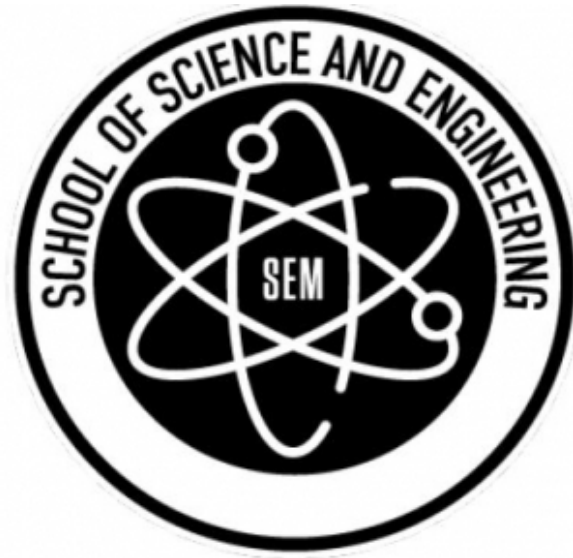


**Dallas Independent School District**  
**026 School Of Science & Engineering At Townview**  
**2023-2024 Improvement Plan**



# Mission Statement

The Science and Engineering Magnet High School is a learning community established to provide students with a rigorous college preparatory, academic and technical program relating to the sciences, mathematics and engineering fields.

## Vision

### SEM Vision Statement

Building students with the knowledge, skills, **character**, and **love of learning** to be globally competitive in STEM fields.

## Motto

*“SEM... Where the possibilities are endless”*

# Table of Contents

SEM Vision Statement	2
Goals	4
Goal 1: DISTRICT GOAL: Student achievement on state assessments in all subjects in Domain 1 will increase from 46% to 58% by June 2025.	4
Goal 2: DISTRICT GOAL: Student achievement on the third-grade state assessment in reading at the Meets performance level or above will increase from 40% to 56% by June 2025.	13
Goal 3: DISTRICT GOAL: Student achievement on the third-grade state assessment in mathematics at the Meets performance level or above will increase from 42.3% to 56.0% by June 2025.	16
Goal 4: DISTRICT GOAL: Middle-grade student achievement (grades 6-8) on state assessments in all subjects in Domain 1 will increase from 40% to 50% by June 2025.	19
Goal 5: DISTRICT GOAL: The percent of graduates who are college, career, or military ready (CCMR) from Domain 1 will increase from 42.0% to 67% by June 2025.	22
Goal 6: SUPPORTING DISTRICT GOAL: During the 2023-2024 school year, the Local Accountability System (LAS) will be used to determine Texas Academic Accountability Ratings for each school. Extracurricular Activity Engagement will count 5% of the 10% towards the LAS weight for LAS Domain 6. *STUDENT PARTICIPATION PERCENTAGE: Number of students participating in at least one extracurricular or co-curricular activity (50 POINTS) *EXTRACURRICULAR OPPORTUNITIES: Variety of activity options available from the following categories: Athletics, Academics, Visual & Performing Arts, Service & Leadership, and Avocation (30 POINTS) *TEACHER PARTICIPATION PERCENTAGE: Number of teachers involved in supporting extracurricular and co-curricular activities (20 Points)	31
Goal 7: SUPPORTING DISTRICT GOAL: Ensure active parent and family engagement strategies are in place to foster meaningful participation, feedback, and collaboration with parents and families.	36

# Goals

**Goal 1: DISTRICT GOAL:** Student achievement on state assessments in all subjects in Domain 1 will increase from 46% to 58% by June 2025.

**Performance Objective 1:** GPM 1.1: Student achievement on TEKS-aligned District assessments in reading and math using the projected Domain 1 calculation will increase from 35% to 52% by middle of year 2024-25.

**High Priority**

**Evaluation Data Sources:** District Assessments

## Strategy 1 Details

### Strategy 1: Goal 1

**CAMPUS GOAL:** By June 2024, student achievement in all subjects within Domain 1, as measured by state assessments, will reach or exceed the following EOC benchmarks: 100% of students will achieve at least the 'Approaches' standard, 100% will meet the 'Meets' standard, and 75% will attain the 'Masters' level.

- SEM is steadfast in its commitment to enhance academic achievement for all students, irrespective of background or circumstances through a focus on Tier I instruction, equity, and commitment. To accomplish this, and to work towards reclaiming our position as the number 1 school in the nation by US News and World Report, we will utilize high leverage, research-based professional development, resources, instructional materials, activities, and technology.

- Our approach will be inclusive, ensuring that every student receives the support they need to excel. In conjunction with this, the SEM community, including students, teachers, and parents, will be educated on US News ranking criteria, aligning our collective efforts toward shared goals. Our focus remains unwavering on equity, instructional excellence, and catering to the social, emotional, and mental health needs of students. Through unity, commitment, and tailored strategies, SEM aspires to be a beacon of academic excellence and student success on a national scale as a premier STEM destination.

### Goal 1

#### CAMPUS EVALUATION DATA SOURCES

(1) For the "Meets" rating, we aim to maintain the perfect score in English I (100%) and US History (100%), while slightly increasing the score in English II from 99.3% to 100%, and in Biology from 99.3% to 100%. This entails rigorous content delivery and monitoring the students' progress closely to ensure that they meet the required standards.

(2) For the "Masters" rating, there will be a significant emphasis on improving English II scores from 37.8% to 75%. Additionally, we aim to increase English I scores from 66.7% to 75%, Biology scores from 80.4% to 85%, and US History scores from 88.9% to 93%. This will involve implementing advanced teaching methodologies, additional tutoring sessions, and focused practice on complex problems.

(3) The goal of reducing achievement gaps between different student populations remains critical. Specifically, we aim to reduce the achievement gap between white and Hispanic students from 21.4% to 19.4% Mastered in English I & 10% to 7% Mastered in Biology EOC, and between white and African American students from 10% to 7% Mastered in English I EOC. This requires specialized attention, personalized learning plans, and collaboration with communities to address the unique needs of each student group.

(4) To raise the school average AP scores, the focus will be on strengthening the AP curriculum, offering more practice exams, and enhancing the AP teachers' skills through professional development. The aim is to increase the average AP score from 3.2 to 3.7 in spring 2024, which represents an ambitious yet achievable target.

### Goal 1

#### STRATEGY 1

Teacher Leaders and Administration will ensure that the school's new protocol for PLCs, emphasis on EOC subjects (Domain 1), is followed to ensure student academic achievement. The math department, as per the master schedule, will have PLC time during the day time. The consolidated meetings will focus on examining student work for misconceptions in student thinking to create next steps for instruction via Carnegie curriculum implementation for application math subjects (DDI, Lesson Plans, Instructional Calendars, Feedback Model, PD, protocols, Proficiency Scales, tutoring plans) (Safe and Collaborative Culture & Assessment, Data Standards Alignment).

**Strategy's Expected Result/Impact:** Efficient execution of the consolidated meeting protocol will lead to improved academic performance in all critical areas, resulting in the achievement of all academic goals set for State, Local, and Advanced Placement Areas.

**Staff Responsible for Monitoring:** Admin, department chairs/CILT, and PLC leaders.

**Title I:**

2.4, 2.6

**- TEA Priorities:**

Build a foundation of reading and math, Connect high school to career and college

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

**Problem Statements:** Demographics 1 - Student Learning 1, 2

**Funding Sources:** - 211 - Title I, Part A - \$500, - 199 - General Operating - \$200

### Strategy 2 Details

**Strategy 2:** Leaders will ensure the provision of instructional resources, supplies, and materials, technology, and manipulatives to all Core courses (Humanities, math, science) and programmatic courses (including Computer Science, Engineering, and Robotics) to address mitigating learning loss in response to the COVID-19 pandemic, including its impact on the social, emotional, mental health, and academic needs of students along with the funding source 282. Teachers will use these aligned resources for daily instruction and extended learning opportunities, focusing on examining student work to identify misconceptions and errors in student thinking to create next steps for instruction (Resources, Standards Alignment, Assessment, Interventions).

**Strategy's Expected Result/Impact:** This intervention strategy will result in improved AP Scores, STAAR Scores, and an enriched learning experience for all students, including those with special needs.

**Staff Responsible for Monitoring:** Admin, department chairs/CILT, and PLC leaders.

**Title I:**

2.4, 2.6

**- TEA Priorities:**

Build a foundation of reading and math, Connect high school to career and college

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Demographics 1 - Student Learning 1, 2

**Funding Sources:** - 199 - General Operating - \$500, - 211 - Title I, Part A - \$1,000, - 282 - ESSER III (ARP) - \$15,000

### Strategy 3 Details

**Strategy 3:** Leaders will ensure the provision of Professional Development and/or instructional feedback to state-certified teachers through various means such as: one-on-one observation instructional learning walks, professional development, travel to professional development and/or professional conferences (Safe and Collaborative Culture). Teachers will use immediate feedback sessions to align instruction and create next steps for instruction and lesson planning. Additionally, school policy limits homework assignments to no more than 45 minutes per class period. Students must inform teachers via email if they cannot complete the assignment within this time frame to avoid penalties.

**Strategy's Expected Result/Impact:** This strategy will result in continuous improvement in the quality of instruction, improved culture and climate in the learning environment, enhanced student-teacher communication, and efficient homework practices.

**Staff Responsible for Monitoring:** Admin, department chairs/CILT, and PLC leaders.

**Title I:**

2.4, 2.6

**- TEA Priorities:**

Build a foundation of reading and math, Connect high school to career and college

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Demographics 1 - Student Learning 1, 2

**Funding Sources:** - 199 - General Operating - \$100, - 211 - Title I, Part A - \$100

### Strategy 4 Details

**Strategy 4:** Leaders and teachers at SEM will offer a flexible number of meetings/trainings (to include topics like US News and World Report ranking methodology) during fall/spring parent meetings, PTSA meetings, social events, and/or after-school parent meetings on various days and times specifically targeted to help parents work with their children to increase academic achievement. In addition to ZOOM and Google Classroom, SEM will explore other digital platforms to expand opportunities for community engagement, such as: Microsoft Teams. Communication efforts of school calendars/ school events for the 2023-2024 school year is in place (Technology).

**Strategy's Expected Result/Impact:** Increased parent involvement and engagement will support students in achieving academic excellence. Increase SEM/ school national rank.

**Staff Responsible for Monitoring:** SEM admin team, department chairs/ CILT, all teachers, Community Liaison, Counselor.

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**

Build a foundation of reading and math, Connect high school to career and college

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 1

**Funding Sources:** - 199 - General Operating - \$500, - 211 - Title I, Part A - \$500

### Strategy 5 Details

**Strategy 5:** Leaders will ensure provision of instructional resources, supplies and materials, technology and manipulative to all Core courses (Humanities, math, science) and programmatic courses (including Computer Science and Engineering and Robotics) as teachers will use these aligned resources for daily instruction and extended learning opportunities when examining student work to look for misconceptions and errors in student thinking to create next steps for instruction. Leaders will ensure provision of lab supplies, manipulative, novels, text resources and trainings in mathematics and science, history, and English courses to service ELL, SpEd/ 504 and Low SES students as teachers will use these aligned resources for daily instruction and extended learning opportunities when examining student work to look for misconceptions and errors in student thinking to create next steps for instruction. This includes the purchase of furniture to safely social distance students. (Resources, Standards Alignment, Assessment, Interventions)

**Strategy's Expected Result/Impact:** This Intervention strategy will result in improved AP Scores, and STAAR Scores.

**Staff Responsible for Monitoring:** Admin team and CILT

**Title I:**

2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math, Connect high school to career and college

**Problem Statements:** Demographics 1, 2 - Student Learning 2

**Funding Sources:** - 211 - Title I, Part A - 211-11-6399-2R-026-2-30 - \$73,000

### Performance Objective 1 Problem Statements:

#### Demographics

**Problem Statement 1:** Our economically disadvantaged group (51.2%) and Hispanic students, who are a significant portion of our student body, are experiencing low proficiency rates in state assessments Masters percentages. It is crucial to ensure that economic status and cultural background do not impact their success. **Root Cause:** The data reflects the challenges faced by the economically disadvantaged and Hispanic populations in the greater Dallas community we serve. To address this, it is imperative to ensure that our RTI (Response to Intervention), SEL (Social and Emotional Learning) strategies, and culturally responsive teaching practices are effective and tailored to the unique needs of these groups.

**Problem Statement 2:** The number of enrolled male (~72%) and female (~28%) students at SEM is not balanced, revealing a gender disparity with female students being underrepresented. **Root Cause:** The data mirrors the national/professional gender imbalance in the STEM fields. The recruitment committee will continue collaboration efforts with parents via targeted recruitment events.

#### Student Learning

**Problem Statement 1:** There is a need to enhance the focus on Social Emotional Learning (SEL) and cross-curricular content activities to improve reading, writing, and math SAT scores, as reflected in the performance in English II and Physics II. **Root Cause:** Students may not perceive the urgency to improve their scores which are already higher than district and state averages. Aligning SEM's culture plan with the Compact and PIP document, and fostering a greater sense of purpose is essential.

**Problem Statement 2:** Performance gaps persist in Hispanic students in STAAR Master Level performance, particularly in English I (e.g., % masters: White 60%, Hispanic 38.6%). Interestingly, African American students are performing closer to White students, with 56% at the Master Level, indicating a reverse achievement gap. The primary focus needs to be on addressing the disparities affecting Hispanic students. **Root Cause:** Hispanic students constitute a priority group on campus whose performance needs significant attention. It is crucial to ensure that data-driven instruction is tailored and effective in serving the diverse needs of all students, with particular emphasis on strategies that support the academic progress of Hispanic students.

### School Processes & Programs

**Problem Statement 1:** Not all parents and students are effectively engaged through the existing electronic communication channels such as REMIND. **Root Cause:** Outdated contact information and inconsistent checking of communication platforms by students and parents. It is necessary to partner with SBDM and/or PTSA for improved communication and to explore additional communication methods alongside REMIND. Furthermore, data tracking of student participation in activities is essential, for which VOLY or another online platform should be considered.

### Perceptions

**Problem Statement 1:** Data indicates a need to boost engagement among students, families, and the community to better support each student's needs and overall school success. **Root Cause:** A noticeable need has emerged from student and family feedback to enhance the socio-emotional experience at the school. It is imperative to allocate resources towards our school-wide SEL system and collaborate with PTSA, SBDM, and/or the student council to host more on-campus social events. Additionally, there's a need for a school-specific survey and targeted events in August for new or all Stu's



**Goal 1: DISTRICT GOAL:** Student achievement on state assessments in all subjects in Domain 1 will increase from 46% to 58% by June 2025.

**Performance Objective 2: GPM 1.2:** African-American student achievement on TEKS-aligned assessments in reading and math using the projected Domain 1 calculation will increase from 26% to 50% by middle of year 2024-25.

**High Priority**

**Evaluation Data Sources:** District Assessments

**Strategy 1 Details**

**Strategy 1:** School departments and/or professional learning communities (PLCs) will actively engage in successful conversations to incorporate data trackers for African-American students and other demographic groups. SEM is committed to aggressively tracking student demographic groups to close the achievement gaps across the board. Our focus will encompass female students, African-American students, and emergent bilinguals, ensuring their inclusion and equitable opportunities for academic success. In this pursuit, we will closely examine the TEA's Domain 1 and utilize their subgroup approach to guide our data tracking efforts.

**Strategy's Expected Result/Impact:** The expected impact of the strategy is improved student academic achievement.

**Staff Responsible for Monitoring:** Admin, department chairs/CILT, and PLC leaders.

**Title I:**

2.4, 2.6

**- TEA Priorities:**

Build a foundation of reading and math, Connect high school to career and college

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Demographics 2 - Student Learning 2

**Funding Sources:** - 211 - Title I, Part A - \$500

**Performance Objective 2 Problem Statements:**

**Demographics**

**Problem Statement 2:** The number of enrolled male (~72%) and female (~28%) students at SEM is not balanced, revealing a gender disparity with female students being underrepresented. **Root Cause:** The data mirrors the national/professional gender imbalance in the STEM fields. The recruitment committee will continue collaboration efforts with parents via targeted recruitment events.

## Student Learning

**Problem Statement 2:** Performance gaps persist in Hispanic students in STAAR Master Level performance, particularly in English I (e.g., % masters: White 60%, Hispanic 38.6%). Interestingly, African American students are performing closer to White students, with 56% at the Master Level, indicating a reverse achievement gap. The primary focus needs to be on addressing the disparities affecting Hispanic students. **Root Cause:** Hispanic students constitute a priority group on campus whose performance needs significant attention. It is crucial to ensure that data-driven instruction is tailored and effective in serving the diverse needs of all students, with particular emphasis on strategies that support the academic progress of Hispanic students.

**Goal 1:** DISTRICT GOAL: Student achievement on state assessments in all subjects in Domain 1 will increase from 46% to 58% by June 2025.

**Performance Objective 3:** GPM 1.3: Student achievement on TEKS-aligned assessments in reading and math at the projected Meets performance level or above will increase from 29.3% to 46% by middle of year 2024-25.

**Evaluation Data Sources:** District Assessments

**Strategy 1 Details**

**Strategy 1:** Communicate tutoring, interventions, student data tracker, and teacher action plans (as needed) to improve student achievement through a school-wide system of digital data walls and data trackers, such as: TVs or digital displays. Teacher action plans will address learning loss and the social, emotional, mental health, and academic needs of students, including our Gifted and Talented (GT) students (Monitoring & Interventions).

**Strategy's Expected Result/Impact:** The strategy will result in improved academic performance and quality of instruction, as evaluated through formative and summative assessments such as ACP, STAAR, AP mock exams.

**Staff Responsible for Monitoring:** Admin, department chairs/CILT, and PLC leaders.

**Title I:**

2.4, 2.6

**- TEA Priorities:**

Build a foundation of reading and math, Connect high school to career and college

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Student Learning 1, 2

**Funding Sources:** - 211 - Title I, Part A - \$100, - 199 - General Operating - \$100

### Strategy 2 Details

**Strategy 2:** Leaders and teachers will attend district, local, or national meetings, conferences, and professional development sessions focusing on the needs of their students as indicated by data analysis on local, state, or national achievement data to ensure student academic achievement. Current data indicates campus-wide needs in reading and writing, mathematics, science, humanities, climate culture, mental health wellness, and CTE (Safe and Collaborative Culture, Standards Alignment, Data).

**Strategy's Expected Result/Impact:** This intervention strategy will result in improved AP Scores, STAAR Scores through continuous learning and development of staff members.

**Staff Responsible for Monitoring:** Principal and CILT.

**Title I:**

2.4, 2.6

**- TEA Priorities:**

Build a foundation of reading and math, Connect high school to career and college

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Student Learning 1, 2 - Perceptions 1

**Funding Sources:** - 211 - Title I, Part A - \$500, - 199 - General Operating - \$100

### Performance Objective 3 Problem Statements:

#### Student Learning

**Problem Statement 1:** There is a need to enhance the focus on Social Emotional Learning (SEL) and cross-curricular content activities to improve reading, writing, and math SAT scores, as reflected in the performance in English II and Physics II. **Root Cause:** Students may not perceive the urgency to improve their scores which are already higher than district and state averages. Aligning SEM's culture plan with the Compact and PIP document, and fostering a greater sense of purpose is essential.

**Problem Statement 2:** Performance gaps persist in Hispanic students in STAAR Master Level performance, particularly in English I (e.g., % masters: White 60%, Hispanic 38.6%). Interestingly, African American students are performing closer to White students, with 56% at the Master Level, indicating a reverse achievement gap. The primary focus needs to be on addressing the disparities affecting Hispanic students. **Root Cause:** Hispanic students constitute a priority group on campus whose performance needs significant attention. It is crucial to ensure that data-driven instruction is tailored and effective in serving the diverse needs of all students, with particular emphasis on strategies that support the academic progress of Hispanic students.

#### Perceptions

**Problem Statement 1:** Data indicates a need to boost engagement among students, families, and the community to better support each student's needs and overall school success. **Root Cause:** A noticeable need has emerged from student and family feedback to enhance the socio-emotional experience at the school. It is imperative to allocate resources towards our school-wide SEL system and collaborate with PTSA, SBDM, and/or the student council to host more on-campus social events. Additionally, there's a need for a school-specific survey and targeted events in August for new or all Stu's

**Goal 2:** DISTRICT GOAL: Student achievement on the third-grade state assessment in reading at the Meets performance level or above will increase from 40% to 56% by June 2025.

**Performance Objective 1:** GPM 2.1: Student achievement on a third-grade TEKS aligned assessment in reading at the projected Meets performance level or above will increase from 31.8% to 42% by middle-of-year 2024-2025.

**High Priority**

**Evaluation Data Sources:** Student Assessments

**Goal 2: DISTRICT GOAL:** Student achievement on the third-grade state assessment in reading at the Meets performance level or above will increase from 40% to 56% by June 2025.

**Performance Objective 2: GPM 2.2:** Student achievement for second-grad African American students scoring at or above grade level (50th percentile) on a TEKS aligned assessment in reading will increase from 32.8% to 40% by 2024-25.

**High Priority**

**Evaluation Data Sources:** Student Assessment

**Goal 2: DISTRICT GOAL:** Student achievement on the third-grade state assessment in reading at the Meets performance level or above will increase from 40% to 56% by June 2025.

**Performance Objective 3: GPM2.3:** Student achievement for first-grade African American students scoring at or above grade level (50th percentile) on a TEKS aligned assessment in reading will increase from 29% to 37% by 2024-25.

**High Priority**

**Goal 3:** DISTRICT GOAL: Student achievement on the third-grade state assessment in mathematics at the Meets performance level or above will increase from 42.3% to 56.0% by June 2025.

**Performance Objective 1:** GPM 3.1: Student achievement on a third-grade TEKS aligned assessment in math at the Meets performance level or above will increase from 23.9% to 42% by middle-of year 2024-25.

**High Priority**

**Evaluation Data Sources:** District Assessments, STAAR, other norm-referenced assessments



**Goal 3: DISTRICT GOAL:** Student achievement on the third-grade state assessment in mathematics at the Meets performance level or above will increase from 42.3% to 56.0% by June 2025.

**Performance Objective 2:** GPM 3.2: Student achievement for second-grade African American students scoring at or above grade level (50th percentile) on a TEKS aligned assessment in math will increase from 22% to 40% by 2024-2025.

**High Priority**

**Evaluation Data Sources:** Student Assessment

**Goal 3: DISTRICT GOAL:** Student achievement on the third-grade state assessment in mathematics at the Meets performance level or above will increase from 42.3% to 56.0% by June 2025.

**Performance Objective 3:** GPM 3.3: Student achievement for first-grade African American students scoring at or above grade level (50th percentile) on a TEKS aligned assessment in math will increase from 32% to 40% by 2024-25.

**High Priority**

**Goal 4:** DISTRICT GOAL: Middle-grade student achievement (grades 6-8) on state assessments in all subjects in Domain 1 will increase from 40% to 50% by June 2025.

**Performance Objective 1:** GPM 4.1: Student achievement on TEKS aligned assessments in reading and math (grades 6-8) and using the projected Domain 1 calculation will increase from 36% to 46% by middle of year 2024-25.

**High Priority**

**Evaluation Data Sources:** Student Assessment

**Goal 4:** DISTRICT GOAL: Middle-grade student achievement (grades 6-8) on state assessments in all subjects in Domain 1 will increase from 40% to 50% by June 2025.

**Performance Objective 2:** GPM 4.2: African American student achievement on TEKS aligned assessments in reading and math (grades 6-8) using the projected Domain 1 calculation will increase from 28% to 44% by middle-of year 2024-25.

**High Priority**

**Evaluation Data Sources:** Student Assessment

**Goal 4:** DISTRICT GOAL: Middle-grade student achievement (grades 6-8) on state assessments in all subjects in Domain 1 will increase from 40% to 50% by June 2025.

**Performance Objective 3:** GPM 4.3: Student achievement on TEKS aligned assessments in reading and math (grades 6-8) at the projected Meets performance level or above will increase from, 30.7% to 39% by middle of year 2024-25.

**High Priority**

**Evaluation Data Sources:** Student Assessment

**Goal 5:** DISTRICT GOAL: The percent of graduates who are college, career, or military ready (CCMR) from Domain 1 will increase from 42.0% to 67% by June 2025.

**Performance Objective 1:** GPM 5.1: The percent of CCMR students meeting the Texas Success initiative requirements for college readiness will increase from 27.1% to 39.0% by August 2025.

**High Priority**

**Evaluation Data Sources:** Student Assessment

## Strategy 1 Details

### Strategy 1: Goal 5

CAMPUS GOAL: The percent of SEM graduates who are college, career ready (CCR) from Domain 1 will be 100% by June 2024.

- College Readiness & Multi-Disciplinary Literacy Fluency is SEM's pathway for equipping all students, irrespective of their backgrounds or circumstances, with extensive access to college and career opportunities by streamlining campus systems, processes, and structures. Simultaneously, increase reading and writing proficiency among students through the utilization of high-leverage, research-based professional development, resources, instructional materials, activities, and technology. This integrated approach is designed to nurture well-rounded scholars ready to thrive in diverse post-secondary paths.

### Goal 5

#### CAMPUS EVALUATION DATA SOURCES

(1) To address the decline in SAT and ACT scores, SEM aims for an increased average SAT score of 655 in reading and writing, and 685 in math, totaling 1340 from 1316, and an ACT composite score of 29 by Spring 2024. SEM will target test prep workshops, integrate SAT/ACT practice.

(2) To maintain 100% application rates for TAFSA or FAFSA among eligible seniors, SEM will utilize workshops, parental engagement strategies, and one-on-one guidance through the College Access Program. SEM aims to demystify the financial aid process and make it more accessible for all students.

(3) To continue ensuring 100% of qualifying seniors apply to CCR standards, SEM will deploy a holistic approach encompassing personalized counseling, application workshops, and peer mentorship programs.

### Goal 5

#### STRATEGY 1

Designated staff will engage in stand-alone programs, intervention programs (after-school & Saturday School), transition camps, and extracurricular/co-curricular activities, with the aim to assess student progress and alignment between magnet tracks and college readiness.

**Strategy's Expected Result/Impact:** Increased number of students meeting college readiness criteria by CCR through SCOIR.

**Staff Responsible for Monitoring:** Admin, department chairs/CILT, PLC leaders, CAP, Counselor.

#### **Title I:**

2.4, 2.5, 2.6

#### **- TEA Priorities:**

Build a foundation of reading and math, Connect high school to career and college

#### **- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

**Problem Statements:** Student Learning 2 - Perceptions 1

**Funding Sources:** - 211 - Title I, Part A - \$1,000, - 199 - General Operating - \$500

### Strategy 2 Details

**Strategy 2:** Leaders, teachers, counselors, parents, and students will engage in training and utilize instructional technology such as SCOIR to keep track of student college application progress. Training will enable all stakeholders to achieve college access fluency.

**Strategy's Expected Result/Impact:** Increase in college applications and diversity in college admissions.

**Staff Responsible for Monitoring:** Admin, Teachers, department chairs/CILT, PLC leaders, CAP Vendor, Counselor.

**Title I:**

4.1, 4.2

**- TEA Priorities:**

Build a foundation of reading and math, Connect high school to career and college

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

**Problem Statements:** Student Learning 2 - Perceptions 1

**Funding Sources:** - 211 - Title I, Part A - \$50

### Strategy 3 Details

**Strategy 3:** Leaders and teachers will continue to provide extended learning opportunities, including instructional resources for after-school programs and extracurricular/co-curricular activities, with a specific focus on monitoring student progress toward college readiness.

**Strategy's Expected Result/Impact:** Enhanced performance in AP Scores, STAAR Scores, and SAT, with a particular emphasis on college readiness.

**Staff Responsible for Monitoring:** Counselors, UIL Coordinator, All Teachers.

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**

Build a foundation of reading and math, Connect high school to career and college

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Student Learning 1 - School Processes & Programs 1 - Perceptions 1

**Funding Sources:** - 199 - General Operating - \$100, - 211 - Title I, Part A - \$100

### Performance Objective 1 Problem Statements:

### Student Learning

**Problem Statement 1:** There is a need to enhance the focus on Social Emotional Learning (SEL) and cross-curricular content activities to improve reading, writing, and math SAT scores, as reflected in the performance in English II and Physics II. **Root Cause:** Students may not perceive the urgency to improve their scores which are already higher than district and state averages. Aligning SEM's culture plan with the Compact and PIP document, and fostering a greater sense of purpose is essential.



### Student Learning

**Problem Statement 2:** Performance gaps persist in Hispanic students in STAAR Master Level performance, particularly in English I (e.g., % masters: White 60%, Hispanic 38.6%). Interestingly, African American students are performing closer to White students, with 56% at the Master Level, indicating a reverse achievement gap. The primary focus needs to be on addressing the disparities affecting Hispanic students. **Root Cause:** Hispanic students constitute a priority group on campus whose performance needs significant attention. It is crucial to ensure that data-driven instruction is tailored and effective in serving the diverse needs of all students, with particular emphasis on strategies that support the academic progress of Hispanic students.

### School Processes & Programs

**Problem Statement 1:** Not all parents and students are effectively engaged through the existing electronic communication channels such as REMIND. **Root Cause:** Outdated contact information and inconsistent checking of communication platforms by students and parents. It is necessary to partner with SBDM and/or PTSA for improved communication and to explore additional communication methods alongside REMIND. Furthermore, data tracking of student participation in activities is essential, for which VOLY or another online platform should be considered.

### Perceptions

**Problem Statement 1:** Data indicates a need to boost engagement among students, families, and the community to better support each student's needs and overall school success. **Root Cause:** A noticeable need has emerged from student and family feedback to enhance the socio-emotional experience at the school. It is imperative to allocate resources towards our school-wide SEL system and collaborate with PTSA, SBDM, and/or the student council to host more on-campus social events. Additionally, there's a need for a school-specific survey and targeted events in August for new or all Stu's

**Goal 5: DISTRICT GOAL:** The percent of graduates who are college, career, or military ready (CCMR) from Domain 1 will increase from 42.0% to 67% by June 2025.

**Performance Objective 2: GPM 5.2:** The percent of graduates obtaining Industry-Based Certifications to be career ready will increase from 0.8% to 37% by August 2025.

**High Priority**

**Evaluation Data Sources:** Student Assessment

**Goal 5: DISTRICT GOAL:** The percent of graduates who are college, career, or military ready (CCMR) from Domain 1 will increase from 42.0% to 67% by June 2025.

**Performance Objective 3: GPM 5.3:** The number of THECB Level I and Level II certificates earned by 12th grade students will increase from 317 to 450 by June 2025. (Students may earn one or more certificates in degree pathways which are aligned with Regional LMI).

**High Priority**

**Evaluation Data Sources:** Student Assessment

**Goal 5: DISTRICT GOAL:** The percent of graduates who are college, career, or military ready (CCMR) from Domain 1 will increase from 42.0% to 67% by June 2025.

**Performance Objective 4:** GPM 5.4: Percent of graduates enrolled in P-TECH/ECHS who earn 60 hours or attain an Associates degree will increase from 59%to 62% by 2025.

**High Priority**

**Goal 5: DISTRICT GOAL:** The percent of graduates who are college, career, or military ready (CCMR) from Domain 1 will increase from 42.0% to 67% by June 2025.

**Performance Objective 5: GPM 5.5:** The percent of college enrollment will increase from 62.0% to 67.0% by June 2025, including the number of Associate degrees attained.

**High Priority**

**Strategy 1 Details**

**Strategy 1:** Leaders and teachers will persist in providing instructional materials for intervention programs, transition camps, Saturday Academies, and test prep programs, including SAT, ACT, PSAT. This is based on data from RTI, lesson plan interventions, and student or teacher action plans, to specifically examine student progress and work toward college readiness.

**Strategy's Expected Result/Impact:** Improved performance in SAT, ACT, and PSAT scores, and heightened readiness for college.

**Staff Responsible for Monitoring:** Admin, CILT.

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**

Connect high school to career and college

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Student Learning 1, 2

**Funding Sources:** - 199 - General Operating - \$200, - 211 - Title I, Part A - \$300

### Strategy 2 Details

**Strategy 2:** SEM will ensure student participation in hands-on school activities, internships, external speakers, field trips, and/or college visits, such as: utilizing programs like OPPTI.

**Strategy's Expected Result/Impact:** Ensure 100% of seniors are CCR ready and increased number of 9-11 students who are CCR ready

**Staff Responsible for Monitoring:** Admin, CILT, and PLC leaders, Counselor.

**Title I:**

2.4, 2.6

**- TEA Priorities:**

Connect high school to career and college, Improve low-performing schools

**- ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** School Processes & Programs 1, 2 - Perceptions 1

**Funding Sources:** - 199 - General Operating - \$500, - 211 - Title I, Part A - \$500

### Performance Objective 5 Problem Statements:

#### Student Learning

**Problem Statement 1:** There is a need to enhance the focus on Social Emotional Learning (SEL) and cross-curricular content activities to improve reading, writing, and math SAT scores, as reflected in the performance in English II and Physics II. **Root Cause:** Students may not perceive the urgency to improve their scores which are already higher than district and state averages. Aligning SEM's culture plan with the Compact and PIP document, and fostering a greater sense of purpose is essential.

**Problem Statement 2:** Performance gaps persist in Hispanic students in STAAR Master Level performance, particularly in English I (e.g., % masters: White 60%, Hispanic 38.6%). Interestingly, African American students are performing closer to White students, with 56% at the Master Level, indicating a reverse achievement gap. The primary focus needs to be on addressing the disparities affecting Hispanic students. **Root Cause:** Hispanic students constitute a priority group on campus whose performance needs significant attention. It is crucial to ensure that data-driven instruction is tailored and effective in serving the diverse needs of all students, with particular emphasis on strategies that support the academic progress of Hispanic students.

#### School Processes & Programs

**Problem Statement 1:** Not all parents and students are effectively engaged through the existing electronic communication channels such as REMIND. **Root Cause:** Outdated contact information and inconsistent checking of communication platforms by students and parents. It is necessary to partner with SBDM and/or PTSA for improved communication and to explore additional communication methods alongside REMIND. Furthermore, data tracking of student participation in activities is essential, for which VOLY or another online platform should be considered.

**Problem Statement 2:** There is a lack of targeted support and engagement for female students through gender-specific academic and social activities. **Root Cause:** A holistic approach in addressing the specific needs and challenges of female students at SEM is lacking. There is a need to establish programs and activities specifically for female students to provide academic support and foster social engagement. This could include women in STEM mentorship programs, girls-only academic clubs, and social events.

#### Perceptions

**Problem Statement 1:** Data indicates a need to boost engagement among students, families, and the community to better support each student's needs and overall school success. **Root Cause:** A noticeable need has emerged from student and family feedback to enhance the socio-emotional experience at the school. It is imperative to allocate resources towards our school-wide SEL system and collaborate with PTSA, SBDM, and/or the student council to host more on-campus social events. Additionally, there's a need for a school-specific survey and targeted events in August for new or all Stu's

**Goal 6: SUPPORTING DISTRICT GOAL:** During the 2023-2024 school year, the Local Accountability System (LAS) will be used to determine Texas Academic Accountability Ratings for each school. Extracurricular Activity Engagement will count 5% of the 10% towards the LAS weight for LAS Domain 6.

\*STUDENT PARTICIPATION PERCENTAGE: Number of students participating in at least one extracurricular or co-curricular activity (50 POINTS)

\*EXTRACURRICULAR OPPORTUNITIES: Variety of activity options available from the following categories: Athletics, Academics, Visual & Performing Arts, Service & Leadership, and Avocation (30 POINTS)

\*TEACHER PARTICIPATION PERCENTAGE: Number of teachers involved in supporting extracurricular and co-curricular activities (20 Points)

**Performance Objective 1: SEM/ Campus Goal 6:**

- (Key Action) Achieve 100% participation of SEM students in at least one extracurricular or co-curricular activity involvement for the 2023-2024 school year.
- By emphasizing Culture and Climate, SEM aims to enhance the instructional environment through fostering a symbiotic relationship among academic programs and effectively communicating this synergy to local, state, and national communities.

**High Priority**

**Evaluation Data Sources:** SEM/ Campus Evaluation Data Sources for Goal 6:

- (1) Track and analyze student participation records in extracurricular and co-curricular activities throughout the 2023-2024 school year to confirm that 100% of SEM students are participating in at least one activity.
- (2) Track and analyze teachers participation records in student extracurricular and co-curricular activities throughout the 2023-2024 school year to ascertain that 100% of them were actively involved in supporting extracurricular and co-curricular activities.
- (3) Utilize feedback from student, parent, and staff survey to gauge the perception of the culture and climate at SEM and its impact on the educational experience.

**Strategy 1 Details**

**Strategy 1:** SEM will utilize community liaison to forge STEM partnerships with various entities in order to enhance parental and community involvement (Safe and Collaborative Culture).

**Strategy's Expected Result/Impact:** Strengthened relationships with business partners through events, speaker series (in-person and/or virtual), leading to increased community involvement and enriched educational experiences for students.

**Staff Responsible for Monitoring:** PTSA, SBDM, Campus Admin Team, Community Liaison

**Title I:**

2.5, 4.2

**- TEA Priorities:**

Improve low-performing schools

**- ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** School Processes & Programs 1 - Perceptions 1

**Funding Sources:** - 199 - General Operating - \$100, - 211 - Title I, Part A - \$300

### Strategy 2 Details

**Strategy 2:** Campus leadership will leverage technology, including Remind 101 and any external speaker vendor, to foster communication with students and parents, thereby increasing parental and community engagement (Safe and Collaborative Culture).

**Strategy's Expected Result/Impact:** Enhanced engagement opportunities, fostering a robust dialogue between parents, students, and SEM, ultimately contributing to a more supportive learning environment.

**Staff Responsible for Monitoring:** Admin Team, SBDM, PTSA.

**Title I:**

2.5, 4.2

**- TEA Priorities:**

Improve low-performing schools

**- ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** School Processes & Programs 1 - Perceptions 1

**Funding Sources:** - 211 - Title I, Part A - \$1,000, - 211 - Title I, Part A - \$100

### Strategy 3 Details

**Strategy 3:** School leaders will present engaging thematic parent meetings in the fall/spring, encompassing professional development and/or training for parents, faculty, and students. (Standards Alignment, Data, Safe and Collaborative Schools).

**Strategy's Expected Result/Impact:** Improved student performance and enhanced parental involvement, leading to a more cohesive and supportive educational community.

**Staff Responsible for Monitoring:** Principals, Counselors, Community Liaison, CAP.

**Title I:**

2.5, 4.2

**- TEA Priorities:**

Connect high school to career and college, Improve low-performing schools

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

**Problem Statements:** School Processes & Programs 1 - Perceptions 1

**Funding Sources:** - 199 - General Operating - \$50, - 211 - Title I, Part A - \$50



#### Strategy 4 Details

**Strategy 4:** SEM will continue to provide training on drug and violence prevention, suicide prevention, conflict resolution, discipline management, violence prevention and intervention, and harassment and dating violence. This training is primarily completed by the counselor and is a requirement.

**Strategy's Expected Result/Impact:** Positive student surveys, decreased student discipline cases, and reduced counselor referrals.

**Staff Responsible for Monitoring:** School counselor

**Title I:**

2.6, 4.2

**- TEA Priorities:**

Connect high school to career and college

**- ESF Levers:**

Lever 3: Positive School Culture, Lever 5: Effective Instruction

**Problem Statements:** Student Learning 1 - School Processes & Programs 1 - Perceptions 1

**Funding Sources:** - 211 - Title I, Part A - \$100

#### Strategy 5 Details

**Strategy 5:** The CIP will be developed through the involvement of at least four SBDM committee meetings, and least one assigned faculty member who will report back to the faculty about SBDM discussions specifically on CIP updates. This process will ensure stakeholder committee members and parents are actively involved. Parents will continue to have the opportunity to review and provide feedback on the CIP toward promoting parent and student/family engagement.

**Strategy's Expected Result/Impact:** Increased involvement of campus staff, administration, and parents in the creation and monitoring of CIP.

**Staff Responsible for Monitoring:** Principal, SBDM.

**Title I:**

2.5, 4.1, 4.2

**- TEA Priorities:**

Improve low-performing schools

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

**Problem Statements:** School Processes & Programs 1 - Perceptions 1

**Funding Sources:** - 211 - Title I, Part A - \$100

### Strategy 6 Details

**Strategy 6:** SEM will communicate opportunities for parents to volunteer and engage in community-building events. This includes utilizing VOLY and encouraging all participants to sign up.

**Strategy's Expected Result/Impact:** Increased parental involvement and a stronger community.

**Staff Responsible for Monitoring:** Admin team, PTSA, student council.

**Title I:**

2.5, 4.2

**- TEA Priorities:**

Improve low-performing schools

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

**Problem Statements:** School Processes & Programs 1 - Perceptions 1

**Funding Sources:** - 211 - Title I, Part A - \$100, - 199 - General Operating - \$100

### Strategy 7 Details

**Strategy 7:** SEM will implement at least one school-wide survey in the middle of the fall and/or spring semester focusing specifically on individual teacher classrooms and the overall school experience.

**Strategy's Expected Result/Impact:** Enhanced feedback for continuous improvement and increased communication engagement.

**Staff Responsible for Monitoring:** Admin team

**Title I:**

2.5, 4.2

**- TEA Priorities:**

Improve low-performing schools

**- ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** School Processes & Programs 1 - Perceptions 1

**Funding Sources:** - 211 - Title I, Part A - \$200

### Performance Objective 1 Problem Statements:

### Student Learning

**Problem Statement 1:** There is a need to enhance the focus on Social Emotional Learning (SEL) and cross-curricular content activities to improve reading, writing, and math SAT scores, as reflected in the performance in English II and Physics II. **Root Cause:** Students may not perceive the urgency to improve their scores which are already higher than district and state averages. Aligning SEM's culture plan with the Compact and PIP document, and fostering a greater sense of purpose is essential.

### School Processes & Programs

**Problem Statement 1:** Not all parents and students are effectively engaged through the existing electronic communication channels such as REMIND. **Root Cause:** Outdated contact information and inconsistent checking of communication platforms by students and parents. It is necessary to partner with SBDM and/or PTSA for improved communication and to explore additional communication methods alongside REMIND. Furthermore, data tracking of student participation in activities is essential, for which VOLY or another online platform should be considered.

### Perceptions

**Problem Statement 1:** Data indicates a need to boost engagement among students, families, and the community to better support each student's needs and overall school success. **Root Cause:** A noticeable need has emerged from student and family feedback to enhance the socio-emotional experience at the school. It is imperative to allocate resources towards our school-wide SEL system and collaborate with PTSA, SBDM, and/or the student council to host more on-campus social events. Additionally, there's a need for a school-specific survey and targeted events in August for new or all Stu's

**Goal 7: SUPPORTING DISTRICT GOAL:** Ensure active parent and family engagement strategies are in place to foster meaningful participation, feedback, and collaboration with parents and families.

**Performance Objective 1: SEM/ Campus Goal 7:**

- (Key Action) Enhance community and magnet program engagement by elevating the caliber of magnet program recruitment for the 2023-2024 academic year via participation and engagement among targeted middle school/ communities, streamlining campus recruitment processes, and strategically targeting demographic objectives.

**High Priority**

**Evaluation Data Sources:** SEM/ Campus Evaluation Data Sources for Goal 7:

(1) SEM aims to receive and process 100% of the applications, with the objective of establishing a robust waitlist. This will be indicated by system reports in the fall of 2023 and spring of 2024.

(2) SEM will engage families and the community through collaborative meetings, aimed at encouraging feedback and meaningful participation in at least two events with targeted middle schools.

Strategy 1 Details
<p><b>Strategy 1:</b> SEM will sustain and enhance recruitment efforts with a focus on increasing the percentage of Hispanic and EL students to 68%, AA students to 12%, and female students to 31%. The campus is progressively approaching these percentages with each incoming class.</p> <p><b>Strategy's Expected Result/Impact:</b> Meeting Magnet and District goals, leading to enriched STEM opportunities for a diverse student body.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, PTSA, SBDM, CILT, Recruitment Committee.</p> <p><b>Title I:</b> 2.5, 2.6, 4.2</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 2 - School Processes &amp; Programs 1, 2 - Perceptions 1</p> <p><b>Funding Sources:</b> - 199 - General Operating - \$100, - 211 - Title I, Part A - \$300</p>

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 2:</b> The number of enrolled male (~72%) and female (~28%) students at SEM is not balanced, revealing a gender disparity with female students being underrepresented. <b>Root Cause:</b> The data mirrors the national/professional gender imbalance in the STEM fields. The recruitment committee will continue collaboration efforts with parents via targeted recruitment events.</p>

### School Processes & Programs

**Problem Statement 1:** Not all parents and students are effectively engaged through the existing electronic communication channels such as REMIND. **Root Cause:** Outdated contact information and inconsistent checking of communication platforms by students and parents. It is necessary to partner with SBDM and/or PTSA for improved communication and to explore additional communication methods alongside REMIND. Furthermore, data tracking of student participation in activities is essential, for which VOLY or another online platform should be considered.

**Problem Statement 2:** There is a lack of targeted support and engagement for female students through gender-specific academic and social activities. **Root Cause:** A holistic approach in addressing the specific needs and challenges of female students at SEM is lacking. There is a need to establish programs and activities specifically for female students to provide academic support and foster social engagement. This could include women in STEM mentorship programs, girls-only academic clubs, and social events.

### Perceptions

**Problem Statement 1:** Data indicates a need to boost engagement among students, families, and the community to better support each student's needs and overall school success. **Root Cause:** A noticeable need has emerged from student and family feedback to enhance the socio-emotional experience at the school. It is imperative to allocate resources towards our school-wide SEL system and collaborate with PTSA, SBDM, and/or the student council to host more on-campus social events. Additionally, there's a need for a school-specific survey and targeted events in August for new or all Stu's