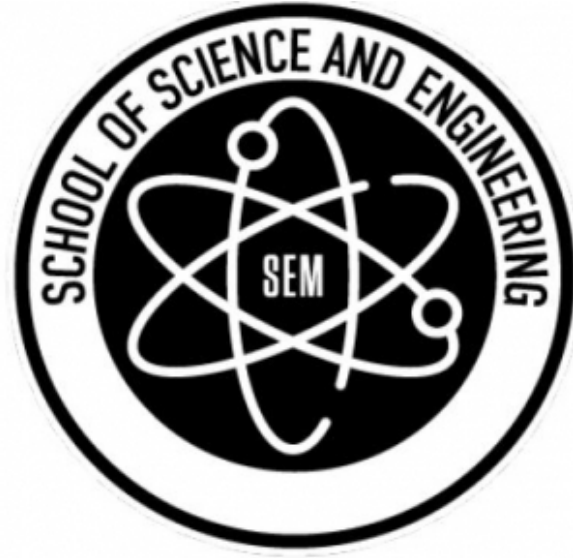


# Dallas Independent School District

## 026 School Of Science & Engineering At Townview

### 2025-2026 Campus 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.

## Value Statement

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

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

The School of Science/ Engineering has an enrollment size of 504 students (as of 02/2025 from MyData Portal) in a grade span of grades 9-12.

### STUDENT ENROLLMENT

GRADE LEVELS:	ENROLLMENT
9	120
10	125
11	132
12	127
<b>Total Number of Students</b>	504

### Racial/ethnic breakdown

- 0.5% American Indian or Alaska Native
- 8.7% Asian
- 7.1% Black or African American
- 70.6% Hispanic or Latino
- 0 % Native Hawaiian or Other Pacific Islander
- 10.5% White
- 2.6% Multi-Race

### Demographics Strengths

The School of Science and Engineering demonstrates:

- The demographics consist of populations of students that are 70.6% Hispanic, 7.1% African American, 10.5% White, and 8.7% Asian.

- 75.8% of the student population is male while 24.2% of the population is female.
- 65.3% of the SEM student population is reported as low SES.
- 3.2% of the school's population is SPED.

Information taken from MyDataPortal on 02/2025.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Performance on English I EOC STAAR for Emergent Biligual (76% Masters Grade Level) and ESL (74% Masters Grade Level) students lags behind the campus (83% Masters Grade Level).

**Root Cause:** Students who are still learning English struggle with the English I EOC.

**Problem Statement 2:** The percent of enrolled male (~75.8%) and female (~24.2) students at SEM is not balanced; not only are girls in the district potentially underserved, programs at SEM would benefit from a more diverse population.

**Root Cause:** The data mirrors the national/professional gender imbalance in Engineering fields and reflects structural problems in our school where we lack distinctive programs that provide a compelling reason for girls to select SEM despite the gender imbalance.

**Problem Statement 3:** The percent of enrolled African American students (7.1%) is significantly below district enrollment (18.6%)

**Root Cause:** Enrollment reflects trends in African American enrollment in STEM fields. SEM has also seen fewer African American applicants in recent years.

# Student Learning

## Student Learning Summary

The School of Science and Engineering (SEM) is one of the original STEM magnet programs established in this country to address equity issues in education. SEM focuses on preparing students for the most rigorous STEM programs found at secondary institutions, as demonstrated by high rates of Masters level performance in STAAR EOC, strong AP scores, and securing top positions in state and national rankings. Our students have an outstanding track record of surpassing national and global averages in AP exams. At SEM, there is a strong sense of community among students and faculty, which extends beyond the classroom into extracurricular activities. Students inspire each other to excel through positive peer influence, fostering a collaborative spirit aimed at sustaining SEM's exceptional levels of achievement, as indicated by our strong AP scores. SEM's intimate size and specialized focus allow for a common educational journey among students, as they share classes and teachers. This encourages the formation of spontaneous study groups, both in-person and online. Our high-quality and highly experienced teachers build genuine connections with students due to consistent interaction over the years, and they play an integral role in the students' educational path from inception to culmination.

## Student Learning Strengths

At the School of Science and Engineering (data taken from Mydata Portal 02/2025):

### STAAR EOC English I (December 2024)

- 100% of students achieved the Approached Grade Level Standard.
- 100% of students achieved the Met Grade Level Standard.
- 23% of students achieved the Mastered Grade Level Standard.

### STAAR EOC English II (April 2023)

- 100% of students achieved the Approached Grade Level Standard.
- 100% of students achieved the Met Grade Level Standard.
- 32% of students achieved the Mastered Grade Level Standard.

### STAAR EOC Algebra I

- Data not available as almost all students completed Algebra I STAAR in grade 8 or during summer.

### STAAR EOC Biology (April 2023)

- 100% of students achieved the Approached Grade Level Standard.
- 99% of students achieved both the Approached and Met Grade Level Standards.
- 77% of students achieved the Mastered Grade Level Standard, an increase from 73% last year.

### STAAR EOC US History (April 2023)

- 100% of students achieved the Approached Grade Level Standard.
- 100% of students achieved the Approached and Met Grade Level Standards.
- 95% of students achieved the Mastered Grade Level Standard.

## AP Exam Performance (2024 Scores)

At least 70% of students earned qualifying scores in:

- Biology
- Calculus AB\*
- Calculus BC\*
- Chemistry
- Computer Science Principles\*
- English Literature\*
- Human Geography
- Physics C: Mechanics
- Research
- Seminar
- Spanish Language
- Statistics
- US Government and Politics\*
- US History

Asterisks(\*) mark courses all SEM students are required to take.

## SAT/ACT/PSAT Performance

- SAT (Class of 2025, School Day Results): Reading and Writing average score was 632, Math average score was 653.
- PSAT (Class of 2024, October 2024 Results): Reading and Writing average score was 605, Math average score was 644.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** SAT scores are too weak to support selective college access for all: School day this year had an average score of 1285; 17% (21/121) juniors earned scores that were below the top quartile of the NRS. 50% (61/121) were below the top decile.

**Root Cause:** Freshman and sophomore courses do not always align with the skills tested on the SAT.

**Problem Statement 2 (Prioritized):** STAAR EOC scores on English 2 lag behind English 1, Biology, and US History.

**Root Cause:** As a STEM focused magnet school, students join the program with a wide range of preparation, especially in reading and writing.

**Problem Statement 3 (Prioritized):** Students are not meeting the qualified standard set by College Board on their AP exams, as indicated by AP Potential.

**Root Cause:** Freshman and sophomore courses do not always align with the skills tested on AP exams.

# School Processes & Programs

## School Processes & Programs Summary

### Curriculum, Instruction, and Assessment

At the School of Science and Engineering, the curriculum is centered around the AP program, fostering college readiness, especially for first-generation college students. Teachers collaborate to harness the students' energy and enthusiasm, and the curriculum is adjustable to cater to individual pacing needs, such as double-blocked classes.

The Humanities curriculum prepares students for a STEM-focused higher education through critical reading and evidence-based writing. In English, students take English 1 and 2 as Freshmen; they go on to take AP Seminar, AP English Lang, and AP English Lit before they graduate. The social studies curriculum consists of AP courses like AP Human Geography, AP World History, AP US History, AP Macroeconomics, and AP US Government, utilizing case studies and real-world data for analytical skill development. All students take at least seven AP Classes in the humanities before they graduate.

The math program follows the AP curriculum, ensuring students master essential skills before progressing to advanced courses. All students take at least two AP math classes, and most take three, and an additional post-AP math course.

Science courses are rigorous, with students completing Honors and AP classes in Physics, Biology, and Chemistry by sophomore year. The Super Class program offers extended laboratory experiences, enhancing teamwork and data analysis skills. All students take five science courses prior to graduation; many students take eight, and a few take more.

CATE is an essential element of the SEM experience: students take Introduction to Engineering Design as Freshmen, and then two years of AP Computer Science. Students also have the option to take a third year of computer science as seniors.

### Personnel

SEM fosters professional growth among faculty through in-house training, College Board workshops, and teacher-led initiatives. Faculty members participate in state and national AP workshops, enhancing content knowledge and teaching strategies. Within the school, teachers engage in professional learning communities.

### School Context and Organization

SEM adopts a distributed leadership model, with the principal overseeing schoolwide goals and assistant principals managing student behavior. The Campus Instructional Leadership Team (CILT), consisting of six teachers, undertakes essential projects and trains faculty. CILT collaborates with the principal and counselor to develop resources.

### School Processes & Programs Strengths

#### School Processes and Program Strengths

SEM teachers are highly experienced: 80% of all SEM teachers have more than 5 years of experience and over half have 10+ years in the classroom. Over 80% are recognized by the district as Distinguished. SEM teachers serve as College Board Consultants and are part of the Question Committee for AP exams. Over half of SEM AP teachers participate in the annual Reading, learning how to precisely score the test in their discipline. Teachers actively participate in a range of workshops, seminars, and conferences at multiple levels.

### Staff Quality, Recruitment, and Retention

Staff quality, recruitment, and retention are strategically managed through distributed leadership and leadership development systems. This approach enhances faculty leadership responsibilities and fosters a sense of indispensable contribution to the school's objectives among the teachers.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Parents, students, faculty and staff are not always aware of campus activities and events. This applies to both emergency and non-emergency information.

**Root Cause:** Structural issues at SEM make informal communication channels an ongoing challenge. As a magnet school, SEM pulls students from across Greater Dallas; this makes communication more difficult. Students also come from a wide variety of middle schools, each with its own systems to communicate. Faculty and Staff are spread around a building, mixed with five other schools.

**Problem Statement 2:** There is a lack of targeted support and engagement for female students through gender-specific academic and social activities.

**Root Cause:** The small size of SEM's faculty makes it difficult to find sponsors for programs of all kinds, and the relatively small number of female students at SEM means it is difficult to engage a sufficiently large group for any one activity. Furthermore, many existing programs are aimed at sparking interest in STEM; SEM girls are already interested, and really need programs that nurture an existing passion

**Problem Statement 3 (Prioritized):** There are not enough academic and social activities to engage every student; there is a lack of variety of academic and social activities.

**Root Cause:** The small size of SEM's faculty makes it difficult to find sponsors for programs, especially programs such as Robotics, that require extraordinary time commitments outside the school day.

# Perceptions

## Perceptions Summary

SEM is a magnet school, pulling students from a wide area of the Dallas Metroplex. We foster a culture of high achievement through a strong tradition of teaching excellence and a narrow, highly focused program that creates a sense of shared purpose among all stakeholders.

Overall, within the building students generally feel safe; however, climate and student experience surveys suggest students do not always feel a sense of belonging or active engagement in their classes.

## Perceptions Strengths

Students and staff demonstrate strong commitment to the school. Staff turnover is consistently below 10%; typically, 90% of SEM students persist from 9th grade to graduation.

Other strengths include an active PTSA that raises money and organizes and funds student activities and teacher appreciation, area businesses and universities look to SEM to provide strong candidates for internships. SEM also has strong established relationships with many colleges and universities across the country, resulting in a highly successful college access program.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Many potential students and families do not understand the difference between SEM and Townview.

**Root Cause:** Lack of institutional knowledge at middle schools and an ability to reach families. Students and families not understanding the difference between dual credit and AP.

# Priority Problem Statements

**Problem Statement 1:** SAT scores are too weak to support selective college access for all: School day this year had an average score of 1285; 17% (21/121) juniors earned scores that were below the top quartile of the NRS. 50% (61/121) were below the top decile.

**Root Cause 1:** Freshman and sophomore courses do not always align with the skills tested on the SAT.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Students are not meeting the qualified standard set by College Board on their AP exams, as indicated by AP Potential.

**Root Cause 2:** Freshman and sophomore courses do not always align with the skills tested on AP exams.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Performance on English I EOC STAAR for Emergent Biligual (76% Masters Grade Level) and ESL (74% Masters Grade Level) students lags behind the campus (83% Masters Grade Level).

**Root Cause 3:** Students who are still learning English struggle with the English I EOC.

**Problem Statement 3 Areas:** Demographics

**Problem Statement 4:** Parents, students, faculty and staff are not always aware of campus activities and events. This applies to both emergency and non-emergency information.

**Root Cause 4:** Structural issues at SEM make informal communication channels an ongoing challenge. As a magnet school, SEM pulls students from across Greater Dallas; this makes communication more difficult. Students also come from a wide variety of middle schools, each with its own systems to communicate. Faculty and Staff are spread around a building, mixed with five other schools.

**Problem Statement 4 Areas:** School Processes & Programs

**Problem Statement 5:** There are not enough academic and social activities to engage every student; there is a lack of variety of academic and social activities.

**Root Cause 5:** The small size of SEM's faculty makes it difficult to find sponsors for programs, especially programs such as Robotics, that require extraordinary time commitments outside the school day.

**Problem Statement 5 Areas:** School Processes & Programs

**Problem Statement 6:** Many potential students and families do not understand the difference between SEM and Townview.

**Root Cause 6:** Lack of institutional knowledge at middle schools and an ability to reach families. Students and families not understanding the difference between dual credit and AP.

**Problem Statement 6 Areas:** Perceptions

**Problem Statement 7:** STAAR EOC scores on English 2 lag behind English 1, Biology, and US History.

**Root Cause 7:** As a STEM focused magnet school, students join the program with a wide range of preparation, especially in reading and writing.

**Problem Statement 7 Areas: Student Learning**

# Goals

**Goal 1:** Student achievement on the third-grade state assessment in reading/writing in Domain 1 (average of Approaches, Meets, and Masters) will increase from 37% to 50% by June 2030.

**Performance Objective 1:** GPM 1.1 Kindergarten student achievement at or above the 50th percentile on a TEKS aligned assessment at end-of-year in reading will increase from ----to ----by June 2030.

**Goal 1:** Student achievement on the third-grade state assessment in reading/writing in Domain 1 (average of Approaches, Meets, and Masters) will increase from 37% to 50% by June 2030.

**Performance Objective 2:** GPM 1.2 Grades 1 and 2 student achievement at or above the 50th percentile on a TEKS aligned assessment at end-of-year in reading will increase from ----to ----by June 2030.

**Goal 1:** Student achievement on the third-grade state assessment in reading/writing in Domain 1 (average of Approaches, Meets, and Masters) will increase from 37% to 50% by June 2030.

**Performance Objective 3:** GPM 1.3 Grade 2 African American student achievement at or above the 50th percentile on a TEKS aligned assessment at end-of-year in reading will increase from ----to ----by June 2030.

**Goal 2:** Student achievement on the third-grade state assessment in mathematics in Domain 1 (average of Approaches, Meets, and Masters) will increase from 35% to 50% by June 2030.

**Performance Objective 1:** GPM 2.1 Kindergarten student achievement at or above the 50th percentile on a TEKS aligned assessment at end-of-year in mathematics will increase from ----to ----by June 2030.

**Goal 2:** Student achievement on the third-grade state assessment in mathematics in Domain 1 (average of Approaches, Meets, and Masters) will increase from 35% to 50% by June 2030.

**Performance Objective 2:** GPM 2.2 Grades 1 and 2 student achievement at or above the 50th percentile on a TEKS aligned assessment at end-of-year in mathematics will increase from ----to ----by June 2030.

**Goal 2:** Student achievement on the third-grade state assessment in mathematics in Domain 1 (average of Approaches, Meets, and Masters) will increase from 35% to 50% by June 2030.

**Performance Objective 3:** GPM 2.3 Grade 2 African American student achievement at or above the 50th percentile on a TEKS aligned assessment at end-of-year in mathematics will increase from ----to ----by June 2030.

**Goal 3:** Student achievement on the state assessments in reading/writing in Domain 1 (average of Approaches, Meets, and Masters) for all eighth-grade students will increase from 49% to 60% by June 2030.

**Performance Objective 1:** GPM 3.1 Percent of students in Grade 6 meeting individual growth targets on a TEKS aligned assessment in reading will increase from ---% to ---% by June 2030.

**Goal 3:** Student achievement on the state assessments in reading/writing in Domain 1 (average of Approaches, Meets, and Masters) for all eighth-grade students will increase from 49% to 60% by June 2030.

**Performance Objective 2:** GPM 3.2 Percent of students in Grade 7 meeting individual growth targets on a TEKS aligned assessment in reading will increase from ---% to ---% by June 2030.

**Goal 3:** Student achievement on the state assessments in reading/writing in Domain 1 (average of Approaches, Meets, and Masters) for all eighth-grade students will increase from 49% to 60% by June 2030.

**Performance Objective 3:** GPM 3.3 Percent of students in Grade 8 meeting individual growth targets on a TEKS aligned assessment in reading will increase from ---% to ---% by June 2030.

**Goal 4:** Student achievement on the state assessments in mathematics in Domain 1 (average of Approaches, Meets, and Masters) for all eighth-grade students will increase from 47% to 60% by June 2030.

**Performance Objective 1:** GPM 4.1 Percent of students in Grade 6 meeting individual growth targets on a TEKS aligned assessment in mathematics will increase from ---% to ---% by June 2030.

**Goal 4:** Student achievement on the state assessments in mathematics in Domain 1 (average of Approaches, Meets, and Masters) for all eighth-grade students will increase from 47% to 60% by June 2030.

**Performance Objective 2:** GPM 4.2 Percent of students in Grade 7 meeting individual growth targets on a TEKS aligned assessment in mathematics will increase from ---% to ---% by June 2030.

**Goal 4:** Student achievement on the state assessments in mathematics in Domain 1 (average of Approaches, Meets, and Masters) for all eighth-grade students will increase from 47% to 60% by June 2030.





**Performance Objective 3:** GPM 4.3 Percent of all students in Grade 8 meeting individual growth targets on a TEKS aligned assessment in mathematics will increase from ---% to ---% by June 2030.

**Goal 5:** The percent of graduates meeting the criteria for college, career, or military ready (CCMR) will increase from ----% to ----% by August 2030.

**Performance Objective 1:** GPM 5.1 The percent of graduates meeting the Texas Success Initiative requirements (not including college prep course) for college readiness will increase from 34% to 42% by August 2030.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> CAMPUS GOAL: The percent of SEM graduates who are college, career ready (CCR) from Domain 1 will be 100% by June 2026.</p> <p>College Readiness &amp; 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.</p> <p>CAMPUS EVALUATION DATA SOURCES</p> <p>(1) To address the decline in SAT and ACT scores, SEM aims for an increased average SAT score of 650 in reading and writing, and 700 in math, totaling 1350 from 1285.</p> <p>(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.</p> <p>(3) To continue ensuring 100% of qualifying seniors apply to CCR standards, SEM will deploy a holistic approach encompassing personalized counseling, integrated support, and application workshops.</p> <p>Strategy: Designated staff will engage in stand-alone programs, intervention programs (after-school &amp; Saturday School), transition camps, and extracurricular/co-curricular activities, with the aim to assess student progress and alignment between magnet tracks and college readiness. Platforms such as SCOIR will be used to track student progress.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased number of students meeting college readiness criteria by CCR.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, department chairs/CILT, PLC leaders, CAP, Counselor.</p> <p><b>Title I:</b> 2.532</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Learning 1, 3</p>	Formative			Summative
	Oct	Feb	June	

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All stakeholders, including teachers, parents and students, will be trained on best practices for increasing college access for all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in college applications to a wider range of schools; more students will receive funded offers from a more diverse set of post-secondary programs.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Teachers, department chairs/CILT, PLC leaders, CAP Vendor, Counselor.</p> <p><b>Title I:</b> 2.532</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Learning 1, 3</p>	Formative			Summative
	Oct	Feb	June	
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Enhanced performance in AP Scores, STAAR Scores, and SAT, with a particular emphasis on college readiness.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, UIL Coordinator, All Teachers.</p> <p><b>Title I:</b> 2.532</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Learning 1, 3</p>	Formative			Summative
	Oct	Feb	June	

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide leaders and teachers with instructional materials for intervention programs, before and after school tutoring, summer camps, Saturday Academies, and test prep programs, including AP exams, SAT, ACT, and PSAT.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved performance in AP, SAT, ACT, and PSAT scores, and heightened readiness for college.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, CILT, CAP</p> <p><b>Title I:</b> 2.532</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Problem Statements:</b> Student Learning 1, 3</p>	Formative			Summative
	Oct	Feb	June	
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> SEM will ensure students interact with a variety of STEM professionals through school activities, internships, external speakers, field trips, and/or college visits.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure 100% of seniors are CCR ready and increased number of 9-11 students who are CCR ready</p> <p><b>Staff Responsible for Monitoring:</b> Admin, CILT, Teachers , Counselor.</p> <p><b>Title I:</b> 2.532</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 3</p>	Formative			Summative
	Oct	Feb	June	
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> SAT scores are too weak to support selective college access for all: School day this year had an average score of 1285; 17% (21/121) juniors earned scores that were below the top quartile of the NRS. 50% (61/121) were below the top decile. <b>Root Cause:</b> Freshman and sophomore courses do not always align with the skills tested on the SAT.</p>

### Student Learning

**Problem Statement 3:** Students are not meeting the qualified standard set by College Board on their AP exams, as indicated by AP Potential. **Root Cause:** Freshman and sophomore courses do not always align with the skills tested on AP exams.

### School Processes & Programs

**Problem Statement 3:** There are not enough academic and social activities to engage every student; there is a lack of variety of academic and social activities. **Root Cause:** The small size of SEM's faculty makes it difficult to find sponsors for programs, especially programs such as Robotics, that require extraordinary time commitments outside the school day.

**Goal 5:** The percent of graduates meeting the criteria for college, career, or military ready (CCMR) will increase from ----% to ----% by August 2030.

**Performance Objective 2:** GPM 5.2 The percent of graduates meeting 15 dual credit hours will increase from 18.7% to 26% by August 2030.

**Goal 5:** The percent of graduates meeting the criteria for college, career, or military ready (CCMR) will increase from ----% to ----% by August 2030.

**Performance Objective 3:** GPM 5.3 The percent of students in grades 9-11 on track to graduate will increase from 88.2% to 93% by August 2030.

Strategy 1 Details	Reviews			
<p><b>Strategy 1: CAMPUS GOAL:</b> By June 2026, 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.</p> <p>Teacher Leaders and Administration will ensure that the school's protocol for PLCs, emphasis on EOC subjects (Domain 1), is followed to ensure student academic achievement. (DDI, Lesson Plans, Instructional Calendars, Feedback Model, PD, protocols, Proficiency Scales, tutoring plans) (Safe and Collaborative Culture &amp; Assessment, Data Standards Alignment).</p> <p>CAMPUS EVALUATION DATA SOURCES</p> <p>(1) For the "Meets" rating, we aim to maintain the meets grade level percentage in English I (100%) and English II (100%), while slightly increasing the score in Biology from 99.2% to 100%, and in US History from 99.2% to 100%. This entails rigorous content delivery and monitoring the students' progress closely to ensure that they meet the required standards.</p> <p>(2) For the "Masters" rating, there will be a significant emphasis on improving English II scores from 57.4% to 65%. Additionally, we aim to increase English I scores from 82.5% to 85%, Biology scores from 78.0% to 85%, and US History scores from 93.1% to 95%. This will involve implementing advanced teaching methodologies, additional tutoring sessions, and focused practice on complex problems.</p> <p>(3) The goal of reducing achievement gaps between different student populations remains critical. Specifically, we aim to reduce the achievement gap between Emergent Bilingual (EB) and non-Emergent Bilingual (non-EB) students from 15.6% to 10.0% Mastered in Biology &amp; 17.6% to 12.5% Mastered in English II. This requires specialized attention, personalized learning plans, and collaboration with communities to address the unique needs of each student group.</p> <p>(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 3.4 in spring 2026.</p> <p>Strategy: Develop and apply consistent Professional Learning Community (PLC) structures organized by grade level and/or discipline.</p> <p><b>Strategy's Expected Result/Impact:</b> STAAR Scores Mastery Rates will rise by the following interval: English 1 from 82.5% to 85%; English 2 from 57.4% to 65%; Biology from 78.0% to 85%; US History from 93.1% to 95.0%</p> <p>All students will pass one math and one science AP exam by graduation. 75% of students will pass an AP English and and AP Social studies exam by graduation.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, department chairs, teachers, counselors, and staff</p> <p><b>Title I:</b></p>	Formative			Summative
	Oct	Feb	June	

2.51, 2.534

- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning





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

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Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide professional development to teachers through on-campus professional development, use of external professional development providers, and travel to and participating in professional development (including conferences).</p> <p><b>Strategy's Expected Result/Impact:</b> This strategy will result in continuous improvement in the quality of instruction, improved culture and climate in the learning environment, enhanced student-teacher communication.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, department chairs/CILT, and PLC leaders.</p> <p><b>Title I:</b> 2.534</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 2, 3</p>	Formative			Summative
	Oct	Feb	June	
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Offer community workshops based on academic and social/emotional needs of students. Workshops will be offered in a variety of settings (in-person and virtual) and times to increase the number of stakeholders reached.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent involvement and engagement will support students in achieving academic excellence.</p> <p><b>Staff Responsible for Monitoring:</b> SEM admin team, department chairs/ CILT, all teachers, Community Liaison, Counselor.</p> <p><b>Title I:</b> 2.52, 2.531</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1, 3 - Perceptions 1</p>	Formative			Summative
	Oct	Feb	June	

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide instructional resources, supplies and materials, technology and manipulatives to all Core courses (Humanities, math, science) and programmatic courses (including Computer Science and Engineering and Robotics) including lab supplies, manipulatives, reading materials, text resources, software and other virtual resources, and training. (Resources, Standards Alignment, Assessment, Interventions)</p> <p><b>Strategy's Expected Result/Impact:</b> This Intervention strategy will result in improved student performance in class and on AP and STAAR Exams.</p> <p><b>Staff Responsible for Monitoring:</b> Admin team and CILT</p> <p><b>Title I:</b> 2.52</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3</p>	Formative			Summative
	Oct	Feb	June	
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Teachers and PLCs will use data trackers and analysis to monitor student progress and the progress of student demographic groups in order to identify and address achievement gaps.</p> <p><b>Strategy's Expected Result/Impact:</b> The expected impact of the strategy is improved student academic achievement and the reduction of achievement gaps.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, department chairs/CILT, and PLC leaders.</p> <p><b>Title I:</b> 2.51, 2.52</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1, 2, 3</p>	Formative			Summative
	Oct	Feb	June	

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Teachers will use action plans, such as tutoring and tiered interventions, to support students. Teacher action plans will include strategies to address underlying academic skill gaps, and the social, emotional, and mental health challenges of students, including our Gifted and Talented (GT) students (Monitoring &amp; Interventions).</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, department chairs/CILT, and PLC leaders.</p> <p><b>Title I:</b> 2.51, 2.52, 2.531</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 2, 3</p>	Formative			Summative
	Oct	Feb	June	
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Leaders and teachers will attend district, local, or national professional development conferences focusing on the needs of their students as indicated by local, state, or national achievement data. (Safe and Collaborative Culture, Standards Alignment, Data).</p> <p><b>Strategy's Expected Result/Impact:</b> This intervention strategy will result in improved AP Scores, STAAR Scores through continuous learning and development of staff members.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and CILT.</p> <p><b>Title I:</b> 2.534</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3</p>	Formative			Summative
	Oct	Feb	June	

Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> All SEM students will take a course that provides the opportunity to obtain an Industry-Based Certification.  <b>Strategy's Expected Result/Impact:</b> Increases number of SEM students earning Industry-Based Certifications  <b>Staff Responsible for Monitoring:</b> Admin, CATE teachers</p> <p><b>Title I:</b>  2.51  - <b>TEA Priorities:</b>  Connect high school to career and college  - <b>ESF Levers:</b>  Lever 5: Effective Instruction  <b>Problem Statements:</b> Perceptions 1  <b>Funding Sources:</b> - 199 - PIC 22 State Career &amp; Technical Ed (CTE) - \$3,500</p>	Formative			Summative
	Oct	Feb	June	
Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> Hire a qualified teacher to provide additional Social Studies course offerings to students such as AP World History.  <b>Strategy's Expected Result/Impact:</b> Differentiated offerings for students tied to their interest.  <b>Staff Responsible for Monitoring:</b> Principal, CILT</p> <p><b>Title I:</b>  2.51  - <b>TEA Priorities:</b>  Recruit, support, retain teachers and principals  - <b>ESF Levers:</b>  Lever 5: Effective Instruction  <b>Problem Statements:</b> Student Learning 3  <b>Funding Sources:</b> Social Studies Teacer - 211 - Title I, Part A - 211-11-6119-00-026-2-30</p>	Formative			Summative
	Oct	Feb	June	
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Performance Objective 3 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Performance on English I EOC STAAR for Emergent Biligual (76% Masters Grade Level) and ESL (74% Masters Grade Level) students lags behind the campus (83% Masters Grade Level). <b>Root Cause:</b> Students who are still learning English struggle with the English I EOC.</p>

### Student Learning

**Problem Statement 1:** SAT scores are too weak to support selective college access for all: School day this year had an average score of 1285; 17% (21/121) juniors earned scores that were below the top quartile of the NRS. 50% (61/121) were below the top decile. **Root Cause:** Freshman and sophomore courses do not always align with the skills tested on the SAT.

**Problem Statement 2:** STAAR EOC scores on English 2 lag behind English 1, Biology, and US History. **Root Cause:** As a STEM focused magnet school, students join the program with a wide range of preparation, especially in reading and writing.

**Problem Statement 3:** Students are not meeting the qualified standard set by College Board on their AP exams, as indicated by AP Potential. **Root Cause:** Freshman and sophomore courses do not always align with the skills tested on AP exams.

### School Processes & Programs

**Problem Statement 1:** Parents, students, faculty and staff are not always aware of campus activities and events. This applies to both emergency and non-emergency information. **Root Cause:** Structural issues at SEM make informal communication channels an ongoing challenge. As a magnet school, SEM pulls students from across Greater Dallas; this makes communication more difficult. Students also come from a wide variety of middle schools, each with its own systems to communicate. Faculty and Staff are spread around a building, mixed with five other schools.

**Problem Statement 3:** There are not enough academic and social activities to engage every student; there is a lack of variety of academic and social activities. **Root Cause:** The small size of SEM's faculty makes it difficult to find sponsors for programs, especially programs such as Robotics, that require extraordinary time commitments outside the school day.

### Perceptions

**Problem Statement 1:** Many potential students and families do not understand the difference between SEM and Townview. **Root Cause:** Lack of institutional knowledge at middle schools and an ability to reach families. Students and families not understanding the difference between dual credit and AP.

**Goal 5:** The percent of graduates meeting the criteria for college, career, or military ready (CCMR) will increase from ----% to ----% by August 2030.

**Performance Objective 4:** GPM 5.4 The percent of graduates completing a Personal Financial Literacy course shall increase from 5% to 45% by June 2030.

**Goal 5:** The percent of graduates meeting the criteria for college, career, or military ready (CCMR) will increase from ----% to ----% by August 2030.





**Performance Objective 5:** SEM will provide a comprehensive educational experience to students that takes into account intellectual and social and emotional growth.

**High Priority**

**Evaluation Data Sources:** 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	Reviews			
<p><b>Strategy 1:</b> SEM will utilize a parent support specialist to forge STEM partnerships with stakeholders and outside partners in order to enhance parental and community involvement (Safe and Collaborative Culture).</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> PTSA, SBDM, Campus Admin Team, Community Liaison</p> <p><b>Title I:</b> 2.532</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1, 3</p> <p><b>Funding Sources:</b> Parent Support Specialist - 211 - Title I, Part A - 211-61-6129-00-026-2-30 - \$13,436</p>	Formative			Summative
	Oct	Feb	June	
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Campus Leadership will use consistent communication platforms, including a weekly newsletter, community website, and Remind 101 to increase student, parental, and community engagement. (Safe and Collaborative Culture).</p> <p><b>Strategy's Expected Result/Impact:</b> Enhanced engagement opportunities, fostering a robust dialogue between parents, students, and SEM, ultimately contributing to a more supportive learning environment.</p> <p><b>Staff Responsible for Monitoring:</b> Admin Team, SBDM, PTSA</p> <p><b>Title I:</b> 2.532</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1 - Perceptions 1</p> <p><b>Funding Sources:</b> Remind 101 subscription - 211 - Title I, Part A - 211-11-6399-2R-026-2-30 - \$2,600</p>	Formative			Summative
	Oct	Feb	June	

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> All stakeholders, including parents and students, will have regular opportunities to engage with school leadership in a variety of formats. These formats include learning sessions focused on supporting student academic goals.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student performance and enhanced parental involvement, leading to a more cohesive and supportive educational community</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Counselors, Community Liaison, CAP</p> <p><b>Title I:</b> 2.533</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1 - Perceptions 1</p>	Formative			Summative
	Oct	Feb	June	

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Performance Objective 5 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 1:</b> Parents, students, faculty and staff are not always aware of campus activities and events. This applies to both emergency and non-emergency information.  <b>Root Cause:</b> Structural issues at SEM make informal communication channels an ongoing challenge. As a magnet school, SEM pulls students from across Greater Dallas; this makes communication more difficult. Students also come from a wide variety of middle schools, each with its own systems to communicate. Faculty and Staff are spread around a building, mixed with five other schools.</p> <p><b>Problem Statement 3:</b> There are not enough academic and social activities to engage every student; there is a lack of variety of academic and social activities. <b>Root Cause:</b> The small size of SEM's faculty makes it difficult to find sponsors for programs, especially programs such as Robotics, that require extraordinary time commitments outside the school day.</p>
Perceptions
<p><b>Problem Statement 1:</b> Many potential students and families do not understand the difference between SEM and Townview. <b>Root Cause:</b> Lack of institutional knowledge at middle schools and an ability to reach families. Students and families not understanding the difference between dual credit and AP.</p>

# Campus Funding Summary

211 - Title I, Part A					
Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
5	3	9	Social Studies Teacer	211-11-6119-00-026-2-30	\$0.00
5	5	1	Parent Support Specialist	211-61-6129-00-026-2-30	\$13,436.00
5	5	2	Remind 101 subscription	211-11-6399-2R-026-2-30	\$2,600.00
<b>Sub-Total</b>					\$16,036.00
<b>Budgeted Fund Source Amount</b>					\$142,609.00
<b>+/- Difference</b>					\$126,573.00
199 - PIC 22 State Career & Technical Ed (CTE)					
Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
5	3	8			\$3,500.00
<b>Sub-Total</b>					\$3,500.00
<b>Budgeted Fund Source Amount</b>					\$3,500.00
<b>+/- Difference</b>					\$0.00
199 - PIC 23 State Special Ed (SpEd)					
Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$12.00
<b>+/- Difference</b>					\$12.00
199 - PIC 25 State Bilingual/ESL					
Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$1,558.00
<b>+/- Difference</b>					\$1,558.00

**199 - PIC 30 State SCE Title I-A, Schoolwide Activ**

<b>Goal</b>	<b>Performance Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$2,246.00
<b>+/- Difference</b>					\$2,246.00
<b>Grand Total Budgeted</b>					\$149,925.00
<b>Grand Total Spent</b>					\$19,536.00
<b>+/- Difference</b>					\$130,389.00