PSTEM ACADEMY

Campus Improvement Plan
2025/2026

*Bold * Fearless * Unstoppable*

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Date Reviewed:

Date Approved:

PSTEM ACADEMY

Mission

At PSTEM Academy, we believe every student is unique and capable. our mission is to equip all students with essential lifelong learning skills in a supportive environment that fosters intellectual growth and social responsibility. we commit to high expectations, quality instruction, and active parent and community involvement to achieve this goal.

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 cultivate curious minds and compassionate hearts to lay the foundation for future college-bound, civic-minded leaders. through a nurturing and inclusive environment, we inspire students to strive for academic excellence, develop strong character, and actively engage in their community-embodying the gold standard of community-based education.

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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 April 24, 2025, 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 May 29, 2025, 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.

PSTEM ACADEMY Site Base

Name	Position
Sambolin Santini, Scharon	Title I
Moreno, Karla	ELAR Teacher
Enriquez Garza, Myrna	Early Childhood Teacher
Martinez, Anali	3rd Teacher
Quiroga, Maria	2nd Grade Teacher
Valle, Yannelly	Special Pops
Cerda, Guadalupe	ParaEducator
Santos, Lorena	Community Partner
Ghuneim, Melissa	Community Partner
Miranda, Angie	District Compliance
Martinez, Denise	Executive Director Academics
Cuevas, Carla	Kinder Teacher
Echegoyen, Jasmine	4th Grade Teacher
Mairena, Henry	Parent/PTA
Valle, Marcelina	Parent/PTA

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 III)	State

PSTEM ACADEMY

Goal 1. (Student Achievement) To enhance academic achievement for all students, with a focused effort on supporting those who are economically disadvantaged or at risk of underperforming.

Objective 1. (HQIM) Teachers will implement TEKS-aligned, Bluebonnet Curriculum 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 Bluebonnet Reading program for phonics instruction in English as the curriculum for ESL, with coaching support provided by Untapped Genius. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All,BI,ESL,EB,SPED,AtRisk,K,1st,2nd,3rd,4th, 5th) (Strategic Priorities: 1,2,4) (ESF: 1.2,4.1,5.1,5.2,5.3)		Aug. 2025 - May 2026	(F)Title I - $20,000, (F)Title III Bilingual / ESL - $20,000, (S)Bilingual Allotment, (S)Local Funds - $60,000	Criteria: Walkthroughs, observations, internalization meetings, PLC, and Staff Development participation, lesson plans, pacing, and assessment data
2. 100% of new math teachers will consistently use the Blue Bonnet Math curriculum, as evidenced by lesson plans, classroom observations, and student assessment data. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All,BI,ESL,EB,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 1,2,4)		Aug. 2025-May 2026	(S)Local Funds - $15,000, (S)Strong Foundations Planning Grant (LASO III)	
3. Pre-K 4 students will implement KickStart Literacy as an addition to Teaching Strategies. (Title I SW Elements: 1.1,2.2,2.6,3.1) (Target Group: PRE K)	Assistant Principal/Dean of Instruction, Teacher(s)	Sept. 2025- May 2026	(F)Title I, (S)Local Funds	
4. 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. 2025-May 2026	(S)EMAT	
5. All science teachers will provide 135 minutes of weekly science instruction using the updated STEMCOPES science curriculum. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All)	Core Subject Teachers, Principal	Aug. 2025-May 2026	(S)EMAT	
6. 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. 2025 - May 2026		

PSTEM ACADEMY

Goal 1. (Student Achievement) To enhance academic achievement for all students, with a focused effort on supporting those who are economically disadvantaged or at risk of underperforming.

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. 2025 - May 2026		
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. 2025 - May 2026	(F)Stronger Connections Grant, (S)Local Funds	

PSTEM ACADEMY

Goal 1. (Student Achievement) To enhance academic achievement for all students, with a focused effort on supporting those who are economically disadvantaged or at risk of underperforming.

Objective 3. (TELPAS) A minimum of 65% of students will grow one level in 2 out of the 4 TELPAS areas.

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. 2025 - May 2026	(F)Title II Part A Supporting Effective Instruction	
2. Implement Blue Bonnet 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. 2025 - May 2026	(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. 2025-May 2026	(F)Title III Bilingual / ESL, (S)Local Funds	
4. 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. 2025-May 2026		

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Goal 1. (Student Achievement) To enhance academic achievement for all students, with a focused effort on supporting those who are economically disadvantaged or at risk of underperforming.

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. 2025		
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. 25-May 26		

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Goal 1. (Student Achievement) To enhance academic achievement for all students, with a focused effort on supporting those who are economically disadvantaged or at risk of underperforming.

Objective 5. (Academic Achievement) In the Student Achievement portion of the state accountability system for 2025, the district will increase the meets performance level for all subjects to 60%.

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. 2025 - May 2026		
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. 2025 - May 2026		
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. 2025-May 2026		

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Goal 1. (Student Achievement) To enhance academic achievement for all students, with a focused effort on supporting those who are economically disadvantaged or at risk of underperforming.

Objective 6. (Technology Infrastructure) PSTEM Academy students and staff will have access to updated computers and 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) (Target Group: K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 4)		August 2024-May 2026		
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 2025	(F)Stronger Connections Grant, (F)Title I, (O)Local Districts, (S)Local Funds, (S)Strong Foundations Implementation (LASO III)	

PSTEM ACADEMY

Goal 2. (School Context and Organization) To optimize the structure, environment, and operational practices within the PSTEM Academy to effectively support and enhance teaching and learning outcomes.

Objective 1. (Accessing Tejano Center Resourcces) 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, Fall Festival, Science, Reading and Math Night 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. 2025 - May 2026	(S)Local Funds	

PSTEM ACADEMY

Goal 2. (School Context and Organization) To optimize the structure, environment, and operational practices within the PSTEM Academy to effectively support and enhance teaching and learning outcomes.

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		
2. Provide monthly calendars to parents and staff. (Title I SW Elements: 3.1) (Target Group: All)	Administrative Assistant	Monthly		
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		
4. Use grade level leads to utilize PLC to "At Bat" instructional lessons for the week. (Target Group: All)	Principal, Teacher(s)	Weekly		
5. Provide a well-rounded education through expanding STEAM, music, theatre, and accelerated learning opportunities. Students will receive art instruction with a focus on STEAM curriculum. Fifth grade students will receive music education. All students will have opportunity for additional fine arts activities with partnerships with Alley Theatre etc. (Title I SW Elements: 1.1,2.1,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 3)	Principal	Aug 2025-May 2026	(F)Title IV Safe and Drug Free	Criteria: MOUs, agendas, student surveys

PSTEM ACADEMY

Goal 2. (School Context and Organization) To optimize the structure, environment, and operational practices within the PSTEM Academy to effectively support and enhance teaching and learning outcomes.

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 strengthen and broaden family and community engagement initiatives to actively support and improve student 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 2025		
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)	October 2025	(F)Title IV Safe and Drug Free	
3. Provide enrichment opportunities through field experiences, college visits, and special assemblies. (Title I SW Elements: 1.1,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.1,3.3,3.4)	Administrative Assistant, Core Subject Teachers, Principal	August 2025-May 2026	(F)Title I, (F)Title IV Safe and Drug Free, (S)Local Funds	Criteria: Lesson plans, agendas, requisitions

PSTEM ACADEMY

Goal 3. (Family and Community Engagement) PSTEM Academy will strengthen and broaden family and community engagement initiatives to actively support and improve student 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 2025		
2. Provide parents with ESL learning opportunities to assist them in being able to acquire a second language and support their child's(rens') learning. (Target Group: All)	Principal	Nov. 2025	(F)Title I, (O)Local Districts, (S)Local Funds	

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Goal 3. (Family and Community Engagement) PSTEM Academy will strengthen and broaden family and community engagement initiatives to actively support and improve student 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 2025		
2. Implement Cariina Boards (Title I SW Elements: 1.1,2.1,3.1) (Target Group: All) (Strategic Priorities: 4)	Administrative Assistant, Principal		(O)Local Districts	

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 bring 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-socioeconomic backgrounds, leading to a lack of academic materials and resources. Poor attendance is often linked to cultural differences that places less emphasis on education. To address these 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

Attendance Data
Classroom Walkthrough Data
Curriculum Based Assessments
District Based Assessments
District Benchmark Data
Formative Assessments
iReady
Promotion/Retention Data
STAAR
TAPR
TELPAS
TTESS

Student Achievement Strengths

1. Gifted & Talented (GT) Students: Strong outcomes with 95–100% Approaches and high percentages at Meets/Masters across tested areas, confirming that advanced learners are excelling.

2. Continuously Enrolled Students: Outperformed non-continuously enrolled peers across all measures, reflecting benefits of instructional stability.

3. Attendance rate continues to rise

Student Achievement Weaknesses

Comprehensive Needs Assessment

1. Science Performance: Only 62% Approaches, 26% Meets, and 7% Masters—the lowest across all tested areas.

2. English Learners (Current): Performance lags behind overall averages, with only 62% Approaches in RLA and 69% in Math, and just 13–17% at Masters.

3. Special Education (Current): Significant achievement gaps; only 31% Approaches in RLA, 47% Approaches in Math, and 38% Approaches in Science. Meets and Masters percentages remain well below overall averages (as low as 3–6%).

4. Highly Mobile Students: Struggle with consistency, with 64% Approaches in RLA and 86% Approaches in Math, but substantially lower rates at Meets (14–31%).

5. Students at grade level (meets) less than 50% across math, reading, and science.

Student Achievement Needs

1. Science Instructional Support: Strengthen alignment of science curriculum with STAAR standards; increase hands-on and inquiry-based instruction.

2. Targeted Interventions for EL Students: Language acquisition supports embedded in content areas, particularly in reading and writing.

3. Special Education Supports: Differentiated instruction, co-teaching models, and progress monitoring to address significant gaps.

4. Closing Gaps in Meets/Masters: While Approaches rates are moderate, fewer than half of students are meeting or mastering grade-level standards—indicating a need for rigorous instruction, enrichment, and data-driven small group interventions.

5. Attendance & Mobility Supports: Address barriers for highly mobile students through counseling, parent outreach, and flexible intervention models.

Student Achievement Summary

PSTEM Academy’s 2025 STAAR results show overall student achievement at 69% Approaches, 41% Meets, and 16% Masters. Mathematics is a relative strength although overall achievement decreased, while Science remains an area of concern. Achievement gaps are evident among English Learners, Special Education, and highly mobile students, who consistently perform below campus averages. The data indicates that while students are progressing to basic grade-level expectations, far fewer are achieving at higher levels of mastery. The campus must focus on raising Meets and Masters performance, particularly in Science and RLA, while providing targeted interventions and equity -based supports for special populations.

School Culture and Climate

School Culture and Climate Data Sources

Comprehensive Needs Assessment

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 teachers 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, Bluebonnet 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 month, Fall Festival, Holiday Program, Monthly PTA Programs.

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.

School Culture and Climate Needs (Continued)

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 Bluebonnet and SLANT ensure consistency 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

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 specific areas through contracted services with Untapped Genius- ELAR, STEM Detective- Science, and Houston A+- Math.

5. 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

PSTEM Academy excels in maintaining open communication with parents 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.

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

Comprehensive Needs Assessment

School Context and Organization Strengths (Continued)

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.

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

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. Administrator needs 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 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

iReady
STAAR
TELPAS

Technology Strengths

1. All teachers have access to reliable laptop.

2. Teachers have access to a wide variety of software programs including: DMAC, iReady, SummitK12, CIRCLE CLI, My Math/My Reading Academy, and SIBME.

3. Consistent implementation of iReady and SummitK12

Technology Weaknesses

1. Campus infrastructure needs upgrading in order to handle increased use of Wi-Fi.

2. Student laptops are in need of upgrade/replacement/increase memory.

3. Headphones are consumable devices that must be replaced continuously.

4. Telephones are not present in all classrooms.

5. Teacher assistants do not have access to computers.

6. iPads, Elmos, and digital projectors are old/broken/need of upgrade.

Technology Needs

Comprehensive Needs Assessment

Technology Needs (Continued)

1. Laptops, iPads, and peripheral equipment (headphones, charging wires, etc...) are needed to replace or augment existing technology for both students and staff.

2. 1-1 student devices including Wi-Fi capabilities to assist with home access.

3. Wi-Fi system upgrades to handle usage demands.

Technology Summary

The campus is in need of significant technology and infrastructure upgrades to support teaching and learning. Increased Wi-Fi demand requires improved connectivity, while student laptops need upgrades or replacement to ensure adequate memory and performance. Essential classroom tools such as iPads, Elmos, and digital projectors are outdated or in need of repair, and consumable devices like headphones must be replenished regularly. Additionally, the absence of telephones in all classrooms presents a safety and communication concern, and teacher assistants lack access to computers needed to effectively support instruction.

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

Strategic priorities



Recruit, support and retain teachers and principals



Build a foundation of reading and math



Connect high school to career and college

Improve low-performing schools

Enablers



Increase transparency, fairness and rigor in district and campus academic and financial performance



Ensure compliance, effectively implement legislation and inform policymakers



Strengthen organizational foundations (resource efficiency, culture, capabilities, partnerships)

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