

PSTEM ACADEMY
Campus Improvement Plan
2024/2025

*Bold * Fearless * Unstoppable*



RAUL YZAGUIRRE SCHOOLS FOR SUCCESS

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Date Reviewed:

Date Approved:

PSTEM ACADEMY

Mission

At PSTEM Academy, our mission is to empower every student to reach their full potential through high-quality instructional materials, holistic support for families, and a nurturing learning environment. We are committed to providing a rigorous, engaging curriculum alongside comprehensive wraparound services that support the well-being of our students and their families. Through collaboration, innovation, and community partnership, we aim to inspire lifelong learners who are prepared to succeed academically, socially, and emotionally.

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

At PSTEM Academy, we envision a future where every student thrives in an inclusive, innovative learning community that fosters academic excellence and personal growth. Through strong partnerships with families and the community, we strive to create an environment where students are equipped with the skills, knowledge, and confidence to achieve success and positively impact the world.

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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
Strong Foundations Planning Grant (LASO II)	State

PSTEM ACADEMY

Goal 1. (Student Achievement) To increase the overall academic performance of students, particularly those who are economically disadvantaged or at risk of falling behind. NOTE-delete "falling behind"

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. All Kindergarten, 1st, and 2nd grade ELAR/SLA teachers will implement the Magnetic Reading program for phonics instruction in English as the curriculum for ESL, with coaching support provided by Untapped Genius. (Title I SW Elements: 1.1,2.1,2.2,2.6) (Target Group: BI,ESL,AtRisk,K,1st,2nd) (Strategic Priorities: 2,4)		Aug. 2024 - May 2025	(F)Title I, (F)Title III Bilingual / ESL, (S)Bilingual Allotment, (S)Local Funds	08/28/24 - On Track 08/12/24 - Pending
2. 100% of new math teachers will consistently use the Eureka Math curriculum, as evidenced by lesson plans, classroom observations, and student assessment data. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 2)		Aug. 2024-May 2025	(S)Local Funds, (S)Strong Foundations Planning Grant (LASO II)	08/28/24 - Some Progress 08/12/24 - Pending
3. All Kindergarten teachers will implement the Amplify pilot reading curriculum, as evidenced by their internalization of lesson plans, classroom observations, and student progress data. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: All,H,K) (Strategic Priorities: 2)	Core Subject Teachers	Daily	(S)Local Funds, (S)Strong Foundations Implementation (LASO II)	08/28/24 - Some Progress
4. Pre-K 4 students will use technology provided through the partnership between PSTEM and HeadStart, specifically by implementing the "My Reading Academy" and "My Math Academy" software programs to enhance the ESL curriculum in the classrooms. (Title I SW Elements: 1.1,2.2,2.6,3.1) (Target Group: PRE K)	Assistant Principal/Dean of Instruction, Teacher(s)	Sept. 2024- May 2025	(F)Title I, (S)Local Funds	
5. All of Pre-K 4yr old teachers will fully implement the updated Teaching Strategies curriculum in their classrooms. (Title I SW Elements: 2.5,2.6) (Target Group: PRE K) (Strategic Priorities: 2)	Principal, Teacher(s)	Aug. 2024-May 2025	(S)EMAT	
6. All science teachers will provide 135 minutes of weekly science instruction using the updated STEMCOPEs science curriculum.	Core Subject Teachers, Principal	Aug. 2024-May 2025	(S)EMAT	

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
(Title I SW Elements: 1.1,2.2,2.5) (Target Group: All)				
7. All K-5th grade social studies teachers will provide 90 minutes of weekly social studies instruction using the new Social Studies Weekly curriculum. (Target Group: All) (Strategic Priorities: 2,4)	Teacher(s)	Aug. 2024 - May 2025		09/02/24 - Pending

PSTEM ACADEMY

Goal 1. (Student Achievement) To increase the overall academic performance of students, particularly those who are economically disadvantaged or at risk of falling behind. NOTE-delete "falling behind"

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. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 2)		Sept. 2024 - May 2025		08/28/24 - On Track 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. (Title I SW Elements: 2.4,2.5) (Target Group: ECD,BI,ESL,EB,SPED,AtRisk,Dys,1st,2nd,3rd,4th,5th) (Strategic Priorities: 2)		Sept. 2024 - May 2025	(F)Stronger Connections Grant, (S)Local Funds	08/28/24 - Pending 10/21/23 - Pending

PSTEM ACADEMY

- Goal 1.** (Student Achievement) To increase the overall academic performance of students, particularly those who are economically disadvantaged or at risk of falling behind. NOTE-delete "falling behind"
- 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	
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	
3. ESL teachers will implement Language Circles with coaching support of UnTapped Genius. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: BI,ESL) (Strategic Priorities: 2)		Aug. 2024-May 2025	(F)Title III Bilingual / ESL, (S)Local Funds	08/28/24 - Some Progress
4. Grade Levels will present TELPAS data schoolwide to gain understanding of areas that improved and areas that need to be addressed. NOTE-THIS IS CONFUSING-DID YOU MEAN- "Teachers will analyze TELPAS data to guide instruction, address gaps and acceleration." (Title I SW Elements: 1.1,2.4,2.5) (Target Group: ESL,EB) (Strategic Priorities: 2)	Core Subject Teachers	Aug. 2024-May 2025		08/28/24 - Pending

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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. Teacher will understand the 3 domains of accountability and the methodology and data used to issue ratings. (Title I SW Elements: 1.1) (Target Group: K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 4)	Assistant Principal/Dean of Instruction, Core Subject Teachers, Principal	Aug. 2024		08/29/24 - Some Progress
2. PSTEM Academy teachers in grades 3, 4, and 5 will create data trackers for all core content assessments and provide instruction to students on setting their goals and how to track their individual data throughout the year. (Title I SW Elements: 1.1,2.6) (Target Group: 3rd,4th,5th) (Strategic Priorities: 4)	Core Subject Teachers	Aug. 24-May 25		08/29/24 - Some Progress

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Goal 1. (Student Achievement) To increase the overall academic performance of students, particularly those who are economically disadvantaged or at risk of falling behind. NOTE-delete "falling behind"

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		09/19/24 - Some Progress
2. Use campus data points to development a structured tutoring program aimed at addressing specific learning deficits, improving student outcomes, and fostering academic growth for all students, especially those performing below grade level. (Title I SW Elements: 2.6) (Target Group: EB,SPED,AtRisk) (Strategic Priorities: 2)	Assistant Principal/Dean of Instruction, Core Subject Teachers, Data Quality, Principal	Sept. 2024 - May 2025		09/19/24 - Some Progress 09/19/24 - Some Progress
3. Gather data that will inform the refinement of the IAT process, ensuring it operates efficiently to provide appropriate, data-driven interventions and support systems that promote student success and well-being. (Title I SW Elements: 2.6) (Target Group: All) (Strategic Priorities: 2)	Assistant Principal/Dean of Instruction, Core Subject Teachers, Counselors, Data Quality, Principal, Special Ed Teachers, Teacher(s)	Aug. 2024-May 2025		09/19/24 - Pending

PSTEM ACADEMY

Goal 1. (Student Achievement) To increase the overall academic performance of students, particularly those who are economically disadvantaged or at risk of falling behind. NOTE-delete "falling behind"

Objective 6. (Technology Infrastructure) PSTEM Academy students and staff will have access to a wide variety of software to enhance Tier 1 instruction.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Students will use Classlink single sign on to access tier 1 software in core content courses. Software includes: iReady for Math and Reading, SummitK12 for Emergent Bilingual students, digital access to curriculum for STEMSCOPES and Social Studies Weekly. NOTE-Is your intent to address Digital Literacy? The online tools you included address academic learning. This sections below are incomplete. (Title I SW Elements: 1.1,2.1) (Strategic Priorities: 4)				09/19/24 - On Track 09/19/24 - Some Progress 09/06/24 - Some Progress
2. Replacements/addition of student computers is needed to access the wide array of software and assessments including STAAR. (Title I SW Elements: 1.1,2.6) (Target Group: All) (Strategic Priorities: 2)	Administrative Assistant, Principal	October 2024	(F)Stronger Connections Grant, (F)Title I, (O)Local Districts, (S)Local Funds, (S)Strong Foundations Implementation (LASO II)	09/10/24 - Pending

PSTEM ACADEMY

Goal 2. (School Context and Organization) To strengthen the overall structure, environment, and operational practices within a PSTEM Academy that influence teaching and learning.

Objective 1. (Accessing Tejano Center Resources) PSTEM Academy will collaborate with parent company Tejano Center to support students and families proactively by providing opportunities to access the wide range of Tejano Center services including but not limited to Home Ownership, La Tiendita, NOVA Academy for Adult Education, Early HeadStart, Grade Cafe, and RESOLVE.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Tejano Center Programs will be showcased at Open House and three additional events the campus hosts in the evenings. (Title I SW Elements: 2.1,2.3,2.6,3.1) (Target Group: All) (Strategic Priorities: 4)	Assistant Principal/Dean of Instruction, Outreach and Strategy Chief, Principal, Teacher(s)	Aug. 2023 - May 2024	(S)Local Funds	09/19/24 - Some Progress

PSTEM ACADEMY

Goal 2. (School Context and Organization) To strengthen the overall structure, environment, and operational practices within a PSTEM Academy that influence teaching and learning.

Objective 2. (School Climate and Culture) Improve the general atmosphere of the school, including relationships among students, teachers, administrators, and parents. This includes the level of safety, support, and respect within the school community.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Hold morning announcements and communicate expectations/events/ to teachers and students. (Title I SW Elements: 1.1) (Target Group: All)	Principal, Teacher(s)	Daily		09/10/24 - Some Progress
2. Provide monthly calendars to parents and staff. (Title I SW Elements: 3.1) (Target Group: All)	Administrative Assistant	Monthly		09/10/24 - Some Progress
3. Content coaches will create systems to track content data across grade levels and communicate curriculum expectations to teachers. (Target Group: All)	Assistant Principal/Dean of Instruction, Core Subject Teachers, Principal	Monthly		09/10/24 - Some Progress 09/10/24 - Pending
4. Use grade level leads to utilize PLC to "At Bat" instructional lessons for the week. (Target Group: All)	Principal, Teacher(s)	Weekly		09/10/24 - Some Progress

PSTEM ACADEMY

Goal 2. (School Context and Organization) To strengthen the overall structure, environment, and operational practices within a PSTEM Academy that influence teaching and learning.

Objective 3. (Organizational Structure) How the school is organized in terms of grade levels, department structure, and decision-making processes. This might also include the distribution of leadership responsibilities and how collaborative the environment is.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Establish a leadership content teams composed of administrators and teachers, and support staff that meets regularly to discuss and address school-wide issues. Implement a distributed leadership model where responsibilities are shared, and staff members have a voice in decision-making processes.	Assistant Principal/Dean of Instruction, Core Subject Teachers, Principal	Daily		

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Goal 3. (Family and Community Engagement) PSTEM Academy 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		09/10/24 - Pending
2. Organize and hold a School Club Expo to display a variety of extracurricular activities. (Target Group: 2nd,3rd,4th,5th)	Core Subject Teachers, Counselors, Principal, Teacher(s)	September	(F)Title IV Safe and Drug Free	09/10/24 - Completed

PSTEM ACADEMY

Goal 3. (Family and Community Engagement) PSTEM Academy 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. Provide Lovescapping and Literacy Family Workshops, a 6 course workshop focused on building literacy and essential skills of self-regulation, care, respect, honesty, trust, and gratitude. (Target Group: All)	Parent and Family Engagement Director, Principal, PTA	September- November 2024		09/10/24 - Pending

PSTEM ACADEMY

Goal 3. (Family and Community Engagement) PSTEM Academy 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)	Administrative Assistant, Assistant Principal/Dean of Instruction, Principal, Teacher(s)	September 2024		06/13/24 - Completed (S) 10/21/23 - Significant Progress

The Campus Leadership Team (CLT) at PSTEM Academy initiated its Comprehensive Needs Assessment (CNA) process with two collaborative meetings, attended by a diverse group of stakeholders including administrators, teachers, parents, and community members. The first meeting on May 30, 2024, focused on reviewing the school's mission, vision, and the Effective Schools Framework to identify areas requiring improvement. Stakeholders engaged in data analysis, focusing on concerns like literacy, numeracy, English language acquisition, teacher training, and parent communication. At the second meeting on June 4, 2024, specific concerns were highlighted, including TELPAS and STAAR performance, student safety, and the need for better instructional systems. The team agreed on developing a detailed action plan to address the three focus areas of Student Achievement, School Context and Organization, and Parent and Community Involvement.

Comprehensive Needs Assessment

Demographics

Demographics Data Sources

Attendance Data

Demographics Strengths

1. PSTEM Academy develops plans for support for students that are needing additional assistance in meeting attendance or behavioral expectations. Plans for support are a team effort and include student, teacher, parent(s), and administrator.
2. A high Emergent Bilingual student population provides culturally diverse student body in which educators serve to promote an inclusive and empathetic school culture.

Demographics Weaknesses

1. Students at PSTEM Academy are highly mobile.
2. New transfer students consistently perform lower than continuously enrolled students.
3. The student body is majority low socio-economic.

Demographics Needs

1. Students lack materials and resources to be successful in their academics.
2. Poor attendance can be directly related to new cultures that place a low priority of education. Workshops, conferences, and parent meetings are needed to address this difference.

Demographics Summary

Comprehensive Needs Assessment

PSTEM Academy is committed to providing targeted support for students struggling with attendance and behavioral expectations through collaborative plans involving students, teachers, parents, and administrators. The school's high population of Emergent Bilingual students brings rich cultural diversity, fostering an inclusive and empathetic learning environment. However, challenges remain, as the school faces high student mobility and lower academic performance among new transfer students compared to those continuously enrolled. Additionally, the majority of the student body comes from low socio-economic backgrounds, leading to a lack of academic materials and resources. Poor attendance is often linked to cultural differences that place less emphasis on education. To address these needs, PSTEM Academy will focus on providing resources and offering workshops, conferences, and parent meetings to bridge cultural gaps and improve student attendance and academic success.

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

Comprehensive Needs Assessment

Student Achievement Strengths (Continued)

Saturday trainings were provided.

Student Achievement Weaknesses

1. Preliminary 2024 STAAR scores calculated under the previous school accountability ratings issues Domain 1 Student Achievement a "C" rating.
2. Science curriculum has been the least supported 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 Implementation of new updated STEM Scopes curriculum.
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.
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.

Student Achievement Summary

Comprehensive Needs Assessment

The campus needs assessment has identified several critical areas where teachers require continued professional development to enhance their instructional effectiveness and student outcomes. First, there is a pressing need for ongoing training in direct instruction of reading strategies, focusing on improving students' comprehension and reading fluency. A consistent, campus-wide vertical alignment of these strategies is essential to build upon foundational knowledge across grade levels. In mathematics, teachers need further training in utilizing the Eureka Math curriculum, with an emphasis on mathematical operations, computation skills, and problem-solving. Integrating the iReady program into their instructional block will support these efforts and enhance students' mathematical proficiency. To address writing instruction, teachers require professional development on the writing process, particularly in the successful implementation of the "Let's Go Now" curriculum and the effective use of additional writing resources. This will equip them to better support students in developing their writing skills. With the introduction of an updated STEM Scopes curriculum, it is crucial for teachers to receive comprehensive training on its implementation to strengthen the delivery of STEM education. A significant challenge identified is that over 90% of primary-level teachers are currently non-certified. It is imperative that these teachers complete a certification program and obtain the necessary credentials to ensure they meet the required teaching standards. Finally, teachers need specialized training in delivering bilingual instruction and employing ESL strategies to support bilingual students. This training will help them effectively build English language proficiency among their bilingual learners.

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.

Comprehensive Needs Assessment

School Culture and Climate Strengths (Continued)

6. PTA instrumental in providing volunteers and funds.
7. Campus wide use of Class Dojo.

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. Teachers indicated that there is a need to build on positive growth and address areas of concern or stagnation during PLCs.
3. Parents/guardians, students, and teachers need proactive information to understand the importance of daily attendance.

School Culture and Climate Summary

PSTEM Academy provides strong support for teachers through instructional resources, feedback, and collaboration, fostering a positive learning environment. Campus-wide systems like Magnetic Reading and SLANT ensure consistency in instructional and behavioral expectations. However, challenges include reduced parental involvement due to new security protocols, high student mobility, and the need for better communication under new administration. The school will focus on improving stakeholder communication, enhancing PLCs, and promoting daily attendance awareness.

Staff Quality, Recruitment and Retention

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Data Sources

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. Administrator/grade level leads meet with teachers weekly during PLC's to secure that all teachers and students needs are being met with instruction and resources.
4. 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.

Staff Quality, Recruitment and Retention Summary

Comprehensive Needs Assessment

PSTEM Academy excels in maintaining open communication with parents and stakeholders, providing weekly PLC meetings, and offering instructional coaching to teachers. The school fosters strong relationships through its community engagement model. However, challenges include a lack of certified teachers and limited specialized staff for special education. To address this, PSTEM Academy needs to attract certified teachers, support alternative certification teachers with classroom management, and develop partnerships to recruit student teachers.

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 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: STAAR 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

Attendance Data
Parent Sign-in Sheets

Family and Community Involvement Strengths

Comprehensive Needs Assessment

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.
2. District requirements for VIPS limits participation from our undocumented parents/guardians.
3. Limited parking and classrooms lower parent attendance to morning events.

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 Academy fosters strong communication with parents through monthly "Coffee with the Principal" meetings and Class Dojo updates, with plans to revive family engagement events in 2023-2024. However, challenges include low parental involvement in curriculum-related activities, barriers for undocumented parents due to district VIPS requirements, and limited parking affecting attendance at morning events. To address these issues, the school aims to increase parent attendance and provide more outreach

Comprehensive Needs Assessment

Family and Community Involvement Summary (Continued)

on academic resources and support, including parent education on bullying, violence, and curriculum through Parent Universities.

School Context and Organization

School Context and Organization Data Sources

Attendance Data
Classroom Walkthrough Data

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 had consistent leadership for the past 3 years. Returning administrators include: Principal, Dean of Instruction, and Administrative Intern/Interventionist.

School Context and Organization Weaknesses

1. School resources are limited.
2. School staffing is reduced due to projected enrollment.
3. Communication is inconsistent and results in miscommunication.

School Context and Organization Needs

Comprehensive Needs Assessment

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. Administrators need to incorporate teacher leadership to improve systems of instruction.

School Context and Organization Summary

To enhance the overall effectiveness and sustainability of the campus, there is a critical need to create, review, and streamline processes and procedures. This effort is essential for supporting instructional practices, optimizing the use of budgetary resources, and ensuring the successful continuation of long-term expansion opportunities. By refining these systems, the campus can better allocate resources, improve operational efficiency, and strengthen its instructional framework. Additionally, it is imperative that administrators actively incorporate teacher leadership into the decision-making process to improve instructional systems. Empowering teachers as leaders will foster collaboration, innovation, and a shared commitment to enhancing educational outcomes. This approach will not only strengthen the instructional practices but also contribute to building a more cohesive and effective educational environment.

Technology

Technology Data Sources

Classroom Walkthrough Data
Curriculum Based Assessments
District Based Assessments
District Benchmark Data
Formative Assessments
iReady
Program Evaluations

Technology Strengths

1. All teachers have a laptop checked out to them.
2. 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.
3. Students have consistently used the iReady platform for math and reading for the past 2 years.

Comprehensive Needs Assessment

Technology Strengths (Continued)

Technology Weaknesses

1. District's infrastructure needs upgrading in order to handle the increased number student laptops and use of iReady.
2. Student laptops are in need of upgrades/replacement/ increased memory.
3. Headphones are consumable devices that must replaced continuously.
4. Telephones in classrooms are needed in order to foster regular communication with parent.
5. Internet connectivity is hit and miss affecting student and teacher productivity and access to instructional software applications.

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

The campus has made significant strides in technology integration, with all teachers equipped with laptops and access to DMAC for creating assessments and identifying areas for student improvement. Additionally, students have consistently utilized the iReady platform for math and reading over the past two years. However, challenges remain with the district's infrastructure, which requires upgrades to support the increasing use of student laptops and online programs. There is a need to replace or upgrade student laptops, provide additional technology units in classrooms, and ensure reliable internet connectivity to maintain productivity. Classroom telephones and consumable devices, such as headphones, also require attention to improve communication and student learning experiences.

Comprehensive Needs Assessment

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.
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.

Comprehensive Needs Assessment

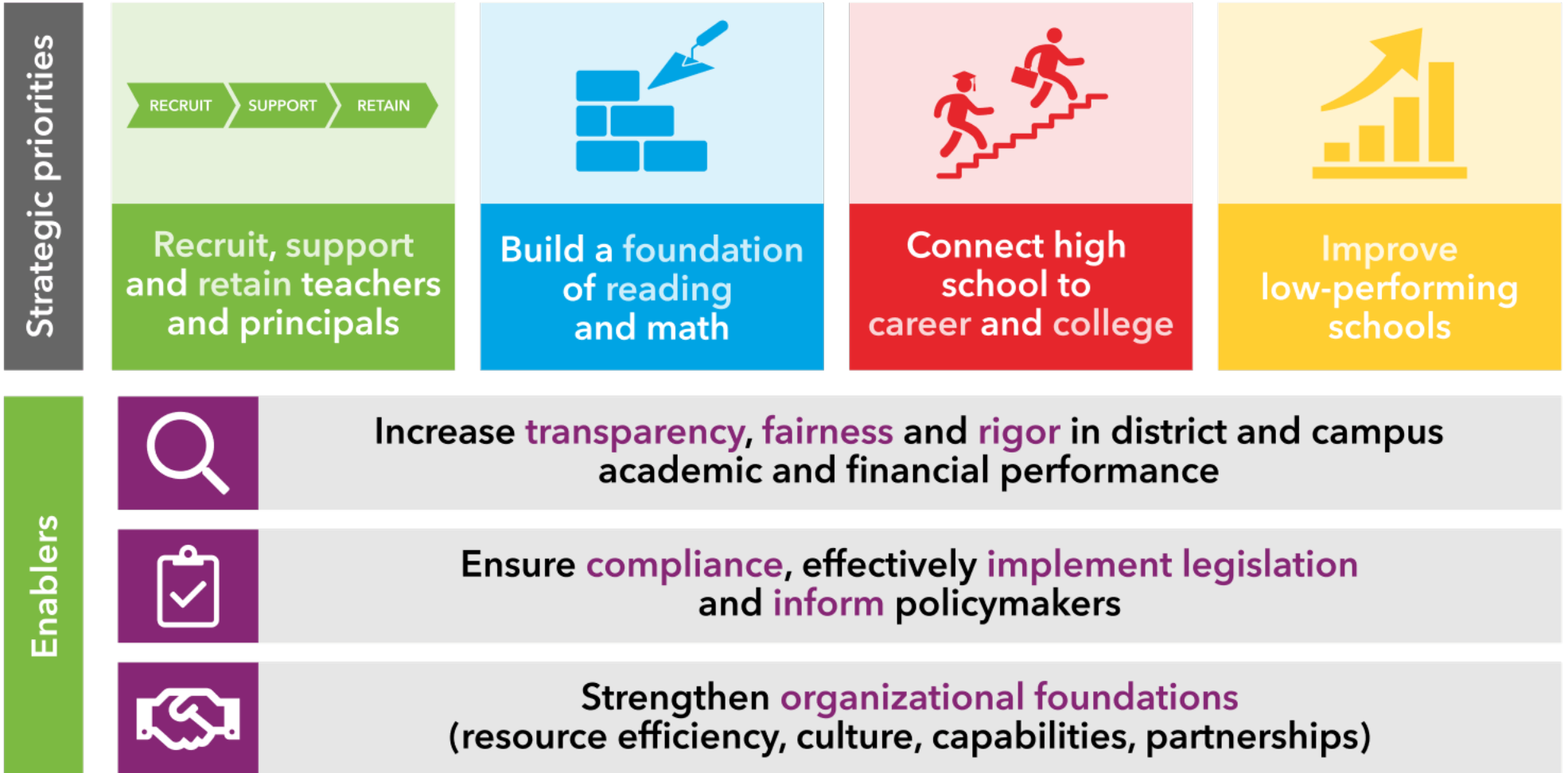
Other Summary

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

Attendance Data
Classroom Walkthrough Data
Curriculum Based Assessments
iReady
Parent Sign-in Sheets
PEIMS data
Promotion/Retention Data
STAAR
TELPAS
TTESS
TX Kea

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



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

PSTEM ACADEMY Site Base

Name	Position
Sambolin Santini, Scharon	Teacher
Moreno, Karla	Teacher
Enriquez Garza, Myrna	Teacher
Oliveros, Claribeth	Teacher
Flores, Jennifer	Teacher
Martinez, Anali	Teacher
Quiroga, Maria	Teacher
Valle, Yannelly	Campus Manager
Cerde, Guadalup	ParaEducator
Santos, Lorena	Community Partner
Ghuneim, Melissa	Community Partner
Rodriguez, Yehshen	Parent/PTA
Miranda, Angie	District Compliance
Martinez, Denise	Executive Director Academics