

Silsbee Independent School District
Edwards-Johnson Memorial Silsbee Middle School
2023-2024 Campus Improvement Plan



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.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

School Year	Enrollment
2023-2024	598
2022-2023	615
2021-2022	637
2020-2021	647
2019-2020	667
2018-2019	652
2017-2018	609

Ethnic Distribution	2023-2024	2022-2023	2020-2021	2019-2020	2018-2019	2017-2018
American Indian/Alaskan Native	1	0	2	2	6	8
Asian	1	1	1	2	2	2
Black/African American	130	110	108	141	118	107
Hispanic	48	50	44	43	35	51
Native Hawaiian/Other Pacific Islander	1	0	0	0	0	2
White	372	429	460	448	443	415
Two or More Races	45	35	32	31	48	29

The following data was utilized to help identify campus strengths and problems/needs: TEA 18-19 School Report Card, plan4learning Guide for CNA Summaries with Key questions to consider, EJMSMS 18-19 CNA and TSDS PEIMS Disaggregation of PEIMS Student Data.

The demographic trends at EJM- Silsbee Middle School have continued to remain consistent over the past 7 years with Caucasian students making up the majority of the student

population (68-71%), followed by African American (16-18%) and Hispanic student groups (5-7%). 16.69% of the population qualified for Special Education services in the 2020-2021 school year. 56% of the population is economically disadvantaged with less than 2% of students being English Learners. The campus supports 71 staff members; 45 teachers, 7 support staff, 4 administrators and 2 counselors with 12 educational aides.

Demographics Strengths

Based upon campus data analysis and information in the Demographics summary, these areas are identified as strengths:

1. Teacher retention - Tenure teachers
2. Hallways are grade-level specific
3. Department chairs, Campus Advisory Team and New Teacher Mentor Program

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Students with significant needs in Behavior Management areas are a part of the Special Education population that require dedicated resources to monitor and educate when able. Administrators, counselors and support staff are often pulled from day to day duties to handle incidents with these students often resulting in long term assignments of support. **Root Cause:** SMS does not have an established RTI Behavior program such as PASS to support teachers in transformational training to support Behavior Management students.

Problem Statement 2: Student attendance is low and a high percentage of students report to campus late. **Root Cause:** Students have other priorities that compete for their time and attention.

Student Learning

Student Learning Summary

The following data was utilized to help identify campus strengths and problems/needs: TEA 22-23 School Report Card, plan4learning Guide for CNA Summaries with Key questions to consider, EJMSMS 22-23 CNA and STAAR Preliminary data comparing 2021 to 2023.

The campus was a Not Rated campus by TEA in 2022-2023.

All Grades - Reading - 74% Approaches, 41% Meets, 14% Masters

All Grades - Mathematics - 56% Approaches, 21% Meets, 4% Masters

Student Learning Strengths

Based upon campus data analysis and information in the Student Learning summary, these areas are identified as strengths:

		Approaches		Meets		Masters	
		2022	2021	2022	2021	2022	2021
6th	Math	83%	74%	40%	26%	13%	6%
	Reading	62%	65%	29%	27%	10%	10%
7th	Math	81%	16%	45%	1%	15%	0%
	Reading	76%	59%	45%	34%	28%	18%
	Writing	71%	54%	43%	21%	15%	5%
8th	Math	76%	61%	38%	21%	1%	2%
	Reading	82%	61%	46%	32%	21%	12%
	Science	78%	60%	39%	38%	15%	20%
	Social Studies	72%	60%	32%	30%	18%	13%

2022 Results		Approaches	Meets	Masters
SMS	Math	59%	20%	4%
	Reading	68%	41%	20%
	Science	62%	30%	13%
	Social Studies	55%	20%	10%

1. Reading in all grades showed increased achievement at the Approaches, Meets, and Masters levels.
2. STAAR 2022 data shows an increase of 3% in All Grades Math at the Masters level.
3. The AA population showed progress in Science and Social Studies.
4. Physically engaging instructional activities.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Poor student behavior and attendance. **Root Cause:** Lack of incentives and support in encouraging positive behavior and good attendance.

Problem Statement 2: 7th grade mastery with concepts and calculations are low. **Root Cause:** Lack of alignment to the rigor of the TEKS and not using enough high-yield instructional strategies and classroom procedures.

Problem Statement 3: Lesson plans that are not aligned, specific, and data-informed. **Root Cause:** Lack of necessary time and processes for purposeful PLCs and planning time to review data, plan, and adjust.

Problem Statement 4 (Prioritized): Most Academic Growth Scores were below State and Region scores. **Root Cause:** Staff needs to improve alignment to TEKS and SEs in planning lessons and assessing mastery.

School Processes & Programs

School Processes & Programs Summary

Silsbee Middle School operates by Departments for each core subject and electives across grade six, seven and eight. Each Department has a Department Chair serving on the leadership team with the administration, counselors, special education representation, paraprofessional and parent input. Department Chairs and administrators meet on a monthly basis to evaluate and adjust all day-to-day operations on the campus. An AVID Site Team formed of Department Chairs, AVID teachers, counselor, administrator, Site Team Coordinator, AVID Guild students and parent representatives meets once a month to oversee the implementation of AVID with fidelity across the campus and to prepare AVID professional development for the SMS staff.

SMS supports a college-going culture through the AVID program being implemented school wide. Evidence in the hallways and by college t-shirt days support the exposure of varied post-secondary opportunities to our students including the armed services. Multiple programs are in place to support students who need additional support for success with placement documented in the DMAC program. The following programs are provided:

- Math Success - a program for students who have faltered on Math STAAR mastery in previous years; this is an elective class with a maximum of 12 students
- Reading Success - a program for students who have faltered on Reading STAAR mastery in previous years; this is an elective class with a maximum of 12 students
- Response to Intervention - a pull-out program that is tailor made for a student's learning gaps; students are pulled two, three or four days a week in groups of one to three students for one-on-one instruction

Special Education students are scheduled in General Education classes in a true inclusion environment. In-class support is provided in all core areas by paraprofessionals designated for each department or to a specific teacher for the school year. Resource classes for Mathematics and Reading are also available for Special Education students requiring a slower pace and a smaller class size to interact with the General Ed curriculum. All placements are documented in the district eSped program.

Teachers support all students through the Tiger Tutorial program. Students are encouraged to form study groups and meet on a regular basis before or after school to work on class assignments with the teacher serving as a facilitator in the room. Students gain a sense of ownership for their education and learn to be self-advocates in a non-threatening environment with a smaller set of peers.

Core subject teachers share a common conference period allowing collaboration for planning and professional learning for the department needs as they support the academic needs of the students. Teachers develop personal goals through these processes to enhance their impact in the classroom and for their own professional career development. Core content teams also meet monthly to participate in “PLC’s” to collaborate, plan, disaggregate data and plan reteach to inform instruction.

Posting assessment data for each grade level core content area in the PLC room to demonstrate growth towards our collective achievement goals.

Campus-wide implementation of Do-Nows and Ticket-out-the-Doors. This includes training through Teach Like a Champion and weekly accountability walks by administrators.

School Processes & Programs Strengths

Based upon campus data analysis and information in the Processes and Programs summary, these areas are identified as strengths:

1. NTMP

2. Most classrooms are student-centered with an environment of inquiry and collaboration provided to encourage student engagement with the content.
3. Teachers are devoted to the college-going school culture and climate of a "can do" attitude modeled for students and one another, as everyone strives to improve.
4. Extremely low turnover with a strong veteran teaching staff and committed administrative staff that seeks partnerships with parents and community members.
5. Varied programs that allow students to find their "niche" academically.
6. High Expectations are in place throughout the campus as students are supported in advanced course work of rigor.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Lack of resources and support for students who repeatedly fail to comply with the Student Code of Conduct. **Root Cause:** No behavior management program in place last year.

Problem Statement 2: Many students are unable to access electronic platforms to reinforce their learning due to unstable or no internet connection. **Root Cause:** Mifi grant ended 8/31/21.

Problem Statement 3: Low teacher recognition

Problem Statement 4 (Prioritized): No campus teacher collaboration groups to increase campus connections and comradery.

Perceptions

Perceptions Summary

This middle school campus is aligned to the high school and serves as a bridge between elementary school and high school – A bridge between childhood and young adulthood. These sixth through eighth grade students are served in an educational program designed to capture interest, develop learning skills, improve academic achievement and enhance the self-concept in preparation for high school. In addition to the basic courses offered – elective courses in computer literacy, band, choir and art are also available.

Students have a variety of ways to explore their academic and leadership skills including inclusive participation in all sports and extracurricular activities, which includes eight different athletic teams, 14 academic competition teams, eight community awareness activities, as well as various clubs and organizations.

Parents and community members are welcome within the walls of SMS. SISD Police Department, provides an officer on campus to encourage good will with students and ensure student and staff safety. The Performing and Visual Art Council supports at least one program each school year. Music classes are exposed to visiting conductors from post-secondary institutions. Students create their own celebrations for special dates such as Veterans Day and Black History month with support from community members.

Students have access to UIL academic and athletic competitions in addition to fine art competitions for band, choir and art. Civic minded organizations such as Student Council, National Junior Honor Society, Kawanis, Lions and Rotary are represented on campus. Various clubs exist for students to attend such as Cooking, Chess, Robotics, Coding, Book and Christians in Action. There are classes offered with specific interests such as Agriculture, Photography, Media and International Cultures.

As part of our Targeted Improvement Plan for this year, we will be sending out a Staff, Student, and Parent survey to collect additional data on the perceptions of all stakeholders. Once the data is collected and arranged, we will meet to analyze the major patterns and trends present in the data set to make purposeful, data-informed decisions that are best for students.

Perceptions Strengths

Based upon campus data analysis and information in the Perceptions summary, these areas are identified as strengths:

1. Engaging Lessons (Trails of Tears, Civil War Reenactment and Halls of History)
2. Building Relationships
3. Low teacher turnover rates
4. Color Run, Awards Programs, NJHS Induction, Running Start, AVID College visits and DC trip

Problem Statements Identifying Perceptions Needs

Problem Statement 1: A minimal number of parents are willing to engage in the academic and behavioral process for their student and to partner with the school for their student's success. **Root Cause:** Shifting attitude of school responsibilities vs parental responsibilities possibly due to economic situations of community.

Priority Problem Statements

Problem Statement 1: Poor student behavior and attendance.

Root Cause 1: Lack of incentives and support in encouraging positive behavior and good attendance.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Most Academic Growth Scores were below State and Region scores.

Root Cause 2: Staff needs to improve alignment to TEKS and SEs in planning lessons and assessing mastery.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Students with significant needs in Behavior Management areas are a part of the Special Education population that require dedicated resources to monitor and educate when able. Administrators, counselors and support staff are often pulled from day to day duties to handle incidents with these students often resulting in long term assignments of support.

Root Cause 3: SMS does not have an established RTI Behavior program such as PASS to support teachers in transformational training to support Behavior Management students.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Lack of resources and support for students who repeatedly fail to comply with the Student Code of Conduct.

Root Cause 4: No behavior management program in place last year.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: No campus teacher collaboration groups to increase campus connections and comradery.

Root Cause 5:

Problem Statement 5 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals

Goal 1: Using 2023 values, STAAR Performance Approaches will increase from 67 to 70, STAAR Performance Meets will increase from 33 to 40, and STAAR Performance Masters will increase from 10 to 14. Increasing STAAR Performance scores within the student achievement domain will bring our Domain 1 grade from a D to a C.





Performance Objective 1: All students will recover foundational skills and show academic growth from the 2023 STAAR assessment results, increasing from 62% in 2023 to 66% at the Approaches Level in 2024, as measured in the accountability system.

High Priority

Evaluation Data Sources: Texas Education Agency Texas Academic Performance Report (TAPR) and STAAR data.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus administrators provide training and ongoing support so that teachers implement best practices for establishing and maintain strong classroom culture, routines, and procedures. We will focus on strengthening and aligning our lesson planning, assessments, and instructional materials to help reach our targeted accountability goal. Our weekly PLC meetings will allow us to support our teachers in accomplishing these tasks while providing time to analyze data to ensure we are on track to meet our accountability goal. Capturing Kids Hearts will be implemented across the campus to help ensure the school is safe environment with dedicated and specific classroom management strategies.</p> <p>Strategy's Expected Result/Impact: Campus instructional leaders provide clear expectations, training and support so that teachers implement best practices for establishing and maintaining a productive classroom learning environment throughout the school. Improved classroom routines and procedures that result in improved classroom culture and less time out of class for behavior issues.</p> <p>Staff Responsible for Monitoring: Faculty, Staff and Administrative Team.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1</p>	Formative		
	Nov	Mar	June
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Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will collect, post, and use data of achievement progress to inform planning, instruction, and reteaching throughout the year.</p> <p>Strategy's Expected Result/Impact: Increase the use of data used to inform instructional progress, strategies, and success.</p> <p>Staff Responsible for Monitoring: Campus Administrators and Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative		
	Nov	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Students in need of additional instruction in Mathematics and ELA/R, will receive small group intervention through Response to Intervention (RtI) pull-out programs, Accelerated learning, and after-school intervention.</p> <p>Strategy's Expected Result/Impact: Progress Reports, Report Cards</p> <p>Staff Responsible for Monitoring: Campus administrators and RTI Staff</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Mar	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Students in need of additional instruction to meet grade level expectations (Meets) Standard on STAAR in Mathematics and ELA/R, will receive small group assistance in SUCCESS classes (see attached SCE addendum with budget information on Reading/Math Success).</p> <p>Strategy's Expected Result/Impact: STAAR results</p> <p>Staff Responsible for Monitoring: Campus Administrators, Faculty and RTI Staff</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Nov	Mar	June

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: A credit recovery program, including summer remediation program, will provide an opportunity for students to earn credits for on-time graduation. (See Credit Recovery and Summer Credit Recovery in SCE addendum.)</p> <p>Strategy's Expected Result/Impact: Credit accrual</p> <p>Staff Responsible for Monitoring: Campus Administrators, Counselors and Summer School students.</p> <p>Title I: 2.5, 2.6</p>	Formative		
	Nov	Mar	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Review of instructional lesson plans for core area contents to ensure alignment with the YAG, rigor and purposeful planning.</p> <p>Strategy's Expected Result/Impact: Ensure purposeful planning and proper use of instructional time.</p> <p>Staff Responsible for Monitoring: Campus administrators</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Nov	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Students with significant needs in Behavior Management areas are a part of the Special Education population that require dedicated resources to monitor and educate when able. Administrators, counselors and support staff are often pulled from day to day duties to handle incidents with these students often resulting in long term assignments of support. Root Cause: SMS does not have an established RTI Behavior program such as PASS to support teachers in transformational training to support Behavior Management students.</p>
Student Learning
<p>Problem Statement 1: Poor student behavior and attendance. Root Cause: Lack of incentives and support in encouraging positive behavior and good attendance.</p>
School Processes & Programs
<p>Problem Statement 1: Lack of resources and support for students who repeatedly fail to comply with the Student Code of Conduct. Root Cause: No behavior management program in place last year.</p>





Goal 1: Using 2023 values, STAAR Performance Approaches will increase from 67 to 70, STAAR Performance Meets will increase from 33 to 40, and STAAR Performance Masters will increase from 10 to 14. Increasing STAAR Performance scores within the student achievement domain will bring our Domain 1 grade from a D to a C.

Performance Objective 2: All students will recover foundational skills and show academic growth from the 2023 STAAR assessment results, increasing from 29% in 2023 to 33% at the Meets Level in 2023, as measured in the accountability system.

High Priority

Evaluation Data Sources: TEA TAPR and STAAR Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus administrators provide training and ongoing support so that teachers implement best practices for establishing and maintain strong classroom culture, routines, and procedures</p> <p>Strategy's Expected Result/Impact: Do Nows and Exit Slips being implemented campus-wide. Improved classroom routines and procedures that result in improved classroom culture and less time out of class for behavior issues.</p> <p>Staff Responsible for Monitoring: Faculty, Staff and Administrative Team.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative		
	Nov	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will collect, post, and use data of achievement progress to inform planning, instruction, and reteaching throughout the year.</p> <p>Strategy's Expected Result/Impact: Increase the use of data used to inform instructional progress, strategies, and success.</p> <p>Staff Responsible for Monitoring: Campus Administrators and Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative		
	Nov	Mar	June





Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Review of instructional lesson plans for core area contents to ensure alignment with the YAG, rigor and purposeful planning.</p> <p>Strategy's Expected Result/Impact: Ensure purposeful planning and proper use of instructional time.</p> <p>Staff Responsible for Monitoring: Campus administrators</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</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>			

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Performance Objective 3: All students will recover foundational skills and show academic growth from the 2023 STAAR assessment results, increasing from 12% in 2023 to 14% at the Masters Level in 2024, as measured in the accountability system.

Evaluation Data Sources: TEA TAPR and STAAR Data





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus administrators provide training and ongoing support so that teachers implement best practices for establishing and maintain strong classroom culture, routines, and procedures</p> <p>Strategy's Expected Result/Impact: Do Nows and Exit Slips being implemented campus-wide. Improved classroom routines and procedures that result in improved classroom culture and less time out of class for behavior issues.</p> <p>Staff Responsible for Monitoring: Faculty, Staff and Administrative Team.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative		
	Nov	Mar	June
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	Nov	Mar	June

Strategy 3 Details	Formative Reviews		
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Performance Objective 4: EJM- Silsbee Middle School will serve as a bridge to help prepare students for High School and the pathways available to them (CTE pathways/endorsements, ECHS and LIT) and assist with the transition of 5th grade students into Middle School.

Evaluation Data Sources: Parent Engagement event, Collaborative sessions with SHS/SES and student visits to SHS/SES 5th graders to SMS.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Assist in showcasing the opportunities and pathways our students have access to at SHS, such as CTE pathways/endorsements, ECHS and LIT.</p> <p>Strategy's Expected Result/Impact: Assist with completing of 4 year plans. Air our students to HS opportunities and pathways.</p> <p>Staff Responsible for Monitoring: Campus administrators and counselors at SMS and SHS. CTE staff.</p> <p>Title I: 4.2</p>	Formative		
	Nov	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Open House day/night event for incoming 6th graders from SES- day in the life of a middle school student.</p> <p>Strategy's Expected Result/Impact: Assist with the transition to MS.</p> <p>Staff Responsible for Monitoring: Administration, counselors and sponsors.</p>	Formative		
	Nov	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide supplemental technology to update resources and provide in-school and remote learning opportunities to prevent learning loss</p> <p>Funding Sources: Supplies - State Compensatory Education (SCE) - \$151,697</p>	Formative		
	Nov	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 2: Domain 2A: Academic Growth Raw Score will increase from 62 to 67. An increase in Academic Growth scores will ensure the school progress domain grade moves from a D to a C. Our campus will continue to focus on student growth as we think it is both achievable and ambitious to increase our scores by 5-10 points for App/Meets/Masters in Reading and Math combined. We think that the implementation of our selected Essential Actions in our TIP will allow us to obtain student growth. We will track our student growth individually using local and benchmark assessments to ensure differentiated instruction is provided to support each student to increase growth.

Performance Objective 1: Increase our scores by 5-10 percentage points at the Approaches, Meets, and Masters level in Math - All Grades

High Priority

Evaluation Data Sources: TEA TAPR and STAAR Results

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Math teachers will incorporate the use of STEMScopes Math to help improve instructional opportunities and alignment in the classroom.</p> <p>Strategy's Expected Result/Impact: Improvements will be monitored on Unit Tests, CBA's, Progress Reports, Report cards, STAAR Results</p> <p>Staff Responsible for Monitoring: Math teachers, Instructional Coordinators, and campus administrators.</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>- Targeted Support Strategy</p>	Formative		
	Nov	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Math Teachers will use Achieve 3000 to assign low performing TEKS for spiraling.</p> <p>Strategy's Expected Result/Impact: CBA's, STAAR, Progress reports, and report cards</p> <p>Staff Responsible for Monitoring: Math teachers, Dept. Head and campus administrators.</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Mar	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Student performance on Unit Benchmarks in the core subject areas will be analyzed via DMAC. Student progress will be monitored in Mathematics throughout the school year via Map Growth, Achieve3000 and PLCs.</p> <p>Strategy's Expected Result/Impact: DMAC, Map Growth and Achieve3000 reports.</p> <p>Staff Responsible for Monitoring: Faculty, Staff and Administrative Team.</p> <p>Title I: 2.6</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative		
	Nov	Mar	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Conduct weekly classroom walkthroughs, provide timely and immediate feedback to impact instruction.</p> <p>Strategy's Expected Result/Impact: To provide immediate feedback to impact instruction and support teacher growth. Identify areas of growth and progress with instructional delivery.</p> <p>Increased growth in student performance and mastery.</p> <p>Staff Responsible for Monitoring: Campus administration</p> <p>Title I: 2.4, 2.6</p>	Formative		
	Nov	Mar	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Implement weekly PLC's to foster collaborative efforts and impact student achievement by supporting data analysis and data driven instruction.</p> <p>Strategy's Expected Result/Impact: Continuous data conversations, use of student work samples and reteach plans created to increase student mastery.</p> <p>Documentation of the process/steps to close the gaps.</p> <p>Staff Responsible for Monitoring: STAAR tested area/grade-level teachers and campus admin.</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments</p> <p>- Targeted Support Strategy</p>	Formative		
	Nov	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 2: Domain 2A: Academic Growth Raw Score will increase from 62 to 67. An increase in Academic Growth scores will ensure the school progress domain grade moves from a D to a C. Our campus will continue to focus on student growth as we think it is both achievable and ambitious to increase our scores by 5-10 points for App/Meets/Masters in Reading and Math combined. We think that the implementation of our selected Essential Actions in our TIP will allow us to obtain student growth. We will track our student growth individually using local and benchmark assessments to ensure differentiated instruction is provided to support each student to increase growth.

Performance Objective 2: Increase our scores by 5-10 percentage points at the Approaches, Meets, and Masters level in Reading - All Grades

High Priority

Evaluation Data Sources: TEA TAPR and STAAR Results

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Increasing language rich Reading classrooms through the implementation of AVID Scholarly Language Sentence Stems, structured conversations and vocabulary strategies (Graphic organizers, story maps, Venn diagrams and spider maps).</p> <p>Strategy's Expected Result/Impact: Increase language rich classrooms and expand students vocabulary.</p> <p>Staff Responsible for Monitoring: Reading teachers, Dept. Head and Campus Administrators</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Student performance on Unit Benchmarks in the core subject areas will be analyzed via DMAC. Student progress will be monitored in Reading throughout the school year via Map Growth, Achieve3000 and Tiger Hunts (PLC's).</p> <p>Strategy's Expected Result/Impact: DMAC, Map Growth and Achieve3000 reports. Also, from Tiger Hunt data reviews.</p> <p>Staff Responsible for Monitoring: Faculty, Staff and Administrative Team.</p> <p>Title I: 2.6</p>	Formative		
	Nov	Mar	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Student performance on Unit Benchmarks in the core subject areas will be analyzed via DMAC. Student progress will be monitored in Mathematics throughout the school year via Map Growth, Achieve3000 and PLCs.</p> <p>Strategy's Expected Result/Impact: DMAC, Map Growth and Achieve3000 reports.</p> <p>Staff Responsible for Monitoring: Faculty, Staff and Administrative Team.</p> <p>Title I: 2.6</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative		
	Nov	Mar	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Conduct weekly classroom walkthroughs, provide timely and immediate feedback to impact instruction.</p> <p>Strategy's Expected Result/Impact: To provide immediate feedback to impact instruction and support teacher growth. Identify areas of growth and progress with instructional delivery.</p> <p>Increased growth in student performance and mastery.</p> <p>Staff Responsible for Monitoring: Campus administration</p> <p>Title I: 2.4, 2.6</p>	Formative		
	Nov	Mar	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Implement weekly PLC's to foster collaborative efforts and impact student achievement by supporting data analysis and data driven instruction.</p> <p>Strategy's Expected Result/Impact: Continuous data conversations, use of student work samples and reteach plans created to increase student mastery.</p> <p>Documentation of the process/steps to close the gaps.</p> <p>Staff Responsible for Monitoring: STAAR tested area/grade-level teachers and campus admin.</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments</p> <p>- Targeted Support Strategy</p>	Formative		
	Nov	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: To ensure a safe and secure environment conducive to student learning.

Performance Objective 1: EJM- Silsbee Middle School will achieve a 10% decrease in discipline referrals by May 2024, in comparison to the previous year.

Evaluation Data Sources: PEIMS 425 records, incident reports, counseling sessions

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus counselors will provide services to students in the areas of small group counseling sessions, informal counseling sessions on behavior and attendance, testing coordination and academic planning with students. CKH strategies and expectations will be implemented to create a safe learning environment for students</p> <p>Strategy's Expected Result/Impact: Individual graduation plans, student performance on STAAR</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>Title I: 2.6</p>	Formative		
	Nov	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Staff will be offered professional development activities such as Restorative Discipline, Crisis Prevention Intervention, Positive Behavior Support Initiative and Bus Safety Training to support the health and safety of students.</p> <p>Strategy's Expected Result/Impact: Training records</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: An annual review of tobacco, alcohol and other drug use incident data will be conducted by the campus Counselors and campus Principals, using the data to plan specific programs and activities. Activities may include, but are not limited to: National Red Ribbon Week, Student Assemblies to enhance Drug/Alcohol Awareness and use of Drug Dogs.</p> <p>Strategy's Expected Result/Impact: Needs Assessment Records</p> <p>Staff Responsible for Monitoring: Principal, Counselors</p>	Formative		
	Nov	Mar	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Campus leaders will host monthly grade-level meetings to discuss relevant campus discipline concerns and reteach campus expectations.</p> <p>Strategy's Expected Result/Impact: Continuously promote campus expectations and rules. Ensure a clear understanding of campus expectations.</p> <p>Staff Responsible for Monitoring: Campus leadership team</p>	Formative		
	Nov	Mar	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Implementation of Tags, discipline management system for Level I offenses.</p> <p>Strategy's Expected Result/Impact: Document levels of support for Level I offenses (T-S conference, Parent notification, team conferences and admin. support).</p> <p>Staff Responsible for Monitoring: Campus teachers and administrators.</p>	Formative		
	Nov	Mar	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: PASS program will be implemented for students receiving Special Education services to have a hands-on approach to redirecting behaviors.</p> <p>Strategy's Expected Result/Impact: Reduced displayed behaviors of students receiving Special Education services via a Positive Approach to Student Success.</p> <p>Teachers will receive tools to self-manage student behaviors within the classroom. Support teachers in transformational training to support Behavior Management students.</p> <p>Staff Responsible for Monitoring: Campus administrators, PASS staff and campus teachers.</p>	Formative		
	Nov	Mar	June
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Campus administrators and counselors will visit SMS students placed at the DAEP twice a month.</p> <p>Strategy's Expected Result/Impact: Continue to build the relationships and rapport with our students.</p> <p>Discuss the behavior expectations and possible solutions upon return to ensure student success and transition.</p> <p>Staff Responsible for Monitoring: Campus administrators and counselors.</p>	Formative		
	Nov	Mar	June
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Implement SEL ChooseLove during Home Room at least once per week.</p> <p>Strategy's Expected Result/Impact: Meet the needs of students and provide an environment conducive to learning / increased learning time.</p> <p>Staff Responsible for Monitoring: Campus administrators and teachers.</p> <p>Title I: 2.6</p>	Formative		
	Nov	Mar	June



No Progress



Accomplished



Continue/Modify







Discontinue

Goal 3: To ensure a safe and secure environment conducive to student learning.

Performance Objective 2: EJM- Silsbee Middle School will enforce campus safety rules and conduct safety drills.

Evaluation Data Sources: SCOC, campus rules and expectations, class meetings and logs of drills conducted.





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Safe Schools will be promoted through Campus Safety Rules; Campus Dress and Discipline Codes; Regularly scheduled fire, lockdown, tornado and other emergency drills; Safety and Security Audits; Motivational Speakers and Safety Presentations; Video/Audio Equipment; District-Issued ID Badges; Classroom doors closed and locked during the school day</p> <p>Strategy's Expected Result/Impact: Safety drill records, discipline records</p> <p>Staff Responsible for Monitoring: Principal, Counselors, SRO</p>	Formative		
	Nov	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: To increase parent/family engagement and community collaboration. through the use of creating an active PTO.

Performance Objective 1: Parents, community members and all stakeholders will be full partners with educators at Silsbee Middle School with increased participation by 10% in comparison to the prior school year.

Evaluation Data Sources: Sign In Sheets, Agendas, Website and email announcements, Event documentation





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Notification of Texas Education Agency (TEA) reports, campus-level conferences, events, meetings and programs impacting all stakeholders will be made through the district website, campus email, campus call-out, campus marquee, local newspaper and designated mailings in English and Spanish.</p> <p>Strategy's Expected Result/Impact: Notification documentation</p> <p>Staff Responsible for Monitoring: Principal; Counselors; District Communication Director</p>	Formative		
	Nov	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: A Campus Advisory Team (CAT) consisting of staff, parents, business and community members will meet throughout the year to plan for and assess the academic and cultural environments of the campus.</p> <p>Strategy's Expected Result/Impact: Signed agendas and Campus Improvement Plan</p> <p>Staff Responsible for Monitoring: Principal and CAT.</p> <p>Title I: 4.2</p> <p>Funding Sources: Plan4Learning - State Compensatory Education (SCE) - \$550</p>	Formative		
	Nov	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Parents and community members are encouraged to become engaged in the education of students through participation in activities including, but not limited to Student Orientation, Book Fair, Science and Math Fair, PVAC, Veterans Day assembly, Tiger Tutorials, athletic and fine art events and various volunteer opportunities. Parents of special student populations are afforded the opportunity to partner with the school through 504, ARD, LPAC or GT meetings.</p> <p>Strategy's Expected Result/Impact: Parent Involvement Records; invitations; special meeting notifications</p> <p>Staff Responsible for Monitoring: Administration; Department Chairs; AVID Site Team; Diagnostician; ESL Coordinator</p> <p>Title I: 4.2</p> <p>Funding Sources: Internet-based parent communication and supplies - Title I, Part A - \$2,127</p>	Formative		
	Nov	Mar	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Teachers and Staff will receive ongoing training regarding communication and building partnerships with parents and community members through Department meetings and staff development.</p> <p>Strategy's Expected Result/Impact: agendas; sign-in sheets; minutes; handouts</p> <p>Staff Responsible for Monitoring: Campus administration and Department Chairs</p>	Formative		
	Nov	Mar	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: EJM-Silsbee Middle School will create a PTO to increase the school-home relationship and support on campus.</p> <p>Strategy's Expected Result/Impact: Increase the school-home relationship and support on campus.</p> <p>Staff Responsible for Monitoring: Campus leadership team and PTO board members.</p> <p>Title I: 4.2</p>	Formative		
	Nov	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 5: To attract and retain highly qualified and motivated staff.

Performance Objective 1: Campus administrators will participate in local college job fairs and collaborate with alternative certification programs to recruit qualified individuals.





Evaluation Data Sources: Platforms of communication (emails/lists) and documentation of attendance to local job fairs.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Participation in f2f and virtual job fairs with local colleges and alternative certification programs to fill campus vacancies.</p> <p>Strategy's Expected Result/Impact: Recruitment of qualified individuals to fill hard-to-fill vacancies.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative		
	Nov	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 5: To attract and retain highly qualified and motivated staff.

Performance Objective 2: 100% of all teachers will attend ongoing staff development that focuses on the areas of core academics, support best practices towards the differentiation of instruction for all learners and enhance the integration of AVID strategies in the classroom and across the campus.

Evaluation Data Sources: Sign in sheets, teacher certifications, workshop completion certificates, lesson plans, department meeting agendas and minutes.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Faculty departments will analyze student progress data, reflect on instructional practices and plan for professional development needs via ESC Region 5, professional organization conferences, T-TESS Cube or relevant resources.</p> <p>Strategy's Expected Result/Impact: Signed agendas and handouts</p> <p>Staff Responsible for Monitoring: Campus administration, Department Chairs and teachers.</p> <p>Title I: 2.6</p>	Formative		
	Nov	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The Curriculum Department provides quality staff development and partners with the core subject departments to ensure developmental needs are met regarding curriculum, data analysis, instructional strategies and new programs for the classroom.</p> <p>Strategy's Expected Result/Impact: Signed agendas, training notes and training certificates</p> <p>Staff Responsible for Monitoring: Curriculum Department, Campus administration and Department Chairs</p> <p>Title I: 2.6</p>	Formative		
	Nov	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: The Special Education Department provides quality staff training focused on scientifically research-based methods, strategies and activities for accelerating instruction and procedural updated information required for Special Education students. Special Education Academic Advisors partner with faculty and staff to support Special Education students in the classroom.</p> <p>Strategy's Expected Result/Impact: Signed agendas, handouts, training notes and training certificates</p> <p>Staff Responsible for Monitoring: Special Programs Director, Campus administrators and Academic Advisors</p> <p>Title I: 2.4, 2.6</p>	Formative		
	Nov	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

State Compensatory

Budget for Edwards-Johnson Memorial Silsbee Middle School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 6

Brief Description of SCE Services and/or Programs

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Personnel for Edwards-Johnson Memorial Silsbee Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Burke, Dana	Teacher	0.5
Burris, Christi	Teacher	0.375
Delacerda, Blair	Teacher	0.125
Landis, Judith	Teacher	1
Shepperd, Jessica	Paraprofessional	1
Soignet, Christena	Teacher	1
Stephens, Angela	Paraprofessional	1
TBD	Teacher	0
TBD	Teacher	0
Temporary Teachers	Teacher	0
Temporary Teachers	Teacher	0
Whitehead, Amanda	Paraprofessional	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Michelle Mackey	Teacher	RTI	1.0
Yolanda Glover	Teacher	RTI	1.0

Campus Funding Summary

State Compensatory Education (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	3	Supplies		\$151,697.00
4	1	2	Plan4Learning		\$550.00
Sub-Total					\$152,247.00
Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	3	Internet-based parent communication and supplies		\$2,127.00
Sub-Total					\$2,127.00

Addendums

Edwards Johnson Memorial Middle School

A Title I, Part A Schoolwide Campus

Serving Grades 6-8

Campus Improvement Plan

State Compensatory Education Programs

School Year 2019-2020



State Compensatory Education Information for Stakeholders

The State Compensatory Education (SCE) Program at Edwards Johnson Memorial Middle School supplements the regular education program by providing intensive, accelerated instruction to help improve achievement for students identified as at-risk and economically disadvantaged. The state's SCE mandate requires that Texas school districts provide additional, accelerated instruction to students who meet at least one of the statutory eligibility criteria that identify them as being at risk of dropping out of school. The program is intended to remove any disparity between students identified as "at-risk" and all other students. The campus conducts an annual needs assessment in order to ensure the proper development of the programs' scope of services. By analyzing the results of the needs assessment, the campus ensures that SCE programs can be best integrated into the regular curriculum in order to increase the academic success of students at risk of dropping out of school.

In order to be eligible for SCE funding, this campus enrollment currently includes students who meet at least one state criterion for students at risk of dropping out of school. The SCE-funded services that are provided to these students are described in the Programs/Services section of this plan.

In 2013, House Bill 5 revised to five the number of State of Texas Assessments of Academic Readiness (STAAR) end-of-course exams required for high school students to graduate. Any student who was unsuccessful on a STAAR assessment that is no longer required have been removed from the list of at-risk students provided the student does not meet any additional state at-risk criteria.

Campus Profile

An annual needs assessment is conducted by Edwards Johnson Memorial Middle School that includes the principal and the site-based decision-making committee comprised of teachers, parents, community members, and business representatives. The needs assessment is conducted to identify the strengths and weaknesses of existing programs, practices, procedures, and activities, and to ensure that the use of resources is carefully planned, supplemental and cost effective. Data collected is disaggregated by all student

groups served by the campus, including categories of ethnicity, socioeconomic status, sex, and populations served by special programs, including students in special education programs. The needs assessment determines the measurable district performance objectives for all appropriate student achievement indicators for all student populations.

Based on data from the 18-19 Texas Academic Performance Report (TAPR), Edwards Johnson Memorial Middle School had a student population of 628 students with the following ethnic characteristics: African American students make up 18.6 percent of the student body, Hispanic students comprise 7.2 percent of the total student populations, 68.2 percent are white, 1 percent are American Indian while 4.8 percent of the students identify with two or more races. The socio-economic characteristics are: 60.8 percent economically disadvantaged; 39.2 percent non-educationally disadvantaged; 15.3 percent have been identified under Section 504; 5.7 percent students with disciplinary placements; 9.6 percent have been identified for Dyslexia services; 53.2 percent at-risk; and the campus has 11.4 percent mobility.

Funding Information for Stakeholders

SCE funds are used to create a compensatory, intensive and accelerated instruction program at Edwards Johnson Memorial Elementary School. SCE funds may also be used to fund a disciplinary alternative education program, to pay the costs associated with placing students in a juvenile justice alternative education program (but not for base level services), and to support a Title I, Part A Schoolwide program. The Texas Education Code, Sec. 28.0211(a-1) also requires districts to provide remediation to any student in grades 3-8 who fails a STAAR assessment. Students who pass a course but fail the assessment for that course may require additional instruction in that course even after they are no longer enrolled. Delivering accelerated instruction to students in these instances presents an additional funding challenge. The Texas Education Agency has ruled that funding to meet this state-mandated requirement may come from a campus's SCE allotment. The SCE allotment at Edwards Johnson Memorial Middle School is supplementary to the regular education program and supports such activities as program and student evaluation, instructional materials and equipment and other supplies required for quality accelerated instruction, supplemental staff expenses, salary for teachers of at-risk students, smaller class size, and individualized instruction (e.g., tutorials). This campus also uses its SCE allocation

to fully support the intent and purpose outlined in the Texas Education Code, Sec. 29.081(a). SCE funds are always allocated to this campus for uses that are allowable under statute and guidance. Edwards Johnson Memorial Middle School complies with this mandate as shown in the attached detailed budget.

Title I, Part A Schoolwide Program (TEC, Sec. 48.104(k)(2)), (FAR, 6.2.4.9)

SCE funds are used to support this federal campus-based program, which is included in the campus budget and all SCE expenditures are coded to the correct SCE fund code (fund 199), align with the purpose of the SCE program to close achievement gaps between at-risk/not at-risk students and economically disadvantaged/not economically disadvantaged), and follow all generally accepted accounting principles. SCE funds also meet the same guidelines required by the federal statute in that SCE funds are only used in compliance with applicable statutory and regulatory provisions (i.e., Title I requirements). SCE expenditures on this schoolwide campus are supplemental to the costs of the regular education program and do not replace required or allowable federal expenditures.

In this addenda, satisfactory justification is provided to document that the expenses requested are both reasonable in cost and necessary to accomplish the objectives of the project. Without these expenditures, the program would not accomplish its statutory objectives.

State Criteria

A student at Edwards Johnson Memorial Middle School is considered at risk of dropping out of school if he or she:

- 1) is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
- 2) is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;

- 3) was not advanced from one grade level to the next for one or more school years;^*
- 4) did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
- 5) is pregnant or is a parent;
- 6) has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
- 7) has been expelled in accordance with Section 37.007 during the preceding or current school year;
- 8) is currently on parole, probation, deferred prosecution, or other conditional release;
- 9) was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;^
- 10) is a student of limited English proficiency, as defined by Section 29.052;
- 11) is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
- 12) is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or
- 13) resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.
- 14) has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07, Penal Code.

^Students identified by criterion #3 and/or #9 remain at risk of dropping out of school for the remainder of their public K-12 education.

*Excludes students who did not advance from prekindergarten or kindergarten to the next grade level only as a result of the request of the parents.

Identification of students for SCE services takes place as needed during the school year to identify those students who become eligible for services after the start of the year as well as to exit students from the SCE Program when circumstances allow. Students with disabilities are considered in an at-risk situation only if the student meets at least one of the state criteria and not due to the disability. This campus does not use local criteria to identify students for SCE services.

STAAR Performance, Spring 2018-2019

The State of Texas Assessments of Academic Readiness (STAAR) program was implemented in spring 2012. The annual assessments for Edwards Johnson Memorial Middle School include reading and mathematics in grades 6, 7 and 8, writing in grade 7, and science and social studies in grade 8. The TEC §29.081 requires that districts evaluate and document the effectiveness of the accelerated instruction in reducing any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39 (STAAR) for at-risk students as compared with all other district students. Edwards Johnson Memorial Middle School complies with this mandate in this section on STAAR performance and in the Evaluation section on page 15-16. The STAAR reporting was modified for the Spring 2017 administration to include four new performance labels. **Masters Grade Level** (Passing) indicates that students are expected to succeed in the next grade with little or no academic intervention. **Meets Grade Level** (Passing) indicates that students will have a high likelihood of success in the next grade but may still need some short-term, targeted academic intervention. **Approaches Grade Level** (Passing) identifies students who are likely to succeed in the next grade with targeted academic intervention. **Does Not Meet Grade Level** identifies students who are unlikely to succeed in the next grade or course without significant, ongoing academic intervention.

Focusing on Achievement Gaps

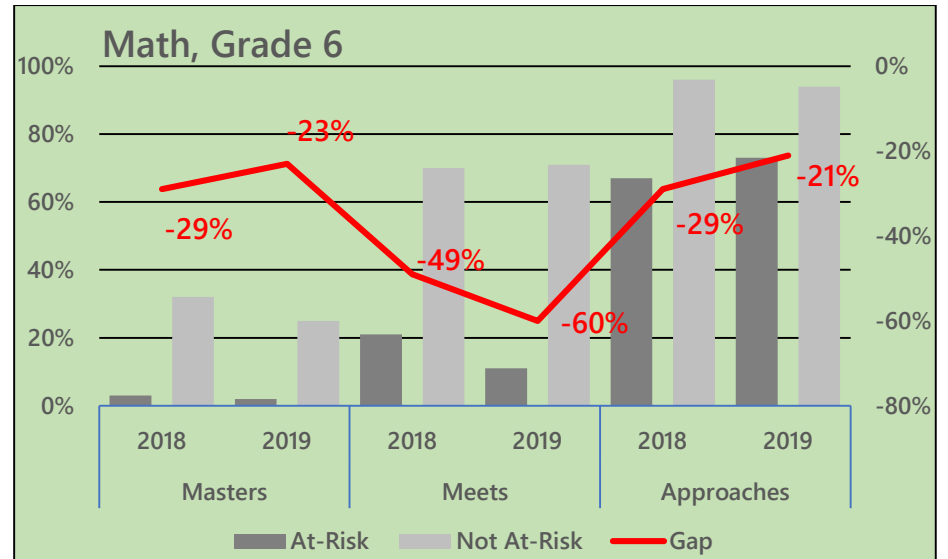
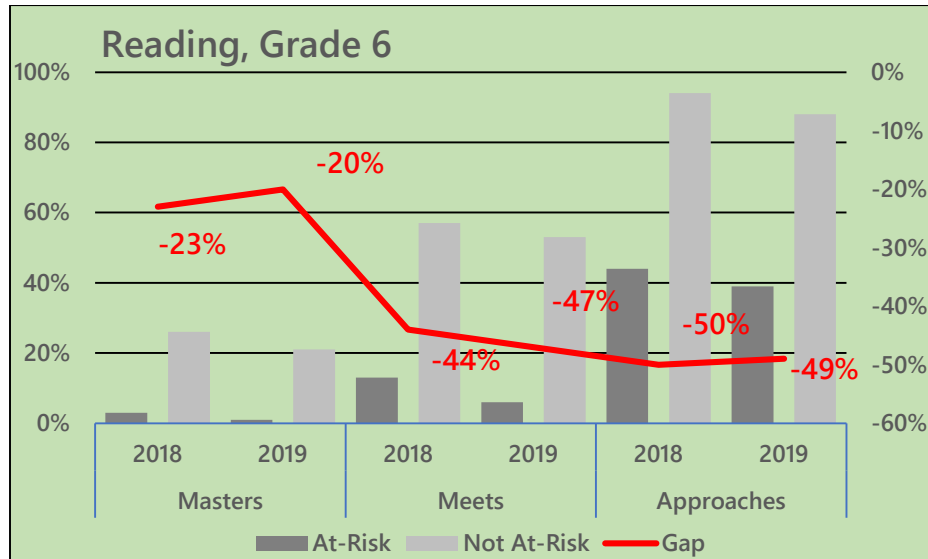
The following bar charts show two-year results for students taking the STAAR assessments. They are intended to focus on achievement gaps (if any) between at-risk and not-at-risk students as well as economically and not economically disadvantaged students rather than overall achievement. Closing achievement gaps for at-risk students should be a main goal of a district's SCE

program and a successful SCE program shows a closing of achievement gaps across all STAAR categories. Gap lines that do not show a closing of the gap indicates a need for review and possible modification of the SCE program in the specific grade level and STAAR component. Finally, the STAAR category "Did Not Meet" (Failing) is not shown as this would only repeat the same achievement gap as shown in the "Approaches" (Passing) category.

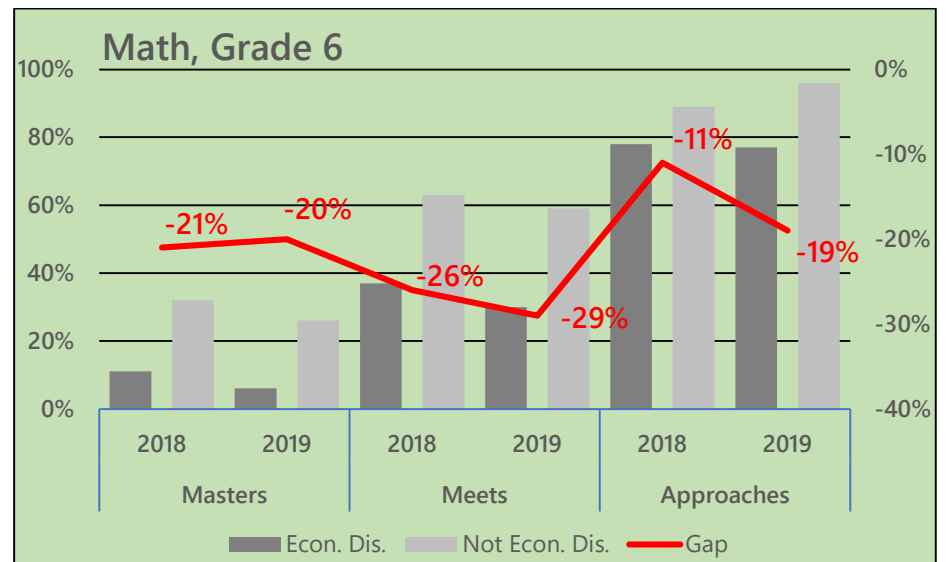
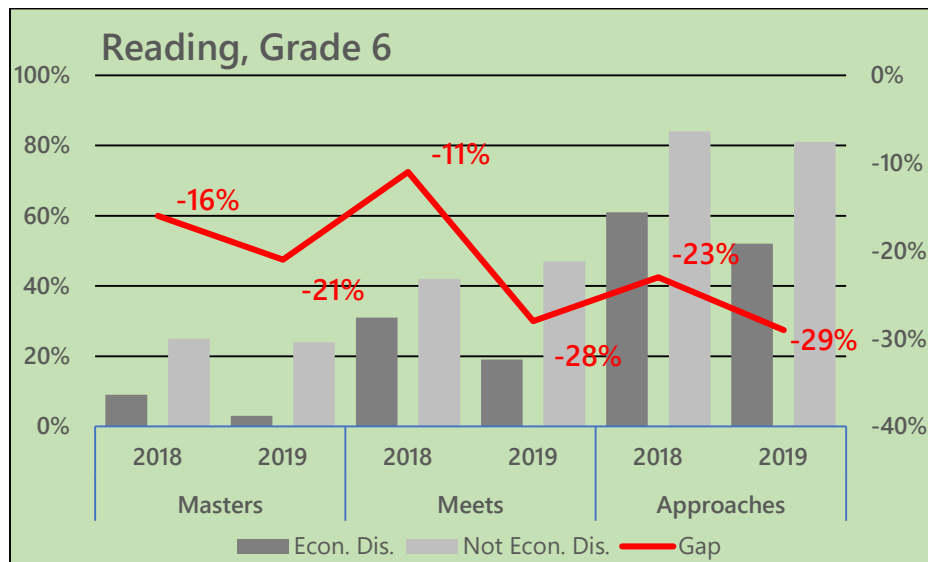
STAAR Performance by Grade and Subject, Spring 2018-2019

Grade 6

At Risk/Not At Risk



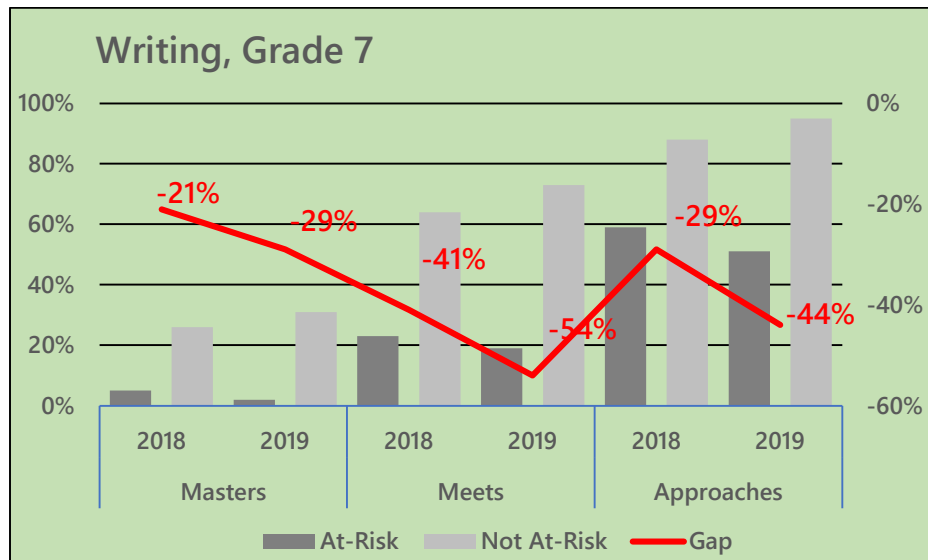
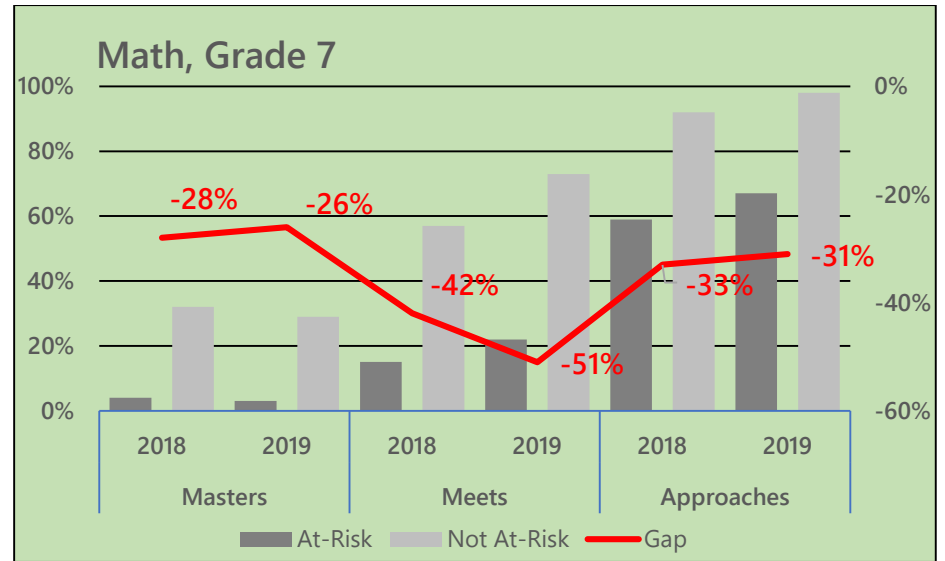
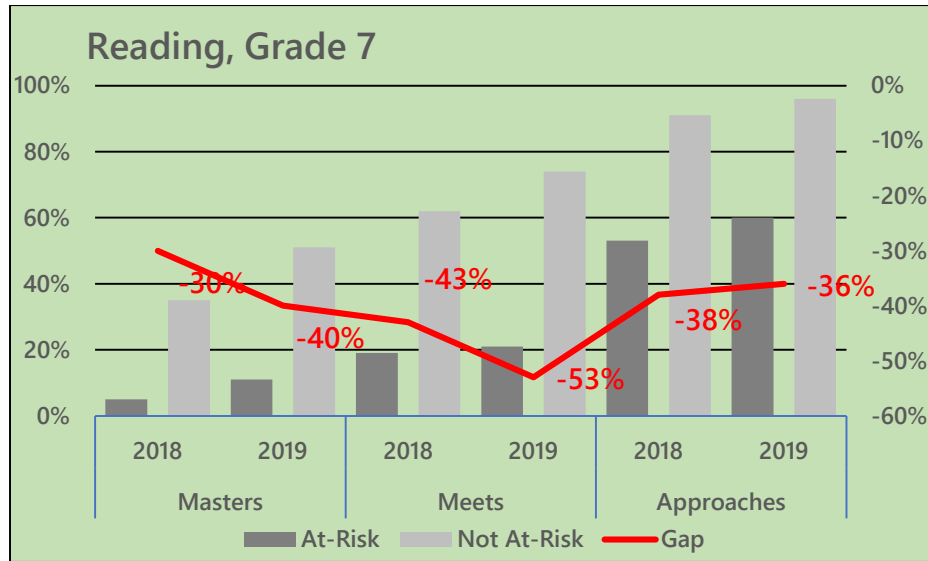
Economically Disadvantaged/Not Economically Disadvantaged



STAAR Performance by Grade and Subject, Spring 2018-2019

Grade 7

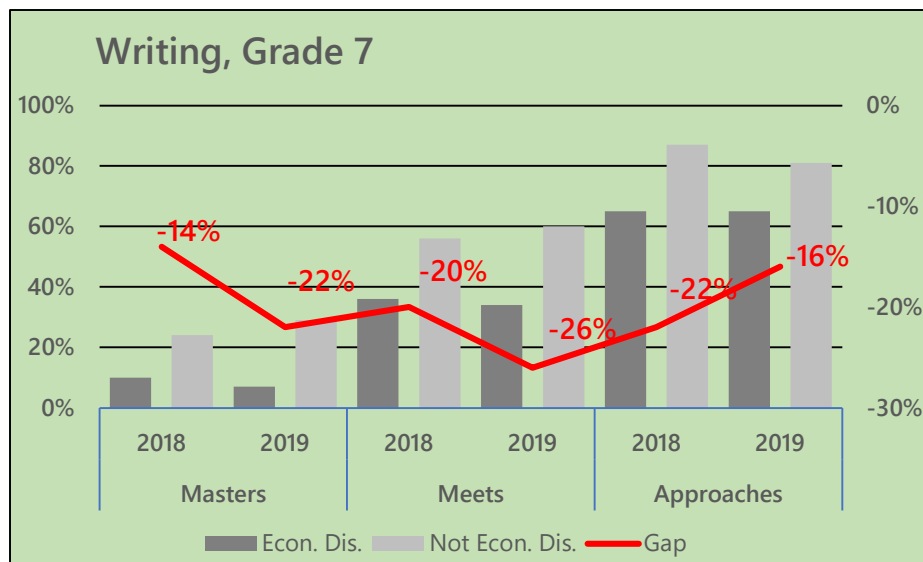
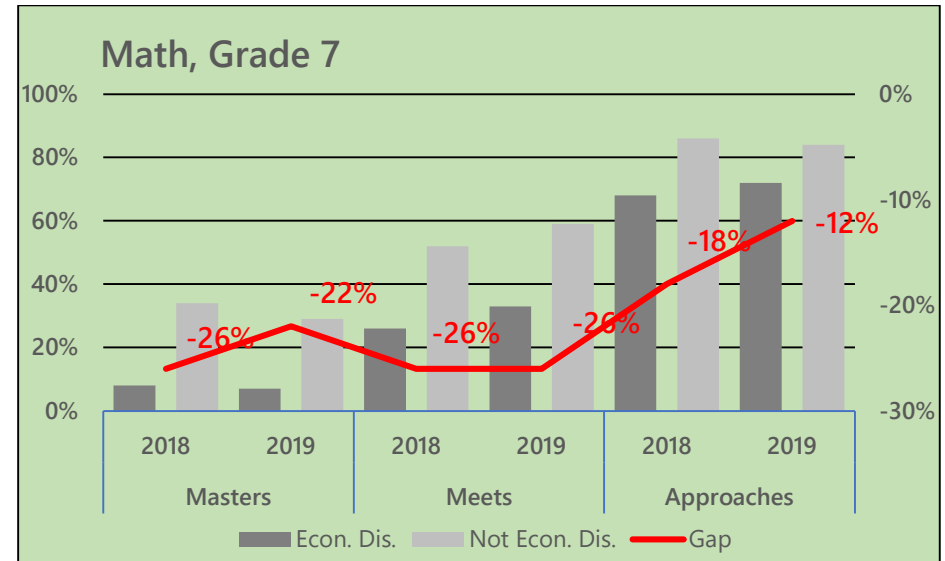
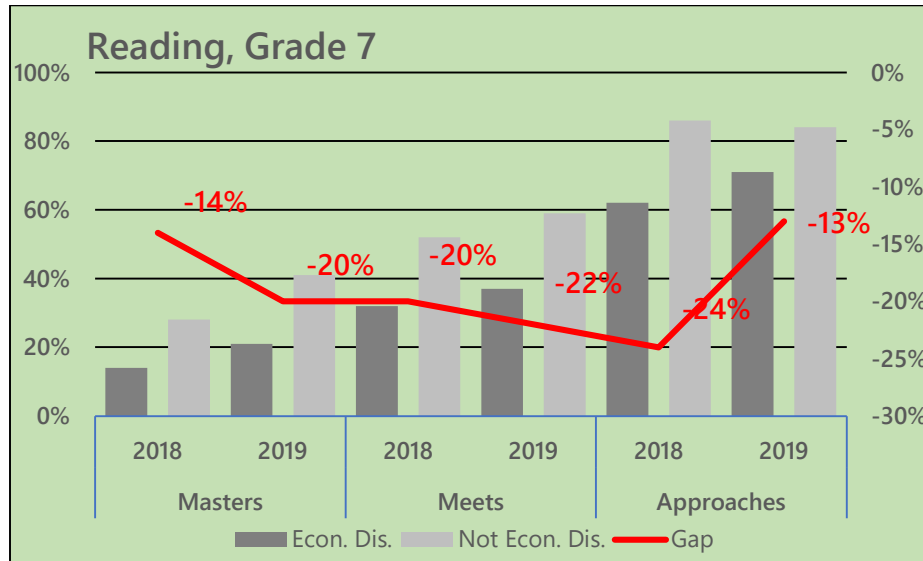
At Risk/Not At Risk



STAAR Performance by Grade and Subject, Spring 2018-2019

Grade 7 (continued)

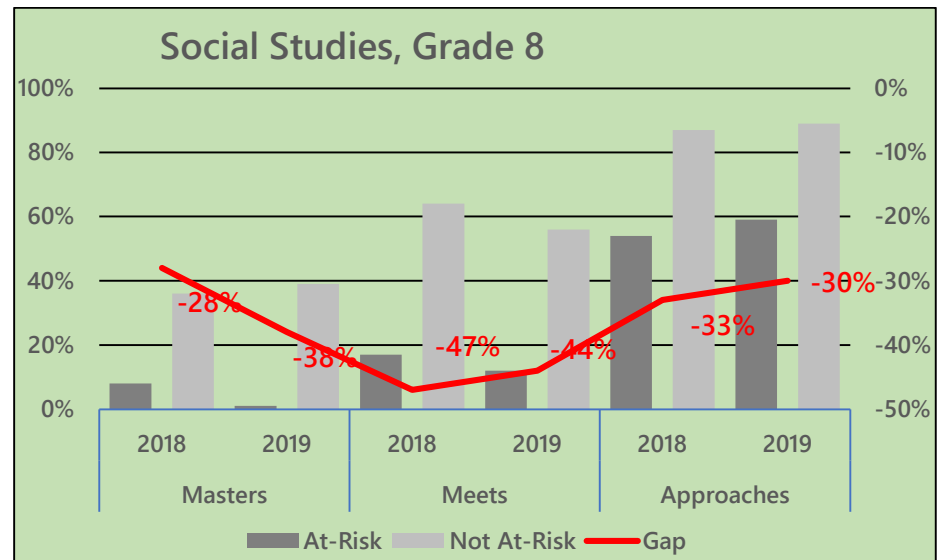
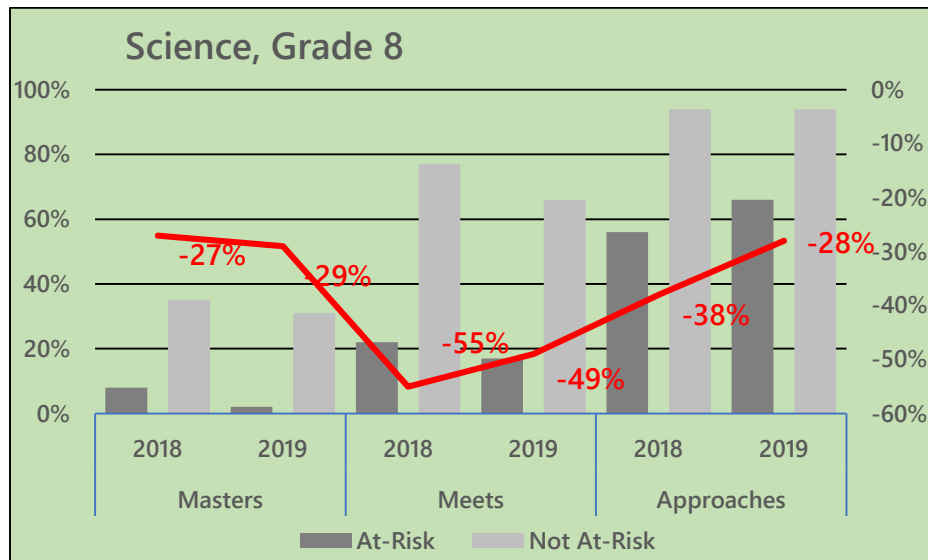
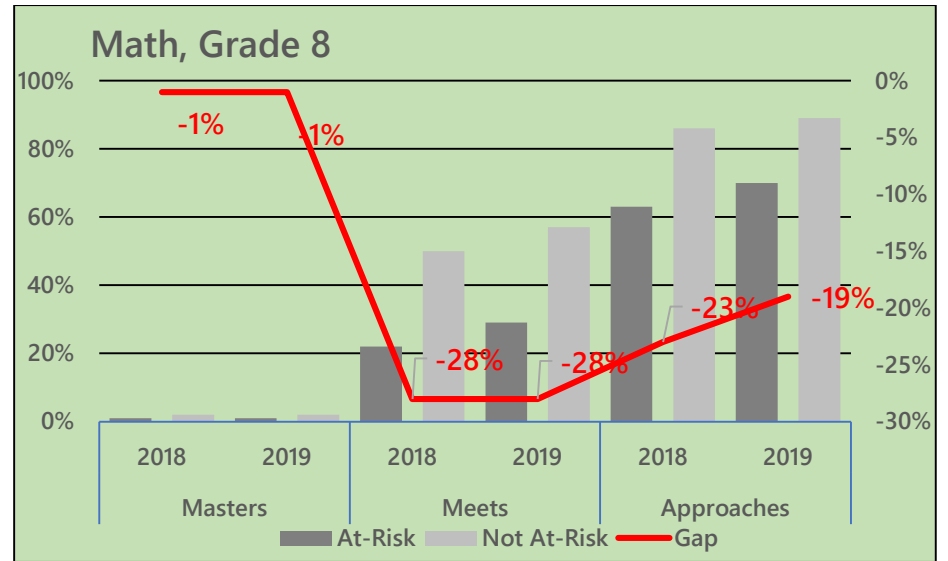
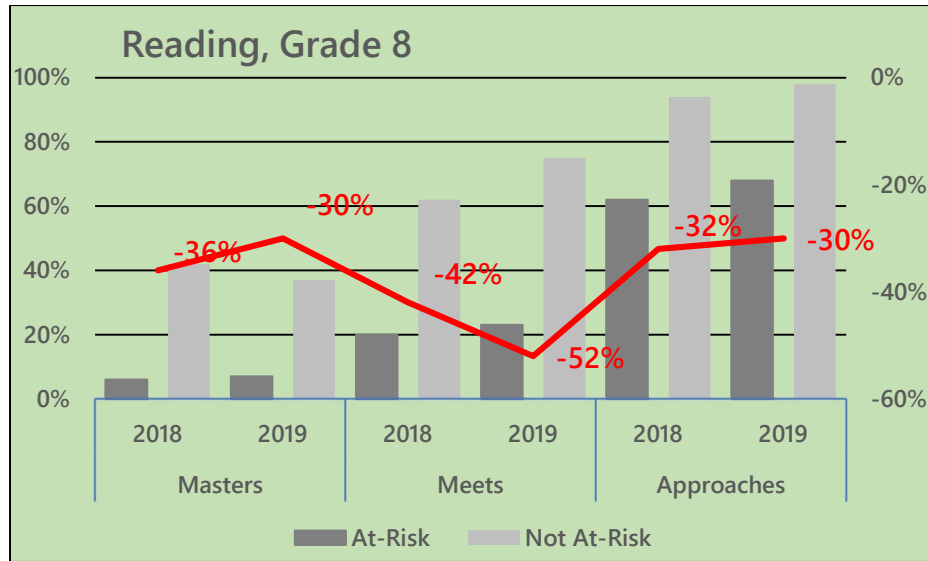
Economically Disadvantaged/Not Economically Disadvantaged



STAAR Performance by Grade and Subject, Spring 2018-2019

Grade 8

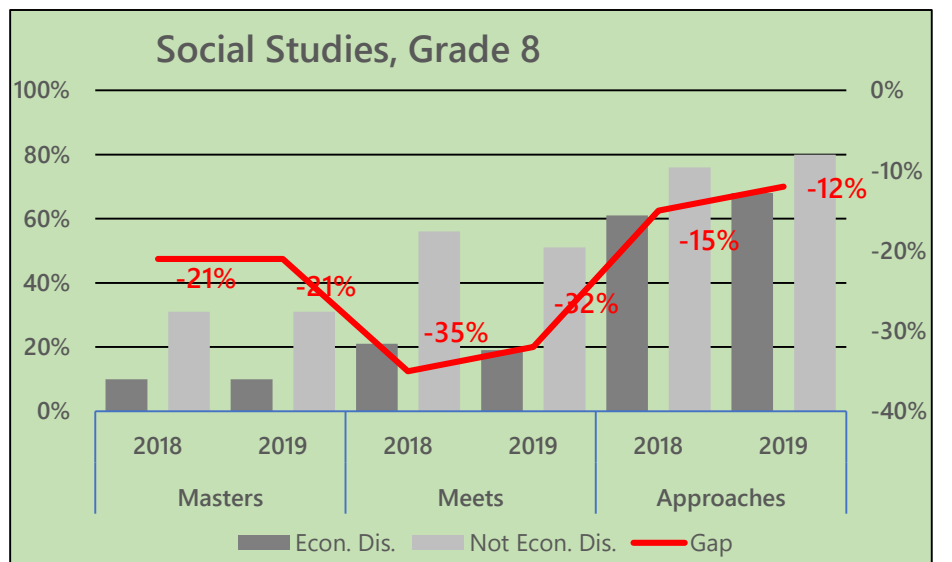
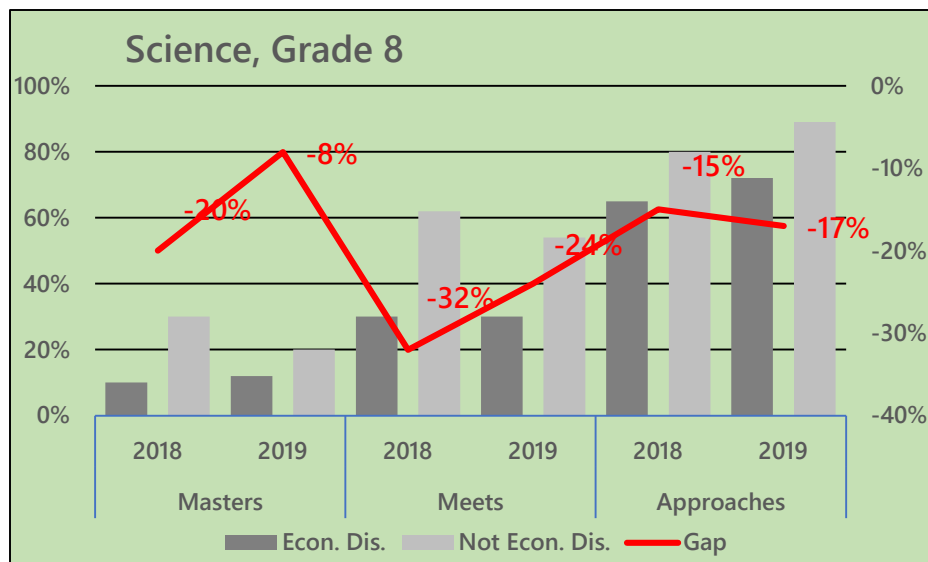
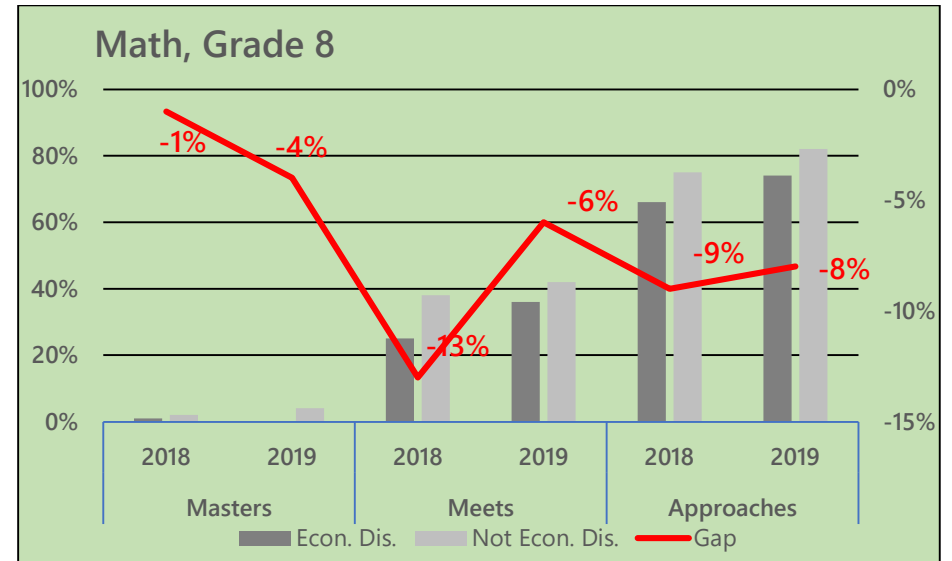
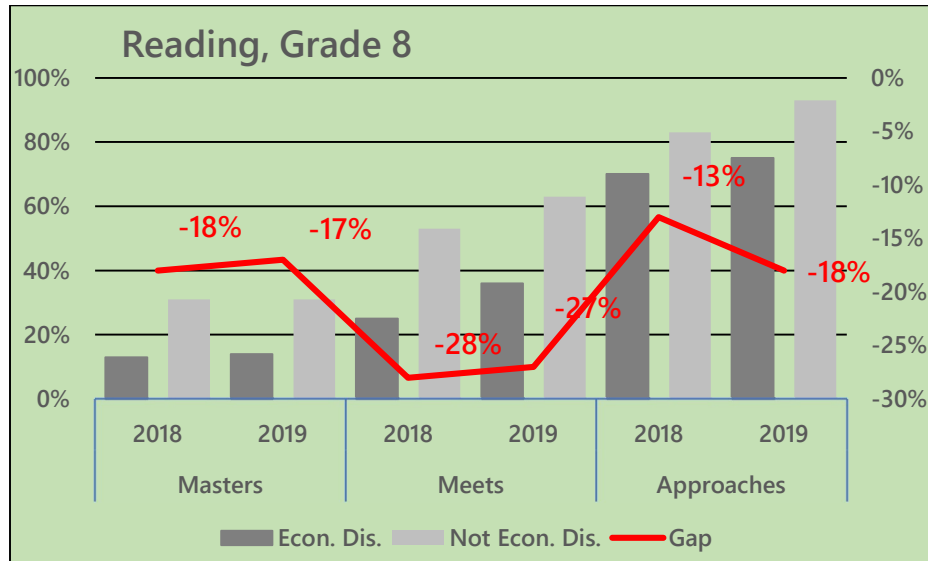
At Risk/Not At Risk



STAAR Performance by Grade and Subject, Spring 2018-2019

Grade 8 (continued)

Economically Disadvantaged/Not Economically Disadvantaged



At-Risk Students by Criterion for School Year 2019-2020

EJM Middle			<70 Average		Not Advanced		Failed STAAR		AEP		Expelled		Parole/ Probation		LEP		DPRS		Homeless		Residential Placement		Incarcerated	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade Level	Total Enrollment	Percentage of Enrollment			71	28%	124	49%	7	3%	0	0%	1	0%	6	2%	4	2%	15	6%	2	1%	6	2%
6	255	38%			71	28%	124	49%	7	3%	0	0%	1	0%	6	2%	4	2%	15	6%	2	1%	6	2%
7	216	32%	60	28%	72	33%	133	62%	20	9%	0	0%	1	0%	4	2%	17	8%	4	2%	1	0%	2	1%
8	196	29%	24	12%	71	36%	111	57%	19	10%	1	1%	1	1%	2	1%	12	6%	5	3%	5	3%	3	2%
	667	100%	84	13%	214	32%	368	55%	46	7%	1	0%	3	0%	12	2%	33	5%	24	4%	8	1%	11	2%

Other Programs That Support SCE-Funded Activities

Federal and state government agencies provide an abundance of program funding and the most efficient use of this funding is through coordination of efforts to ensure that duplication is kept to a minimum and activities are shared among the program beneficiaries—students in at-risk situations.

Federally-Funded Programs

Title I, Part A—This funding pays for resources to assist the campus’s students from low-income families and to improve education quality and help ensure all children meet the state's student performance standards. Title I, Part A programs use effective methods and instructional strategies that are grounded in scientific research.

Title II, Part A—This federal funding targets the improvement of student achievement by elevating teacher and principal quality through recruitment, hiring, and retention strategies and to increase the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools. The district specifically targets teacher preparedness and retention through a mentoring program.

Title III, Part A (LEP)—Programs funded with this grant aim to ensure that English language learners (ELL) attain English language proficiency and meet the state’s challenging academic achievement standards. Silsbee receives services through a shared services arrangement with ESC 5.

Individuals with Disabilities Education Act—IDEA is the collection of federal regulations for special education that ensures a free and appropriate public education (FAPE) for students with disabilities that attend public schools. IDEA requires that each public school provide services to eligible special education students in the least restrictive environment (LRE) and in accordance with each student’s individualized education program (IEP).

Career and Technical Education (CTE)—Career and technical education programs offer a coordinated, balanced sequence of courses that provide students with coherent and rigorous content related to a variety of career paths. CTE content is aligned with challenging academic standards and the current, relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions.

State-Funded Programs

Career & Technical Education—School districts are eligible to receive weighted state funding for eligible full-time equivalent (FTE) students in approved Career and Technology Education (CTE) programs. In addition to this weighted funding, school districts are also eligible to receive \$50 for each FTE student enrolled in either two or more advanced CTE courses for three or more credits, or in an advanced CTE course as part of a tech-prep program. These two state funding elements determine a district's total CTE allotment.

Gifted & Talented (G/T)—A gifted/talented student is a child or youth who performs at, or shows the potential for performing at, a remarkably high level of accomplishment when compared to others of the same age, experience, or environment. They also exhibit high performance capability in an intellectual, creative, or artistic area. They possess an unusual capacity for leadership and excel in a specific academic field. The state's goal for G/T students is to ensure that those students who participate in G/T services demonstrate skills in self-directed learning, thinking, research, and communication.

Bilingual—Since large numbers of students in Texas come from environments in which the primary language is other than English, Bilingual education and special language programs are necessary to meet the needs of these students and facilitate their integration into the regular school curriculum. The Bilingual programs provide for bilingual education and special language programs through the use of these supplemental state funds that help defray the extra costs of the programs.

Special Education—This campus provides special education services to identified students through a variety of placement options. Itinerant teachers serve students that require very few changes in regular classroom instruction; special education staff team with

classroom teachers providing integrated services in addition to pull-out instruction. In addition, self-contained staff provide integrated classroom services for students with moderate and severe needs.

2018-2019 State Compensatory Education Program Evaluation

As required by TEC, Section 29.081(c), Edwards Johnson Memorial Middle School evaluates the effectiveness of its state compensatory education program, the results of which are included in this campus improvement plan. The evaluation allows the campus to focus resources on the strategies and goals that will most likely impact the achievement of students at risk of dropping out of school. The analysis of the SCE program is aimed at revealing any disparity between the performance on assessment instruments between students at risk of dropping out of school and all other district students. It also uncovers differences in the rates of high school completion between students at risk of dropping out of school and all other district students.

State Compensatory Education resources must be redirected when evaluations indicate that programs and/or services are unsuccessful in producing desired results for students at risk of dropping out of school. Edwards Johnson Memorial Middle School gauges the effectiveness of its designated SCE program and includes the results of such evaluation in this campus improvement plan. The TEC does not specify the minimum standard or design for an evaluative process; however, Edwards Johnson Memorial Middle School chooses to use a combination of two types of evaluations: Continuous Improvement and Performance Data. The continuous improvement is evaluated through the formative processes described in the Programs and Strategies section above. Evaluation of performance data is accomplished through data analysis as part of the summative evaluation process.

Using data-informed decisions to drive instruction, improve student and school performance, and close achievement gaps is a primary goal of the SCE program. As part of the SCE evaluation, the campus staff integrates and adapts data analysis to provide meaningful information that helps teachers and administrators adjust to their individual students' needs. Deep analysis of the performance data allows the campus staff to seek patterns and opportunities for student and school growth as well as to make

informed judgments about teacher effectiveness, teacher evaluation and professional development needs that target strategies for assisting students identified as being at risk of failing or dropping out of school.

2018-2019 State Compensatory Education Program Evaluation (Cont.)

Edwards-Johnson Middle School					
SCE-Funded Program Name	Evaluation Criteria	# of Participating Students	# of Successful Students	% Students Successful	Review/Modify (yes no)
Tutorials/STAAR Remediation	Passing Rate	5	5	100%	Y
Math/ELA SUCCESS (STAAR Remediation)	Pass STAAR Reading	84	45	54%	Y
	Pass STAAR Math	76	63	83%	
Instructional Support/Rtl	iStation Reading	92	78	85%	Y
	iStation Math	104	101	97%	
AVID	Pass STAAR Reading	DNA	DNA	NA	Y
	Pass STAAR Math	DNA	DNA	NA	
AEP	Promotion	5	5	100%	Y
Temporary Teachers Reading/Math	Pass STAAR Reading	84	50	60%	Y
	Pass STAAR Math	21	11	52%	

SCE Budget, 2019-2020

The district business office prepares revenue projections for all funds based on state funding formulas and assigned property values, estimates of local tax revenue, enrollment projections, and other factors. The business office then coordinates the budget request process and provides approved allocations to this campus. Edwards Johnson Memorial Middle School is responsible for the efficient and effective administration of allocated SCE funds through the application of sound management practices and assumes responsibility for administering these funds in a manner consistent with underlying agreements, program objectives, and the terms and conditions of the SCE budget requirements set down in Module 9 of the FASRG. The accounting practices of the district that are implemented by this campus are consistent with cost principles, and provide for adequate documentation to support costs charged to the SCE budget. In determining whether certain positions, programs, strategies or activities may be funded with SCE dollars, Edwards Johnson Memorial Middle School bases budget determinations on the purpose of the SCE program being to improve student performance through direct instructional services to students at risk of dropping out of school.

TEC, Section 48.104(k)(1)(A) allows districts to use SCE funding to provide supplemental programs and services designed to eliminate any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39, or disparity in the rates of high school completion between students who are educationally disadvantaged and students who are not educationally disadvantaged.

Edwards Johnson Memorial Middle School does not use SCE funds to provide program activities, program personnel, or program materials that are required by federal law, state law or State Board of Education rule. The campus uses SCE funds only to provide support programs and/or services that supplement the regular education program so that students at risk of dropping out of school can succeed in school. SCE resources are redirected when evaluations indicate that programs and/or services are unsuccessful in producing desired results for students at risk of dropping out of school. All expenditures are reasonable and necessary to achieve the state goal of the SCE program: to supplement the campus's regular education program with compensatory, intensive, and/or accelerated instruction.

Silsbee ISD 100904

Fund 199 State Compensatory Education

Campus Detail



Fiscal Year 2020

Edwards-Johnson Memorial Middle School	Acct Title	Activity	Cost
199-11-6119-00-041-0-30-0-00	Teacher/Professional Salary	AVID	\$54,341.80
199-11-6119-00-041-0-30-0-00	Teacher/Professional Salary	Math	\$16,590.00
199-11-6119-00-041-0-30-0-00	Teacher/Professional Salary	Math Success	\$57,340.00
199-11-6119-00-041-0-30-0-00	Teacher/Professional Salary	Reading	\$16,590.00
199-11-6119-00-041-0-30-0-00	Teacher/Professional Salary	Reading Success	\$57,003.60
199-11-6119-00-041-0-30-0-00	Teacher/Professional Salary	Summer Credit Recovery	\$25,000.00
199-11-6119-00-041-0-30-0-00	Teacher/Professional Salary	Summer STAAR Remediat	\$6,000.00
199-11-6119-00-041-0-30-0-00	Teacher/Professional Salary	Tiger Tutorials	\$32,480.00
199-11-6119-00-041-0-26-0-00	Teacher/Professional Salary	AEP/Credit Recovery	\$31,593.20
199-11-6129-00-041-0-30-0-00	Support Personnel Salary	Rtl Lab	\$61,881.76
199-11-6141-00-041-0-30-0-00	Social Security/Medicare	Math Success	\$831.43
199-11-6141-00-041-0-30-0-00	Social Security/Medicare	Tiger Tutorials	\$470.96
199-11-6141-00-041-0-30-0-00	Social Security/Medicare	Summer STAAR Remediat	\$87.00
199-11-6141-00-041-0-30-0-00	Social Security/Medicare	Summer Credit Recovery	\$362.50
199-11-6141-00-041-0-30-0-00	Social Security/Medicare	Rtl Lab	\$897.29
199-11-6141-00-041-0-30-0-00	Social Security/Medicare	Reading	\$240.56
199-11-6141-00-041-0-30-0-00	Social Security/Medicare	Math	\$240.56
199-11-6141-00-041-0-30-0-00	Social Security/Medicare	AVID	\$787.96
199-11-6141-00-041-0-26-0-00	Social Security/Medicare	AEP/Credit Recovery	\$458.10
199-11-6141-00-041-0-30-0-00	Social Security/Medicare	Reading Success	\$826.55
199-11-6142-00-041-0-26-0-00	Health/Life Insurance	AEP/Credit Recovery	\$1,743.00
199-11-6142-00-041-0-30-0-00	Health/Life Insurance	AVID	\$3,050.63

Silsbee ISD 100904

Fund 199 State Compensatory Education

Campus Detail



Fiscal Year 2020

199-11-6142-00-041-0-30-0-00	Health/Life Insurance	Math Success	\$3,485.00
199-11-6142-00-041-0-30-0-00	Health/Life Insurance	Reading Success	\$3,485.00
199-11-6142-00-041-0-30-0-00	Health/Life Insurance	Rtl Lab	\$3,855.08
199-11-6143-00-041-0-30-0-00	Worker's Comp.	Reading Success	\$342.02
199-11-6143-00-041-0-26-0-00	Worker's Comp.	AEP/Credit Recovery	\$189.56
199-11-6143-00-041-0-30-0-00	Worker's Comp.	AVID	\$326.05
199-11-6143-00-041-0-30-0-00	Worker's Comp.	Math	\$99.54
199-11-6143-00-041-0-30-0-00	Worker's Comp.	Math Success	\$344.04
199-11-6143-00-041-0-30-0-00	Worker's Comp.	Rtl Lab	\$371.29
199-11-6143-00-041-0-30-0-00	Worker's Comp.	Summer Credit Recovery	\$150.00
199-11-6143-00-041-0-30-0-00	Worker's Comp.	Summer STAAR Remediat	\$36.00
199-11-6143-00-041-0-30-0-00	Worker's Comp.	Tiger Tutorials	\$194.88
199-11-6143-00-041-0-30-0-00	Worker's Comp.	Reading	\$99.54
199-11-6145-00-041-0-30-0-00	Unemployment Comp.	Summer STAAR Remediat	\$4.80
199-11-6145-00-041-0-30-0-00	Unemployment Comp.	Tiger Tutorials	\$25.98
199-11-6145-00-041-0-30-0-00	Unemployment Comp.	Summer Credit Recovery	\$20.00
199-11-6145-00-041-0-30-0-00	Unemployment Comp.	Rtl Lab	\$49.51
199-11-6145-00-041-0-30-0-00	Unemployment Comp.	Reading Success	\$45.60
199-11-6145-00-041-0-30-0-00	Unemployment Comp.	Math Success	\$45.87
199-11-6145-00-041-0-30-0-00	Unemployment Comp.	Math	\$13.27
199-11-6145-00-041-0-30-0-00	Unemployment Comp.	AVID	\$43.47
199-11-6145-00-041-0-26-0-00	Unemployment Comp.	AEP/Credit Recovery	\$25.27
199-11-6145-00-041-0-30-0-00	Unemployment Comp.	Reading	\$13.27

Silsbee ISD 100904

Fund 199 State Compensatory Education

Campus Detail



Fiscal Year 2020

199-11-6146-00-041-0-30-0-00	TRS Care	Math Success	\$5,447.30
199-11-6146-00-041-0-30-0-00	TRS Care	Tiger Tutorials	\$3,085.60
199-11-6146-00-041-0-30-0-00	TRS Care	Summer STAAR Remediati	\$570.00
199-11-6146-00-041-0-30-0-00	TRS Care	Summer Credit Recovery	\$2,375.00
199-11-6146-00-041-0-30-0-00	TRS Care	RtI Lab	\$5,878.77
199-11-6146-00-041-0-26-0-00	TRS Care	AEP/Credit Recovery	\$3,001.35
199-11-6146-00-041-0-30-0-00	TRS Care	Reading	\$1,576.05
199-11-6146-00-041-0-30-0-00	TRS Care	Math	\$1,576.05
199-11-6146-00-041-0-30-0-00	TRS Care	AVID	\$5,162.47
199-11-6146-00-041-0-30-0-00	TRS Care	Reading Success	\$5,415.34
			<hr/>
			\$416,169.88
199-11-6299-00-041-0-26-0-26	Misc. Contract Services	Edgenuity (Odyssey)	\$30,597.00
199-11-6299-00-041-0-30-0-00	Misc. Contract Services	DMAC	\$2,378.00
199-11-6299-00-041-0-30-0-00	Misc. Contract Services	iStation	\$5,535.00
199-31-6299-00-041-0-30-0-00	Misc. Contract Services	DMAC	\$900.00
			<hr/>
			\$39,410.00
			<hr/>
		Campus 041 Total:	\$455,579.88

Silsbee ISD 100904

Fund 199 State Compensatory Education

Fiscal Year 2020

Campus Detail



Total by Class Object:

61XX	\$416,169.88
62XX	\$39,410.00

Total by Function:

11	\$454,679.88
31	\$900.00

Total by Activity:

AEP/Credit Recovery	\$37,010.49
AVID	\$63,712.38
DMAC	\$3,278.00
Edgenuity (Odyssey)	\$30,597.00
iStation	\$5,535.00
Math	\$18,519.42
Math Success	\$67,493.64
Reading	\$18,519.42
Reading Success	\$67,118.12
Rtl Lab	\$72,933.69
Summer Credit Recovery	\$27,907.50
Summer STAAR Remediation	\$6,697.80
Tiger Tutorials	\$36,257.42

Silsbee ISD 100904

Fund 199 State Compensatory Education

Fiscal Year 2020

Personnel Detail



Edwards-Johnson Memorial Middle School

Name	Position	Activity	Salary Funded	FTE	Health/Life Insurance	Medicare	Workers Comp.	Unemployment Comp.	TRS	Total Salary and Benefits Funded
Amanda Whitehead	Paraprofessional	RtI Lab	\$23,927.73	1.000	\$185.04	\$346.95	\$143.57	\$19.14	\$2,273.13	\$26,895.57
Angela Stephens	Paraprofessional	RtI Lab	\$23,713.98	1.000	\$3,485.00	\$343.85	\$142.28	\$18.97	\$2,252.83	\$29,956.92
Christena Soignet	Teacher	Reading Success	\$57,003.60	1.000	\$3,485.00	\$826.55	\$342.02	\$45.60	\$5,415.34	\$67,118.12
Christi Burris	Teacher	AVID	\$5,687.50	0.125	\$0.63	\$82.47	\$34.13	\$4.55	\$540.31	\$6,349.59
Dana Burke	Teacher	AVID	\$22,509.38	0.375	\$1,307.00	\$326.39	\$135.06	\$18.01	\$2,138.39	\$26,434.22
Deanna Tally	Teacher	AEP/Credit Recovery	\$31,593.20	0.500	\$1,743.00	\$458.10	\$189.56	\$25.27	\$3,001.35	\$37,010.49
Elizabeth Delacerda	Teacher	AVID	\$6,217.50	0.125	\$436.00	\$90.15	\$37.31	\$4.97	\$590.66	\$7,376.60
Jennifer Holmes	Teacher	AVID	\$19,927.43	0.375	\$1,307.00	\$288.95	\$119.56	\$15.94	\$1,893.11	\$23,551.98
Jessica Shepperd	Paraprofessional	RtI Lab	\$14,240.05	1.000	\$185.04	\$206.48	\$85.44	\$11.39	\$1,352.80	\$16,081.21
Judith Landis	Teacher	Math Success	\$57,340.00	1.000	\$3,485.00	\$831.43	\$344.04	\$45.87	\$5,447.30	\$67,493.64
TBD	Teacher	Summer Credit Recovery	\$25,000.00	1.000	\$0.00	\$362.50	\$150.00	\$20.00	\$2,375.00	\$27,907.50
TBD	Teacher	Summer STAAR Remediation	\$6,000.00	1.000	\$0.00	\$87.00	\$36.00	\$4.80	\$570.00	\$6,697.80
TBD	Teacher	Tiger Tutorials	\$32,480.00	1.000	\$0.00	\$470.96	\$194.88	\$25.98	\$3,085.60	\$36,257.42
Temporary Teachers	Teacher	Math	\$16,590.00	1.000	\$0.00	\$240.56	\$99.54	\$13.27	\$1,576.05	\$18,519.42
Temporary Teachers	Teacher	Reading	\$16,590.00	1.000	\$0.00	\$240.56	\$99.54	\$13.27	\$1,576.05	\$18,519.42
Campus 041 Subtotal:		FTE - 11.5	\$358,820.36		\$15,618.71	\$5,202.90	\$2,152.92	\$287.06	\$34,087.93	\$416,169.88