Raul Yzaguirre Schools for Success

North East STEM Academy (6-8)

Campus Improvement Plan

2021-2022

10918 Bentley

Houston, TX 77093

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.

Administrators

Georgina Castilleja	Principal

Description

North East STEM Academy (6-8) opened its doors in 2021 and serves 15 students in grades 6 through 6. The student population is 13.3% African American, 86.7% Hispanic, 33.3% Male, 66.6% Female. North East STEM Academy (6-8) serves 40% Special Education students, 60% English Language Learners, 86.7% At-Risk students, 6.6% Gifted & Talented students.

Demographics

The staff as a whole have a genuine care for our school community. However, to further increase student achievement for all learners, our instructional practices need to become more targeted, and data-driven.

Student Achievement

In order for our students to be successfully and adequately prepared for college readiness assessments, we must increase 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.

Planning Committee

Member Name	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
Sharay Williams	Executive Assistant	Non-Teaching Staff
Erika Manzanares	Partent	Parent
Selina Valdez	Community Liaison	Community Member
Angel-Rey Flores	Business Representative	Business Representative

Comprehensive Needs Assessment

CNA Process

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, specifically safety, facilities, enrollment, and community relations.

Demographics

Strengths

1 Providing resources and services for special population groups
2 Periodically meeting with parents to bring awareness and communicate program services and resources
3 Providing aligned instructional services to our students such as Imagine Learning and Imagine Math

Needs

2 Staff needs additional professional development to increase effective checking for understanding in our classrooms as a way to measure real time learning.

Summary

The staff as a whole have a genuine care for our school community. However, to further increase student achievement for all learners, our instructional practices need to become more targeted, and data-driven.

Data

Staff Demographics
Attendance Data
Campus-Based Assessments
Inidividual Student Profiles
Response to Intervention tracking
Student Demographics

Student Achievement

Strengths

1 Teachers are able to tailor instruction to meet individual student needs.

Needs

1 We lack teacher experience, knowledge, and skills in analyzing benchmark and other data in determining student deficiencies and providing effective interventions (RtI).
2 We need teacher training in implementing lessons that support TEKS alignment and higher-order learning processes.
3 We need a campus-wide data tracking/monitoring system that involves all stakeholders.

Summary

In order for our students to be successfully and adequately prepared for college readiness assessments, we must increase 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
Inidividual Student Profiles
Response to Intervention tracking
Formative Assessments
Curriculum-Based Assessments
STAAR / EOC Results

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 campus lacks sufficient amount of cameras.
2 Our campus does not currently have a door safety system (buzzer/scanner) or a screening tool for visitors.
3 Our students need access to quality social emotional learning opportunities on a consistent basis.
4 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

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

Curriculum, Instruction and Assessment

Strengths

1 TEKS RS 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 We need to attract more business partnerships in the community that will allow us to provide learning opportunities for students.
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.
3 Staff need a better understanding of the LEP indicators and instructional implications.

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

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

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 platform.

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 Due to us being a new school with all new systems in place, we must monitor to ensure that our processes become routine.
3 System is needed to track attendance trends and limit truancy.

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

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

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 We need to update student laptops to at least 8GB of RAM to ensure that students are able to access all needed online course material.
2 We need increased Wireless Access points in STEM Room, Gym, and Cafeteria/Library.
3 We need an increased number or electrical outlets to charge student devices.
4 We need a dedicated school telephone line installed for the campus.
5 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

Special Populations

Strengths

1. Small class sizes allow for individualized support for students.
2. Teachers are eager to support struggling students, specifically SpEd and LEP.

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 all 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

Priority Needs

A: Demographics

A2 Staff needs additional professional development to increase effective checking for understanding in our classrooms as a way to measure real time learning.

B: Student Achievement

B1 We lack teacher experience, knowledge, and skills in analyzing benchmark and other data in determining student deficiencies and providing effective interventions (RtI).

B2 We need teacher training in implementing lessons that support TEKS alignment and higher-order learning processes.

B3 We need a campus-wide data tracking/monitoring system that involves all stakeholders.

C: School Culture and Climate

C1 Philosophy: RYSS ECHS will continue building the “culture of achievement” at our campus to include continued review of the district and campus philosophy, core beliefs, core values, and high expectations. Philosophy, core beliefs, and culture will continue to demonstrate positive effects on student performance.

C3 Our students need access to quality social emotional learning opportunities on a consistent basis.

C4 Students lack opportunities for physical activity.

E: Curriculum, Instruction and Assessment

E1 We need to attract more business partnerships in the community that will allow us to provide learning opportunities for students.

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.

E3 Staff need a better understanding of the LEP indicators and instructional implications.

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

G3 System is needed to track attendance trends and limit truancy.

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 all programs and resources.

Actions

Goal #1: Excellence in Academics - RYSS students will meet or exceed academic performance standards set forth by the State of Texas, and every student will be well prepared to meet the academic challenges necessary for college, the workforce, and a career.

Objective #1: RYSS district will maintain a TEA accountability rating of A.

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: 9/1/2021 - 6/1/2022 (Monthly)	**Needs:** B1; B2; B5; B7;	

Goal #1: Excellence in Academics - RYSS students will meet or exceed academic performance standards set forth by the State of Texas, and every student will be well prepared to meet the academic challenges necessary for college, the workforce, and a career.

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

1	**Action:** Strengthen Tier I instruction through professional development and implementation of campus expectations of Listening, Speaking, Reading, and Writing daily as well as student collaboration opportunities.	**Person(s) Responsible:** Administrative Team, Teachers	**Resources:** Region IV, Lead4ward; Title II, Part A Funds $2,000.00; ESSER III $15,000.00
	Evidence of Implementation: PD Agendas, observations, lesson plans	**Ongoing Evaluation Method:** PD Agendas, observations, lesson plans, product protocols/plc agendas	**Final Evaluation Method:** STAAR Student progress measures and achievement
	Timeline: 8/1/2021 - 6/1/2022 (On-going)	**Needs:** I2;	
2	**Action:** Periodic Progress Monitor of student progress using Renaissance Screeners, Imagine Learning Progress/Usage reports, and campus based snapshot assessments.	**Person(s) Responsible:** Administrative Team, Teachers	**Resources:** Renaissance, Imagine, DMAC, Lead4ward, TEKSRS; ESSER III $10,000.00
	Evidence of Implementation: PLC Agendas, Imagine Reports, Renaissance Reports, DDI Protocols	**Ongoing Evaluation Method:** PLC Agendas, Imagine Reports, Renaissance Reports, DDI Protocols	**Final Evaluation Method:** STAAR Progress measures and achievement
	Timeline: 9/1/2021 - 6/1/2022 (Monthly)	**Needs:** B1;	
3	**Action:** Implement HB4545 interventions and implement student data conferences.	**Person(s) Responsible:** Administrative team, teachers	**Resources:** Imagine, Renaissance reports, teacher created materials, BookNook, Zern; ESSER III $1,500.00
	Evidence of Implementation: Imagine Reports, usage reports BookNook/Zern, Data Conference Protocol/student tracker, observations, HB4545 Intervention Tracker	**Ongoing Evaluation Method:** Imagine Reports, usage reports BookNook/Zern, Data Conference Protocol/student tracker, observations, HB4545 Intervention Tracker	**Final Evaluation Method:** STAAR Progress measures and achievement
	Timeline: 9/1/2021 - 6/1/2022 (On-going)	**Needs:** B1;	

Goal #1: Excellence in Academics - RYSS students will meet or exceed academic performance standards set forth by the State of Texas, and every student will be well prepared to meet the academic challenges necessary for college, the workforce, and a career.

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: 9/1/2021 - 6/1/2022 (Monthly)	**Needs:** B3;	

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, Imagine 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: 9/1/2021 - 6/1/2022 (Monthly)	**Needs:** B1; B2;	

Goal #1: Excellence in Academics - RYSS students will meet or exceed academic performance standards set forth by the State of Texas, and every student will be well prepared to meet the academic challenges necessary for college, the workforce, and a career.

Objective #4: All students will grow at least 10% or more on their Imagine Learning EOY assessment as compared to their initial screener.

1	**Action:** Students will participate in Imagine Learning activities at least twice a week during STEM Lab.	**Person(s) Responsible:** STEM Lab Teachers	**Resources:** Student Devices, Imagine Math, Imagine Literacy; ESSER III $20,000.00
	Evidence of Implementation: Imagine reports, class schedule, classroom observation	**Ongoing Evaluation Method:** Imagine Reports, improved performance	**Final Evaluation Method:** EOY Screener
	Timeline: 8/24/2021 - 6/1/2022 (Weekly)	**Needs:** B1;	

2	**Action:** Staff will monitor student progress in the Imagine program and provide progress information to students and parents.	**Person(s) Responsible:** Teachers, Administrative team	**Resources:** Imagine Learning, student devices; ESSER III $6,000.00
	Evidence of Implementation: Imagine reports, PLC Agendas, Parent conferences	**Ongoing Evaluation Method:** Imagine reports, improved performance	**Final Evaluation Method:** EOY Screener and conferences
	Timeline: 9/1/2021 - 6/1/2022 (Monthly)	**Needs:** B3;	

Goal #1: Excellence in Academics - RYSS students will meet or exceed academic performance standards set forth by the State of Texas, and every student will be well prepared to meet the academic challenges necessary for college, the workforce, and a career.

Objective #5: Attendance: By the end of the school year, increase and maintain student attendance to 98%.

1	**Action:** Reach and maintain 98% student attendance rate by establishing an ADA committee to meet each week to review student attendance and take immediate corrective and preventive action.	**Person(s) Responsible:** Principal; PEIMS Manager; Teachers; FACE Liaison	**Resources:** TXeis reports; Ascender Reports;
	Evidence of Implementation: TXeis reports, Ascender Reports. Attendance Trackers	**Ongoing Evaluation Method:** Review of Attendance & Truancy Data	**Final Evaluation Method:** Improved attendance rate across the campus
	Timeline: 8/1/2021 - 6/1/2022 (On-going)	**Needs:**	

2	**Action:** Implement "Attendance Matters" process to track attendance and document parental contacts to find and address trends.	**Person(s) Responsible:** FACE Liaison, Administrative team	**Resources:** Ascender, Google Docs;
	Evidence of Implementation: Google Doc Spreadsheet log	**Ongoing Evaluation Method:** Improved attendance	**Final Evaluation Method:** EOY ADA records
	Timeline: 9/27/2021 - 6/1/2022 (Daily)	**Needs:** G3;	

Goal #2: Special Populations - All RYSS Special Populations students will consistently receive high-quality services to meet their unique academic, social, and emotional needs so that the achievement gap will be narrowed as these students reach their full potential in the classroom and community.

Objective #1: LEP: Increase student performance at the Meets Grade Level or above in Reading STAAR for our LEP student group.

1	**Action:** Review disaggregated data to track and monitor the progress of our EL students and provide evidence-based feedback to teachers	**Person(s) Responsible:** Administrative team, Multilingual Director, teachers	**Resources:** DDI Protocol, PLC Protocol, Agenda and Minutes, DMAC student learning reports, Lead4ward, TELPAS data; Title II, Part A Funds $2,000.00
	Evidence of Implementation: Assessment Calendars with data-analysis window	**Ongoing Evaluation Method:** Campus will meet after checkpoint and benchmark assessments to disaggregate and review data in order to make data informed decisions; Coaching and teacher support is informed by data	**Final Evaluation Method:** Summative assessment data from STAAR reading
	Timeline: 8/12/2021 - 6/1/2022 (Daily)	**Needs:** I1;	

Goal #2: Special Populations - All RYSS Special Populations students will consistently receive high-quality services to meet their unique academic, social, and emotional needs so that the achievement gap will be narrowed as these students reach their full potential in the classroom and community.

Objective #2: LEP: Increase percentage of students growing one grade level in composite TELPAS rating.

1	**Action:** Review listening and writing rubrics to track and monitor the progress of LEP students and provide evidence-based feedback to teachers	**Person(s) Responsible:** Administrative Team, Multilingual Coordinator, Teachers	**Resources:** DDI Protocol, PLC Protocol, Agenda and Minutes, DMAC student learning reports, Lead4ward, Seesaw, headphones; Title II, Part A Funds $1,000.00; ESSER III $2,000.00
	Evidence of Implementation: Writing portfolios, Speaking data trackers, Assessment Calendars with data-analysis window	**Ongoing Evaluation Method:** Campus will meet after checkpoint and benchmark assessments to disaggregate and review data in order to make data informed decisions. Coaching and teacher support is informed by data	**Final Evaluation Method:** Summative assessment data from TELPAS
	Timeline: 7/1/2021 - 7/1/2022 (Daily)	**Needs:** I2;	

Goal #2: Special Populations - All RYSS Special Populations students will consistently receive high-quality services to meet their unique academic, social, and emotional needs so that the achievement gap will be narrowed as these students reach their full potential in the classroom and community.

Objective #3: SPED: Increase the overall Student Achievement Scores for our Special Ed students.

3	**Action:** Review disaggregated data to track and monitor the progress of our Special Education students and provide evidence-based feedback to teachers.	**Person(s) Responsible:** Special Education Department, Principal, teachers	**Resources:** Imagine Learning, Imagine Math, student data tracker folders, student data trackers, ZERN, BookNook;
	Evidence of Implementation: Assessment Calendars with data-analysis window	**Ongoing Evaluation Method:** Campus will meet after checkpoint and benchmark assessments to disaggregate and review data in order to make data informed decisions; Coaching and teacher support is informed by data	**Final Evaluation Method:** Summative Assessment data for student achievement on STAAR
	Timeline: 8/19/2021 - 6/1/2022 (Daily)	**Needs:** I1;	

Goal #2: Special Populations - All RYSS Special Populations students will consistently receive high-quality services to meet their unique academic, social, and emotional needs so that the achievement gap will be narrowed as these students reach their full potential in the classroom and community.

Objective #4: At-Risk: Close the achievement gap between student groups at the same grade level, including Special Education and other at-risk students, by 10% on reading and math STAAR.

1	**Action:** Provide all staff with PD in Sheltered English Instruction, ELPS, and Vocabulary Development.	**Person(s) Responsible:** Principal; Lead Teachers; Teachers	**Resources:** Professional Development; Workbooks; Word Walls; Flashcards;
	Evidence of Implementation: PD Agendas; Sign in Sheets; Lesson Plans; Walkthroughs	**Ongoing Evaluation Method:** Benchmarks; TELPAS; STAAR	**Final Evaluation Method:** Students will increase ELA STAAR scores by 10% of approaches, 10% meets, and 5% masters
	Timeline: 8/27/2021 - 5/31/2022 (Daily)	**Needs:** E3;	

3	**Action:** 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.	**Person(s) Responsible:** Principal, Lead Teachers, Special Education teachers	**Resources:** Special Ed Funds
	Evidence of Implementation: Meeting notes, Interventions plans for Special Education students	**Ongoing Evaluation Method:** Teacher discussion, classroom evaluations	**Final Evaluation Method:** increase the number of students meeting IEP goals
	Timeline: 8/27/2021 - 5/31/2022 ()	**Needs:** I3;	

Goal #3: College and Workforce Readiness-
All RYSS students will graduate ready to engage in college level,or workforce opportunities.

Objective #1: Middle School students will engage in career exploration activities in their technology classes.

1	**Action:** Students will complete career inventory and accompanying research of college and career options in their technology class.	**Person(s) Responsible:** Mr. Cortez	**Resources:** student devices, Naviance, search engines;
	Evidence of Implementation: observation, lesson plans	**Ongoing Evaluation Method:** observation, lesson plans	**Final Evaluation Method:** student work products and reflections
	Timeline: 11/1/2021 - 5/1/2022 (On-going)	**Needs:** J1;	

Goal #3: College and Workforce Readiness-
All RYSS students will graduate ready to engage in college level,or workforce opportunities.

Objective #2: Students will engage in college tours to experience college life, programs of study, and entry requirements.

1	**Action:** Administration will schedule at least 3 virtual and/or face-to-face college tours for our students.	**Person(s) Responsible:** Administrative Team	**Resources:** Links to virtual tour, college contact information, technology;
	Evidence of Implementation: Virtual and face-to-face tours scheduled onto calendar	**Ongoing Evaluation Method:** Student reflections of tours	**Final Evaluation Method:** Completed tours and student reflections
	Timeline: 10/1/2021 - 6/1/2022 (On-going)	**Needs:** J1;	

Goal #4: 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: In order to create community awareness of our school, and to increase current and next year's enrollment, NESTEM will host events to empower the neighboring community.

1	**Action:** NESTEM will host monthly "Community Empowerment" sessions covering a variety of topics and interests.	**Person(s) Responsible:** FACE Liaison, Administrative Team, Tejano Center Representatives	**Resources:** Refreshments, TCCC Representatives; Local Funds $1,000.00
	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: 10/13/2021 - 5/18/2022 (Monthly)	**Needs:** F1; F2;	

2	**Action:** NESTEM will host weekly ESL and Technology classes for neighboring community.	**Person(s) Responsible:** Teachers and administrative team	**Resources:** set of technology devices, teacher-created lessons;
	Evidence of Implementation: sign-in sheets, social media posts	**Ongoing Evaluation Method:** sign-in sheets, social media posts	**Final Evaluation Method:** Increased participation, increased enrollment
	Timeline: 10/21/2021 - 6/1/2022 (Weekly)	**Needs:** F2;	

Goal #4: 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 current and next year's enrollment, NESTEM will increase visibility in the community through weekly and seasonal recruitment efforts.

1	**Action:** NESTEM will partner with community organizations to participate/host community events such as National Night Out, Fall Festival, Winter Movie Night, and the Jensen Jubilee.	**Person(s) Responsible:** FACE Liaison, Administrative team, teachers, students	**Resources:** recruitment/marketing items, tent, feather flags, refreshments; Local Funds $10,000.00; ESSER III $2,000.00
	Evidence of Implementation: social media posts, Follow-up Contact Sheets	**Ongoing Evaluation Method:** social media posts, Follow-up Contact Sheets	**Final Evaluation Method:** increased participation, increased applications/enrollment
	Timeline: 7/1/2021 - 7/1/2022 (On-going)	**Needs:** F1; F2; F3;	

2	**Action:** NESTEM will post at least twice a week on social media sites such as Facebook, Instagram, and Twitter.	**Person(s) Responsible:** Administrative team	**Resources:** Social media accounts, "boost" option;
	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: 7/1/2021 - 7/1/2022 (Weekly)	**Needs:** F1; F2;	

Goal #4: 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 #3: In order to create community awareness of our school, and to increase current and next year's enrollment, NESTEM will conduct outreach events that will target 5th graders at neighboring schools.

1	**Action:** NESTEM will implement an after school music and dance enrichment that targets neighboring 5th and 6th grade students.	**Person(s) Responsible:** Mr. Ledezma, FACE Liaison, Administrative Team	**Resources:** music materials, hourly lecturer;
	Evidence of Implementation: Sign-in sheets, social media posts	**Ongoing Evaluation Method:** Sign-in sheets, social media posts	**Final Evaluation Method:** Increased participation, increased applications/enrollment
	Timeline: 10/4/2021 - 6/1/2022 (Daily)	**Needs:** F2; F3;	

2	**Action:** NESTEM will visit and provide marketing items and "treats" to 5th grade classes of target campuses: Barrick ES, Garcia ES, Coop ES, and Scarborough ES.	**Person(s) Responsible:** FACE Liaison, Administrative team	**Resources:** marketing items, treats;
	Evidence of Implementation: Schedule of visits, community outreach tracker	**Ongoing Evaluation Method:** Schedule of visits, community outreach tracker	**Final Evaluation Method:** Increased applications/enrollment from target campuses
	Timeline: 10/1/2021 - 7/1/2022 (On-going)	**Needs:** F1; F2; F3;	

Goal #5: Social Emotional Learning - RYSS will engage students in self-awareness practices, goal-setting, develop empathy for others, and make responsible decisions.

Objective #1: Provide a safe, supportive, and caring environment without fear of bullying or harrassment.

1	**Action:** Students will participate in shared reading experience of SEL connected topics during "Article of The Week Tuesday".	**Person(s) Responsible:** Administrative Team and Teachers	**Resources:** NewsELA, various sources;
	Evidence of Implementation: observations, advocacy schedule	**Ongoing Evaluation Method:** observations, advocacy schedule	**Final Evaluation Method:** positive school climate, discipline data
	Timeline: 9/1/2021 - 6/1/2022 (Weekly)	**Needs:** C3;	
2	**Action:** Students will participate and facilitate restorative practices including Thursday Community Building Circles.	**Person(s) Responsible:** Administrative team, teachers, students	**Resources:** n/a;
	Evidence of Implementation: restorative lesson plans/scripts, observations, advocacy schedule	**Ongoing Evaluation Method:** restorative lesson plans/scripts, observations, advocacy schedule	**Final Evaluation Method:** positive school climate, discipline records
	Timeline: 7/1/2021 - 7/1/2022 (Weekly)	**Needs:** C3;	
3	**Action:** Implement SEL Curriculum based on 7 Habits of Highly Effective Teenagers and School-created Core Values	**Person(s) Responsible:** Administrative Team, Teachers	**Resources:** 7 Habits of Highly Effective Teens (book);
	Evidence of Implementation: observations, lesson plans, STEM Lab schedule	**Ongoing Evaluation Method:** observations, lesson plans, STEM Lab schedule	**Final Evaluation Method:** positive school climate, discipline records
	Timeline: 8/1/2021 - 12/1/2022 (Daily)	**Needs:** C3;	

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 reach and maintain a 97% student attendance rate by the end of school year 2021-2022.

1	**Action:** Establish ADA committee to meet weekly to review student attendance and take immediate corrective and preventative action.	**Person(s) Responsible:** Administrative team, FACE liaison, teachers	**Resources:** TXeis reports, Ascender; Title I, Part A Funds $300.00
	Evidence of Implementation: TXeis Reports, Ascender reports, Attendance tracker	**Ongoing Evaluation Method:** TXeis Reports, Ascender reports, Attendance tracker	**Final Evaluation Method:** ADA reports
	Timeline: 8/1/2021 - 6/1/2022 (Weekly)	**Needs:** G3;	

2	**Action:** Implement Attendance Matters process to track attendance daily and document parental contact to identify trends.	**Person(s) Responsible:** FACE Liaison and administrative team	**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: 9/27/2021 - 6/1/2022 (Daily)	**Needs:** G3;	

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 2021-2022 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: 8/1/2021 - 6/1/2022 (On-going)	**Needs:** C1;	

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 and STEM Lab.

1	**Action:** Students will participate in structured yoga and meditation through "Wellness Wednesdays".	**Person(s) Responsible:** Administrative Team	**Resources:** yoga mats, speaker; Title I, Part A Funds $3,000.00
	Evidence of Implementation: observations, advocacy schedule	**Ongoing Evaluation Method:** observations, advocacy schedule	**Final Evaluation Method:** positive school climate, discipline records
	Timeline: 9/1/2021 - 6/1/2022 (Weekly)	**Needs:** C3;	
2	**Action:** Students will participate in unstructured physical activity at least 4 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: 8/1/2021 - 7/1/2022 (Daily)	**Needs:** C4;	

Funding

Career & Technology Funds	
ESSER III	$63,000.00
High School Allotment Funds	
Local Funds	$32,500.00
Carl Perkins	
PTA Funds Funds	
State Comp Ed Funds	$65,000.00
Special Ed Funds	
Title I, Part A Funds	$18,300.00
Title II, Part A Funds	$5,000.00
Title III, Part A Funds	

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

No actions have been associated with this element

Element 2: Schoolwide Plan

Prepare a Comprehensive Schoolwide Plan

No actions have been associated with this element

Element 3: Parent and Family Engagement

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

No actions have been associated with this component

Requirement: Methods and instructional strategies that strengthen the academic program at the school

No actions have been associated with this component

Requirement: Opportunities for all children

No actions have been associated with this component

Requirement: Increases the amount of quality learning time

No actions have been associated with this component

Requirement: Provides an enriched and accelerated curriculum

No actions have been associated with this component

Requirement: Provides a well-rounded education

No actions have been associated with this component

Requirement: Addresses the needs of at-risk students

No actions have been associated with this component

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