEM 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
1. Parent University Topics: Being Your Child's First Teacher Magnetic Reading Eureka My View (SAAVAS) Stemsscopes (Target Group: All)	Parent and Family Engagement Director, Principal, PTA	Sept. 2023 -Sept. 2024		Criteria: Agendas and Parent Surveys  10/21/23 - On Track

# PSTEM 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
1. Implement Class Dojo School-wide (Target Group: All)		Aug. 2023 - May 2024		Criteria: Schoolwide calendar, flyers, and events posted. 10/21/23 - Significant Progress

PSTEM Academy (PK-3 - 5th) opened its doors in 1996 and serves 515 students in grades PK-3 through 5th. According to the 2021-2022 Texas Academic Report (TAPR), PSTEM Academy's 2022 accountability rating is an "A". The campus also achieved distinction designations in:

- Academic Achievement in Mathematics
- Academic Achievement in Science
- Top 25 Percent: Comparative Academic Growth
- Top 25 Percent: Comparative Closing the Gaps
- Postsecondary Readiness

The current student demographic population is .7% African American, 98.6% Hispanic, .3% White, and .7% Other. 100% of our students are Title One, 97.7 economically disadvantaged, and 71% emergent bilingual. The campus has a 10.6% mobility rate.

# Comprehensive Needs Assessment

## Demographics

### Demographics Data Sources

TAPR

### Demographics Strengths

1. PSTEM Academy benefits from being part of the Tejano Center for Community Concerns whose goal is to meet the needs of its students, parents and community members through a variety of social programs that address social and emotional health, food insecurity, trauma, and economic hardships with housing and utilities.
2. PSTEM Academy students benefit from a wide range of school and community activities/events that celebrate cultural experiences. Community partnerships with families and businesses make these events possible.
3. School supplies were provided by the campus for all students.

### Demographics Weaknesses

1. Students at PSTEM Academy are highly mobile.
2. New transfer students consistently perform lower than continuously enrolled students.
3. Families have limited financial resources.

### Demographics Needs

1. According to the 2022-2023 TAPR report: 99.7% of students at PSTEM Academy are identified as Economically Disadvantaged and 72.2% are academically at-risk. Lack of access to basic needs along with limited experiences and parents limited educational background impacts students ability to be on par with peers not experiencing the same challenges.
2. 72% of students at PSTEM Academy are identified as English Learners as reported in the 2022-2023 TAPR Report. Student's lack of English proficiency directly impacts student's reading proficiency. The process of learning to read in a second language can be particularly challenging for English learners.



# Comprehensive Needs Assessment

## Demographics Summary

According to the 2022-2023 TAPR report: 99.7% of students at PSTEM Academy are identified as Economically Disadvantaged and 72.2% are academically at-risk. Lack of access to basic needs along with limited experiences and parents' limited educational background impacts students' ability to be on par with peers not experiencing the same challenges.

## Student Achievement

### Student Achievement Data Sources

Curriculum Based Assessments  
District Based Assessments  
Formative Assessments  
STAAR

### Student Achievement Strengths

1. Resources and materials have been provided for instructional purposes. Teachers are engaged in ongoing professional learning (Reading Academy, Magnetic Reading Cohort, Math Cohort, Teaching Strategies, individualized and team support from consultants to develop their capacity in delivery of proficient instruction to support our students in their academic achievement.
2. Teachers are provided and supported with curriculum guides, scope and sequence, pacing calendars, lesson plan support. Teachers are supported by content leads and consultants (Trainer of Trainer model) who instruct and build teacher capacity in navigating their planning documents, lesson activities, lesson cycle, Do Now to Exit Ticket and in developing their assessments.
3. Teachers are supported in developing content pacing calendars using the Lead4Ward Blue print. Teachers are modeled how to use resources: Lead4Ward, STEMScopes, Apps, Choice Boards, in order to support and implement in their classrooms and increase student engagement and academic growth.
4. Teachers meet weekly in PLC's and content support training to develop their understanding of best practices, instructional strategies and activities to support their students learning goals.
5. Teachers have pre-planning Saturday PD prior to the start of each six weeks. A focus on unit goals, assessments, strategies, and delivery is provided through content consultants.
6. Reading teachers received support in implementing Magnetic Reading to meet students at their instructional level in small groupings. Campus PD half-days and additional Saturday trainings were provided.

# Comprehensive Needs Assessment

## Student Achievement Strengths (Continued)

## Student Achievement Weaknesses

1. Preliminary 2023 STAAR scores calculated under the previous school accountability ratings issues Domain 1 Student Achievement a "C" rating.
2. Science curriculum has been the least support implementation content.
3. Students need consistent practice with writing strategies to be successful in all STAAR exams.

## Student Achievement Needs

1. Teachers need continued training in supporting students with direct instruction of reading strategies to develop students' comprehension and reading fluency. A campus wide vertical system of strategies should be developed to provide consistency in instruction and build on foundational knowledge.
2. Teachers need continued training in delivering direct instruction using Eureka Math curriculum on mathematical operations, computation skills and problem solving and incorporating iReady into their instructional block.
3. Teachers need training on how to deliver instruction and support their students with the writing process and on how to successfully implement Let's Go Now curriculum and additional resources for the writing process.
4. Teachers need training in delivery of Science instruction to support students. Students need more hands on experience in conducting experiments in the science and STEM classrooms. Implementation of PLTW curriculum in the STEM classroom through PLTW training is needed.
5. More than 90% of teachers at Primary are non-certified teachers. Teachers are required to successfully complete a certification program and obtain required certification in order to continue to teach at Primary.
6. Students require test taking skills in order to acquire strategies to navigate standardized assessments.
7. Teachers need training on how to deliver bilingual instruction and support their students. Teachers also need to know how to build bilingual student's English through ESL strategies.

# Comprehensive Needs Assessment

## Student Achievement Summary

Significant learning gaps in students still exist due to COVID19 shut downs and virtual learning. A concerted effort to provide tutoring, Saturday school, and small group instruction was made in the 2021-2022 school year. Teachers received increased professional development with a focus on small group instruction. PSTEM Academy received an "A" rating and 5 distinctions in Math, Science, Closing the Gaps, Academic Growth, and Post Secondary Readiness. PSTEM Academy strives to meet the academic and socio-emotional needs of students who present with many challenges in addition to COVID19 loss of learning. All content areas- reading, math, science, writing, ESL and bilingual best practices/instruction will continue to benefit from targeted intervention and support built into the master schedule. To date 2022-2023 Accountability ratings have not been released. PSTEM Academy initial student achievement scores are as follows:

## School Culture and Climate

### School Culture and Climate Data Sources

District Based Assessments  
Program Evaluations

### School Culture and Climate Strengths

1. Administration secures that all teachers are supported inside and outside the classroom, teacher instructional needs are met, and that teacher's are valued as members of the PSTEM Academy learning community.
2. Teachers are implementing systems, routines and procedures that will norm their classrooms with best practices in order to support students. Campus wide writing boards, Magnetic Reading for phonics/ intervention in ELAR classrooms, SLANT and 4S lines are standard curriculum and behavioral expectations .
3. Teachers receive constructive feedback following informal/formal walk-throughs and observations which supports them in adjusting their instructional practices to better support students.
4. Teachers engage in monthly activities to support them in building relationships with their grade level teams, their colleagues and their administration.
5. Campus leaders take initiative with implementing various school events including: student of the week, Fall Festival, Holiday Program, Monthly PTA Programs.
6. PTA instrumental in providing volunteers and funds.
7. Campus wide use of Class Dojo.

# Comprehensive Needs Assessment

## School Culture and Climate Weaknesses

1. New school security protocols limit parental involvement due to Immigration status.
2. High mobility of students.

## School Culture and Climate Needs

1. Under the direction of new administration, increasing effective communication with all stakeholders is needed to establish new procedures and policies that contribute to effective school management.
2. A lack of certified teachers and an increase in alternative certified teachers creates a need to build teacher capacity.
3. Teachers are needing to successfully complete their certification requirements.
4. Teachers indicated that there is a need to build on positive growth and address areas of concern or stagnation during PLCs.
5. Parents/guardians, students, and teachers need proactive information to understand the importance of daily attendance.
6. Parents and guardians need proactive information to understand the district and campus safety policies and procedures through the ILOVEYOUGUYS foundation.

## School Culture and Climate Summary

At the beginning of 2022-2023 school year, PSTEM Academy opened additional early childhood classrooms to accommodate and support our school community. PSTEM faculty consists of five Pre-K Teachers, three Kinder Teachers, three 1st grade, three 2nd grade, three 3rd grade, three 4th grade, three 5th grade, and three ancillary rotations. The campus lost 2 teachers, and retained all other teachers. In addition to the new positions added, the campus has 27 teachers. The Principal and Dean have remained as leaders of an "A" rated campus. Acquisition and retention of Highly Qualified and Certified teachers (in critical shortage areas of Bilingual and ESL) is a challenge for PSTEM Academy. Through campus-wide initiatives focused on creating a culture of excellence, PSTEM Academy will address needs and strengthen campus culture.

## Staff Quality, Recruitment and Retention

### Staff Quality, Recruitment and Retention Data Sources

# Comprehensive Needs Assessment

TAPR

## **Staff Quality, Recruitment and Retention Strengths**

1. Staff is accommodating and professional in meeting the needs of students and parents.
2. School and staff both secure and support open communication with parents and all stakeholders.
3. Principal meets with teachers weekly during PLC's to secure that all teachers and students needs are being met with instruction and resources.
4. The SDMC committee ( administrator, teachers, parents, community) meets quarterly to review the SIP goals and objectives to secure that we are meeting the needs of our students and school community.
5. Staff receive benefit of instructional coaching in content specific areas.
6. Teachers appreciate strong relationships with staff, parents, and students through the community engagement model.

## **Staff Quality, Recruitment and Retention Weaknesses**

1. Uncertified Teachers
2. Limited specialized teachers in Special Education.

## **Staff Quality, Recruitment and Retention Needs**

1. PSTEM needs to attract and hire teachers that are degreed and hold a valid teaching certification.
2. AT PSTEM Academy teachers need to increase their pedagogy in instructional best practices throughout the school year.
3. Alternative certification teachers at PSTEM Academy require additional support in classroom management and classroom environment.
4. Name recognition of PSTEM Academy is limited and partnership to recruit student teachers need to be developed.

# Comprehensive Needs Assessment

## Staff Quality, Recruitment and Retention Summary

For the 2022-2023 school year, PSTEM has: 27 teacher positions, 6/27 are certified teachers. 21/27 are non-certified teachers. 2/27 are first year teachers. A focus on recruitment of certified teachers and developing partnerships with university educational programs needs to be implemented.

## Curriculum, Instruction and Assessment

### Curriculum, Instruction and Assessment Data Sources

Classroom Walkthrough Data  
Curriculum Based Assessments  
District Based Assessments  
District Benchmark Data  
Formative Assessments  
iReady  
STAAR  
TELPAS

### Curriculum, Instruction and Assessment Strengths

- Campus assessments which are created by teachers are reviewed by the principal and consultants in core content areas to ensure they are aligned to the STAAR assessment.
- Reading teachers have access to and implement My View Basal (SAAVAS) small group interventions with Magnetic Reading, and iReady for customized remediation lessons.
- Math teachers implement Eureka Math, Zearn, and iReady. Science teachers use STEMSCOPES.
- Principal provides teachers with instructional resources and supplies.
- Teachers have designated content consultants that assist them with pedagogy, daily schedules, lesson delivery, assessment and resources.
- Administration has created daily schedules for teachers in all grade levels that support the required minutes of content delivery.  
Assessment: Teachers assess students after every unit. Once they have finished teaching the student expectations and TEKS.
- Assessment: Teachers give two benchmarks during the school year. These benchmarks are STAAR like assessments.
- Assessment: All teachers issue an exit ticket at the end of their lesson to check for student mastery of content
- Assessment: Teachers track student progress by using Data Walls in their classroom and DMAC.  
Assessment: Principal has a digital data wall on the campus shared drive. A posted tracker by objective and student progress is located in the PLC room. Students are tracked for all areas: Does Not Meet, Approaches, Meets, Masters and in 4th and 5th grade for progress measure.

# Comprehensive Needs Assessment

## Curriculum, Instruction and Assessment Weaknesses

- Limited time for vertical alignment and content alignment across all grade levels.
- Continuous professional development to understand new STAAR expectations, TEKS, academic vocabulary, strategies, and student misconceptions.
- Majority of teachers not certified.

## Curriculum, Instruction and Assessment Needs

- Teachers need support to secure vertical alignment and content alignment across all grade levels.
- Teachers need ongoing professional development to gain proficient background in delivery of effective lessons, implementation of effective center activities, and design of rigorous and effective assessments.
- Teachers need ongoing professional development to understand TEKS, academic vocabulary, strategies, and student misconceptions.

## Curriculum, Instruction and Assessment Summary

Primary teachers in alternative certification programs have not had the benefit of educational theory, background in best practices to support EL students and lack background in specific content/s, delivery of instruction and in supporting a student centered classroom environment. Due to teacher's lack of a background in educational theory or a background in another field of study, teachers would benefit from receiving additional instructional support in order to increase student learning.

## Family and Community Involvement

### Family and Community Involvement Data Sources

Program Evaluations

### Family and Community Involvement Strengths

# Comprehensive Needs Assessment

## Family and Community Involvement Strengths (Continued)

1. Principal holds monthly Coffee with the Principal meetings with parents to share information on student upcoming learning, district events and share information on how to support their students at home to support a home to school connection.
2. Principal delivers monthly info to parents via Class Dojo to keep in touch with parents and advise parents of important school and community events.
3. A return of family engagement activities is planned for the 2023-2024 school year. They include: National Night Out, Fall Carnival, Holiday Program, Literacy on the Lawn Events, Academic Nights.

## Family and Community Involvement Weaknesses

1. Parental involvement traditionally addressing concerns instead of providing parents with knowledge of curriculum and instructional materials used at PSTEM.

## Family and Community Involvement Needs

1. PSTEM needs to focus on increasing parent attendance at school meetings and events in order to secure that parents are cognizant of what their students are learning, how their students are progressing academically and how parents can support the school in making learning a priority in their home for their child.
2. Students and parents need additional instruction on the signs of bullying, sexual abuse, and other violence scenarios.
3. More Parental outreach and education is needed. Parents lack understanding of resources available to help their children academically.
4. Providing Parent Universities focused on instructional practice of curriculum.

## Family and Community Involvement Summary

PSTEM strives to develop our parents as partners in their children's education. We will continue to share and inform parents on not only what their students are learning but also how they can also support their students and continue to learn with them at home. Monthly meetings with the Principal are held in order to share all online learning opportunities for students, school events that showcase specific content areas for parents to experience what students are learning in our classrooms and to reinforce that our parents' participation in their students' education is paramount and very much needed.



# Comprehensive Needs Assessment

## School Context and Organization

### School Context and Organization Strengths

1. School is led by principal who is the instructional leader supporting all stakeholders toward the goal of student achievement. The principal manages and aligns campus resources, budgets, and staffing to create a school system with processes, procedures, and accountability for all. The principal facilitates the creation a vision and mission for the campus to create a culture of success.
2. The school has an assistant principal who provides instructional support to all teachers. The assistant principal also supports Blended Learning grant and manages STEM implementation for the campus. The assistant principal supports the implementation of the campus vision and mission.

### School Context and Organization Weaknesses

1. School resources are limited.
2. School staffing is reduced due to projected enrollment.

### School Context and Organization Needs

1. Processes and procedures need to be created, reviewed, and/or streamlined in order to support instructional practices, use budgeting resources effectively, and continue long-term expansion opportunities
2. Principal and Dean are collaborating on combining SE STEM and PSTEM campuses and increasing enrollments through expansion opportunities.

### School Context and Organization Summary

Principal and assistant principal are the instructional leaders and their primary focus is to build teacher capacity that increases student achievement. PSTEM has new leadership that is committed to evaluating current systems in order to ensure effectiveness that supports student achievement.

# Comprehensive Needs Assessment

## Technology Data Sources

Classroom Walkthrough Data  
Program Evaluations

## Technology Strengths

1. All teachers have a laptop checked out to them.
2. The school has 1-1 computing with laptops available for every student.
3. Teachers have access to DMAC- program that serves many purposes. Teachers use DMAC to create assessments and to identify the student expectations that need to be addressed.
4. COVID quarantined 3rd, 4th, and 5th grades will be able to check-out laptops to support them in accessing learning online.

## Technology Weaknesses

1. District's infrastructure needs upgrading in order to handle the increased number student laptops and use of iReady.

## Technology Needs

1. Students need daily access to technology to engage with virtual instruction, access online programs that target and support their areas of need.
2. Students need additional technology units in their classrooms to access.
3. Students need to access technology at home in order to extend their learning outside the classroom.

## Technology Summary

# Comprehensive Needs Assessment

## Technology Summary (Continued)

Principal and assistant principal are the instructional leaders and their primary focus is to build teacher capacity that increases student achievement. PSTEM has new leadership that is committed to evaluating current systems in order to ensure effectiveness that supports student achievement.

## Other

### Other Data Sources

TAPR

### Other Strengths

1. Principal and/or Assistant Principal attends ARD meetings to be informed and make knowledgeable decisions about student education.
2. Principal meets monthly with Special Education Team to address student progress, compliance issues, and news from TEA.
3. A block of ELAR was built into the Master schedule to support 2nd and 3rd grade bilingual students acquire vocabulary and language development through guided reading.
4. PSTEM will be sending 2 teachers and an administrator to Dyslexia training to have additional support of students with dyslexia.

### Other Weaknesses

1. Limited certified staff.

### Other Needs

1. Special Education, EL, RTI, Emergent Bilingual students and general education students have significant COVID learning gaps and need intensive remediation.

# Comprehensive Needs Assessment

## Other Needs (Continued)

2. A target intervention system is needed to target ELL students slowly increasing or staying stagnant in English proficiency level as evidenced by TELPAS scores.
3. There is a significant need to hire certified personnel with pedagogy in addressing specific learning difficulties to work with students in achieving academic growth.

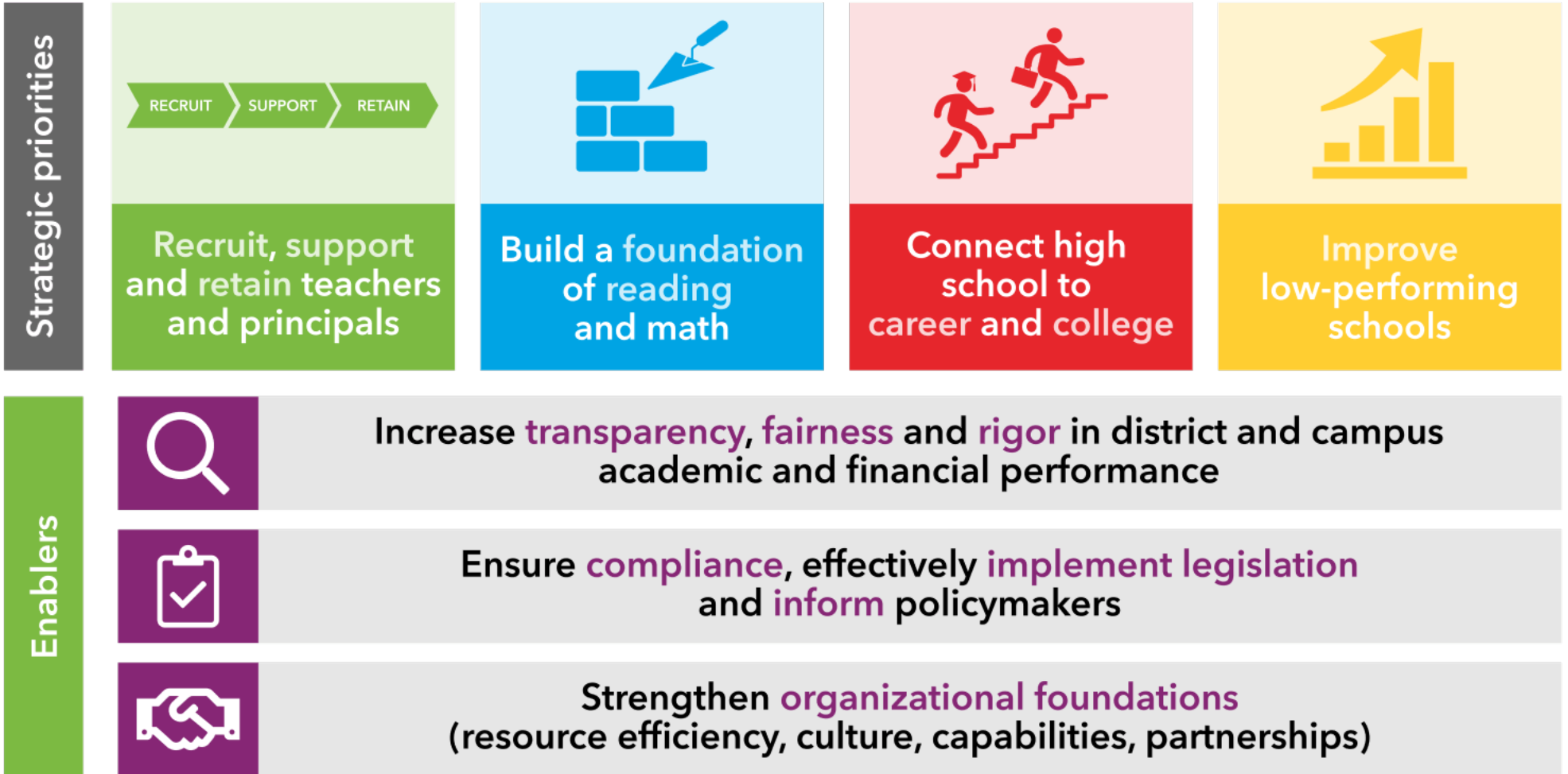
## Other Summary

Historically, the special education student group and the students identified as English language learners lag behind in all academic performance areas. The greatest gap in performance is in reading and writing. Additional personnel is needed to provide support for students in special populations and in RTI levels 2 and 3.

# Comprehensive Needs Assessment Data Sources

Classroom Walkthrough Data  
Curriculum Based Assessments

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



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