

NORTH EAST STEM ACADEMY

Campus Improvement Plan

2024/2025

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

J. Auden Sarabia
10918 1/2 Bentley St
714-640-3720
auden.sarabia@tejanocenter.org

Date Reviewed:

DMAC Solutions ®

Page 1 of 23

Date Approved:

9/23/2024

NORTH EAST STEM ACADEMY

Mission

At NESTEM, we aim to develop individuals who not only excel academically but also demonstrate a strong sense of community, responsibility, and compassion.

Vision

At NESTEM, our vision is to transform our community through the empowerment of each student. We are dedicated to inspiring and equipping learners with the knowledge, skills, and passion to make a meaningful impact, one student at a time.

Nondiscrimination Notice

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

NORTH EAST STEM ACADEMY Site Base

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

Resources

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

The SDMC convened to review comprehensive data, including STAAR results, iReady diagnostic assessments, and teacher input. Through this analysis, three key priority areas for school improvement were identified for the 2024-2025 school year:

****Goal 1 will focus on Curriculum & Instruction.** A need for High-Quality Instructional (HQI) materials was identified as critical to driving positive academic gains and fostering student academic growth. Research shows that the use of HQI materials significantly improves student engagement, comprehension, and retention, leading to more consistent and measurable progress across all grade levels. By integrating HQI resources, we aim to enhance instructional delivery, support differentiated learning, and ensure that all students have access to the tools necessary for success. Also identified as a critical need was instructional coaching, specifically in the areas of lesson planning and instructional delivery. Providing teachers with targeted support through coaching will enhance their ability to design effective lessons, implement best practices, and differentiate instruction to meet diverse student needs. This ongoing professional development will foster continuous improvement in teaching strategies, ultimately leading to improved student outcomes and a more dynamic learning environment.

****Goal 2 will focus on Student Achievement.** As data was disaggregated, it became clear that students across all groups were underperforming. To address this, we must prioritize best first-instruction by teachers. A key step in driving effective instruction will be the establishment of a Data Disaggregation Instruction (DDI) protocol. This will help teachers stay on top of student data, identify demonstrated strengths and weaknesses, and use the data to develop informed next steps in their instruction. By regularly analyzing student performance data, teachers can tailor their teaching strategies to meet individual needs and ensure more targeted, effective instruction. Research shows that a systematic approach to data-driven instruction leads to improved student outcomes and academic growth across all demographics.

****Goal 3 will address School Culture & Climate.** RYSS NESTEM believes in the power of the community-school model, which promotes a positive, nurturing, and responsive school culture that addresses the needs of both students and families. To further strengthen this approach, there is a need to continue developing systems aligned with Restorative Practices. These practices will help NESTEM scholars build essential Social Emotional Learning (SEL) skill sets that not only support higher levels of academic achievement but also foster positive mental health and a student/family-centered school environment. By embedding Restorative Practices into the school's culture, we aim to create a supportive atmosphere where students feel valued, respected, and empowered to succeed both academically and personally. Research shows that schools utilizing Restorative Practices see improved student behavior, stronger relationships, and greater community engagement.

A concentrated effort on these three goals will promote positive academic gains for our scholars while also fostering the development of the whole person. By creating a safe, uplifting, and inclusive learning environment, we aim to support the success of all individuals within our school community. This comprehensive approach will not only enhance academic achievement but also nurture the personal growth and well-being of each student.

Comprehensive Needs Assessment

Demographics

Demographics Data Sources

TAPR

Demographics Strengths

Our dedicated staff is deeply committed to connecting with and representing our diverse student population. With decades of experience in inner-city schools, our leadership brings a wealth of expertise to our programs. We offer a welcoming and comprehensive environment that embraces students from all academic and social backgrounds, ensuring full inclusion for everyone.

Demographics Weaknesses

NESTEM currently serves a student population with 55% Emergent Bilinguals and 22% Special Education students—groups that often face challenges in state assessments and require additional support. Many of our teaching staff are still considered novice, which can limit their effectiveness in addressing the unique needs of these demographics. Additionally, with over 50% of our students being new to our campus, there are delays in receiving student records. This disruption affects our ability to immediately plan and implement targeted, differentiated instruction for those who need it most.

Demographics Needs

NESTEM staff requires targeted training and coaching to better address the needs of our special population students. Additionally, we need curriculum resources to plan and deliver effective lessons, as well as dedicated time for staff to explore, collaborate, and prepare high-quality instruction.

Demographics Summary

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

Student Achievement

Comprehensive Needs Assessment

Student Achievement Data Sources

Renaissance Star 360
STAAR
TELPAS

Student Achievement Strengths

In Reading, 67% of all 7th grade students attained the Approaches level on STAAR while 8th grade students achieved at a 61% proficiency rate, also in the Approaches category. In 8th grade mathematics, we saw 78% of the students achieve an Approaches proficiency level.

Student Achievement Weaknesses

In STAAR Reading, we had 45% of our students reach Approaches. In STAAR Math, we had 38% of 6th graders and 40% of 7th graders reach Approaches. In STAAR Science we had 48% of our 8th graders reach approaches on on STAAR Social Studies we had 35% of our 8th graders reach Approaches. When you consider the school as a whole, we had less than 25% of our students reach the Meets level in STAAR Math and in STAAR Science and STAAR Social Studies. The Meets level for STAAR reading was also a concern; 6th - 27%; 7th - 37%; and 8th - 43%.

Student Achievement Needs

There is a need to build teacher capacity to effectively plan lessons that will guide 80 - 85% of students to proficiency during first instruction. Along with planning will come the intentional checks for understanding the opportunities for the students to engage with the content, their peers, and the teacher. Increasing teaching effectiveness through at-bats, and PLC planning sessions are needed to help grow the skill-set of the teaching staff - many who are within the first 0-4 years of their teaching experience.

Student Achievement Summary

Given the high percentage of Emergent Bilingual and Special Education students, it is essential to enhance our instructional supports to effectively foster their academic growth and progress. By tailoring our approaches to meet their diverse needs, and implementing student accommodations, we can ensure these students receive the targeted assistance required to thrive and succeed in their educational journey. These strategies will also help all learners including those who may already be performing at grade-level and above.

Comprehensive Needs Assessment

School Culture and Climate

School Culture and Climate Data Sources

Classroom Walkthrough Data
Discipline Data

School Culture and Climate Strengths

We have a robust SEL program with advocacy time built into the schedule that utilizes the Character Strong Curriculum, community building circles, and the restorative justice philosophy integrated into our school culture.

Our school is committed to providing a safe and secure learning environment in every classroom, ensuring that each student can thrive academically and personally in a space designed for their well-being and success. Our employees are also deeply invested in fostering a positive school culture and climate. They actively contribute to this environment through the thoughtful implementation of the Social-Emotional Learning (SEL) professional development they receive, ensuring a supportive and enriching experience for all students.

This year NESTEM will also have full-time counselor that will be assisting provide students and their families with SEL and wraparound support as needed.

School Culture and Climate Weaknesses

There is a common misconception that Restorative Practices replace consequences or the Student Code of Conduct. We need to improve our communication to clarify that Restorative Practices are integrated within and throughout the school disciplinary process, complementing existing protocols rather than replacing them.

School Culture and Climate Needs

An SEL program grounded in Restorative Practices ensures that all students and school stakeholders are treated with respect and appreciation, honoring the diversity of cultures and abilities within our community.

School Culture and Climate Summary

Comprehensive Needs Assessment

We are committed to continuing to provide a safe, nurturing learning environment where every individual is supported and encouraged to succeed. The addition of a school counselor to our staff will be an added layer of support that we will use to support the SEL and wraparound needs of our students and families.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Data Sources

Attendance Data
Classroom Walkthrough Data
Staff Retention Data

Staff Quality, Recruitment and Retention Strengths

While 5 of our 7 teaching staff have less than 4 years of teaching experience, they have consistently demonstrated a strong commitment to refining their teaching skills and pedagogy to effectively meet the diverse needs of our students.

Staff Quality, Recruitment and Retention Weaknesses

Overall, teacher experience at NESTEM is limited. Those who taught here last year did not receive sufficient coaching support or guidance, and, in general, did not effectively utilize data tracking protocols to guide instruction or monitor student progress.

Staff Quality, Recruitment and Retention Needs

There is a critical need to build teacher capacity within our school. Staff members require frequent opportunities to reflect on their instructional practices, supported by both informal and formal classroom observation feedback. Implementing a Professional Learning Community (PLC) model will allow teachers to collaboratively reflect on and enhance their pedagogical practices. Additionally, effectively using data to inform instructional decisions is essential for driving positive outcomes in student academic growth and fostering teachers' own professional development.

Staff Quality, Recruitment and Retention Summary

Comprehensive Needs Assessment

While NESTEM has a core group of dedicated teachers eager to advance their professional practices, there is a gap between their willingness and the skills required to effectively drive student academic achievement and growth forward.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Data Sources

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

Curriculum, Instruction and Assessment Strengths

NESTEM will be incorporating High-Quality Instructional (HQI) materials in math and reading to enhance the instructional practices and strategies employed by our dedicated staff. Additionally, we will benefit from the support of instructional coaches from A+ Academy, who will provide regular, scheduled guidance in lesson planning, as well as in-class support and modeling.

Curriculum, Instruction and Assessment Weaknesses

Teachers are still working on internalizing lessons provided through HQI. The process for internalization differs significantly from traditional lesson planning and demands a deeper understanding of educational pedagogy, which may be challenging for less experienced staff.

Curriculum, Instruction and Assessment Needs

Teachers require real-time support, guidance, and classroom coaching during live lessons. To address the challenges of inexperience, they will need multiple opportunities throughout the year to reflect on their practice, receive immediate instructional coaching, and adjust their instruction based on student data from ongoing formative and summative assessments.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary

The use of HQI and instructional coaching is essential for further developing teaching capacity within our staff. This emphasis on best practices in first instruction is expected to lead to improved student outcomes.

Family and Community Involvement

Family and Community Involvement Strengths

- A school newsletter is sent out every week.
- NESTEM hosts monthly Parent Meetings
- Host multiple community events
- We are located in an ideal location for community partnership.
- We have an established partnership with Precinct 2 / Harris County.
- Small student population helps us know every family individually.
- Leadership team comes with extensive experience in family and community engagement.
- We have a social media presence on multiple platforms.
- Additional personnel housed in the Tejano Center for Community Concerns are involved in and help coordinate outreach efforts through our school.

Family and Community Involvement Weaknesses

As NESTEM enters its fourth year of existence, there remains a significant lack of awareness in the community that we are a unique middle school option that can provide an effective education in a small, safe learning environment.

Family and Community Involvement Needs

There is a need to raise awareness among our school families and stakeholders about the resources provided by the Tejano Center for Community Concern through our community school model.

Family and Community Involvement Summary

Comprehensive Needs Assessment

Family and Community Involvement Summary (Continued)

NESTEM will continue providing resources and raising awareness of available community resources through our school newsletter and various social media platforms. Additionally, we will continue to leverage partnerships with Precinct 2 and the Tejano Center for Community Concerns to actively engage our community.

School Context and Organization

School Context and Organization Data Sources

Classroom Walkthrough Data
Curriculum Based Assessments
Formative Assessments
Staff Retention Data

School Context and Organization Strengths

We have implemented a mentor plan for new teachers and built intervention time into the schedule to support student needs. Our cohort model is designed to address individual student requirements, while a variety of SEL curricular experiences are integrated into the schedule. Additionally, we have established a Professional Learning Community (PLC) and a data-driven process to guide instruction for all students. This year, we will also introduce a master schedule that includes daily 100-minute instructional blocks for math and reading.

School Context and Organization Weaknesses

Due to limited number of teachers, we are not able to utilize common planning times with the exception of English Reading and Language Arts.

School Context and Organization Needs

More opportunities need to be created for teachers to collaborate on reflecting about their instructional practices, reviewing student work together, and effectively using data from DMAC to enhance their instructional effectiveness.

Comprehensive Needs Assessment

School Context and Organization Summary

As the instructional program at NESTEM continues to evolve, we are also refining our PLC and Data-Driven Instruction (DDI) systems to better align with our goal of increasing student academic achievement. Additionally, we are implementing a new master schedule designed to be more responsive to both student and teacher needs.

Technology

Technology Data Sources

Classroom Walkthrough Data
District Based Assessments

Technology Strengths

All students at NESTEM have access to high-quality technology through our 1-to-1 student laptop program. Teachers are equipped with interactive touchscreens for classroom instruction, and both teachers and students have access to online digital resources and curriculum. Additionally, students can engage with STEM technology, including robotics kits and 3D printers, within the classroom.

Technology Weaknesses

Current challenges include intermittent Wi-Fi outages, inconsistent support from the IT department due to staffing issues, and aging student laptops.

Technology Needs

A replacement plan for the student laptops needs to be created and initiated. 100 laptops are needed to begin phase out of outdated devices. Additionally, there is a need for upgraded internet switches and servers on our campus.

Technology Summary

Comprehensive Needs Assessment

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

NORTH EAST STEM ACADEMY

Goal 1. (Curriculum and Instruction) There is a need to increase teacher instructional capacity in the classroom. To achieve this, systems must be developed and implemented with fidelity, ensuring a regular schedule for instructional planning, coaching, data-driven instruction protocols, and reflective practice during PLC meetings. NESTEM teachers will participate in weekly PLC meetings every Wednesday at 4:15 PM to plan lessons/activities, disaggregate data, review student accommodations, and practice instructional “at-bats”.

Objective 1. (Instructional Coaching/Planning) Teachers will participate in instructional planning sessions with Texas A+ Challenge coaches. Teachers will also model planned lessons for principal and Texas A+ Challenge instructional coaches.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Instructional Coaching/Planning sessions will be calendared out with instructional coaches from Texas A+ Challenge. Coaching sessions will begin in September 2024. The majority of coaching will take place in the Fall semester to best front-load best practice in lesson planning and instruction. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 4.1,5.1,5.2,5.3,5.4)	Principal, Teacher(s)	August 2024 - May 2025	(S)Local Funds	Criteria: Classroom observations; Texas A+ Challenge coaching feedback; teacher reflection and feedback
2. NESTEM reading teachers will have a common planning time weekly to review, internalize, and go through at-bats using HQIM and/or other high quality resources and lessons. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 3.1,4.1,5.1,5.2)	Principal, Teacher(s)	08/12/24		Criteria: TTESS; classroom observations; Instructional Coach feedback; teacher feedback; principal feedback;

NORTH EAST STEM ACADEMY

Goal 1. (Curriculum and Instruction) There is a need to increase teacher instructional capacity in the classroom. To achieve this, systems must be developed and implemented with fidelity, ensuring a regular schedule for instructional planning, coaching, data-driven instruction protocols, and reflective practice during PLC meetings. NESTEM teachers will participate in weekly PLC meetings every Wednesday at 4:15 PM to plan lessons/activities, disaggregate data, review student accommodations, and practice instructional “at-bats”.

Objective 2. (Use of High Quality Instructional Materials (HQI)) Math, reading, and science teachers will use HQI to plan and internalize the lessons they will be delivering to students. Teachers will edit and revise these lessons during coaching sessions with A+ Partner coaches.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will access MyPerspectives (ELAR) and StemScopes (Math/Science) through ClassLinks in order to plan their lessons. Lesson plan guidance and coaching will be provided by campus principal and instructional coaches from Texas A+ Challenge. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 4.1)	Principal, Special Ed Teachers, Teacher(s)	August 2024 - June 2025	(O)Local Districts	Criteria: TTESS Rubric, Domain 1

NORTH EAST STEM ACADEMY

Goal 2. (Student Achievement) RYSS will provide excellent core and enrichment instruction that will result in high levels of academic achievement for all students.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. NESTEM will utilize the StemScopes curriculum in Science and Math, Discovery Education Curriculum in Social Studies, and SAAVAS "My Perspective" curriculum in Language Arts as well as Summit K-12, IReady, and IXL learning to supplement instruction in all classes. (Title I SW Elements: 1.1,2.4,2.5) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 4.1,5.1,5.3)	Principal, Special Ed Teachers, Teacher(s)	08/12/24 - 06/03/25		Criteria: Classroom observations; teacher feedback; Texas A+ Challenge coaching feedback; TTESS Appraisal System

NORTH EAST STEM ACADEMY

Goal 2. (Student Achievement) RYSS will provide excellent core and enrichment instruction that will result in high levels of academic achievement for all students.

Objective 2. (TELPAS) A minimum of 50% of students will grow one level on their TELPAS composite score.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Increase opportunities for students to read, write, and speak during core instruction in all classrooms. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 5.1,5.2,5.3)	Principal, Special Ed Teachers, Teacher(s)	08/12/24 - 06/03/25		Criteria: Classroom observations; TTESS appraisal; TELPAS 2025
2. Integrate Summit K-12 into Advocacy periods for all EB students three days a week. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: H,BI,ESL,EB) (Strategic Priorities: 1,2,4) (ESF: 5.1,5.3)	Principal, Special Ed Teachers, Teacher(s)	08/12/24 - 06/03/25		Criteria: Classroom observations; teacher observations; Summit K-12 student data; TELPAS 2025

NORTH EAST STEM ACADEMY

Goal 2. (Student Achievement) RYSS will provide excellent core and enrichment instruction that will result in high levels of academic achievement for all students.

Objective 3. (Academic Achievement) In the Student Achievement portion of the state accountability system for 2025, NESTEM will increase the meets performance level for all subjects tested as follows: Reading/ELA from 35% to 50%, Math from 18% to 40%, Science 17% to 40%, and Social Studies from 17% to 40%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will engage in a DDI (Data Driven Instruction) protocol during PLC meetings that will allow them and campus leadership to identify root causes of misunderstanding among students and create action plans to address individual student needs. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 5.2,5.3)	Principal, Special Ed Teachers, Teacher(s)	09/04/24 - 6/3/25		Criteria: Classroom observations; PLC meeting observations; teacher feedback; Texas A+ Challenge coach feedback
2. NESTEM will progress monitor student growth through iReady for the BOY, MOY, and EOY assessments. Content based snapshots will be given every 2 weeks through DMAC to help us pull data and progress monitor specific learning objectives/TEKS. (Title I SW Elements: 1.1,2.2,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 5.3)	Principal, Special Ed Teachers, Teacher(s)	8/30/24 - 6/3/25		Criteria: iReady diagnostic assessments; teacher observations; report cards; progress reports; STAAR 2025

NORTH EAST STEM ACADEMY

Goal 3. (School Culture and Climate) NESTEM will continue to provide a safe, nurturing, and inclusive learning environment that supports student academic success. Our new school counselor will conduct regular check-ins with all NESTEM students and address mental health concerns as they arise. Additionally, NESTEM will keep seeking opportunities to better engage school stakeholders and the surrounding community through our community-school model.

Objective 1. (Increased Safety) NESTEM will stay abreast and comply with all legislation to increase overall safety and security on all campuses. A Behavioral Threat Assessment Team will be created to create, implement, and revise school safety policies.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. NESTEM staff will attend all required safety trainings and read safety updates from TEA as well as conduct required safety checks as mandated by state and district regulations. NESTEM will conduct monthly safety drills as required and additional if needed. NESTEM will train teachers and staff using the I Love You Guys Foundation materials and Standard Response Protocols (SRP). (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 1) (ESF: 3.2)	Principal, Special Ed Teachers, Teacher(s)	8/12/24 - 6/3/25		Criteria: Log of completed drills; Certificates of Completion by staff for online safety modules.

NORTH EAST STEM ACADEMY

Goal 3. (School Culture and Climate) NESTEM will continue to provide a safe, nurturing, and inclusive learning environment that supports student academic success. Our new school counselor will conduct regular check-ins with all NESTEM students and address mental health concerns as they arise. Additionally, NESTEM will keep seeking opportunities to better engage school stakeholders and the surrounding community through our community-school model.

Objective 2. (Counseling & SEL Program) NESTEM will develop systems that support school culture through explicit behavioral expectations, school-wide-culture routines, proactive and responsive students support services, and involved families and communities. The new school counselor will help support the school SEL program and provide mental health supports to NESTEM scholars.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. NESTEM will integrate a daily advocacy schedule into the Master Schedule that targets SEL competencies through character education, guest speakers, and restorative practices. NESTEM will create opportunities for students to develop healthy habits that contribute to overall well-being, such as lecture series, career talks, and goal setting through our school counselor. (Title I SW Elements: 1.1,2.2,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.1,3.2,3.3)	Counselors, Principal, Special Ed Teachers, Teacher(s)	8/12/24 - 9/3/25		Criteria: Counselor logs; teacher feedback; student feedback; parent feedback

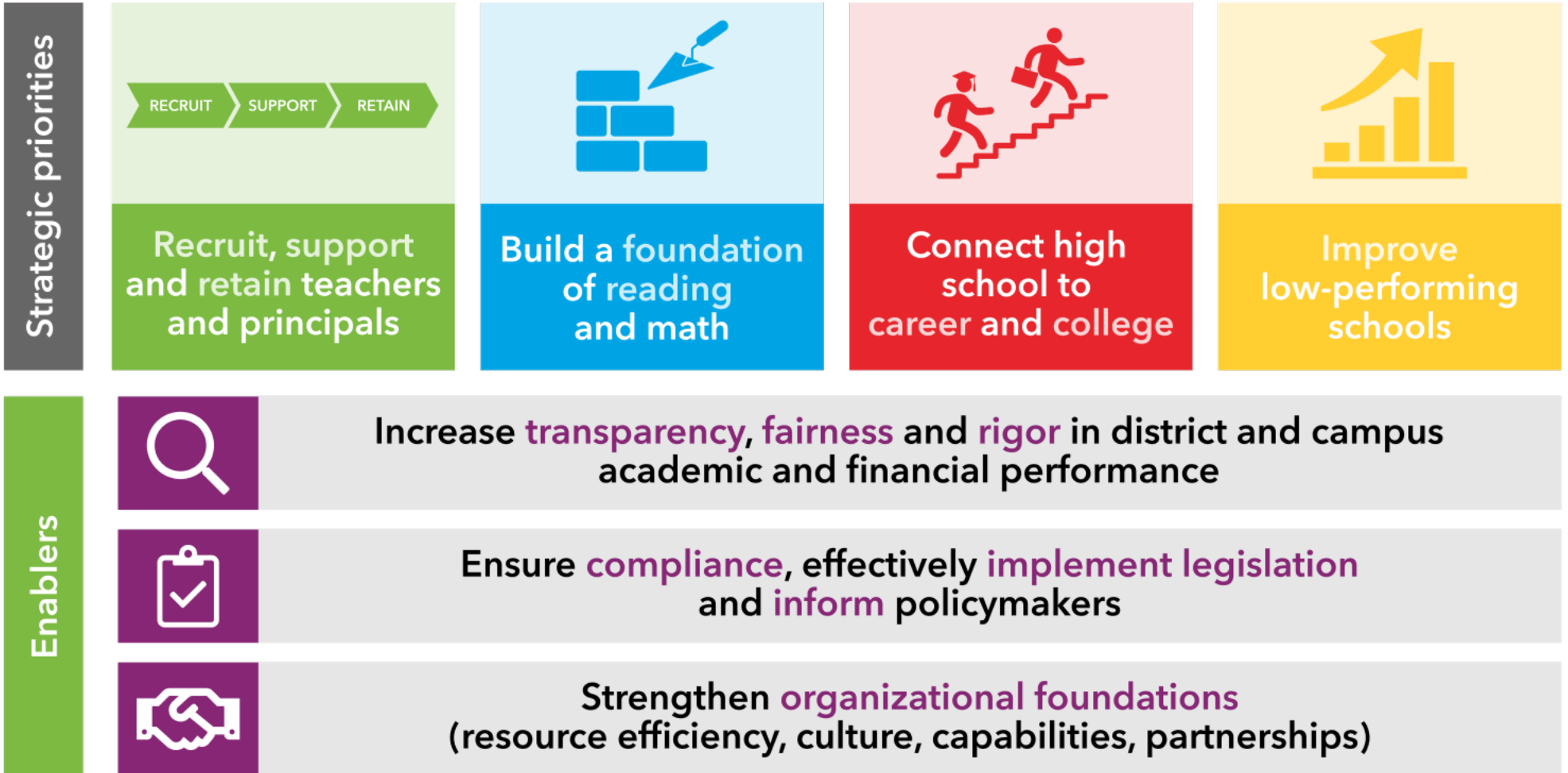
NORTH EAST STEM ACADEMY

Goal 3. (School Culture and Climate) NESTEM will continue to provide a safe, nurturing, and inclusive learning environment that supports student academic success. Our new school counselor will conduct regular check-ins with all NESTEM students and address mental health concerns as they arise. Additionally, NESTEM will keep seeking opportunities to better engage school stakeholders and the surrounding community through our community-school model.

Objective 3. (Alley Theater Partnership/Residency) NESTEM will integrate fine arts into our STEM program to further develop the whole person/student. NESTEM will partner with Alley Theater to provide a theater residency program to our 6th, 7th, and 8th graders. The residency will culminate in a student produced work product that will be STEM based.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

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



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