

NORTH EAST STEM ACADEMY

North East STEM Academy Campus Improvement Plan 2025-2026 2025/2026

Start with us. Grow with us.



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Date Reviewed:

Date Approved:

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, we envision a school where academic excellence and human kindness unite—empowering students to serve, lead, and transform their communities.

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
Burch, Dakota	SEL Coordinator
Williams, Sharay	School Secretary
Ellis, Melissa	Special Education Teacher
Vivier, Yadira	Parent
Puente, Veronica	Community Member

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Goal 1. (Strengthen Academic Programs and School Culture by Integrating Early Interventions, Social-Emotional) NESTEM aims to strengthen academic programs and school culture by integrating early interventions, social-emotional learning, and data-informed practices.

Objective 1. Teachers will use beginning-of-year diagnostic data from sources such as iReady, IXL, and teacher-created common formative assessments to identify students needing intervention. By the third week of school, small group tutorials will begin during Advisory or after-school time, with instructional materials and tasks aligned to targeted TEKS and STAAR rigor through DMAC resources.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 1. Launch Targeted Tier 2 and Tier 3 Interventions by Week 3 Teachers will use beginning-of-year diagnostic data from sources such as iReady, IXL, and teacher-created common formative assessments to identify students needing intervention. By the third week of school, small group tutorials will begin during Advisory or after-school time, with instructional materials and tasks aligned to targeted TEKS and STAAR rigor through DMAC resources. (Title I SW Elements: 1.1,2.2,2.4,2.6) (Target Group: All) (Strategic Priorities: 1,2,3,4) (ESF: 1,1.1,1.2,2.2,1,3,3.1,3.2,3.3,3.4,5,5.3,5.4)	Counselors, Principal, Special Ed Teachers, Teacher(s)	August 2025 - September 2	(F)Stronger Connections Grant, (F)Title I, (F)Title IV Safe and Drug Free, (O)Local Districts, (S)Local Funds, (S)State Compensatory, (S)Strong Foundations Implementation (LASO III)	Criteria: ? Teachers have administered and recorded beginning-of-year diagnostic assessments (iReady, IXL, CFAs) by Week 2. ? Student groups for intervention are formed and documented by the end of Week 3. ? Lesson plans/tutorial logs show alignment of intervention tasks to targeted TEKS and STAAR rigor. 11/12/25 - Significant Progress
2. 2. Implement Weekly Data Meetings with Common Protocols Grade-level and content-area teams will meet weekly in protected PLC time to analyze student performance data using a shared protocol. Meetings will focus on error analysis, reteach planning, and instructional adjustments. Teachers will be trained in using DMAC to support consistent and effective use of assessment data. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 1,1.1,1.2,3,3.1,4,4.1,5,5.1,5.3,5.4)	Principal, Special Ed Teachers, Teacher(s)	September 2025 - May 2026		Criteria: Implementation Fidelity ? Weekly PLC meetings are scheduled on the campus calendar and protected from interruptions. ? PLC agendas, sign-in sheets, and minutes are submitted documenting use of the shared analysis protocol. ? 100% of teachers trained in DMAC by the end of the first six weeks. Monitoring of Practice ? PLC minutes show evidence of error analysis, reteach planning, and instructional adjustments.

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
				? Walkthroughs and lesson plans confirm reteach strategies and adjustments planned in PLCs are implemented in classrooms. ? DMAC usage reports verify consistent teacher use of the platform for assessment analysis. Impact on Student Learning ? Students receiving reteach or intervention show improvement on subsequent CFAs, benchmarks, or progress monitoring checks. ? By the end of each grading cycle, X% of students previously identified in error analysis demonstrate growth on targeted standards. 11/19/25 - On Track
3. 3. Anchor Lesson Design in STAAR-Aligned Question Banks To ensure students regularly engage with rigorous, standards-based questions, teachers will embed STAAR-released or DMAC-generated items into unit assessments, exit tickets, and daily assignments. Teachers will also have the use of Curipod available in order to facilitate short and extended constructed responses from students. Instructional coaches and campus leaders will support teachers in aligning these resources with IXL and iReady	District Directors, Instructional Specialist/Coordinator, Literacy Coach, Principal, Special Education Director, Teacher(s)	Sept. 2025 - April 2026	(F)Stronger Connections Grant, (F)Title I, (F)Title II Part A Supporting Effective Instruction, (S)Blended Learning Grant, (S)GT Allotment, (S)Local Funds, (S)State Compensatory	Criteria: Lesson plans, unit assessments, and exit tickets include STAAR-released or DMAC-generated items each cycle. Walkthroughs and student work samples show regular exposure to STAAR-level rigor. PLC minutes and coaching logs reflect alignment of instruction

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focus skills, ensuring that classroom instruction prepares students for state-level expectations. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 1,1.1,1.2,2,3,3.1,3.2,4,4.1,5,5.1,5.2,5.3,5.4)				with STAAR/TEKS skills. Benchmark and CFA results demonstrate student growth on targeted standards. 11/19/25 - On Track
4. 4. Through Title I, Title IV, and Stronger Connections grant funding, NESTEM will sustain a full-time SEL Coordinator/Counselor to lead campuswide social-emotional learning initiatives and supports. The campus will continue partnerships with Artist Boat, the Alley Theatre, and Lovescaping to provide enrichment opportunities that cultivate creativity, empathy, communication, and collaboration. Together, these efforts will strengthen a whole-child approach rooted in mutual respect, high expectations, and a positive school culture that supports both academic achievement and social-emotional growth. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6,3.1,3.2) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 1,1.1,1.2,2,2.1,3,3.1,3.2,3.3,3.4,4,4.1,5,5.1,5.2,5.3)	Counselors, District Directors, Instructional Specialist/Coordinator, Literacy Coach, Principal, Special Ed Teachers, Teacher(s)	August 2025 - June 2026	(F)Stronger Connections Grant, (F)Title I, (F)Title IV Safe and Drug Free, (S)GT Allotment, (S)Local Funds, (S)State Compensatory	Criteria: Student Connectedness & Belonging – Increase student survey ratings of school connectedness and belonging by 10% (from 2.9 to at least 3.2 on the Texas School Climate Survey) by May 2026 Discipline & Behavior – Reduce discipline referrals related to bullying, peer conflict, and disrespect by 15% compared to the 2024–25 school year baseline. SEL/Lovescaping Engagement – Ensure 100% of students participate in at least one Lovescaping lesson, advocacy group session, or SEL activity per month. Family Engagement – Increase family participation in SEL/Lovescaping workshops or events by 20%, as measured by sign-in sheets and parent feedback surveys. Academic Growth Link – Show a

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				5% increase in Meets level performance in Math and Reading STAAR, connecting academic gains to strengthened SEL, student motivation, and campus culture. Teacher Capacity – At least 90% of teachers report confidence in embedding SEL and Lovescaping practices into instruction. 11/19/25 - On Track

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Goal 2. (Increase Family Engagement through More Frequent and Flexible Parent-Teacher Conferences) To foster stronger school-home partnerships, NESTEM is committed to increasing family engagement through more frequent and flexible parent-teacher conferences. CNA discussions and stakeholder feedback revealed that while staff and families are eager to collaborate, current structures do not provide enough opportunities for regular, meaningful communication. Strengthening these connections is essential for student success, especially in a small, community-centered school like NESTEM. Key needs id

Objective 1. By the end of the school year, NESTEM will increase family engagement by holding parent-teacher conferences at least once every six weeks, offering flexible formats (in-person, phone, or MS Teams), and providing parents with resources to better understand student data and support academic growth.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 1. Establish Six-Week Conference Windows with Flexible Scheduling Options Each grading period will include a designated parent-teacher conference window, allowing families to meet with teachers in person, by phone, or virtually via Zoom. A campus-wide calendar will be developed to ensure coordination and maximize parent participation, with flexible time slots available before, during, and after the school day. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.6,3.1) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 1,1.1,1.2,3,3.1,3.4)	Counselors, Literacy Coach, Principal, Special Ed Teachers, Teacher(s)	Sept. 2025 - May 2026		Criteria: Campus-wide conference calendar is published each grading period with designated time windows. Attendance logs show that at least X% of families participate in conferences each cycle. Flexible scheduling options (in-person, phone, Zoom) are documented and offered to all families. Parent feedback surveys indicate increased satisfaction with access and flexibility of conferences. 11/19/25 - On Track
2. 2. Integrate Family Engagement into School Events and Celebrations Existing schoolwide events—such as Literacy Night, Fall Festival, and the Science Showcase—will include designated areas or breakout spaces for informal teacher-family check-ins. Teachers will use these opportunities to share student progress, build relationships, and reinforce learning goals in a welcoming and non-intimidating environment. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.6,3.1) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 1,1.1,3,3.1,3.2,3.3,3.4)	Counselors, Principal, Special Ed Teachers, Teacher(s)	Sept. 2025 - May 2026	(F)Stronger Connections Grant, (F)Title I, (F)Title II Part A Supporting Effective Instruction, (F)Title IV Safe and Drug Free, (O)CSGF, (S)State Compensatory	Criteria: Event agendas include designated family engagement/check-in opportunities. Attendance logs track parent participation at each event. Teacher reflection forms or sign-in sheets document informal teacher-family check-ins. Parent feedback surveys indicate that events strengthened school-

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
				home connections. 11/19/25 - On Track
3. 3. Empower Parents Through Data Literacy Workshops To help families understand their child's academic data, NESTEM will offer workshops focused on interpreting STAAR reports, iReady dashboards, and other performance tools. These sessions will be led by instructional leaders and counselors and will be available in English and Spanish. Tip sheets and video tutorials will also be provided to ensure accessibility beyond workshop attendance. (Title I SW Elements: 1.1,2.1,2.4,2.6,3.1) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 1,1.1,3,3.1,3.3,3.4)	Counselors, Principal, Special Ed Teachers, Teacher(s)	Sept. 2025 - May 2026	(F)Stronger Connections Grant, (F)Title I, (F)Title III Bilingual / ESL, (F)Title IV Safe and Drug Free, (S)Local Funds, (S)State Compensatory	Criteria: Calendar of workshops published each semester, with sessions offered in English and Spanish. Sign-in sheets track parent attendance and participation. Tip sheets and video tutorials distributed to all families (tracked digitally or in print). Parent surveys reflect increased confidence in understanding STAAR and iReady data. 11/19/25 - Some Progress

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Goal 3. (Build Staff Capacity through Cross-Curricular Collaboration, Professional Learning, and Tar) To sustain high-quality instruction and close persistent performance gaps, NESTEM is focused on building staff capacity through increased collaboration, targeted professional learning, and ongoing instructional coaching. As a small campus where teachers often wear multiple hats, educators expressed a need for more structured instructional specialist support to manage vertical alignment, data-informed instruction, and cross-curricular integration.

Objective 1. By the end of the school year, 100% of teachers will participate in weekly collaborative planning, targeted professional learning, and content-specific coaching, resulting in improved instructional practices and measurable student growth in Reading, Social Studies, and Science.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 1. Protect Weekly Cross-Curricular Planning Time for Grade-Level Teams Each week, NESTEM will provide protected time for grade-level teams to engage in collaborative planning that integrates multiple content areas. These sessions will promote interdisciplinary project planning, interventions, and shared instructional strategies. Campus leadership will support these efforts by aligning planning time with school priorities and providing sample models and templates. (Title I SW Elements: 1.1,2.1,2.4,2.5) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 1,1.1,1.2,2.2.1,3,3.1,4,4.1,5,5.1,5.2,5.3,5.4)	Counselors, Principal, Special Ed Teachers, Teacher(s)	Sept. 2025 - May 2026		Criteria: Master schedule reflects protected weekly planning time for each grade-level team. Agendas, sign-in sheets, and minutes document cross-curricular collaboration each week. Planning artifacts (unit plans, projects, intervention strategies) show evidence of interdisciplinary integration. Leadership reviews planning outputs each grading cycle to ensure alignment with campus priorities. 11/19/25 - Significant Progress
2. 2. Protect Weekly Cross-Curricular Planning Time for Grade-Level Teams Each week, NESTEM will provide protected time for grade-level teams to engage in collaborative planning that integrates multiple content areas. These sessions will promote interdisciplinary project planning, interventions, and shared instructional strategies. Campus leadership, together with instructional specialists Cecilia Borg (ELAR) and Benjamin Glover (Science), will provide coaching and support during planning sessions to build teacher capacity and strengthen instructional delivery. Sample models, planning templates, and aligned resources will be provided to ensure consistency with school priorities. (Title	Counselors, Principal, Special Ed Teachers, Teacher(s)	Sept. 2025 - May 2026		Criteria: PD calendar published each six weeks, aligned to instructional tools and campus priorities. Attendance logs confirm 100% teacher participation in required sessions. Session evaluations and surveys reflect increased teacher confidence with DMAC, secure browsers, and technology tools. PLC minutes and coaching logs document follow-up support and

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I SW Elements: 1.1,2.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 1,1.1,1.2,2,3,3.1,3.2,4,4.1,5,5.1,5.2,5.3,5.4)				application of PD content. Walkthroughs and lesson plans show evidence of teachers implementing strategies and tools introduced in PD. By mid-year, at least 80% of teachers will demonstrate effective use of DMAC for lesson planning, progress monitoring, and data-informed instructional adjustments. 11/19/25 - Significant Progress
3. 3. Expand Instructional Coaching Support in Core Content Areas NESTEM will strengthen its coaching model by providing teachers with consistent access to instructional coaches in Reading, Social Studies, and Science. Coaches will facilitate content-specific planning, model effective strategies, and provide feedback through classroom walkthroughs and coaching cycles. In addition, the principal will utilize the SIBME platform to support coaching conversations and teacher reflection. Teachers will use SIBME to record lessons, reflect on their practice, and receive targeted feedback—making it a powerful tool for growth-oriented, personalized professional development. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 1,1.1,1.2,2,2.1,3,3.1,3.3,3.4,4,4.1,5,5.1,5.2,5.3	Counselors, Principal, Special Ed Teachers, Teacher(s)	Sept. 2025 - May 2026	(F)Title I, (S)Local Funds, (S)State Compensatory	Criteria: Coaching schedules document regular support provided in Reading, Social Studies, and Science. Coaching logs, walkthrough data, and SIBME feedback cycles show consistent teacher participation. Teacher reflections and lesson recordings in SIBME demonstrate engagement in growth-oriented practices. PLC minutes and planning artifacts reflect content-specific coaching support. By mid-year, at least 80% of teachers in core areas will show

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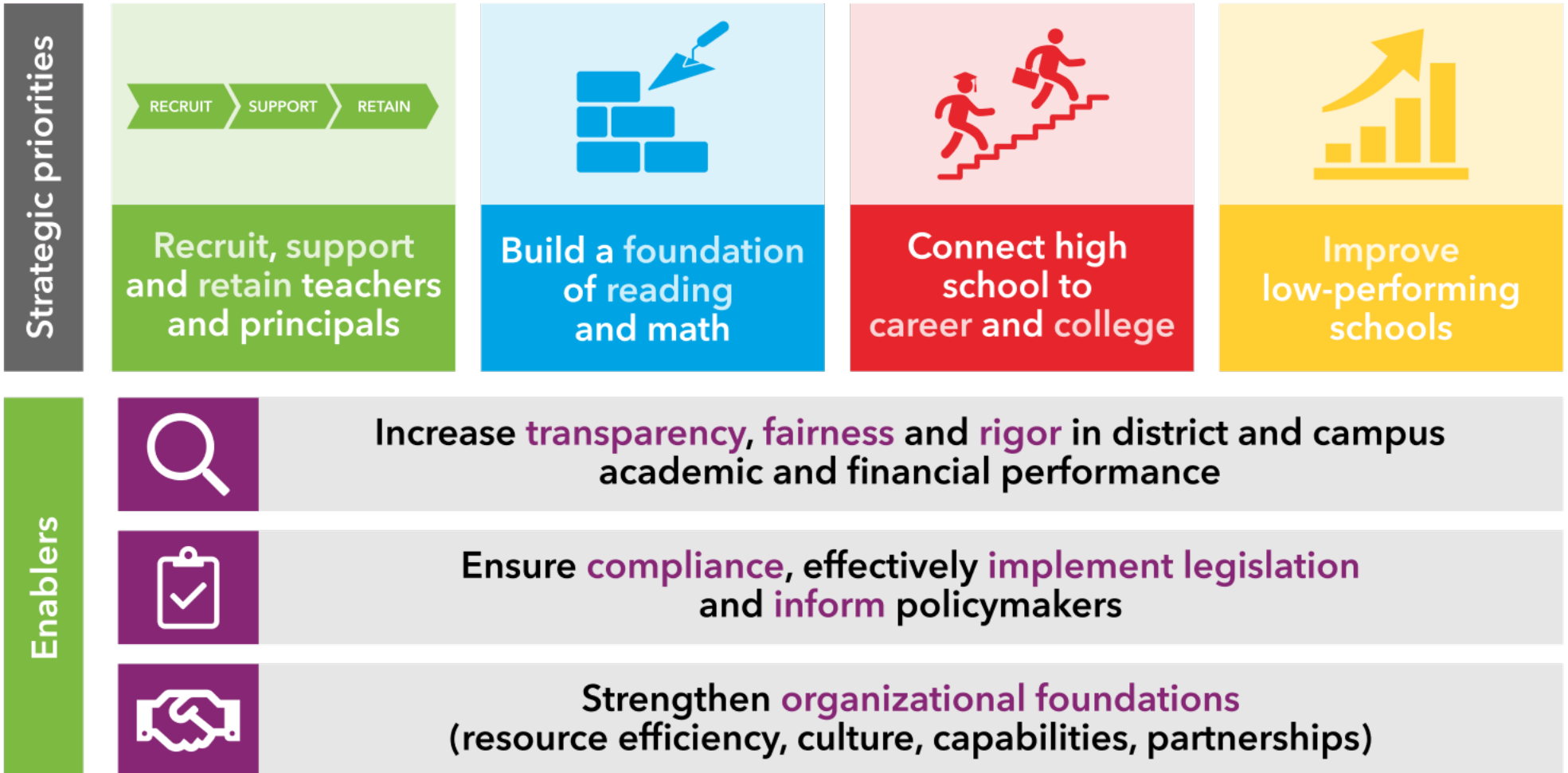
Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
,5.4)				growth on instructional practice rubrics as evidenced by walkthroughs and coaching feedback. By end of year, student performance in Reading, Social Studies, and Science benchmarks will show measurable improvement aligned to campus STAAR goals (90% Approaches, 60% Meets, 30% Masters). 11/19/25 - Some Progress

Comprehensive Needs Assessment

Resources

Resource	Source
IDEA Special Education	Federal
Stronger Connections Grant	Federal
Title I	Federal
Title II Part A Supporting Effective Instruction	Federal
Title IV Safe and Drug Free	Federal
Local Funds	State
SPED Funding	State
State Compensatory	State

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



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

The Campus Needs Analysis (CNA) was conducted on May 14, 2025, and May 28, 2025, with input from a broad group of stakeholders, including school personnel, administrators, teachers, parents, and district officials. During these sessions, the campus leadership team evaluated the 2024–25 data. We reviewed the following: STAAR, TELPAS, TSI passing percentages, attendance and tardies, discipline, failure reports, economically disadvantaged and EB/ESL student groups, special populations (EB, GT, SPED, 504), master schedules, dual enrollment, student/staff/parent surveys, technology 1:1 access, and staff quality (TIA, TTESS, years of experience).

Analysis of student achievement shows areas of strength in social studies, where the campus earned a distinction designation, and in comparative academic growth, where NESTEM ranked among the top 25% of campuses statewide.

However, performance in reading and mathematics continues to lag, with only 22% of students meeting grade level in math and 12% at Masters in reading. In Science, no students reached the Masters level. These results are especially concerning for English Learners and SPED students, as reflected in the Closing the Gaps domain (63, rated B).

CNA discussions reinforced the urgency of strengthening early and consistent interventions, building STAAR-rigorous instructional practices, and increasing opportunities for independent reading. To address these challenges, NESTEM is committed to implementing well-rounded strategies that blend rigorous academics with tutoring, SEL integration, and hands-on enrichment opportunities.

Survey data reveal that families and staff view NESTEM positively, with strong marks for belonging, relationships, and campus safety. However, students reported lower levels of connectedness (2.9), motivation to learn (2.5), and peer support, highlighting a disconnect between adult perceptions and student experiences. Concerns around bullying, discipline consistency, mental health, and substance use emerged across groups.

To strengthen culture and climate, NESTEM will continue to build on counseling supports through the Stronger Connections grant and expand social-emotional learning opportunities. A key opportunity identified in survey feedback is to design a stronger, more intentional SEL program. NESTEM will provide Lovescaping lessons four times per week in advocacy groups, and will deepen this work to build empathy, resilience, and human connection as part of daily campus life.

At the same time, reinforcing consistent discipline practices and leveraging family partnerships to extend supports beyond the classroom will help create a more inclusive and supportive environment that better aligns the experiences of students, staff, and families.

Through Title I, Title IV, and Stronger Connections grant funding, NESTEM will sustain a full-time SEL Coordinator/Counselor to lead SEL initiatives and provide targeted counseling services. Partnerships with Artist Boat, the Alley Theatre, and Lovescaping enrich the student experience by integrating environmental stewardship, creativity, communication, and empathy into the academic program. These initiatives strengthen a whole-child approach rooted in mutual respect, high expectations, and a positive school culture that directly supports both student well-being and academic performance.

Measurable outcomes for this work include:

Increasing student survey ratings of connectedness and belonging by 10% (from 2.9 to at least 3.2).

Reducing bullying- and disrespect-related discipline referrals by 15%.

Ensuring 100% of students participate in Lovescaping lessons four times per week, documented through plans and walkthroughs.

Raising family participation in SEL/Lovescaping workshops by 20%.

Demonstrating a 5% increase in Meets-level performance in Math and Reading STAAR.

Reaching 90% of teachers reporting confidence in embedding SEL and Lovescaping practices into instruction.

In summary, NESTEM aims to strengthen academic programs and school culture by integrating early interventions, social-emotional learning, and data-informed practices. This comprehensive approach—grounded in strong instructional systems, enriched partnerships, and a commitment to whole-child learning—positions the campus to move from a solid “B” to an “A,” while ensuring equity, well-being, and high achievement for all student groups.