

Silsbee Independent School District
Silsbee High School
2023-2024 Campus Improvement Plan

Accountability Rating: D



Vision

The students of Silsbee ISD are equipped with the VALUES to envision a better world, the SKILLS to create it, and the CONFIDENCE to take the lead.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
School Processes & Programs	6
Perceptions	7
Comprehensive Needs Assessment Data Documentation	8
Goals	9
Goal 1: Silsbee High School will increase the percentage of students achieving Meets Grade Level on the ELAR STAAR/EOC by 9% from 36% to 45%.	9
Goal 2: Silsbee High School will increase the percentage of students achieving Meets Grade Level on the Algebra STAAR/EOC by 19% from 16% to 35%.	11
Goal 3: Silsbee High School will increase the percentage of students achieving Meets Grade Level on the Science STAAR/EOC by 8% from 37% to 45%.	13
Goal 4: Silsbee High School will increase the percentage of students achieving Meets Grade Level on the US History STAAR/EOC by 8% from 67% to 75%.	15
Goal 5: Silsbee High School will maintain a safe and disciplined environment conducive to student learning.	17
Goal 6: Achieve a minimum of 95% overall campus attendance rate.	18
Goal 7: 85% of Graduating Seniors of Silsbee High School will receive credit for meeting State CCMR (College Career Military Readiness) standards.	19
Goal 8: All Silsbee High School staff will be able to meet the specific needs of all students with disabilities.	23
Goal 9: Silsbee High School will maintain a safe environment that will comply with all current State Safety Mandates.	24
Targeted Support Strategies	26
Additional Targeted Support Strategies	27
State Compensatory	28
Budget for Silsbee High School	28
Personnel for Silsbee High School	28
Campus Funding Summary	29

Comprehensive Needs Assessment

Demographics

Demographics Summary

Silsbee High School services approximately 810-825 students. The student ethnic distribution according to the recently released 2022-2023 TAPR is as follows:

- African American: 21.3%
- Hispanic: 8%
- White: 64.1%
- American Indian: 0.5%
- Asian: 0.6%
- Two or More Races: 5.5%

Other data that describes Silsbee High School includes:

- Attendance: 92.3%
- Dropout: 0.7%
- 4-year Graduation Rate: 94.7%
- 5-year Graduation Rate: 98.9%
- Economically Disadvantaged: 61.7%
- LEP: 1.4%
- Disciplinary Placements: 5.6%
- At-Risk: 55.2%
- Mobility: 15%

Demographics Strengths

The student enrollment is currently stable.

We have a large population of CTE students.

We implement several programs to address at-risk, drop-out, and graduation rates.

Student Learning

Student Learning Summary

	All Tests/All Students	English	Math	Science	History
All Students	70	61	55	78	95
African American	59	44	51	70	93
Hispanic	77	62	59	96	100
White	73	67	56	80	95
Two or More Races	76	73	53	78	94
Special Education	34	19	23	51	74
Eco Dis	64	54	49	74	93
EL	63	56	63	88	N/A

Student Learning Strengths

We have pull-out programs with dedicated teachers that identify students and work with them throughout the day prior to the test.

We have STAAR/EOC remediation programs that address needs as indicated by test scores.

We continue to use test data to track students for appropriate remediation sessions.

School Processes & Programs

School Processes & Programs Summary

Mentoring program for all teachers new to the building and district.

Staff development activities for all staff members with no cost to the staff.

Ongoing teacher training requirements will be aligned with district training through the assistance of SISD's Curriculum department.

Continue purposeful planning time to alignment to the TEKS vertically and horizontally, as well as monitoring and adjusting the instructional programs

Continued alignment of instructional supports and resources will occur along with other departments such as CTE, Counselors (for College Readiness and Advanced Programs), Testing (for Accountability and Data Analysis), Foreign Language (for Bilingual and ESL), Special Education, the Academy (for Dropout Prevention and At-Risk students)

Use inclusion programs to support our special populations in the classrooms for core academic subjects

Walkthrough alignment with administrative teams

Credit accrual is online through the ISD program offered at the Academy

All teacher support systems (AESOP, Skyward, Eduphoria, CSCAPE, Textbooks, DMAC) are all online

All state testing is online

School Processes & Programs Strengths

A large percentage of the staff is degreed and highly qualified in their respective content areas.

Administrators are familiar with the teachers and students through the walkthroughs conducted.

Staff is encouraged to attend a variety of professional development activities throughout employment.

Training has occurred this summer that supports the district and campus goals for Curriculum and Instruction.

Using the walk-throughs teachers will receive feedback on elements of effective lessons to improve instructional practices that directly impact school improvement

Data driven instruction will occur after the assessments have been disaggregated (DMAC) and critical decision making will occur with curriculum using the data

Perceptions

Perceptions Summary

Implemented researched based computer discipline program (Skyward) to monitor reports regarding disciplinary trends.

Tracking student attendance with the School Attendance Officer, Attendance Clerks, School Resource Officer, and Municipal Judge.

Administrative staff maintain a professional appearance and demeanor with staff members.

Operation Graduation, Baseball and Band Booster Clubs actively support their respective students and organizations.

Pep Rallies have improved through the establishment of the Pep Rally Committee and inclusion of more students and participation; the committee has also focused on improving school spirit

Student assemblies to address proper social media use and cyber bullying.

Specialty groups (Operation Graduation, Band and Baseball Boosters) have been active but only in support of specific areas

We began combining Open House, the Community Pep Rally, and Registration which was met with positive support

Community support during the school year (Veteran's Day, Pep Rallies, Drama Productions, Career Days, Parent Information Nights, Kid Writes, and Endorsement Night) have increased in participation

Perceptions Strengths

Discipline has become more streamlined with the inception of the discipline center

StuCo, through increased membership, has been the lead to build school spirit and positive attitudes.

Parents, through organized committees, have become more active and participative with students in the school and community; through giving financially and teaching responsibility.

The Community continues to support the school in a variety of ways.

Silsbee High School will continue to provide parents with quality programs such as Parent Information Nights during the school year

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data

Student Data: Student Groups

- Dyslexia data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results



Goals







Goal 1: Silsbee High School will increase the percentage of students achieving Meets Grade Level on the ELAR STAAR/EOC by 9% from 36% to 45%.

Performance Objective 1: Provide quality instruction, minimize achievement gaps, and improve student success.

High Priority

Evaluation Data Sources: STAAR results, MAP Growth Tests, DMAC assessments, Interim Assessments, Exit Tickets, etc.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Utilize the additional built-in planning period and established PLC processes with fidelity to ensure a focus on essential learning, monitoring of student learning through common formative and common end-of-unit assessments, and implementation of targeted and specific intervention and extension activities.</p> <p>Strategy's Expected Result/Impact: Maximize Instructional Time and Support a Positive School Culture</p> <p>Staff Responsible for Monitoring: Principal, AP's, Curriculum Coordinators, Dept Heads</p> <p>ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		
	Nov	Mar	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Utilize DMAC to track data on all assessments to monitor student growth on essential learning.</p> <p>Strategy's Expected Result/Impact: DMAC Assessments</p> <p>Staff Responsible for Monitoring: Principal, AP's, Curriculum Coordinators, Dept Heads</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		
	Nov	Mar	June
			




Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide targeted accelerated instruction and tutoring opportunities for at-risk students before and after school.</p> <p>Strategy's Expected Result/Impact: After School Intervention, Tutorials, Overall School Culture</p> <p>Staff Responsible for Monitoring: All Staff</p> <p>ESF Levers: Lever 3: Positive School Culture - Additional Targeted Support Strategy</p>	Formative		
	Nov	Mar	June
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Maximize instructional time through the use of "Get Better Faster" strategies and observations.</p> <p>Strategy's Expected Result/Impact: Weekly performance results</p> <p>Staff Responsible for Monitoring: All Staff</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Summer salaries - State Compensatory Education (SCE) - \$13,395</p>	Formative		
	Nov	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			






Goal 2: Silsbee High School will increase the percentage of students achieving Meets Grade Level on the Algebra STAAR/EOC by 19% from 16% to 35%.

Performance Objective 1: Provide quality instruction, minimize achievement gaps, and improve student success.

High Priority

Evaluation Data Sources: STAAR results, MAP Growth Tests, DMAC assessments, Interim Assessments, Exit Tickets, etc.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Utilize the additional built-in planning period and established PLC processes with fidelity to ensure a focus on essential learning, monitoring of student learning through common formative and common end-of-unit assessments, and implementation of targeted and specific intervention and extension activities.</p> <p>Strategy's Expected Result/Impact: Maximize Instructional Time and Support a Positive School Culture</p> <p>Staff Responsible for Monitoring: Principal, AP's, Curriculum Coordinators, Dept Heads</p> <p>ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		
	Nov	Mar	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Utilize DMAC to track data on all assessments to monitor student growth on essential learning.</p> <p>Strategy's Expected Result/Impact: DMAC Assessments</p> <p>Staff Responsible for Monitoring: Principal, AP's, Curriculum Coordinators, Dept Heads</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		
	Nov	Mar	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide targeted accelerated instruction and tutoring opportunities for at-risk students before and after school.</p> <p>Strategy's Expected Result/Impact: After School Intervention, Tutorials, Overall School Culture</p> <p>Staff Responsible for Monitoring: All Staff</p> <p>ESF Levers: Lever 3: Positive School Culture - Additional Targeted Support Strategy</p>	Formative		
	Nov	Mar	June
			




Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Maximize instructional time through the use of "Get Better Faster" strategies and observations.</p> <p>Strategy's Expected Result/Impact: Weekly performance results</p> <p>Staff Responsible for Monitoring: All Staff</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Summer salaries - State Compensatory Education (SCE) - \$13,395</p>	Formative		
	Nov	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			






Goal 3: Silsbee High School will increase the percentage of students achieving Meets Grade Level on the Science STAAR/EOC by 8% from 37% to 45%.

Performance Objective 1: Provide quality instruction, minimize achievement gaps, and improve student success.

High Priority

Evaluation Data Sources: STAAR results, MAP Growth Tests, DMAC assessments, Interim Assessments, Exit Tickets, etc.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Utilize the additional built-in planning period and established PLC processes with fidelity to ensure a focus on essential learning, monitoring of student learning through common formative and common end-of-unit assessments, and implementation of targeted and specific intervention and extension activities.</p> <p>Strategy's Expected Result/Impact: Maximize Instructional Time and Support a Positive School Culture</p> <p>Staff Responsible for Monitoring: Principal, AP's, Curriculum Coordinators, Dept Heads</p> <p>ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		
	Nov	Mar	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Utilize DMAC to track data on all assessments to monitor student growth on essential learning.</p> <p>Strategy's Expected Result/Impact: DMAC Assessments</p> <p>Staff Responsible for Monitoring: Principal, AP's, Curriculum Coordinators, Dept Heads</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		
	Nov	Mar	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide targeted accelerated instruction and tutoring opportunities for at-risk students before and after school.</p> <p>Strategy's Expected Result/Impact: After School Intervention, Tutorials, Overall School Culture</p> <p>Staff Responsible for Monitoring: All Staff</p> <p>ESF Levers: Lever 3: Positive School Culture - Additional Targeted Support Strategy</p>	Formative		
	Nov	Mar	June
			




Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Maximize instructional time through the use of "Get Better Faster" strategies and observations.</p> <p>Strategy's Expected Result/Impact: Weekly performance results</p> <p>Staff Responsible for Monitoring: All Staff</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Summer salaries - State Compensatory Education (SCE) - \$13,395</p>	Formative		
	Nov	Mar	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>			






Goal 4: Silsbee High School will increase the percentage of students achieving Meets Grade Level on the US History STAAR/EOC by 8% from 67% to 75%.

Performance Objective 1: Provide quality instruction, minimize achievement gaps, and improve student success.

High Priority

Evaluation Data Sources: STAAR results, MAP Growth Tests, DMAC assessments, Interim Assessments, Exit Tickets, etc.







Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Utilize the additional built-in planning period and established PLC processes with fidelity to ensure a focus on essential learning, monitoring of student learning through common formative and common end-of-unit assessments, and implementation of targeted and specific intervention and extension activities.</p> <p>Strategy's Expected Result/Impact: Maximize Instructional Time and Support a Positive School Culture</p> <p>Staff Responsible for Monitoring: Principal, AP's, Curriculum Coordinators, Dept Heads</p> <p>ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		
	Nov	Mar	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Utilize DMAC to track data on all assessments to monitor student growth on essential learning.</p> <p>Strategy's Expected Result/Impact: DMAC Assessments</p> <p>Staff Responsible for Monitoring: Principal, AP's, Curriculum Coordinators, Dept Heads</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		
	Nov	Mar	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide targeted accelerated instruction and tutoring opportunities for at-risk students before and after school.</p> <p>Strategy's Expected Result/Impact: After School Intervention, Tutorials, Overall School Culture</p> <p>Staff Responsible for Monitoring: All Staff</p> <p>ESF Levers: Lever 3: Positive School Culture - Additional Targeted Support Strategy</p>	Formative		
	Nov	Mar	June
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Maximize instructional time through the use of "Get Better Faster" strategies and observations.</p> <p>Strategy's Expected Result/Impact: Weekly performance results</p> <p>Staff Responsible for Monitoring: All Staff</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Summer salaries - State Compensatory Education (SCE) - \$13,395</p>	Formative		
	Nov	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 5: Silsbee High School will maintain a safe and disciplined environment conducive to student learning.

Performance Objective 1: The Leadership Team in conjunction with Instructional Coaches will work with teachers to provide them the skills to intervene in disciplinary situations by defining an office referral vs teacher managed behaviors.

Evaluation Data Sources: Office and DAEP referrals; Sign in sheets for trainings








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Collaboratively, we will provide teachers with the skill to be able to redirect a student's behavior so that he/she will get back on task and an office referral will be avoided.</p> <p>Strategy's Expected Result/Impact: Improvement in Classroom Management</p> <p>Staff Responsible for Monitoring: Principal, AP's, Instructional Coaches</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Mar	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Track discipline data to analyze discipline events, evaluate actions, and removal actions to strategically monitor referrals of regular ed and special ed students.</p> <p>Strategy's Expected Result/Impact: Improvement in Classroom Management</p> <p>Staff Responsible for Monitoring: Leadership Team</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Mar	June
			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 6: Achieve a minimum of 95% overall campus attendance rate.

Performance Objective 1: Increase the Average Daily Attendance (ADA).

High Priority

Evaluation Data Sources: Attendance Report






Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Administration will designate sufficient time each week to focus on attendance only concerns to include phone calls, conferences, home visits, and work with the Attendance clerk. Administration will utilize an attendance tracking system to track student/parent conversations.</p> <p>Strategy's Expected Result/Impact: Improved communication with parents and students regarding attendance.</p> <p>Staff Responsible for Monitoring: Attendance Secretary, Principal, AP's</p>	Formative		
	Nov	Mar	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide various attendance incentives to students periodically throughout the year.</p> <ol style="list-style-type: none"> 1. Monthly Perfect Attendance 2. 1st period competition for highest attendance rate among classes. 3. Specialized incentives for chronically absent students. 4. School wide celebration for all students reaching 95%. <p>Strategy's Expected Result/Impact: Increase Student Attendance</p> <p>Staff Responsible for Monitoring: Attendance Secretary, Principal, AP's</p>	Formative		
	Nov	Mar	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Administration and local authorities will refer chronically absent students and/or parent/guardians who contribute to absences to truancy court.</p> <p>Strategy's Expected Result/Impact: Improved communication with parents and students regarding attendance.</p> <p>Staff Responsible for Monitoring: Attendance Secretary, Counselors, Admin</p>	Formative		
	Nov	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 7: 85% of Graduating Seniors of Silsbee High School will receive credit for meeting State CCMR (College Career Military Readiness) standards.

Performance Objective 1: 100% of students will be coded correctly in PEIMS.






High Priority

Evaluation Data Sources: TAPR report, Standardized Testing Results, Master Scheduling, LIT Credit Report

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Administration and counseling staff will utilize Career Craft software to track student achievement.</p> <p>Strategy's Expected Result/Impact: Increase in students meeting CCMR requirements</p> <p>Staff Responsible for Monitoring: Principal; CTE Director, PEIMS coordinator</p> <p>Additional Targeted Support Strategy</p>	Formative		
	Nov	Mar	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Administration, counselors and district staff will hold monthly meetings to review the progress of students receiving their CCMR credit.</p> <p>Strategy's Expected Result/Impact: Increase student participation in college readiness classes.</p> <p>Staff Responsible for Monitoring: Admin, All Staff</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative		
	Nov	Mar	June
	N/A		
 No Progress  Accomplished  Continue/Modify  Discontinue			






Goal 7: 85% of Graduating Seniors of Silsbee High School will receive credit for meeting State CCMR (College Career Military Readiness) standards.

Performance Objective 2: Promote and provide access to career certifications for students enrolled in CTE courses.

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase the number of students receiving industry recognized certifications within their endorsement of choice. Strategy's Expected Result/Impact: Program Effectiveness Report (PER), certificate of completion Staff Responsible for Monitoring: Principal;Assistant Principals;Counselors;CTE department chair; CTE teachers	Formative		
	Nov	Mar	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>			







Goal 7: 85% of Graduating Seniors of Silsbee High School will receive credit for meeting State CCMR (College Career Military Readiness) standards.

Performance Objective 3: Establish and expand partnerships with (IHE) institutions of higher education and industries to provide opportunities for students and teachers within our dual credit and ECHS program.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Regularly meet with IHE to provide collaboration and offerings that will result in college and high school credit for CTE courses.</p> <p>Strategy's Expected Result/Impact: meeting agenda/sign in sheets, minutes recorded, course offering increase over previous school year.</p> <p>Staff Responsible for Monitoring: Principal;Assistant Principals;Counselors;CTE department chair; CTE teachers</p>	Formative		
	Nov	Mar	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>			








Goal 7: 85% of Graduating Seniors of Silsbee High School will receive credit for meeting State CCMR (College Career Military Readiness) standards.

Performance Objective 4: Sustain an Early College High School program as defined by Texas Education Agency

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: students will have the opportunity to obtain 60 college credit hours or an associates degree at the end of high school career. Strategy's Expected Result/Impact: number of students on track to obtain 60 hours at the end of every semester/year. Staff Responsible for Monitoring: Principal;Assistant Principals;Counselors;ECHS student director; teachers</p>	Formative		
	Nov	Mar	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Sustain the ECHS Blueprint with fidelity Strategy's Expected Result/Impact: evaluate monthly to with the campus team and with the IHE. meetings, sign in sheets, data on TSI, data on course completion Staff Responsible for Monitoring: Principal;Assistant Principals;Counselors;ECHS student director; teachers</p>	Formative		
	Nov	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 8: All Silsbee High School staff will be able to meet the specific needs of all students with disabilities.

Performance Objective 1: Equip teachers with the knowledge and skills to effectively co-teach through relevant professional development.




Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The district and Region 5 will provide in-person training on various co-teach models and best practices to implement in the classroom.</p> <p>Strategy's Expected Result/Impact: Case worker will monitor student growth through coursework and assessment data.</p> <p>Staff Responsible for Monitoring: Principal; Special Ed Department Head, Diagnostician, Case Worker</p>	Formative		
	Nov	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			






Goal 9: Silsbee High School will maintain a safe environment that will comply with all current State Safety Mandates.

Performance Objective 1: Provide instruction, organizations, and events that foster student safety, character development, civic responsibility, and education about violence prevention, bullying, teen dating violence, and safe and drug free schools.

High Priority

Evaluation Data Sources: Activities Calendar, Report Cards, Attendance Reports, Discipline Reports, Sign-in Sheets, Drill Logs

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Conduct Fire, Shelter in Place, Evacuation, Lockdown, Frozen drills. Strategy's Expected Result/Impact: Ensure effectiveness of Emergency Operations Plans. Staff Responsible for Monitoring: Admin, All Staff, All Students</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative		
	Nov	Mar	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Coordinated Class Meetings with Hardin County Crime Victims' Assistance Center. Strategy's Expected Result/Impact: Increased awareness of resources, actions, and programs available to students in times of crisis. Staff Responsible for Monitoring: Counselors, Admin, Silsbee ISD PD</p>	Formative		
	Nov	Mar	June
	N/A		
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Daily Internal and External Locked/Secure Door checks. Strategy's Expected Result/Impact: Increase security of buildings and classroom. Staff Responsible for Monitoring: Admin, SISD Police, All Staff</p>	Formative		
	Nov	Mar	June
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Monthly visits from company contracted to provide Drug Dogs to check school classes, facilities, and grounds. Strategy's Expected Result/Impact: Reduce illegal drugs brought to campus. Staff Responsible for Monitoring: Admin</p>	Formative		
	Nov	Mar	June
			

Strategy 5 Details	Formative Reviews		
Strategy 5: Compliance Course Trainings provided by the district. Strategy's Expected Result/Impact: Ensure safety and security knowledge of staff Staff Responsible for Monitoring: Admin, All Staff	Formative		
	Nov	Mar	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>			

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Utilize the additional built-in planning period and established PLC processes with fidelity to ensure a focus on essential learning, monitoring of student learning through common formative and common end-of-unit assessments, and implementation of targeted and specific intervention and extension activities.
1	1	2	Utilize DMAC to track data on all assessments to monitor student growth on essential learning.
2	1	1	Utilize the additional built-in planning period and established PLC processes with fidelity to ensure a focus on essential learning, monitoring of student learning through common formative and common end-of-unit assessments, and implementation of targeted and specific intervention and extension activities.
2	1	2	Utilize DMAC to track data on all assessments to monitor student growth on essential learning.
3	1	1	Utilize the additional built-in planning period and established PLC processes with fidelity to ensure a focus on essential learning, monitoring of student learning through common formative and common end-of-unit assessments, and implementation of targeted and specific intervention and extension activities.
3	1	2	Utilize DMAC to track data on all assessments to monitor student growth on essential learning.
4	1	1	Utilize the additional built-in planning period and established PLC processes with fidelity to ensure a focus on essential learning, monitoring of student learning through common formative and common end-of-unit assessments, and implementation of targeted and specific intervention and extension activities.
4	1	2	Utilize DMAC to track data on all assessments to monitor student growth on essential learning.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Utilize the additional built-in planning period and established PLC processes with fidelity to ensure a focus on essential learning, monitoring of student learning through common formative and common end-of-unit assessments, and implementation of targeted and specific intervention and extension activities.
1	1	2	Utilize DMAC to track data on all assessments to monitor student growth on essential learning.
1	1	3	Provide targeted accelerated instruction and tutoring opportunities for at-risk students before and after school.
2	1	1	Utilize the additional built-in planning period and established PLC processes with fidelity to ensure a focus on essential learning, monitoring of student learning through common formative and common end-of-unit assessments, and implementation of targeted and specific intervention and extension activities.
2	1	2	Utilize DMAC to track data on all assessments to monitor student growth on essential learning.
2	1	3	Provide targeted accelerated instruction and tutoring opportunities for at-risk students before and after school.
3	1	1	Utilize the additional built-in planning period and established PLC processes with fidelity to ensure a focus on essential learning, monitoring of student learning through common formative and common end-of-unit assessments, and implementation of targeted and specific intervention and extension activities.
3	1	2	Utilize DMAC to track data on all assessments to monitor student growth on essential learning.
3	1	3	Provide targeted accelerated instruction and tutoring opportunities for at-risk students before and after school.
4	1	1	Utilize the additional built-in planning period and established PLC processes with fidelity to ensure a focus on essential learning, monitoring of student learning through common formative and common end-of-unit assessments, and implementation of targeted and specific intervention and extension activities.
4	1	2	Utilize DMAC to track data on all assessments to monitor student growth on essential learning.
4	1	3	Provide targeted accelerated instruction and tutoring opportunities for at-risk students before and after school.
7	1	1	Administration and counseling staff will utilize Career Craft software to track student achievement.

State Compensatory

Budget for Silsbee High School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 5.79

Brief Description of SCE Services and/or Programs

--

Personnel for Silsbee High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Amanda Smith	Teacher	0.13
Brettni Bourque	Teacher	0.13
Bridget Hicks	Teacher	0.13
Candace Jackson	Teacher	0.75
Cheylyn Brown	Teacher	0.13
Deanna Tally	Teacher	0.5
Frankye Riley	Paraprofessional	1
Jamie Youngblood	Teacher	0.13
Jessica Gore	Teacher	0.25
Katherine Daniel	Teacher	0.13
Kathryn McKeehan	Teacher	0.13
Michael Nelson	Teacher	0.38
TBD - At Risk Counselor - Spring Semeser	Counselor	1
TBD - Paraprofessional Spring Semester	Paraprofessional	1

Campus Funding Summary

State Compensatory Education (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Summer salaries		\$13,395.00
2	1	4	Summer salaries		\$13,395.00
3	1	4	Summer salaries		\$13,395.00
4	1	4	Summer salaries		\$13,395.00
Sub-Total					\$53,580.00