2024-2025 STEM Academy CIP

Mission

The STEM Academy prepares students to be STEM college and career ready, with a shared focus on collaboration, creativity, communication and critical thinking.

Vision of Teaching and Learning

STEM educators will provide authentic learning experiences that support the needs of all students. STEM educators will collaborate to implement effective and engaging instructional strategies in the classroom.

Demographics Summary

The STEM Academy is a K-12 in-district charter school located on the UT Permian Basin campus. STEM Academy accepts K-12 students from the surrounding school districts of ECISD. STEM Academy was established to offer innovative learning opportunities to students in the Permian Basin. STEM Academy reports student demographics and statistics annually to TEA through the PEIMS system. The TAPR is an annual report of the school's data. It is vital to the school's funding and accountability to report accurate data. The STEM Academy will develop a system that reflects accurate student data using PEIMS data system, TxEIS data submission program, fall snapshot, summer submission reports, and accurate grading submissions. To ensure accurate PEIMS data enrollment verification on all new students, demographics will be completed by the PEIMS director, special population staff and then reviewed by the deans within 30 days of enrollment. To ensure accurate grade reporting all teachers will be trained in the school's grading policies and procedures prior to the first day of school. Grading accuracy will be reviewed by the counselor, PEIMS director and the deans. Student Demographics: 54% Male, 46% Female, 40% White, 53% Hispanic, 3% Two or More, 2% Black/African American, 1% Asian, < 1% American Indian/Alaskan Native, <1% Hawaiian/Pacific Islander, 40% At-Risk, 52% Economically Disadvantaged, 8% Special Education, 6% EB, Student/Teacher Ratio 14:1 (2023-2024).

Strengths: PEIMS data is accurate and can be used confidently to make educational and organizational decisions.

Student Achievement Summary

All schools in Texas must meet standards set in three accountability domains. For the 2023-2024 school year, the STEM Academy is *expected** to **earn an A rating *campus wide***.

Domain 1 - Student Achievement. STEM Scaled Score: *

Domain 2 - School Progress. STEM Scaled Score: *

Domain 3- Closing Performance Gaps. STEM Scaled Score: *

The following scores compare 2024 STEM STAAR data with 2024 State of Texas data for all grades showing the percentages of *Approaches Grade Level Standard or Above*.

Content	Spring 2024 STEM data	Spring 2024 STATE STAAR	Spring 2024 STEM State Accountability SCALE score
English Language Arts			
EOC English 2	95%	75%	A - 91
EOC English 1	95%	67%	A - 93
8th Reading	91%	78%	A - 91
7th Reading	87%	72%	A - 90
6th Reading	85%	75%	A - 91
5th Reading	79%	78%	C - 77
4th Reading	89%	75%	B - 85
3rd Reading	78%	75%	C - 71
Mathematics			
EOC Algebra 1	91%	79%	A - 91
8th Math	88%	70%	B - 82
7th Math	36%	53%	F - 45
6th Math	79%	69%	C - 71
5th Math	73%	76%	D - 65

4th Math	80%	68%	C- 78
3rd Math	73%	69%	D - 67
Sciences			
Biology	95%	91%	A - 90
8th Science	90%	68%	B - 86
5th Science	44%	57%	F - 50
Social Studies			
US History	99%	95%	A - 95
8th Social Studies	90%	58%	A - 90

Strengths within 2024 STAAR *(the following content areas were above the state averages in all three categories)**:***

Secondary English Language

EOC English 2:

- 95% At Approaches or Above
- 84% At Grade Level or Above

EOC English 1:

- 95% At Approaches or Above
- 86% AGrade Level or Above

8th Reading:

- 91% At Approaches or Above
- 67% At Grade Level or Above

7th Reading:

- 87% At Approaches or Above
- 62% At Grade Level or Above

6th Reading:

- 85% At Approaches or Above
- 66% At Grade Level or Above

EOC Biology:

- 95% At Approaches or Above
- 65% At Grade Level or Above

EOC US History:

- 99% At Approaches or Above
- 88% At Grade Level or Above

EOC Algebra 1:

- 91% At Approaches or Above
- 63% At Grade Level or Above

Needs - Problem Statements

2024 STAAR Problem Statement 1: 7th grade math instruction and student comprehension of grade level math concepts is low.

Root Cause STAAR: 7th grade mathematics had 36 students enrolled, all other students in the grade level were advanced. The students remaining in 7th grade math have a history of being below grade level or approaches grade level in math. The instructor was resigned in October and was replaced by a non certified IF. IF needed more guidance and mentoring.

School Culture and Climate Summary

STEM Academy embraces a culture in which personal and academic achievement is fostered for all students. The key to achieving STEM Academy's mission and vision is through a collaborative work effort among all stakeholders involved. STEM Academy falls under the operating partner of UT Permian Basin which supports post-secondary education and offers opportunities for high school students to take dual credit classes for college credit hours. STEM Academy students focus on degrees and opportunities in the STEM fields beginning in kindergarten and continuing through their chosen degree pathways. The STEM Academy gained accreditation as an Early College High School in 2023, further solidifying the STEM Academy's commitment to post-secondary education and emphasis on the pipeline to STEM focused degrees.

The STEM Academy leadership team developed a vision of teaching and learning that supports the school's mission and vision. The STEM Academy will implement the AVID program focusing on three implementation goals.

Strengths: Student culture and climate looks different at the various grade levels. High School students are offered various opportunities to participate in collaborative student organizations such as STUCO, UIL, NHS, clubs, and Robotics. Middle School and Elementary have fewer student organizations to participate in.

Needs-Problem Statements:
HS-Although there are many student activities throughout the year to attend, minimal amount of students are part of the student organizations. Increasing the amount of clubs or organizations for student to be a part of is recommended.
MS- Limited activities and limited opportunities to join student clubs and organizations.
EL- Limited activities and limited opportunities to join student clubs and organizations.

Problem Statement 1: Limited number of clubs and extracurricular options for students.

Root Cause: Limited staff and limited resources. Not providing a diverse or wider range of activities based on student interests.

Recommendation:
Each student should be a member of some organization, each organization will meet monthly, each organization will have service opportunities and student activities. Each organization will create a mission statement.
HS: create student organizations for each pathway, ESports, grade level representatives on Student Advisory Committee
MS: increase STUCO activities throughout the year, create a Student Advisory Committee,

Staff Quality, Recruitment and Retention Summary

STEM Academy follows all hiring policies and procedures for TEA, ECISD, and as outlined in the STEM Academy charter agreement which contribute to additional steps and time needed in hiring qualified personnel. For the 2024-2025 school year, the elementary staff has one Instructional Facilitator (IF), and middle school has two Instructional Facilitators. An IF is a non-certified teacher currently enrolled in a teacher certification program; IFs are assigned an Instructional Leader that fulfills the role(s) of a mentor teacher and all IFs will meet regularly with their Instructional Leader to develop best practices and lesson plans to meet the needs of the students in their classrooms. Teaching staff are evaluated yearly through T-TESS. This system allows teachers to work with administrators to set professional growth goals. Throughout the year teachers will seek out learning opportunities related to their goals and their walkthrough evaluations from their administrators. Administrators will provide feedback and support to the teachers to help reach their goals and the goals of the campus.

Campus administrators have designated grade level lead teachers as well as mentor teachers for each new or uncertified teacher.

The campus also has one department head teacher (Karey Grametbaur) who will help mentor and lead new Science teachers (5, 8, Chem). STEM Academy also has a dyslexia teacher and curriculum director that support teachers in grades K-12.

Strengths: The district size allows for quick communication with operating partner/campus personnel. The small size of the campus creates a community focused on collaboration and capacity building.

Needs - Problem Statements:

Problem Statement 1: New teachers, and inexperienced teachers, lack support in instructional practices or come unprepared for the demands of the classroom environment.

Root Cause: Many teachers are coming to the profession having gone through an alternative certification process, or still in process of certification (undergraduate completion). The alternative certification process does not have an opportunity for student teaching.

Recommendation: Strengthen mentorship program. Monitor and coach new or uncertified teachers on a regular basis. Summer workshops and trainings with new or uncertified teachers.

Curriculum, Instruction, and Assessment Summary

The curriculum, instruction and assessment describe the resources available that are aligned to the TEKS. State tests and local benchmarks are used to determine student achievement in each core content area (ELAR, Math, Science, Social Studies). NWEA MAP growth assessments are given at the beginning, middle and end of the school year to evaluate math, reading, language and science skills. The MAP growth test is a national test that uses adaptive testing to assess students and provide instructional staff with accurate, actionable evidence to inform instructional strategies regardless of how far students are above or below grade level. Data from the assessments are reviewed and evaluated in Professional Learning Communities (PLCs) to develop quality instructional plans/strategies. Resources include online texts, online programs/assessments in math, reading, science, and social studies as well as the use of Eduphoria to review assessment data. Formative and summative assessments are conducted throughout each unit of study to evaluate a student's mastery of content. The Campus Needs Assessment (CNA) indicated a need for additional resources/materials/training, especially for meeting the new writing expectations in state testing, aligned to TEKS/STAAR to be used for intervention. The CNA also revealed the need to conduct a yearly evaluation of the instructional materials and resources used in each of the content areas.

Strengths: Assessment data (local benchmarks, online benchmarks) based on the TEKS are used to drive instruction. The district has provided access to TEKS Resources System planning tools to pace content and skills across the school year calendar. STEM

Academy will administer MAP testing to monitor academic progress and growth throughout the year; MAP testing will occur at the beginning, middle and end of the year. After each administration of a MAP growth test, the student and campus reports will be analyzed through PLC and the Campus Improvement Team (CIT) to identify areas of growth and areas for improvement for both the students and teachers. Student reports will be communicated to the parents through parent teacher conferences and email communication. The secondary STEM master schedule was designed this year to have a common conference/planning period for math and reading vertical teams; this allows for meaningful collaboration and analysis of content needs and effective teaching strategies in their respective subject areas.

Needs- Problem Statements:

Problem statement 1: Resources and materials used for instruction are sometimes misaligned and not analyzed and reviewed to determine whether the materials are meeting the depth and complexity of the grade level skill development. Availability of quality instructional resources are not ensured or accessible by the first week of school.

Root cause: Lack of professional development and/or time to collaborate with vertical content area teams to deconstruct the TEKS and learning standards to determine if instructional materials are meeting the needs of the students AND the standards.

Problem statement 2: The lack of campus funding creates additional financial struggles for obtaining supplemental curriculum resources and programs to instruction, assess and progress monitor student learning.

Root cause: Without access to quality curriculum and instruction resources teachers spend more time creating their own material. This often leads to content misalignment and teacher frustration.

Family and Community Involvement Summary

The STEM Academy provides many opportunities for families, community members, and UT Permian Basin University to be involved on and off campus with our faculty and students. The STEM Academy has an active Parent Teacher Organization (PTO) on campus that hosts many events throughout the year and aids in student directed events as well. The STEM Academy uses an online learning platform that allows parents to stay up to date with their student's learning. The operating partners and CLT communicate with stakeholders in monthly newsletters, as well as other outreach as necessary. School Status has been the communication program that ECISD has utilized across the district. ECISD will be using FOCUS as the mode of communication with parents for the 2024-2025 school year.

Strengths: STEM Academy offers STEM nights, Literacy and Math nights, as well as culminating Project Based Learning (PBL)

events for families and community members to share with our students. STEM partners with professors, students, and other personnel from UT Permian Basin in a variety of ways including professional development, student teaching, counseling, and mentoring. STEM has partnered with Ector County ISD which offers a vast array of additional student services and community outreach opportunities.

Needs- Problem Statements:

Problem Statement 1: Lower than expected parental involvement, especially in secondary, at STEM Academy events.

Root cause: Consistent data collection and analysis of attendance at STEM events is needed. Also, the events being held may not be interesting or appealing to families, especially the secondary families.

Recommendation:
Events focused on student innovation and creation (showcases, maker space, and fairs). Students present their inventions, creations, ideas to authentic audiences. Allow or provide more opportunities for families and community involvement in showcase or fairs.

School Context and Organization Summary

School Context and Decision making refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning. One key area in the school's organization is the stakeholders' roles in decision making through committees, PLCs, and the CLT. The mission and vision is the driving force in instruction, communication, and community engagement.

Strengths: Scheduling allows for differentiation in student scheduling. Committees allow for all stakeholders to contribute to the development and success of the school. STEM has a Director of Curriculum and Instruction, a Dyslexia teacher, one department head in Secondary, and grade level leads in elementary who are all able to give support and guidance to teachers. PLCs are implemented both vertically and horizontally. in 2024-2025 STEM dissolved the roles of elementary principal and secondary principal and replaced those traditional roles with Dean of Teaching and Learning and Dean of Students. The goal of these new roles is to unify the mission and vision of the school from K-12.

Needs- Problem Statements:

Problem statement 1: All members of the STEM Academy do not know or understand the mission and vision of the school and the 3 focus areas of PBL, STEM education, and CCMR; therefore, it was not used as a driving force in all aspects of the learning

community.

Root cause: Lack of training and reinforcement of the mission and vision in staff development.

Problem Statement 2: PLCs are not implemented with full fidelity. PLCs lack consistency; there is a need for focused agendas aligned to mission and vision of the school to lead a productive learning community discussions with appropriate outcomes.

Root Cause: Inconsistent expectations and lack of follow through from leadership.

Recommendation: STEM teachers and staff see and spend time in the different grade levels throughout the school to see first hand how PBL, STEM, and College Readiness is being implemented at each level.

Technology Summary

The STEM Academy was founded as an innovative campus. Many teachers use technology applications as a part of their instruction in the classroom. STEM Academy provides a one-to-one ratio with devices to students. Students in grades kindergarten through 2nd are issued iPads, while 3rd grade through 12th grade are issued a Chromebook. Additional technology staff were added during the last school year to assist with technology work tickets, device repairs and maintenance, and inventory management. With the technology specialist addition, the STEM Academy's technology director has been able to add more opportunities for training staff and teachers in new technology and programs. In the upcoming school year of 24-25, the Technology Director plans to add monthly professional development opportunities to showcase and train staff on innovative instructional technology that can be utilized in lessons, activities and student devices.

Familiarity with an online learning platform will extend to college readiness as the STEM students will have experience with online learning etiquette and functionalities. The use of technology and applications is a necessary skill in the workplace where students are required to type more than actually write. This is a major advantage over a typical campus.

Strengths: The one-to-one ratio allows for innovative teaching techniques; one of which utilizes blended learning allowing more time in the classroom for questioning, exploration and experimentation. Teachers share with one another new learning applications.

Needs- Problem Statements:

Problem statement 1: There are many different applications available. Not all teachers and students have the proper training for each application.

Root cause: Lack of training on applications and current technology trends.

Problem Statement 2: Staff knowledge of the technology in the classroom is limited.

Root cause: Lack of training on technology, inline boards and classlink.

Recommendation: Professional development opportunities for all staff on technology and applications to enhance student learning.

Campus Improvement Plan Goals

1. Enhancing Parent Partnerships: Parents will be involved in all aspects of learning. Faculty and staff will include, inform, and involve parents to be decision makers in the learning journey through continual communication and collaboration.

Objective 1 Communicate class and student information to parents.

Strategy	Responsibility	Resource	Timeline	Formative Assessment	Summative Assessment
Learning Platforms such as Schoology and google classroom will contain up-to-date information about each classroom.	Classroom teachers and deans.	Teachers attend PD for Learning Platforms.	August to May	Parent emails and conversations	Parent Survey BOY Parent Survey EOY
Focus will be used as the primary method of communication.	Teachers, deans, and district staff.	Text, Email, Phone call	August to May	Parent emails and received communication	Parent Survey BOY Parent Survey EOY

Objective 2 Respond promptly to incoming emails.

Strategy	Responsibility	Resource	Timeline	Formative Assessment	Summative Assessment
The school will communicate important information to parents by email or Focus. The school faculty and staff will respond to parent emails within 24 hours.	All faculty and staff.	Teachers and staff checking emails and Focus regularly.	August to May		Parent Survey BOY Parent Survey EOY

Objective 3 Hold community outreach events to involve parents in school culture.

Strategy	Responsibility	Resource	Timeline	Formative Assessment	Summative Assessment
Host events that reach out to parents and families at least once a semester, such as: Math Night Literacy Night Science Night Orientations STEM Events PBL Culminating Projects	Teachers, deans, and district staff.	Experts in the programs to conduct training. Space and technology to conduct workshops.	August to May	Emails, conversations.	Parent Survey BOY Parent Survey EOY
Grade level informational sessions.	Deans, Leadership, grade level teachers.	Principals creating relevant discussions and presentations.	August to May	Emails, conversations	Parent Survey BOY Parent Survey EOY

Objective 4: Ensure parents are aware of student progress at school and have the tools to ensure student success.

Strategy	Responsibility	Resource	Timeline	Formative Assessment	Summative Assessment
Keep grades up to date weekly in the gradebook.	Teachers, Deans, and district staff.	Experts in the programs to conduct training. Space and technology to conduct workshops.	August to May	Parent emails. Handouts/PDF to email home.	Grade report dates
Contact parents if student performance is unsatisfactory at the 3 week mark of a 6 week period	Teachers and Deans.	Access to gradebook	August to May	Constant monitoring.	Grade report dates
Follow up with parents if student performance does not improve after progress reports	Teachers and Deans	Access to gradebook, emails, and time to meet.	August to May	Gradebook monitoring	Grade reports
Schedule conferences (onsite or over the phone) to ensure parents, teachers, and administrators are on the same page about realistic plans for student growth and achievement if student performance issues persist	Teachers and Deans.	Time to meet, Training for teachers on communicating with parents.	August to May	Gradebook, emails, conferences	Grade reports

2. **Strengthening Curriculum and Instruction**- Project based learning and authentic learning experiences will be the

foundation of the school's learning environment. Teachers will ensure all students meet high academic standards through high-quality instruction. Classrooms and shared spaces throughout the school will reflect a collaborative and hands-on learning environment. Every content area and every grade-level will participate in project-based learning experiences. Teachers will collaborate with grade level teams, content teams, academic coaches, and principals to ensure best practices and high-quality instruction is occurring.

Objective 1 Increase students' mathematics achievement in Grades 3-5.

- The percentage of 3rd graders **MEETING** grade level on the STAAR for Mathematics will increase from 37% to 50%.
- The percentage of incoming 4th graders **MEETING** grade level on the STAAR for Mathematics will increase from 48% to 53%.
- The percentage of incoming 5th graders **MEETING** grade level will increase from 32% to 50% on the 5th Grade Mathematics STAAR exam.

Strategy	Responsibility	Resource	Timeline	Formative Assessment	Summative Assessment
Students will use an interactive journal that contains notes (If journal not taken home, then notes also posted on Google Classroom.)	Classroom teachers, deans	Journal, Google Classroom	August to May	Unit tests,	CBAs, benchmarks
Students will be given independent practice every day and be given immediate, specific, and intentional feedback.	Classroom teachers, 3-5 Deans	Independent math practice, teachers, interactive journal	August to May	Homework, Unit tests,	CBAs, benchmarks

Strengthen K-2 mathematics instruction by utilizing best practices, manipulatives, and coaching by K-2 instructional lead. Teachers will utilize research based practices and strategies	K-2 teachers, Instructional lead K-2, IC, dean	Region 18 PD In house PD Manipulatives *Mathematize It*	August to May	BOY, MOY, & EOY MAP testing	CBA for 2nd, unit assessments
Vertical PLCs 3-5 and K-2 will be held on monthly to discuss high yield strategies, vocabulary, manipulatives, and best practices and research based strategies	K-5 teachers, K-2 and 3-5, dean, IC	Staff, manipulatives, Marzano High Yield Strategies, Lead4Ward, TEKS Resource System *Mathematize It*	August to May	Unit assessments	CBAs, benchmarks, STAAR
PLCs will plan instruction to target needs of students needing intervention.	Classroom teachers, IC, dean	Designated weekly PLC planning time with agenda and notes.	August to May	Walkthroughs, PLCs, unit tests	STAAR, CBA data, unit tests, grades
Professional development focusing on content math, vocabulary, and assessment will be provided by the math specialist and dean during conference periods.	Math specialist, dean	Reading specialist & IC to provide PD for teachers throughout the school year; designated PD days during conference periods.	August to May	Walkthroughs, PLCs, unit tests	STAAR, CBA data, unit tests, grades

Students not successful on previous year's STAAR exam will be provided small group intervention during the school year Data will be collected to monitor progress.	Classroom teachers, and dean.	Tutorial materials steeped in rigor of STAAR	August to May	Homework, unit tests	CBAs, benchmarks
The dean will provide additional support through co-teaching, mentoring, and collaborative planning.	dean K-2 Instructional lead,	IC, Instructional Leads	August to May	Teacher and IC/Instructional lead conversation	IC Log, Instructional Lead log
Intervention and after school tutorials for students struggling with unit content will begin by September. Data will be collected to monitor progress.	Classroom teachers,dean	Tutorial materials steeped in rigor of STAAR, Teachers provide tutorials and additional instruction during school and after. Instructional Coach for additional small groups instruction.	August to May	Teacher, IC and Principal conversations, notes in PLC	CBA, unit tests
Teachers will analyze student results from curriculum based assessments each six weeks.	Classroom teachers, dean	TEKS resource System, Time allotted for data meetings, substitutes for teachers, Eduphoria	August to May	Unit tests	CBA data, grades, STAAR
Mathematics teachers will utilize the TEKS Resource system to teach to the depth and rigor intended by the state. Teachers will utilize research based practices and strategies.	Classroom teachers, dean	TEKS Resource system	August to May	Unit tests	CBA data, grades, STAAR

Objective 2: Increase students' mathematics achievement in Grades 6-8.

- Incoming 6th grade students will increase performance at the **MEETS** category from 35% to 45% on the 2024 Mathematics STAAR exam.
- Incoming 7th grade students will increase performance at the **MEETS** category from 16% to 40% on the 2024 Mathematics STAAR exam.
- The percentage of incoming 8th graders **APPROACHING** grade level will increase from 88% to 90% and from 55% to 58% in the **MEETS** category.

Strategy	Responsibility	Resource	Timeline	Formative Assessment	Summative Assessment
Use an interactive journal that contains notes (If journal not taken home, then notes also posted on Canvas platform.) Extra Practice in the evening for all students Monday thru Friday	Classroom teachers, dean	Interactive Journal, and Canvas	August to May	Unit tests	CBAs, benchmarks
The instructional dean will provide additional support through co-teaching, mentoring, and collaborative planning.	Instructional dean	IC	August to May	Teacher and IC conversation	IC Log
Intervention and after school tutorials will begin September. Data will be collected to monitor progress.	Classroom teachers, dean	Tutorial materials steeped in rigor of STAAR	August to May	Teacher, IC and Principal conversations, notes in PLC, MAP testing	CBA, unit tests

Objective 3: Increase students' mathematics achievement in Algebra 1 .

- The percentage of Algebra 1 students scoring in the **MEETS** category will increase from 63% to 65% and in the **MASTERS** category from 34% to 38%.

Strategy	Responsibility	Resource	Timeline	Formative Assessment	Summative Assessment
Use an interactive journal that contains notes (If journal not taken home, then notes also posted on Canvas platform.)	Classroom teachers, dean	Interactive Journal, and Canvas	August to May	Unit tests	CBAs, benchmarks
Focus of instruction will be placed upon application and multiple representations.	Instructional coach, department chairs, and dean	dean	August to May	Teacher and IC conversation, unit exams, MAP testing	IC Log, CBA, unit tests
Intervention and after school tutorials will begin by September. Data will be collected to monitor progress.	Classroom teachers,dean	Tutorial materials steeped in rigor of STAAR	August to May	Teacher, IC and Principal conversations, notes in PLC, MAP testing	CBA, unit tests

Objective 4: Percent of Students in Grades 2-8 at or above national Reading RIT score on the EOY MAP Growth assessment will be above 60%.

Strategy	Responsibility	Resource	Timeline	Formative Assessment	Summative Assessment
Utilize data from BOY to provide targeted and specific intervention to students.	Teachers, Interventionists, Coaches, Reading Specialist	HMH, MAP Growth reports,	Sept to May	MAP Growth, unit test	EOY Map Growth, STAAR
Fully train teachers on how to read and utilize reports to inform instruction.	Curriculum specialist, dean	MAP Growth	Sept. to May	PD log,	
Students and teachers track progress on MAP testing. (individually and whole class avg)	teachers	MAP Growth, data tracking form	Sept to May	MOY MAP Growth	EOY Map Growth

Objective 5: Percent of Students in Grades 2-8 at or above the national Math RIT score on the EOY MAP Growth assessment will be at or above 60%.

Strategy	Responsibility	Resource	Timeline	Formative Assessment	Summative Assessment
Utilize data from BOY to provide targeted and specific intervention to students.	Teachers, dean	HMH, MAP Growth reports,	Sept to May	MAP Growth, unit test	EOY Map Growth, STAAR
Fully train teachers on how to read and utilize reports to inform instruction.	Curriculum specialist, dean	MAP Growth	Sept. to May	PD log,	
Students and teachers track progress on MAP testing. (individually and whole class avg)	teachers	MAP Growth, data tracking form	Sept to May	MOY MAP Growth	EOY Map Growth

Objective 6: Percent of Students in Grades K-1 at or above the national Reading RIT score on the EOY MAP Growth assessment will be at or above 45%.

Strategy	Responsibility	Resource	Timeline	Formative Assessment	Summative Assessment
Utilize data from BOY to provide targeted and specific intervention to students.	Teachers, dean, Reading Specialist	HMH, MAP Growth reports,	Sept to May	MAP Growth, unit test	EOY Map Growth, STAAR
Fully train teachers on how to read and utilize reports to inform instruction.	dean,	MAP Growth	Sept. to May	PD log,	
Students and teachers track progress on MAP testing. (individually and whole class avg)	teachers	MAP Growth, data tracking form	Sept to May	MOY MAP Growth	EOY Map Growth

Student-Centered Community- Student success and well-being will be our focus and will drive all decisions. All staff will share a commitment to educating the whole child with social emotional learning experiences embedded in all content areas. School-wide systems and expectations will be implemented and enforced by all. STEM will develop an environment that supports intellectual, social, physical and emotional growth while building communities within the classroom to collaborate and discuss issues. Students will know they are valued and cherished.

Objective 1: Improve school culture and climate by enhancing student experiences through district sponsored programs.

Strategy	Responsibility	Resource	Timeline	Formative Assessment	Summative Assessment
A variety of clubs and activities will be available for students to join and/or create.	Teachers Club sponsors and counselors.	UIL, DI Robotics, StuCo Class participation, Paleontology, Science Club, dance Science Club	August to May	Student feedback	Student surveys
Secondary students will provide community service by volunteering in the Odessa Community.	Club sponsors Teachers, deans	Student council, national honor society, Odessa chamber of commerce.	August to May	Student feedback	Recorded hours of service.
Provide events that are specifically targeting elementary and middle school students to strengthen our inclusive and engaging campus environment.	Teachers, sponsors, and deans	Club Sponsors ● MS Student Council ● HS Student Council ● Elementary StuCo	August to May	● MS StuCo district report ● HS StuCo district report	End of year review of calendar

Addendum 3: Student Outcome and Financial Performance Goals

	Campus 2019	2022-2023	2023-2024	2024-2025
Performance Measure #1				
Overall Scaled Score	77	≥ 81	≥ 83	≥ 85
Performance Measure #2				
Student Achievement Domain I Scaled Score	77	≥82	≥ 84	≥ 86
Performance Measure #3				
Closing the Gaps: STAAR All Student Groups	76	≥ 80%	≥82%	≥ 84%

		2022-2023	2023-2024	2024-2025
	Performance Measure #4			
K-1st Grade Reading Achievement NWEA		Percent of students at or above national EOY RIT score ≥40%	Percent of students at or above national EOY RIT score ≥ 43%	Percent of students at or above national EOY RIT score ≥ 45%
	Performance Measure #5			
K-1st Grade Math Achievement NWEA		Percent of students at or above national EOY RIT score ≥ 40%	Percent of students at or above national EOY RIT score ≥ 43%	Percent of students at or above national EOY RIT score ≥ 45%
	Performance Measure #6			
All Grades STAAR ELA/Reading Achievement		Percent of students at meets standard or above ≥ 51%	Percent of students at meets standard or above ≥ 54%	Percent of students at meets standard or above ≥ 57%
	Performance Measure #7			
All Grades STAAR Math Achievement		Percent of students at meets standard or above ≥ 40%	Percent of students at meets standard or above ≥ 43%	Percent of students at meets standard or above ≥ 46%
	Performance Measure #8			
2nd -8th Grade Reading NWEA Growth		EOY Conditional Growth Percentile for each grade ≥ 60	EOY Conditional Growth Percentile for each grade ≥ 60	EOY Conditional Growth Percentile for each grade ≥ 60
	Performance Measure #9			
2nd – 8th Grade Math NWEA Growth		EOY Conditional Growth Percentile for each grade ≥ 60	EOY Conditional Growth Percentile for each grade ≥ 60	EOY Conditional Growth Percentile for each grade ≥ 60
	Performance Measure #10			
CCMR Ready Graduates Scaled Score		≥80%	≥83%	≥86%
