Silsbee Independent School District

District Improvement Plan

2023-2024

Mission Statement

Provide knowledge essential to prepare students for the challenges of the new millennium through the shared belief that a successful education is directly related to strong family values and parental involvement with their children and our school system.

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.
Values . . . Skills . . . Confidence

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Enrollment by grade level, ethnicity, and program was reviewed for the past four years including the beginning of the 2023-2024 school year. A decrease in enrollment has been identified for the 2023-2024 school year across the district. However, it was noted that high school enrollment increased this year suggesting an exploration of trends across campuses and/or grade levels. The elementary campuses have an average grade enrollment of 187.6 while the secondary campuses grade level average enrollment is 203.2. The Sophomore class is the largest class by enrollment with 227 students. The 4th grade class is the smallest by enrollment size with 174 students.

Programs that have had a slight change in participation over the past four years are ESL, AAS, 504, and Dyslexia. The Economic Disadvantaged population increased from 61.81% in 2019-20 to 68.88% in 2023-24. Special Education has increased in enrollment from 484 students in 2019-20 to 502 students in 2023-24. The At-Risk population has decreased from 59.44% in 2019-20 to 50.79% in 2023-24.

Enrollment	2019-20	2020-2021	2021-22	2022-23	2023-24
	2909	2743	2718	2789	2654

2023-24	Enrollment	ESL	AAS/GT	Dyslexia	504	SpEd	Eco Dis	At Risk
High School	825	14	33	92	146	123	529	459
Middle School	598	24	34	62	111	121	412	346
Elementary School	959	29	105	85	91	203	676	466
Primary School	272	4	0	0	1	55	211	86
District Total	2654	71	172	239	349	502	1828	1348
% of population		2.7%	6.4%	8%	13%	18.9%	68.8%	50.7%

The following data is based on the 2021-22 TAPR report: Drop-out rate for the 2020-21 school year was 0.2%, less than the prior year of 0.4%. The Six-year Extended Longitudinal Graduation Rate (Class of 2019) is 98.0%. Attendance rate for the 2020-21 school year was 94.5%, which is a decrease from the prior year of 98.5%

Currently, the District employs 420 staff members of which 232 are professional instructional staff and 188 are professional and non-professional support staff.

District Staff			
TOTAL	**420**	**415**	**405**
Classification	**2023-24**	**2022-23**	**2021-22**
Superintendent/Asst.	2	2	3

District Staff			
Directors	12	9	9
Principals	5	4	5
Asstant Principals	12	12	11
Professional Support Staff	37	36	32
Teachers	205	207	206
Instructional Aides	85	82	82
Clerical Staff	39	40	38
Auxiliary Staff	23	23	20
Degree	**2023-24**	**2022-23**	**2021-22**
Doctorate	3	4	4
Masters	53	59	59
Bachelors	201	210	204
GENDER	**2023-24**	**2022-23**	**2021-22**
female	340	343	
male	75	72	
RACE	**2023-24**	**2022-21**	**2021-22**
African American	42	35	
Hispanic	9	8	
White	362	369	
Asian	2	3	

Teacher Certification			
Type	**2023-24**	**2022-23**	**2021-22**
Teacher count	**205**	**207**	**206**
Certified	161	179	185
Intern (ACP)	3	5	14

Teacher Certification			
School District Teacher Permit (SDTP)	9	7	3
Associate Teacher(Non-Certified)	26	16	0
Vacant Position	6	0	4

Professional Instructional Staff			
TOTAL	232	234	236
YRS EXP	2023-24	2022-23	2021-22
0-4	66	61	55
5-9	48	50	47
10-14	30	28	30
15-19	39	38	42
20-24	20	18	31
25-29	16	26	18
30+	13	13	13

The percent of district teachers certified for their content area has steadily declined - from 99% in 2019-20 to 79% in 2023-24. Teachers with four years or less of experience continue to be the largest group of teachers in the district. All district paraprofessionals meet certified status. Teachers are evaluated using T-TESS. Four instructional coordinators are provided to support campus staff by providing curriculum and instructional support and professional development. Distrcit staff is provided on-demand professional development. Additional professional development is provided to support newly hired classroom teachers witih the New Teacher Mentor program. Feedback from new teachers, mentors, and administrators revlealed a need for additional training and support in classroom management and rigor.

Not considering the funding source for school year 2023-2024, the district filled 56 teaching positions, 8 professional support positions, and 27 paraprofessional/auxiliary positions. The 2023-24 school year began with 6 vacant teaching positions, 11 vacant paraprofessional/auxiliary positions, and 11 vacant bus driver positions.

Demographics Strengths

One strength identified is the PFE Liaisons located on each Title 1 Campus to address Parent and Family Engagement are a great resource for campuses. The PFE Liaisons also work as a team to create unique events that cross-over with feeder campuses and families who have multiple students on multiple campuses. Another strength identified is The New Teacher Mentor Program which has provided new teachers with a welcoming experience as they enter a new district and become acclimated to their environment.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Enrollment across the district has decreased.

Problem Statement 2 (Prioritized): Because of turn-over rates, there is a need for identifying the reasons teachers leave SISD and determining trends for separation.

Student Learning

Student Learning Summary

The District reviewed STAAR, mClass, and universal screener assessments which are used to monitor student achievement and make decisions concerning curriculum, instructional and assessment needs and to design professional development. Results are disaggregated by ethnicity and special programs at the district level and grade level using DMAC and NWEA Map Growth.

2023 STAAR Performance	All Subjects	ELA/Reading	Mathematics	Science	Social Studies
Approaches Grade Level	**69%**	**70%**	**60%**	**76%**	**79%**
Meets Grade Level	**38%**	**40%**	**31%**	**42%**	**50%**
Masters Grade Level	**11%**	**11%**	**8%**	**12%**	**16%**

The 2023 Accountability Overall Summary was used to review Student Achievement, School Progress, and Closing the Gaps domains. The 2023 Spring STAAR Performance results indicate Silsbee Elementary School and Edwards Johnson Memorial Silsbee Middle School are identified Comprehensive Support and Improvement Progress schools, showing an increase in overall student performance from the 2022 accountability results.

College and Career Readiness is used in calculating student achievement for accountability and reported in TAPR.

CCMR Performance Over Time (State Rate Calculation - no application of Cap)

Accountability Year	2018	2019	2020*	2021	2022	2023
# of CCMR Points	105.0	100.0	137.0	78	87	124
# Graduates	190	180	195	174	177	181
% Met CCMR	55	56	71	45	49	69

2023 CCMR State Rate Calculation (based on 2021-22 Graduates)
[Student group performance is reported if ≥ 10 graduates]

	All Students	Af Amer	Hisp	White	Amer Ind	Asian	Pac Isl	2 or More Races	EcoDis	EB (+Former)	SpEd (Current)	High Focus	Highly Mobile	Foster	Homeless	Migrant	SpEd (Former)	Cont Enroll
# of CCMR Points	124	18	15	85	X	X	X	X	63	X	20	69	X	X	X	X	X	111
# Graduates	181	30	19	124	X	X	X	X	95	X	31	105	X	X	X	X	X	155
% Meeting CCMR	69	60	79	69	X	X	X	X	66	X	65	66	X	X	X	X	X	72

The 2023 Beginning of the Year along with Campus Data Digs for grades K-2 will be reviewed and utilized when available. Universal screening outcomes will also be used to determine foundational prerequisite skills of reading fluency/comprehension, and math computation/application. A normed standard for Tier 1, regular education, is set at 80% of the

student population to ensure overall grade level preparedness for math and reading content acquisition.

The 2023 Accountability Report provided graduation rates and dropout rate for grades 9-12. The 4-year graduation rate for the the Class of 2022 was 94.7%. The 5-year graduation rate for the class of 2021 was 98.9%. The 6-year graduation rate for the class of 2020 was 98.3%. The annual dropout rate for school year 2021-2022 school year was 1.0%.

The 2023 TEA Results Driven Accountability report indicates Special Education students in grades 3-8 are below the minimum level of satisfactory or higher performance on the STAAR 3-8 assessments. It also indicates that Special Education students are below the minimum level of satisfactory or higher performance on the STAAR EOC assessments. Emergent Bilingual students who scored "Beginning" on the reading domain on the TELPAS assessment have not improved in performance on the TELPAS assessment over the last two years.

Student Learning Strengths

A strength identified in Student Learning includes increasing test scores post-COVID. Science and Social Studies scores showed the most increase in performance. Further strengths include increasing CCMR scores.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students earning Masters on state assessments is decreasing.

District Processes & Programs

District Processes & Programs Summary

A Curriculum Management Plan has been created to outline the district processes and procedures for Curriculum, Instruction, and Assessment (CIA). Established procedures for instructional planning, common unit assessments and lesson design are provided for instructional staff. A guaranteed and viable curriculum is achieved through the TEKS Resource System for planning instructional sequencing and pacing to meet the needs of all students. The evaluation, monitoring, and adjustment of CIA are accomplished through the Purposeful Planning Process. District expectations for instructional planning, curriculum utilization revisions, and unit assessments are outlined in the teachers CIA Guide. Instructional meetings and classroom observations, along with professional development surveys, assist in monitoring the implementation and effectiveness of the CIA process. Surveys of campus administrators and teachers indicate sufficient instructional resources are provided to cover 100% of the TEKS. Resources, materials and technology implementation are aligned to the TEKS. Instructional Coordinators are assigned to the campuses to support and guide instructional staff with the CIA processes and procedures and in making decisions regarding student achievement. In-house and on-demand professional development is provided to all staff to enhance and support instructional delivery in meeting the needs of all students.

The district has Chromebooks for every secondary student. Each elementary classroom is supplied with Chromebooks. All classrooms are equipped with ViewSonic Boards. An Instructional Technology coordinator supports campus efforts to integrate technology tools and strategies into lessons. Most of the student instructional materials are provided digitally as well as intervention programs to support at-risk learners. Updates to the district's network and the increased staff added to the technology department has helped with ensuring the implementation of the equipment.

Silsbee ISD’s Department of Special Programs is dedicated to improving educational results for children with disabilities ages birth through 21 by providing leadership and support to the professionals providing 504 and special education services to identified students. This leadership and support includes: written policies and procedures, staff development, access to materials and resources, and service provision review and monitoring. Current processes under review include Evaluation Process, 504 Committee Process, ARD Committee Process, 504 Plan Implementation, IEP Implementation, and Progress Reporting. The 2022 TEA Results Driven Accountability report indicates the district’s Special Education continues to be staged for state intervention requirements.

Dyslexia guidelines and procedures have been updated to align with HB3928 and the Texas Dyslexia Handbook. Early intervention is critical, a process for early identification, intervention, and support for students at risk for reading delays is available as outlined in the Texas Dyslexia Handbook. Silsbee ISD uses early screenings and intervention strategies, including multi-tiered systems of support to enhance the early literacy development for all students. For students identified as at-risk for dyslexia a special education referral is initiated to help determine if the student has a reading disability that requires specially designed instruction. All students identified with dyslexia and other related disorders will receive specific interventions and/or accommodations as identified to meet individual student needs. Direct and explicit dyslexia instruction is provided for students in need of specially designed dyslexia reading instruction.

The English as a Second Language program currently services 70 students in grades K-12. This is a 6% increase in the number of students we serve from last year. Scores from the 2023 TELPAS indicate that 77% of our ESL student population falls in the intermediate/advanced range of language proficiency. We currently have eleven certified ESL teachers serving students in the classroom, one ESL interventionist who services students district-wide, and are working on getting seven more teachers certified this year. Currently, we do not have enough teachers certified in ESL to meet state standards by the November 1st deadline. As a result, we will file a waiver with the Texas Education Agency for the ESL program.

Grades K-5 GT Program teachers have all received their initial 30-hour T certification training and continue to receive their 6-hour T update training annually. Grades 6-12 GT students receive their services through their honors or advanced classes. Teachers have or will complete their 30-hour initial training during the summer of 2023. All elementary and some secondary GT teachers are members of TAGT.

Title I, Part A Parent and Family Engagement (PFE) is defined as the participation of parents and families in regular, two-way, and meaningful communication about student academic learning and other school activities. PFE aims to ensure that families play an integral role in assisting the child’s learning. Families are encouraged to be actively involved in their child’s education at school, given the opportunity to be full partners in their child’s education, and included in decision-making and on advisory

committees to assist in the education of their child. PFE liaisons have been appointed at the three Title I campuses. Additionally, professional development is being provided for staff throughout the year.

The district experienced staffing challenges as seen across the state. Securing qualified candidates who are fully certified for instructional and administrative positions is an ongoing issue in addition to the frequent turnover of non-exempt positions. A variety of methods were used to qualify staff for positions including DOI, teacher permits, teacher interns, and employing Associate Teachers to fill vacancies. Teachers with four years or less of experience continue to be the largest group. All district paraprofessionals meet certified status. Teachers are evaluated using the T-TESS. Four instructional coordinators are provided to support campus staff by providing curriculum and instructional support and professional development. District staff was provided on-demand professional development for 2023 summer. Additional professional development is provided to support newly hired classroom teachers with the New Teacher Mentoring program. Feedback from new teachers, mentors, and administrators revealed a need for additional training and support in classroom management and high yield instructional strategies. The leadership team is engaged with Texas Instructional Leadership to support campus staff with closing this gap.

When necessary, district administrators attend college job fairs to recruit employees and use alternative certification program candidate lists. The primary source of recruitment continues to be the district website and employee recommendations.

To avoid the time and expense involved in training and paying existing personnel in all facets of state and federal programs, the district needs to contract for professional and consultant services with an outside consulting service to provide technical assistance related to specified federal programs in order to maintain efficiency and compliance.

District Processes & Programs Strengths

One strength identified is the successful processes for identifying students who qualify for special programs, and the services that are provided to qualifying students have been effective. Another strength includes the Instructional Coordinators as a positive support for teachers on campus. Further strengths were identified in the success of the New Teacher Mentor Program in helping new teachers become acclimated to the district. Another strength that was identified was the Parent and Family Liaisons have become a positive asset to campuses and families across the district.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): The number of certified ESL teachers needs to increase across the district.

Priority Problem Statements

Problem Statement 1: Enrollment across the district has decreased.
Root Cause 1:
Problem Statement 1 Areas: Demographics

Problem Statement 2: Because of turn-over rates, there is a need for identifying the reasons teachers leave SISD and determining trends for separation.
Root Cause 2:
Problem Statement 2 Areas: Demographics

Problem Statement 3: Students earning Masters on state assessments is decreasing.
Root Cause 3:
Problem Statement 3 Areas: Student Learning

Problem Statement 4: The number of certified ESL teachers needs to increase across the district.
Root Cause 4:
Problem Statement 4 Areas: District 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
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Equity data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

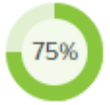
- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

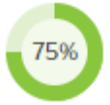
Goals

Goal 1: Silsbee ISD will encourage participation from all parents, community members and stakeholders to support students in curricular, co-curricular and extra-curricular activities.

Performance Objective 1: Parents, community members, and stakeholders will be active partners with educators in Silsbee ISD increasing participation by 10% in comparison to the prior school year.

Evaluation Data Sources: Sign In Sheets, Agendas, Website Publications, Dual Language Publications, Calendars, Special Events Announcements

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Mar	June
Strategy 1: The campus advisory teams will provide input to the district advisory committee on parental involvement issues, programs, strategies and activities, including, but not limited to: upcoming activities, support services, parent involvement policy, parent involvement compact, parent involvement activities evaluation, calendar of events, motivational strategies and the planning of new initiatives **Strategy's Expected Result/Impact:** meeting notes, agenda, policy, compact. Expected impact will be to increase parent involvement. **Staff Responsible for Monitoring:** Campus Principal **Funding Sources:** - Title I, Part A			

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Mar	June
Strategy 2: The State and Federal Programs Coordinator and PFE Liaisons will meet throughout the year to develop research-based strategies for increasing parent and family engagement across the district and on campuses. **Strategy's Expected Result/Impact:** Agendas, meeting notes, sign-in sheets; Increase parent and family engagement **Staff Responsible for Monitoring:** State and Federal Programs Coordinator			

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Mar	June
Strategy 3: The district will review the parent involvement policy and parent compact with a diverse population of parents. During the evaluation process, parents will review the Title I, Title II and Title III programs and vote to amend if necessary any or all components. They will look at the effectiveness, evaluate the programs and provide input to making the Title I schoolwide programs, Title II, Title III programs more effective and how these programs can be coordinated with other state and federal programs to provide unduplicated, yet supplemental instructional support to students. **Strategy's Expected Result/Impact:** Meeting notes, agendas, parent involvement policy and parent involvement compact authored **Staff Responsible for Monitoring:** Federal and State Programs Coordinator	N/A	N/A	

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Mar	June
Strategy 4: The district will host, at the campus level, several activities to promote parental involvement that may include, but is not limited to: open houses, conferences, student orientation, volunteer opportunities, award assemblies, financial aid and scholarship meetings with parents, operation graduation, Black History Month, Veterans Day assembly, health fair, advisory committees, student productions and public forums **Strategy's Expected Result/Impact:** Sign in sheets, calendar of events, increase in parental involvement **Staff Responsible for Monitoring:** PFE Liaison	N/A		

Strategy 5 Details	Formative Reviews		
	Formative		
	Nov	Mar	June
Strategy 5: As parent and community involvement in Silsbee ISD is invaluable, and the utility of parents is celebrated, teachers and paraprofessionals of each campus will attend a workshop focusing on successful strategies teachers can use when communicating with parents, as well as planning and implementing effective parental and community involvement strategies. **Strategy's Expected Result/Impact:** agendas, sign-in sheets, increase in parent involvement, training notes **Staff Responsible for Monitoring:** Campus principals	N/A		

Strategy 6 Details	Formative Reviews		
	Formative		
	Nov	Mar	June
Strategy 6: A stipend will be provided for an Parent Involvement Liaison at the Title I campuses to develop activities and training which builds the parents capacity to support their child academically. **Strategy's Expected Result/Impact:** agendas, sign-in sheets, schedule of activities, training notes **Staff Responsible for Monitoring:** Campus Principal **Funding Sources:** - Title I, Part A	N/A		

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Students will be encouraged and challenged to meet their full educational potential, with a well-balanced curriculum utilizing rigorous instructional standards that adequately prepares all students for the college and career of their choice.

Performance Objective 1: All Students in each test achieving the Meets standard of performance on the STAAR assessment will increase from 38% in 2023 to 43% in 2024.

Evaluation Data Sources: STAAR assessment results

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Mar	June
Strategy 1: Teachers, staff and administrators will implement with fidelity scientifically research-based instructional strategies, activities and initiatives to increase the amount and quality of learning time, promote accelerated instruction and provide educational enrichment to all students through the use of TEKS based, curricular supports including, but not limited to: TEKS Resource System, Curriculum/Instruction/ Assessment Guides, data analysis of assessment with DMAC (both common unit assessments and STAAR/EOC). **Strategy's Expected Result/Impact:** classroom walk throughs, lesson plans, CIA guides, student performance on benchmark exams and performance on STAAR/EOC **Staff Responsible for Monitoring:** Campus Principals **Results Driven Accountability** **Funding Sources:** - State Compensatory Education (SCE)	50%	75%	

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Mar	June
Strategy 2: A full day prekindergarten program will be conducted through the coordination of state and local funds. The program will be open to all students meeting the state criteria of being eligible for participation. Support for special needs students through PPCD will be offered. Registration and orientation will be hosted to assist preschool children in the transition from early childhood programs to elementary school and provide an opportunity to be familiar with the campus and available resources. Notifications will be made available through advertisements and enrollment packets delivered to early childhood centers and local area sites such as WIC, churches, Christian Care Center, and others. **Strategy's Expected Result/Impact:** enrollment data, registration packets, advertisements **Staff Responsible for Monitoring:** Primary Principal **Funding Sources:** - Title I, Part A	50%	75%	

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Mar	June
Strategy 3: Silsbee ISD uses the student performance data resulting from the basic skills assessment instruments and achievement tests to design and implement appropriate compensatory, intensive, or accelerated instructional services for students that enable the students to perform on grade level at the conclusion of the next regular school term (see attached SCE addendum with budget information). **Strategy's Expected Result/Impact:** intervention schedule, Universal Screener, DMAC data, lesson plans, performance on STAAR/ EOC **Funding Sources:** - State Compensatory Education (SCE)			

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Mar	June
Strategy 4: Elementary and secondary teachers will evaluate STAAR results and responses to determine areas of strengths for refinement. Analyzing research based teaching practices, campuses will design a plan of strategies to be implemented for all grade levels and subjects. **Strategy's Expected Result/Impact:** Campus Improvement Plans; Improved STAAR results **Staff Responsible for Monitoring:** Campus Principal			

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Students will be encouraged and challenged to meet their full educational potential, with a well-balanced curriculum utilizing rigorous instructional standards that adequately prepares all students for the college and career of their choice.

Performance Objective 2: All student groups as determined by our accountability system will show growth or meet identified interim targets in order to close the achievement gap among student groups.

Evaluation Data Sources: Accountability Report

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Mar	June
Strategy 1: Instructional (teacher) coordinators will facilitate and support teacher instruction for those students identified as at-risk and struggle academically to meet assessment standards by providing Response to Intervention (RTI) tiered, differentiated instruction and monitored interventions (see attached SCE addendum with budget information). **Strategy's Expected Result/Impact:** campus benchmark exams, classroom walk-throughs, performance on STAAR **Staff Responsible for Monitoring:** Campus Principals **Funding Sources:** - Title I, Part A, - State Compensatory Education (SCE)	50%	75%	

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Mar	June
Strategy 2: The Response-To-Intervention (RTI) process is aligned to identify, monitor and provide intervention for targeted learners that have identifiable academic gaps and/or deficiencies, as measured on the state standards in the previous grade or current academic benchmarks/ screening. A progress monitoring tool will be used to provide frequent, direct and continuous student assessments to determine the level of RTI. As a result, identified learners will be provided opportunities to extend learning experiences to supplement the core. This will reduce the number of students referred for Special Education services. Monitoring will be conducted to ensure strategies are used with fidelity. **Strategy's Expected Result/Impact:** campus benchmark exams, classroom walk-throughs, performance on STAAR, reduced number of SPED referrals **Staff Responsible for Monitoring:** Campus Principals **Results Driven Accountability** **Funding Sources:** - Title I, Part A, - State Compensatory Education (SCE)	50%	75%	

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Mar	June
Strategy 3: All students identified to receive Special Education services will receive instruction in the least restrictive environment with options including: inclusion, resource, extended school year (ESY), Pull-out instruction, ECSE, and instructional support with the Beaumont ISD Regional Day School for Deaf Services. Students will also have access to tiered instructional supplies, supports such as RTI interventions and tutoring. **Strategy's Expected Result/Impact:** appropriate student performance on STAAR EOC **Staff Responsible for Monitoring:** Campus Principals	100%	100%	100%

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Mar	June
Strategy 4: The district will continue to implement an inclusion model to provide students with special education services in the least restrictive environment along with the expertise and support of the special education teacher who can accommodate, modify, monitor, and teach in accordance with the students' IEPs. Instructional supplies and professional development will also be provided to support this classroom model of teaching. **Strategy's Expected Result/Impact:** appropriate student performance on STAAR EOC **Staff Responsible for Monitoring:** Campus Principals	100%	100%	100%

Strategy 5 Details	Formative Reviews		
	Formative		
	Nov	Mar	June
Strategy 5: Silsbee ISD will provide for the treatment of any student determined to have dyslexia or a related disorder with the use of early identification, timely assessment, and the provision of curriculum that is a structured multisensory, bi-hemispheric skill-level program (grades PK-12). **Strategy's Expected Result/Impact:** number of students participating, lesson plans, performance on STAAR/EOC, report card grades **Staff Responsible for Monitoring:** Dyslexia Coordinator, Campus Principal, SPED Director **Funding Sources:** - State Compensatory Education (SCE)	70%	85%	

Strategy 6 Details	Formative Reviews		
	Formative		
	Nov	Mar	June
Strategy 6: The district will provide a homeless liaison that will collaborate with district administrators, counselors and nurses in the identification and provision of services to homeless students that support the students' individual and unique needs. **Strategy's Expected Result/Impact:** Services rendered and documented **Staff Responsible for Monitoring:** Homeless Liaison **Funding Sources:** - Title I, Part A	100%	100%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Students will be encouraged and challenged to meet their full educational potential, with a well-balanced curriculum utilizing rigorous instructional standards that adequately prepares all students for the college and career of their choice.

Performance Objective 3: Students will show academic growth progress in the Academic Growth component, increasing from 61 in 2023 to 70 as measured by the accountability system.

Evaluation Data Sources: Accountability Report

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Mar	June
Strategy 1: Campuses will disaggregate state assessment results and unit assessment data to monitor student TEKS progress and design specific student interventions which promote academic growth. **Strategy's Expected Result/Impact:** agenda, minutes and sign-in sheets of meetings, student intervention plans **Staff Responsible for Monitoring:** Campus Principals **Results Driven Accountability**	50%	75%	

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Mar	June
Strategy 2: Content area teachers will meet in regular PLCs to identify gaps in student proficiency and develop research-based re-teach plans to promote student growth. **Strategy's Expected Result/Impact:** agendas, meeting minutes, sign-in sheets **Staff Responsible for Monitoring:** Campus Principals; Instructional Coordinators	50%	75%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Students will be encouraged and challenged to meet their full educational potential, with a well-balanced curriculum utilizing rigorous instructional standards that adequately prepares all students for the college and career of their choice.

Performance Objective 4: 100% of students will remain in school until they obtain a high school diploma.

Evaluation Data Sources: TAPR report, attendance reports, graduation rate

Strategy 1 Details	Formative Reviews		
Strategy 1: Parents will be provided with attendance requirements through the dissemination of the District Code of Conduct, Student/Parent Handbook, during open house and during parent meetings. **Strategy's Expected Result/Impact:** Parent receipt of handbook signature form, attendance record **Staff Responsible for Monitoring:** Campus Prinicpals	Formative		
	Nov	Mar	June
	100%	100%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Parents of students who are chronically absent will be notified through phone calls, notes, home visits and/or conferences. Truancy charges will be filed against parents/guardians of students with poor attendance. **Strategy's Expected Result/Impact:** phone call documentation, conference notes, charges filed, notification information, attendance records **Staff Responsible for Monitoring:** Campus Principals	Formative		
	Nov	Mar	June
	50%	75%	

Strategy 3 Details	Formative Reviews		
Strategy 3: Silsbee campuses will focus on intervention and proactive strategies for students with previous attendance problems to ensure improvement in their behavior. **Strategy's Expected Result/Impact:** PEIMS 425 records, attendance records, truancy reports **Staff Responsible for Monitoring:** Campus Principals	Formative		
	Nov	Mar	June
	50%	75%	

Strategy 4 Details	Formative Reviews		
Strategy 4: Students not on track to graduate with their class will have the opportunity to attend the Academy (AEP) to accelerate course accrual. **Strategy's Expected Result/Impact:** secondary course accrual, Academy referrals and enrollment **Staff Responsible for Monitoring:** Campus Principals **Funding Sources:** - State Compensatory Education (SCE)	Formative		
	Nov	Mar	June
	50%	75%	

Strategy 5 Details	Formative Reviews		
	Formative		
	Nov	Mar	June
Strategy 5: A summer credit recovery program will be offered to middle and high school students to regain lost credits. **Strategy's Expected Result/Impact:** student referrals and enrollment, course credit attempts and completions **Staff Responsible for Monitoring:** Campus Principals **Funding Sources:** - State Compensatory Education (SCE)	N/A	N/A	

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: The percent of 3rd grade students that score Meets grade level or above on STAAR Reading will increase from 45% to 60% by June 2024.

Performance Objective 1: EC 1.1 The percent of PreK students that score on track in CLI Reading Literacy Measures will increase from 34% at the beginning of the year to 60% by the end of the year.

HB3 Goal

Evaluation Data Sources: CLI PreK Literacy

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Mar	June
Strategy 1: Beginning, Middle, and End of Year assessments for CLI Reading Literacy will be administered with consistency and fidelity by all PreK teachers. **Strategy's Expected Result/Impact:** Accurate results will be reported through fair administration **Staff Responsible for Monitoring:** Campus Principal	50%	75%	

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: The percent of 3rd grade students that score Meets grade level or above on STAAR Reading will increase from 45% to 60% by June 2024.

Performance Objective 2: EC 1.2 The percent of Kindergarten students that score "on benchmark" or above on the Composite Score of the mClass Assessment will increase from 34% at the beginning of the year to 50% by the end of the year.

HB3 Goal

Evaluation Data Sources: mClass results

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Mar	June
Strategy 1: Beginning, Middle, and End of Year assessments for mClass Assessment will be administered with consistency and fidelity by all Kindergarten teachers. **Strategy's Expected Result/Impact:** Accurate results will be reported through fair administration **Staff Responsible for Monitoring:** Campus Principal	50%	75%	

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 3: The percent of 3rd grade students that score Meets grade level or above on STAAR Reading will increase from 45% to 60% by June 2024.

Performance Objective 3: EC 1.3 The percent of 1st Grade students that score "on benchmark" or above on the Composite Score for the mClass Assessment will increase from 27% to 50% by the the end of year.

HB3 Goal

Evaluation Data Sources: mClass results

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Mar	June
Strategy 1: Beginning, Middle, and End of Year assessments for mClass Assessment will be administered with consistency and fidelity by all 1st Grade teachers. **Strategy's Expected Result/Impact:** Accurate results will be reported through fair administration **Staff Responsible for Monitoring:** Campus Principal	50%	75%	

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 3: The percent of 3rd grade students that score Meets grade level or above on STAAR Reading will increase from 45% to 60% by June 2024.

Performance Objective 4: EC 1.4 The percent of 2nd Grade students that score "on benchmark" or above on the Composite Score for the mClass Assessment will increase from 27% to 50% by the end of year.

HB3 Goal

Evaluation Data Sources: mClass Assessment

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Mar	June
Strategy 1: Beginning, Middle, and End of Year assessments for mClass Assessment will be administered with consistency and fidelity by all 2nd Grade Reading teachers. **Strategy's Expected Result/Impact:** Accurate results will be reported through fair administration **Staff Responsible for Monitoring:** Campus Principal	50%	75%	

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: The percent of 3rd grade students that score Meets grade level or above on STAAR Math will increase from 33% to 60% by June 2024.

Performance Objective 1: EC 2.1 The percent of PreK students that score "on track" on the CLI Math Overall Measure will increase from 62% at the beginning of the year to 85% by the end of the year.

HB3 Goal

Evaluation Data Sources: CLI Overall Math

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Mar	June
Strategy 1: Beginning, Middle, and End of Year assessments for CLI Math will be administered with consistency and fidelity by all PreK teachers. **Strategy's Expected Result/Impact:** Accurate results will be reported through fair administration **Staff Responsible for Monitoring:** Campus Principal	50%	75%	

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 4: The percent of 3rd grade students that score Meets grade level or above on STAAR Math will increase from 33% to 60% by June 2024.

Performance Objective 2: EC 2.2 The average RIT score of Kindergarten students' NWEA MAP Growth performance will increase from 139 at the beginning of the year to 156 by the end of the year.

HB3 Goal

Evaluation Data Sources: NWEA results

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Mar	June
Strategy 1: Beginning, Middle, and End of Year assessments for NWEA MAP Growth will be administered with consistency and fidelity by all Kindergarten teachers. **Strategy's Expected Result/Impact:** Accurate results will be reported through fair administration **Staff Responsible for Monitoring:** Campus Principal	50%	75%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: The percent of 3rd grade students that score Meets grade level or above on STAAR Math will increase from 33% to 60% by June 2024.

Performance Objective 3: EC 2.3 The average RIT Score of Grade 1 students' NWEA MAP Growth performance will increase from 155 to 171 by the end of the year.

HB3 Goal

Evaluation Data Sources: NWEA results

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Mar	June
Strategy 1: Beginning, Middle, and End of Year assessments for NWEA MAP Growth will be administered with consistency and fidelity by all 1st grade teachers. **Strategy's Expected Result/Impact:** Accurate results will be reported through fair administration. **Staff Responsible for Monitoring:** Campus Principals	50%	75%	

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: The percent of 3rd grade students that score Meets grade level or above on STAAR Math will increase from 33% to 60% by June 2024.

Performance Objective 4: EC 2.4 The average RIT Score of Grade 2 students' NWEA MAP Growth performance will increase from 171 to 185 by the end of the year.

HB3 Goal

Evaluation Data Sources: NWEA restults

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Mar	June
Strategy 1: Beginning, Middle, and End of Year assessments for NWEA MAP Growth will be administered with consistency and fidelity by all 2nd grade teachers. **Strategy's Expected Result/Impact:** Accurate results will be reported through fair administration. **Staff Responsible for Monitoring:** Campus Principals	50%	75%	

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 5: The percent of graduates that meet the CCMR readiness criteria evaluated under the student achievement domain and reported on the TAPR will increase from 45% to 78% by June 2025.

Performance Objective 1: CCMR 3.5 The percent of graduates that earn Industry Based Certification or level I or II certificates in any workforce education area will increase from 8% to 35%.

HB3 Goal

Evaluation Data Sources: CCMR Accountability, PEIMS Data

Strategy 1 Details	Formative Reviews		
Strategy 1: A CCMR team will be developed and will meet monthly to discuss critical CCMR indicators including students receiving IBCs.	Formative		
Strategy's Expected Result/Impact: Agendas, minutes, sign-in sheets; Increase in attained IBCs and CCMR credit.	Nov	Mar	June
Staff Responsible for Monitoring: Executive Director of Secondary Learning; Campus Principals; Counselors	N/A	75%	

Strategy 2 Details	Formative Reviews		
Strategy 2: Ensure all programs of study offer an aligned industry based certification.	Formative		
Strategy's Expected Result/Impact: PEIMS submissions and certification documentation; Increased opportunities to achieve an IBC.	Nov	Mar	June
Staff Responsible for Monitoring: Executive Director of Secondary Learning; Campus Principals; Counselors	N/A	75%	

Strategy 3 Details	Formative Reviews		
Strategy 3: Implement Career Craft as a CCMR tracker to progress monitor attainment of CCMR credits.	Formative		
Strategy's Expected Result/Impact: Career Craft data	Nov	Mar	June
Staff Responsible for Monitoring: Executive Director of Secondary Learning; Campus Principals; Counselors **Funding Sources:** - CTE	N/A	75%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: The percent of graduates that meet the CCMR readiness criteria evaluated under the student achievement domain and reported on the TAPR will increase from 45% to 78% by June 2025.

Performance Objective 2: CCMR 3.3 The percent of annual graduates who met the TSI criteria on the TSIA Reading will increase from 29% to 48% as reported on August Accountability Report.

HB3 Goal

Evaluation Data Sources: CCMR Accountability, PEIMS Data, College Board Data

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Mar	June
Strategy 1: Increase opportunities for all students to take the TSI to become TSI Reading complete. **Strategy's Expected Result/Impact:** Increase TSI Reading scores **Staff Responsible for Monitoring:** Executive Director of Secondary Learning; Campus Principals; Counselors	N/A		

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: The percent of graduates that meet the CCMR readiness criteria evaluated under the student achievement domain and reported on the TAPR will increase from 45% to 78% by June 2025.

Performance Objective 3: CCMR 3.4 The percent of annual graduates who met the TSI criteria on the TSIA Math will increase from 27% to 36% as reported on August Accountability Report.

HB3 Goal

Evaluation Data Sources: CCMR Accountability, PEIMS Data, College Board Data

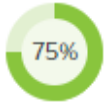
Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Mar	June
Strategy 1: Increase opportunities for all students to take the TSI to become TSI Math complete. **Strategy's Expected Result/Impact:** Increase TSI Math scores **Staff Responsible for Monitoring:** Executive Director of Secondary Learning; Campus Principals; Counselors	N/A	50%	

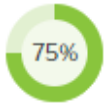
No Progress Accomplished Continue/Modify Discontinue

Goal 6: All Silsbee ISD students will receive instruction and services by certified staff members.

Performance Objective 1: 100% of all teachers will attend ongoing staff development that focuses on the areas of core academics and support best practices towards the differentiation of instruction for all learners.

Evaluation Data Sources: Sign in sheets, teacher certifications, workshop completion certificates

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Mar	June
Strategy 1: Silsbee ISD will provide teachers with updated training in the Special Education Corrective Action Plan (CAP), Frontline Special Education, focusing on the CAP components: IEP development and intense program of instruction. **Strategy's Expected Result/Impact:** Training certificates, training notes, agendas **Staff Responsible for Monitoring:** Special Education Director			

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Mar	June
Strategy 2: New teachers will be tracked, assessed and mentored through district based teacher mentoring program. This program will provide support and ongoing professional development for beginning teachers and teachers new to the district, to improve their performance and effectiveness to increase student achievement. Funding for supplies will be made available to carryout the program. District provides 3-day training and ongoing support for mentor teachers and administrators to increase beginning teacher retention. Continuous feedback used to make ongoing improvements to the program. New teachers will be assigned a mentor teacher to work under for the first two years of their employment. Teachers new to the district will be assigned a mentor to work under for the first year of employment. Substitutes may be provided for new teacher and mentor conferencing. **Strategy's Expected Result/Impact:** Teacher Retention Ratio **Staff Responsible for Monitoring:** Executive Director of Secondary Curriculum, Elementary Curriculum Director **Funding Sources:** - Title II, Part A			

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Mar	June
Strategy 3: District will offer supplemental stipends in high-need subject areas to ensure students have access to certified teachers in those courses. **Strategy's Expected Result/Impact:** District will offer supplemental stipends in high-need subject areas to ensure students have access to certified teachers in those courses. **Funding Sources:** - Title I, Part A, - Title II, Part A			

 No Progress Accomplished Continue/Modify Discontinue

Goal 6: All Silsbee ISD students will receive instruction and services by certified staff members.

Performance Objective 2: 92% of teachers and staff will meet and maintain certified status by the end of the school year.

Evaluation Data Sources: Teacher certifications

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Mar	June
Strategy 1: Campus Principals will analyze data from teachers' certifications, transcripts, and experience to ensure that all are qualified for their assignment. The campus will provide to each individual parent information on the parent's right to request information regarding the professional qualifications of his/her child's classroom teacher. If a child has been assigned to or taught by a teacher who is not highly qualified for four or more consecutive weeks, the campus will provide timely notice to each individual parent. **Strategy's Expected Result/Impact:** Qualified teachers for classrooms and services **Staff Responsible for Monitoring:** Campus Principals	100%	100%	100%

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Mar	June
Strategy 2: Professional Development opportunities will be provided for maintaining and enhancing high quality instruction in the classroom based on identified needs. **Strategy's Expected Result/Impact:** Targeted PD which increases student performance **Staff Responsible for Monitoring:** Curriculum Directors, Campus Principals **Funding Sources:** - Title I, Part A	50%	75%	

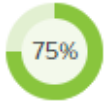
Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Mar	June
Strategy 3: In accordance with the district's comprehensive needs assessment and CFR-200 (Sec. 200.459), the district will contract for professional and consultant services to provide technical assistance related to specified federal program in order to maintain efficiency and compliance. In addition, the district will utilize software for compliance and document management. **Strategy's Expected Result/Impact:** DIP/CIPs, training agendas, sign in sheets **Staff Responsible for Monitoring:** Federal & State Program Coordinator **Funding Sources:** - Title I, Part A, - Title II, Part A, - State Compensatory Education (SCE)	100%	100%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 6: All Silsbee ISD students will receive instruction and services by certified staff members.

Performance Objective 3: Increase the applicant pool of certified teachers.

Evaluation Data Sources: applications through TalentEd

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Mar	June
Strategy 1: Attend job fairs, career fairs, and increase postings on social media. **Strategy's Expected Result/Impact:** Increase certified applicants **Staff Responsible for Monitoring:** Executive Director of Human Resources; Director of Communications; Campus Principals			

 No Progress Accomplished Continue/Modify Discontinue

Goal 6: All Silsbee ISD students will receive instruction and services by certified staff members.

Performance Objective 4: 100% of teachers leaving the district will provide exit interviews to develop a base line understanding of separation from district.

Evaluation Data Sources: exit interviews, meeting notes

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Mar	June
Strategy 1: Surveys submitted to all teachers that resign. **Strategy's Expected Result/Impact:** A base-line understanding of separation reasons **Staff Responsible for Monitoring:** Executive Director of Human Resources	N/A		

 No Progress Accomplished Continue/Modify Discontinue

Goal 6: All Silsbee ISD students will receive instruction and services by certified staff members.

Performance Objective 5: All instructional staff will be proficient in the I.E.P. process.

Evaluation Data Sources: training sign-in sheets and agendas, Teacher ARD Reports

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Mar	June
Strategy 1: Provide all instructional staff training and coaching on IEPs, the correlation to the TEKS, and how to effectively implement and monitor IEP /Goals. **Strategy's Expected Result/Impact:** Increased teacher understanding of IEPs and how they relate to TEKS instruction. **Staff Responsible for Monitoring:** Special Education Director, Campus Principals	100%	100%	100%

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Mar	June
Strategy 2: Provide all instructional staff training in data collection and progress monitoring of special education students. **Strategy's Expected Result/Impact:** Students are placed in an environment which best meets their individual needs. **Staff Responsible for Monitoring:** Special Education Director, Campus Principals	50%	75%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 6: All Silsbee ISD students will receive instruction and services by certified staff members.

Performance Objective 6: The number of ESL Certified teachers in Secondary English will increase from 15% to 40% before the start of the 2024-2025 school year.

Evaluation Data Sources: teacher certifications

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Mar	June
Strategy 1: Provide instructional staff training and coaching on utilizing ELPS in the classroom, and implementing and documenting instructional accommodations. **Strategy's Expected Result/Impact:** increased student achievement **Staff Responsible for Monitoring:** Federal & State Programs Coordinator	50%	75%	

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Mar	June
Strategy 2: Provide reimbursements for teachers who obtain their ESL Certification. **Strategy's Expected Result/Impact:** more certified ESL teachers **Staff Responsible for Monitoring:** Federal & State Programs Coordinator	100%	100%	100%

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 6: All Silsbee ISD students will receive instruction and services by certified staff members.

Performance Objective 7: The number of ESL Certified teachers in core elementary classes will increase from 16% to 40% before the start of the 2023-2024 school year.

Evaluation Data Sources: teacher certifications

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Mar	June
Strategy 1: Provide instructional staff training and coaching on utilizing ELPS in the classroom, and implementing and documenting instructional accommodations. **Strategy's Expected Result/Impact:** increased student achievement **Staff Responsible for Monitoring:** Federal & State Programs Coordinator	50%	75%	

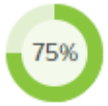
Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Mar	June
Strategy 2: Provide reimbursements for teachers who obtain their ESL Certification. **Strategy's Expected Result/Impact:** more ESL certified teachers **Staff Responsible for Monitoring:** Federal & State Programs Coordinator	100%	100%	100%

 No Progress Accomplished Continue/Modify Discontinue

Goal 6: All Silsbee ISD students will receive instruction and services by certified staff members.

Performance Objective 8: The implementation of the Teacher Incentive Allotment will increase recruitment and retention of effective educators at high needs campuses.

Evaluation Data Sources: Applications, End-of-year survey for designated teachers

Strategy 1 Details	Formative Reviews		
Strategy 1: Application process will include additional qualifying questions regarding the Teacher Incentive Allotment.	Formative		
Strategy's Expected Result/Impact: An understanding of initiative effectiveness.	Nov	Mar	June
Staff Responsible for Monitoring: Executive Director of Human Resources			

Strategy 2 Details	Formative Reviews		
Strategy 2: Review end-of-year survey results to determine if implementation of TIA is effective for retention of designated teachers.	Formative		
Strategy's Expected Result/Impact: Base-line data for retention as a result of TIA	Nov	Mar	June
Staff Responsible for Monitoring: Executive Director of Human Resources	N/A	N/A	

  No Progress Accomplished Continue/Modify Discontinue

District Advisory Team

Committee Role	Name	Position
District-level Professional	Gregg Weiss	Superintendent
Chairperson	Renee Tijerina	State and Federal Programs Coordinator
District-level Professional	Piper Ayres	Director of Special Education
District-level Professional	Bridget Kirby	Executive Director of Curriculum
District-level Professional	Catherine Whitehead	Director of Elementary Curriculum
Business Representative	Deidra Porter	Business Representative
Business Representative	Ada Hartman	Business Representative
Business Representative	Rachel Cox	Business Representative
Community Representative	Donita Banks	Community Representative
Community Representative	Gretchen Woodard	Community Representative
Community Representative	Amanda Lowe	Community Representative
Parent	Jerry Leverett	Parent
Parent	Tabitha Joines	Parent
Parent	Bradley Foster	Parent
Parent	Kyle Smith	Parent
Parent	Brittney Smith	Parent
Paraprofessional	Leonard Williams	SES Paraprofessional
Paraprofessional	Kristen Herrin	SES Paraprofessional
Paraprofessional	Brittany Comeaux	SMS Paraprofessional
Classroom Teacher	Caren Felps	Pre-K Teacher
Classroom Teacher	Nicole Marble	Kindergarten Teacher
Administrator	Jennifer Fisher	LRP Assistant Principal
Classroom Teacher	Christina Kirkendall	1st Grade Teacher
Classroom Teacher	Kayla Whitehead	2nd Grade Teacher
Classroom Teacher	Blair Hughes	2nd Grade Teacher
Classroom Teacher	Monica Jones	3rd Grade Teacher
Classroom Teacher	Denisha Dodis	4th Grade Teacher

Committee Role	Name	Position
Classroom Teacher	Noelle Ramsey	5th Grade Teacher
Administrator Intern	Brittany Thompson	SES Administration Intern
Classroom Teacher	Leslie Reline	6th Grade Teacher
Classroom Teacher	Judy Landis	7th Grade Teacher
Classroom Teacher	Billy Meineke	8th Grade Teacher
Administrator	Christa Lacey	SMS Assistant Principal
Classroom Teacher	Peggy Burnthorn	SHS Teacher
Classroom Teacher	Michelle Weichert	SHS Teacher
Classroom Teacher	Cassie Balla	SHS Teacher
Administrator	Danielle Wehmeyer	SHS Assistant Principal
District-level Professional	Karen Ford	Executive Director of Human Resources
District-level Professional	Scott Schwartz	Director of Principals and Leadership

District Funding Summary

Title II, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
6	1	2			$0.00
6	1	3			$0.00
6	2	3			$0.00
				Sub-Total	$0.00

State Compensatory Education (SCE)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1			$0.00
2	1	3			$0.00
2	2	1			$0.00
2	2	2			$0.00
2	2	5			$0.00
2	4	4			$0.00
2	4	5			$0.00
6	2	3			$0.00
				Sub-Total	$0.00

Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
1	1	6			$0.00
2	1	2			$0.00
2	2	1			$0.00
2	2	2			$0.00
2	2	6			$0.00
6	1	3			$0.00
6	2	2			$0.00
6	2	3			$0.00

Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$0.00

CTE					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
5	1	3			$0.00
				Sub-Total	$0.00

Addendums

SILSBEE ISD

State Compensatory Education Program Addendum

Fiscal, School Year 2023-2024

Special section of the district improvement plan developed to document the activities, budget, and evaluation of the state compensatory education program designed to meet the specific needs of at-risk students

STATE COMPENSATORY EDUCATION PROGRAM OF SILSBEE ISD

To comply with Texas Education Code (TEC) Sec. 11.252, Silsbee ISD annually reviews and revises its district and campus improvement plans, and conducts a comprehensive needs assessment to, "guide district and campus staff in the improvement of student performance for all student groups in order to attain state standards in respect to achievement indicators." This addendum to the improvement plan reflects the continuous nature of the needs assessment process to enhance academic improvement as well as provide a review of the State Compensatory Education (SCE) program to ensure fidelity in fiscal efficiency and programmatic effectiveness.

The addendum outlines the following information:

- The comprehensive needs assessment process
- State criteria to identify at-risk students
- District demographics
- Students identified for the SCE program by State criterion
- District graduation rates
- State assessment data – STAAR and STAAR End of Course (EOC), 2022-2023
- Addressing Achievement Gaps of Educationally Disadvantaged and At-Risk Students
- SCE programs and services
- SCE Program evaluation, 2022-2023
- Funding information
- District SCE budget
- District SCE funded direct instructional services distribution

Texas House Bill 3 (HB3), as passed by the 86th Texas Legislature, determined that the purpose of the State Compensatory Education allotment is to provide school districts and open-enrollment charter schools with funding for supplemental programs and services designed to eliminate any disparity in performance on assessment instruments [currently, the STAAR and STAAR EOC exams] administered under the TEC, Subchapter B, Chapter 39.023(c), or disparity in the rates of high school completion between: (1) students who are educationally disadvantaged and students who are not educationally disadvantaged; and (2) students at risk of dropping out of school, as defined by the TEC Sec. 29.081, and all other students.

The primary source of state funding for Texas school districts is the Foundation School Program (FSP). State Compensatory Education Funds are reported on the Summary of Finance of the School District State Aid Reports under program intent code (PIC) 24. The statute requires that at least 55 percent of SCE funds be allocated for the direct instruction of at-risk students.

Comprehensive Needs Assessment Process

An annual needs assessment is conducted at both the district and campus levels. As defined in TEC Sec. 11.251, 11.252 and 11.252, Silsbee ISD utilizes a site-based decision-making committee comprised of administrators, teachers, at least one professional staff with the primary responsibility for serving students with disabilities, parents, community members, and business representatives. The comprehensive needs assessment process is conducted to identify the strengths and weaknesses of existing programs, practices, procedures, and activities; and ensure that the use of resources is strategically planned, aligned, supplemental and cost effective. Data utilized during the comprehensive needs assessment process is disaggregated by all student groups served by the district/campus within the categories of ethnicity, socioeconomic status, and populations served by special programs, including students in special education programs. The needs assessment process determines the measurable district and campus performance objectives for all appropriate student achievement indicators for all student populations.

State Criteria to Identify At-Risk Students

The TEC Sec. 29.081 utilizes the following criteria to define a student as "at risk of dropping out of school" in PEIMS if the student is under twenty-six years of age and who:

1. Was not advanced from one grade level to the next for one or more school years [even if by parent choice]
2. If the student is in grade 7, 8, 9, 10, 11, or 12, 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. Did not perform satisfactorily on an assessment instrument administered to the student under TEC, 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 [once identified by this criterion, the student remains "at risk" their entire K-12 education]
4. If the student is in prekindergarten, kindergarten, or grade 1, 2, or 3, did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year
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 in Public Education Information Management System (PEIMS) to have dropped out of school [once identified by this criterion, the student remains "at risk" their entire K-12 education]
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 Family and Protective 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
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, cottage home operation, specialized child-care home, or general residential operation
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
15. Is enrolled in a school district or open-enrollment charter school, that is designated as a dropout recovery school under Section 39.0548.

Silsbee ISD continually identifies and documents students who are at risk of dropping out of school. Procedures are in place to ensure accurate coding of student demographic information into the Public Information Management System (PEIMS) during initial registration, upon receipt of state assessment scores, during PEIMS reviews in preparation for snapshot date and as necessary to ensure accurate data. Silsbee ISD ensures that each campus regularly monitors individual student performance throughout the school year to determine updated eligibility for SCE services specific to that students' identified needs. This process ensures that students who are initially identified within an "at risk" category after the school year begins will receive the necessary SCE services. It likewise ensures that students who no longer meet one of the statutory requirements will be exited from the program as applicable to the identifier itself.

District Demographics

According to the TEA Texas Performance Reporting System, Silsbee ISD has a total student population of 2,718 students. Of the total population of students, ethnic distributions are as follows: 17.8% African American, 8.6% Hispanic, 67.0% White, 0.3% American Indian, 0.3% Asian, 0.0% Pacific Islander and 5.9% Two or More Races. Additional identifiers of the total population include: 63.1% Economically Disadvantaged, 36.9% Non-Educationally Disadvantages, 2.2% Emergent Bilingual and English Learners, and 2.9% with discipline placements. Specific to the intent and purpose of SCE program support, 60.7% of students are considered at risk.

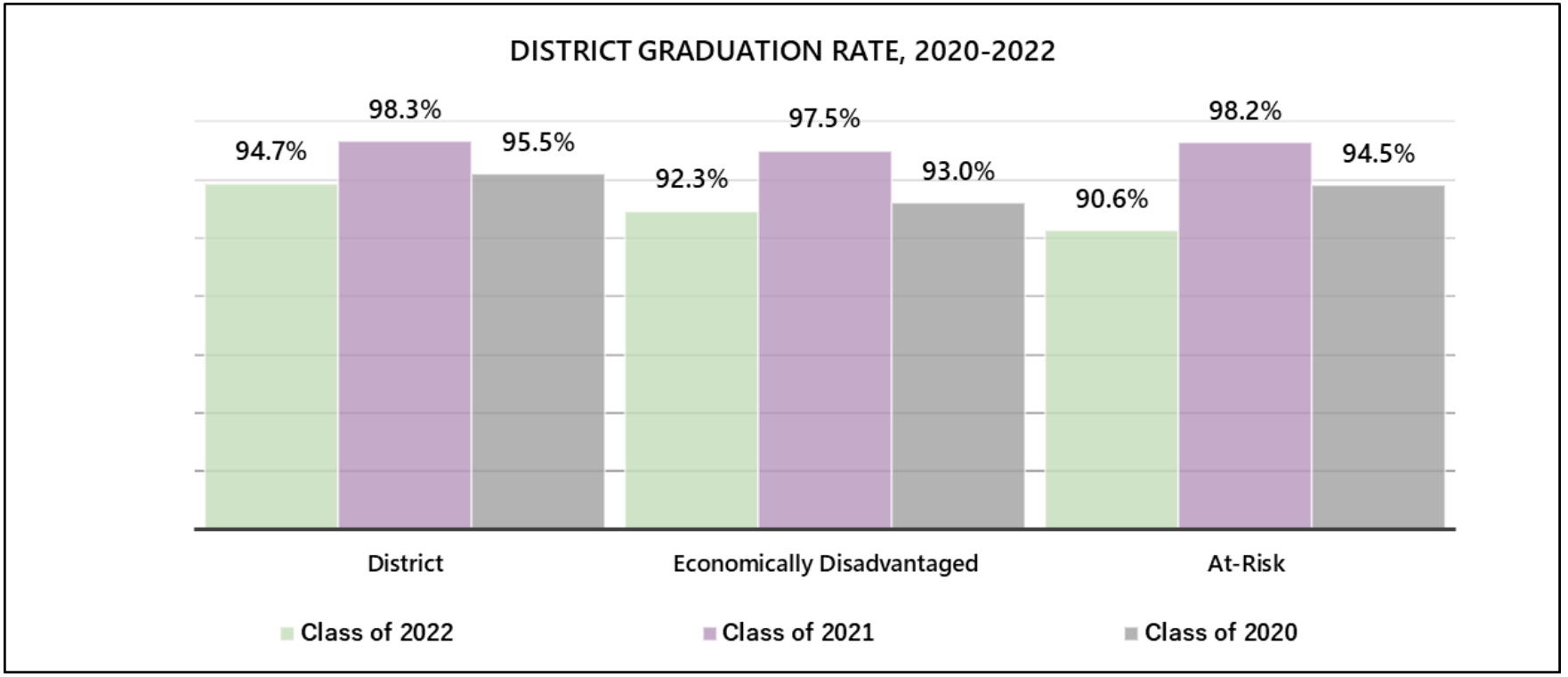
Students Identified for SCE Program by State Criterion

The following table represents the number and percentage of students identified in each of the fifteen "at-risk" categories. Depending on the indicator, students can be counted in more than one category.

District			Readiness Test		<70 Average		Not Advanced		Failed STAAR		Pregnant/ Parent		AEP		Expelled		Parole/ Probation		LEP		DPRS		Homeless	
Gr. Level	Total Enroll	Perc. Enroll	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
PK	90	3%	0	0%			0	0%			0	0%	0	0%	0	0%	0	0%	4	4%	3	3%	3	3%
K	167	6%	65	39%			8	5%			0	0%	0	0%	0	0%	0	0%	2	1%	6	4%	1	1%
1	176	7%	68	39%			6	3%			0	0%	0	0%	0	0%	0	0%	4	2%	2	1%	4	2%
2	200	8%	108	54%			20	10%			0	0%	0	0%	0	0%	0	0%	6	3%	2	1%	0	0%
3	199	8%	72	36%			16	8%	1	1%	0	0%	0	0%	0	0%	0	0%	6	3%	1	1%	1	1%
4	174	7%					20	11%	64	37%	0	0%	0	0%	0	0%	0	0%	7	4%	0	0%	2	1%
5	210	8%					25	12%	98	47%	0	0%	0	0%	0	0%	0	0%	6	3%	1	0%	4	2%
6	188	7%					28	15%	83	44%	0	0%	6	3%	0	0%	0	0%	8	4%	0	0%	1	1%
7	199	8%			10	5%	36	18%	105	53%	0	0%	23	12%	5	3%	1	1%	9	5%	0	0%	3	2%
8	211	8%			10	5%	41	19%	105	50%	0	0%	22	10%	7	3%	0	0%	7	3%	1	0%	1	0%
9	213	8%			23	11%	44	21%	111	52%	0	0%	22	10%	9	4%	0	0%	5	2%	0	0%	4	2%
10	227	9%			23	10%	55	24%	116	51%	0	0%	38	17%	2	1%	0	0%	6	3%	0	0%	2	1%
11	200	8%			23	12%	44	22%	86	43%	0	0%	22	11%	7	4%	2	1%	3	2%	0	0%	1	1%
12	185	7%			11	6%	42	23%	41	22%	3	2%	3	2%	5	3%	0	0%	0	0%	0	0%	9	5%
Total	2,639	100%	313	12%	100	4%	385	15%	810	31%	3	0%	136	5%	35	1%	3	0%	73	3%	16	1%	36	1%

District Graduation Rates

The TEC, Subchapter B, Chapter 39.023(c), requires districts to compare the disparity in the rates of high school completion between students who are economically disadvantaged and students who are not economically disadvantaged, and between students at risk of dropping out of school, as defined by the TEC Sec. 29.081, and all other students. The table below provides this comparison and is based on the latest data provided by the Texas Education Agency.



State Assessment Data – STAAR and STAAR EOC, 2022-2023

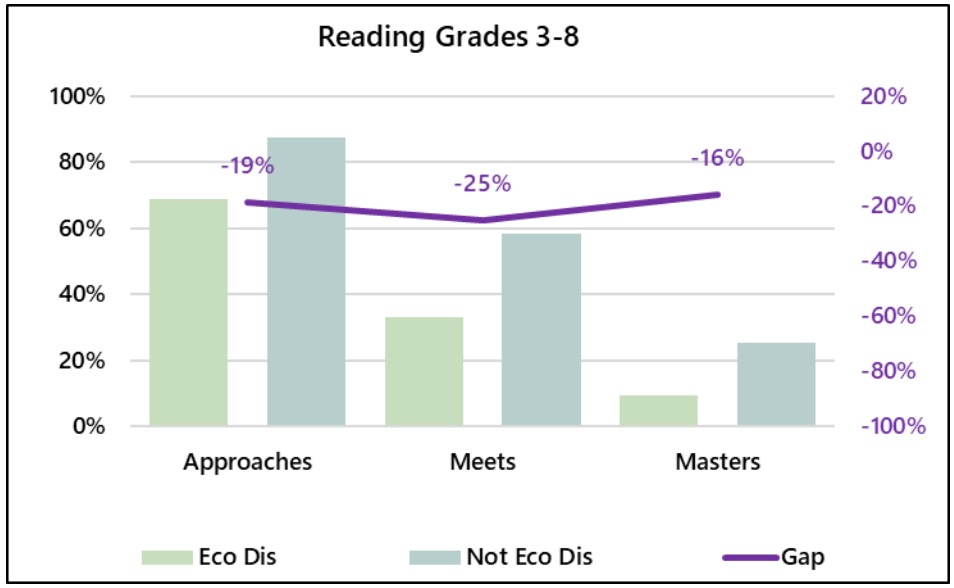
On August 16, 2023, the Texas Education Agency (TEA) released the 2023 Grades 3-8 State of Texas Assessments of Academic Readiness (STAAR) results. The results included exams in mathematics and reading for grades 3–8, 5th and 8th grade science, and 8th grade social studies. On June 30, 2023, TEA released the 2023 STAAR End-of-Course Assessment Results. The results included exams in Algebra I, English I, English II, Biology, and US History. Students received a STAAR performance label of Masters Grade Level, Meets Grade Level, Approaches Grade Level, or Did Not Meet Grade Level. 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 (not passing) identify students who are unlikely to succeed in the next grade or course without significant, ongoing academic intervention. The STAAR assessment data used for the tables presented was made available from the TEA Analytic Portal.

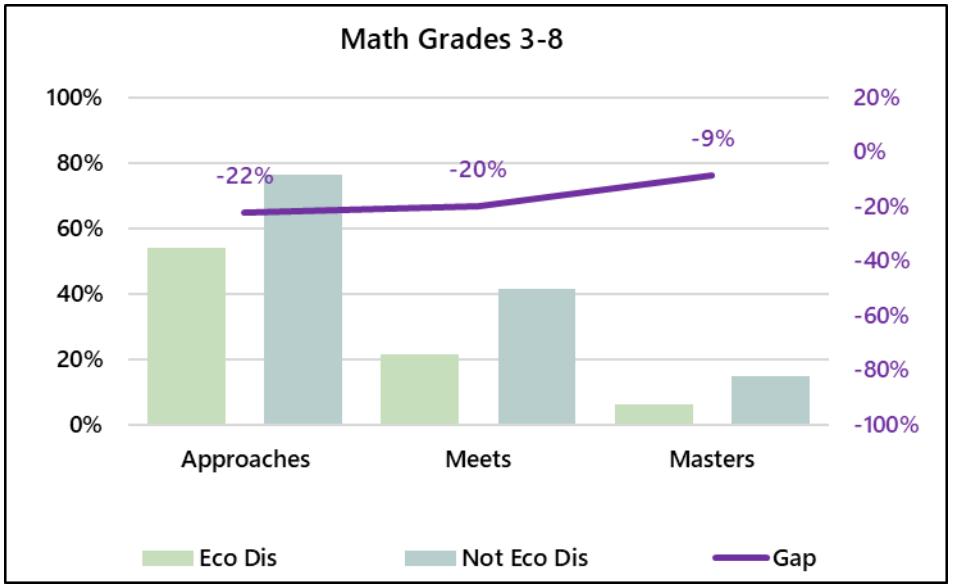
The Texas Education Code, Section 28.0211, requires that all students who do not achieve Approaches or higher on STAAR grades 3 through 8 or EOC assessments be provided with accelerated instruction. The accelerated instruction courses provided with SCE funds at Silsbee ISD's campuses:

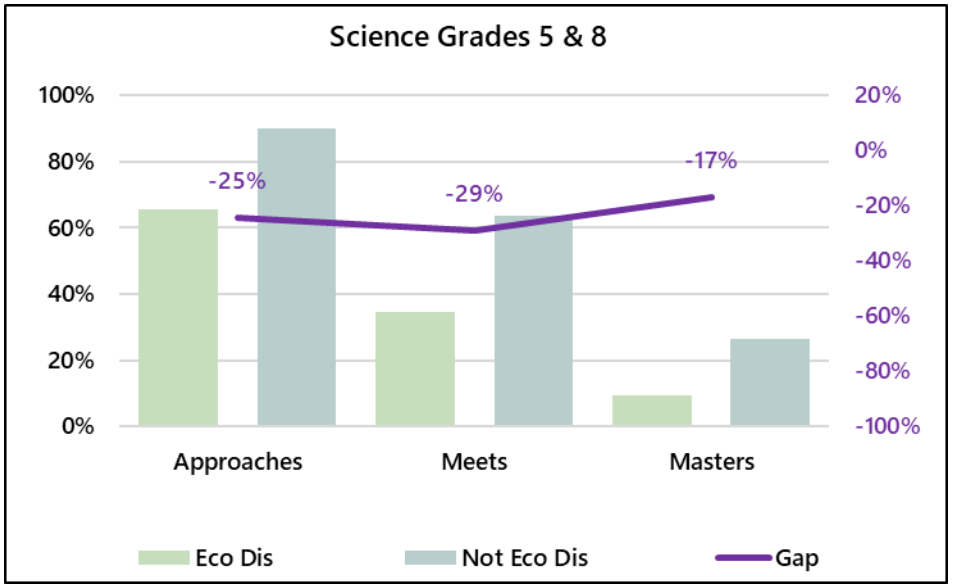
- Are assigned a TIA-designated teacher for the subsequent school year in the applicable subject area;
  OR
- Are provided for a total of not less than 15 or 30 hours (depending on student performance) either during the summer or at least once per week during the regular school year;
- Are limited to two subjects per year, prioritizing Math and Reading/Language Arts;
- Are designed to assist the student in achieving satisfactory performance in the applicable grade level and subject area and include effective instructional materials designed for supplemental instruction;
- Are taught by a person with training in the applicable instructional materials.
- Are provided, to the extent possible, by one person for the entirety of their accelerated instruction.
- Are delivered in a 1-on-1 or small group environment, with no more than 4 students in a small group.

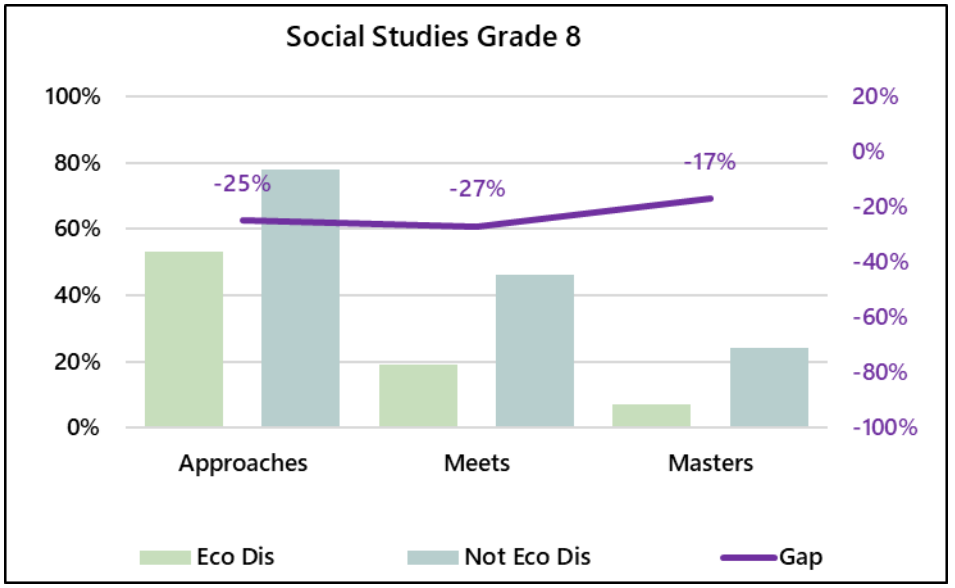
Silsbee ISD has further established TASB Board policies (EHBC and EIE) along with local procedures to address accelerated learning.

Economically disadvantaged compared to not economically disadvantaged

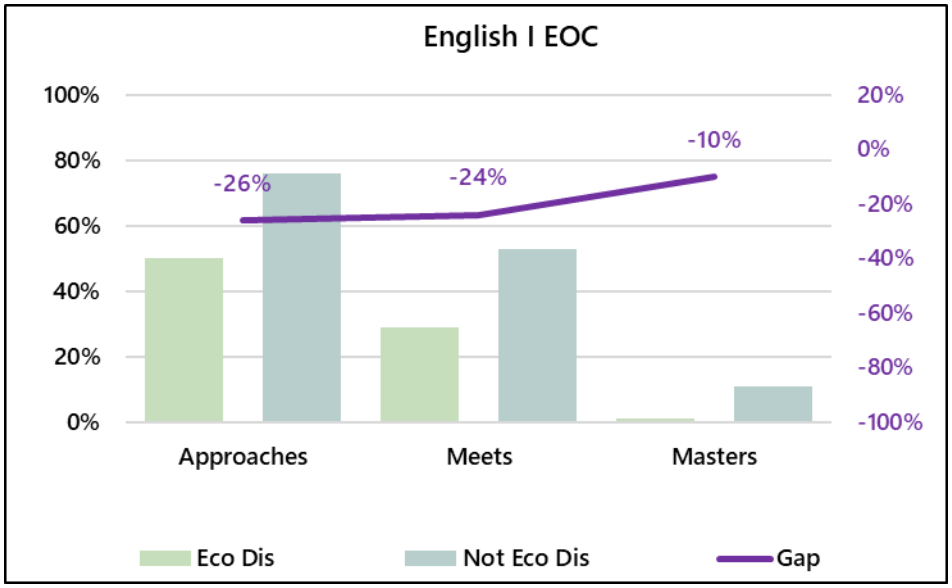


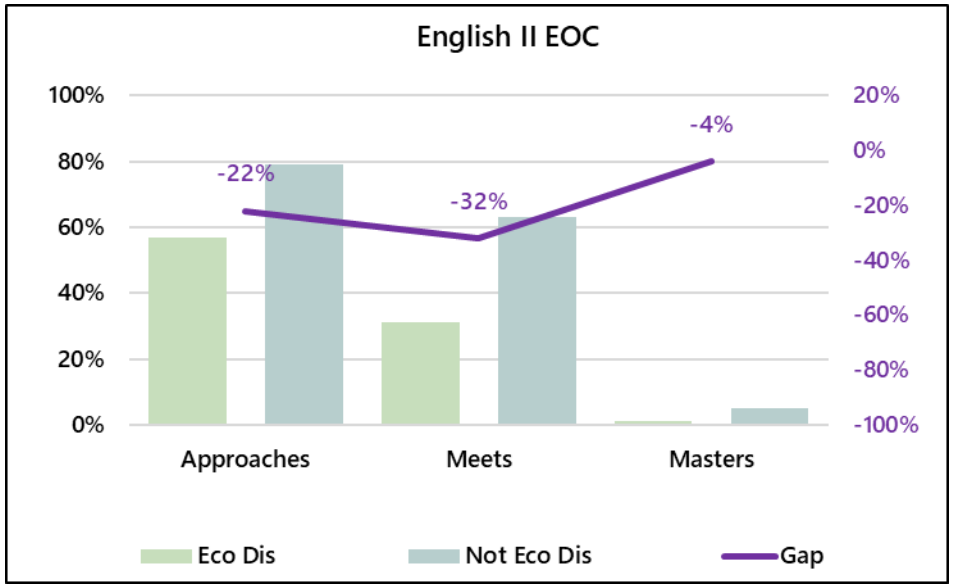


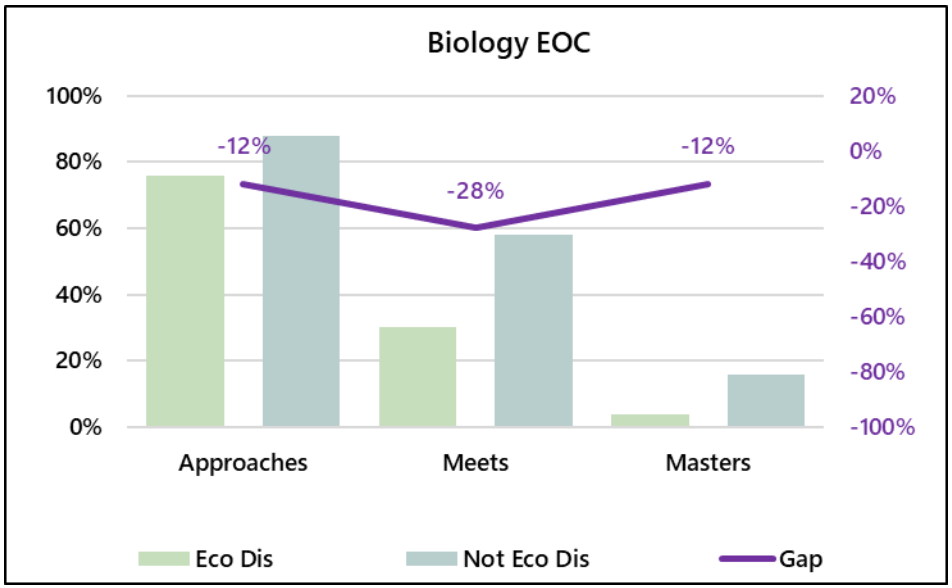


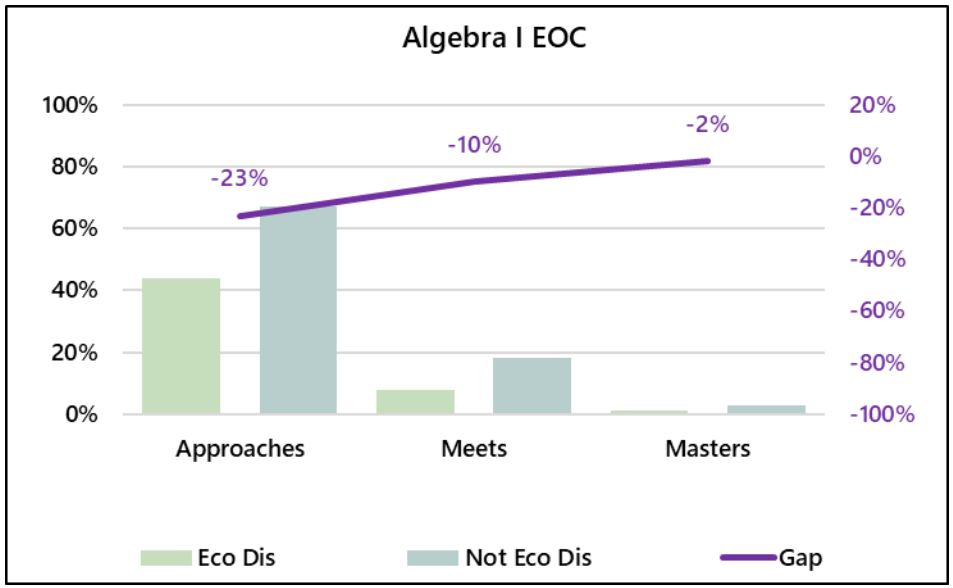


Economically disadvantaged compared to not economically disadvantaged (continued)









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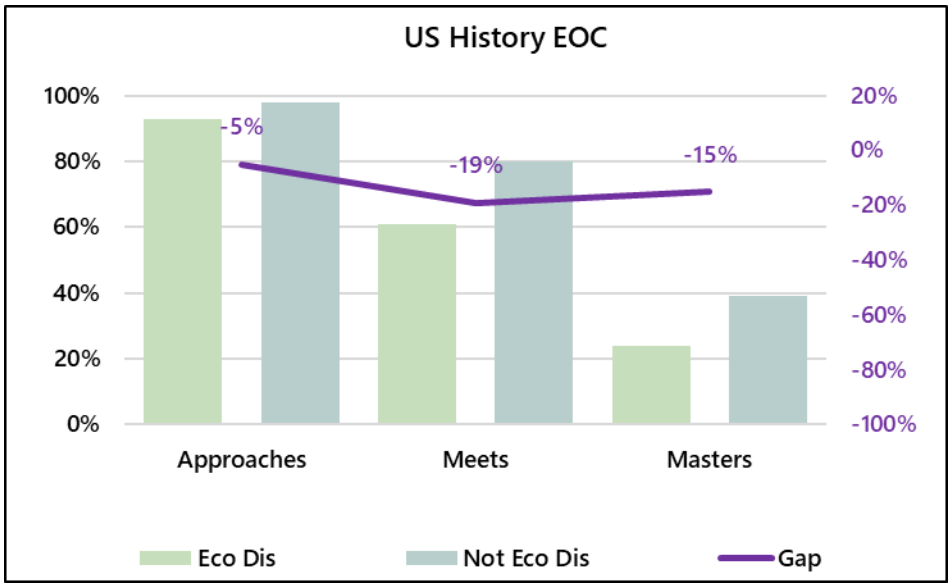
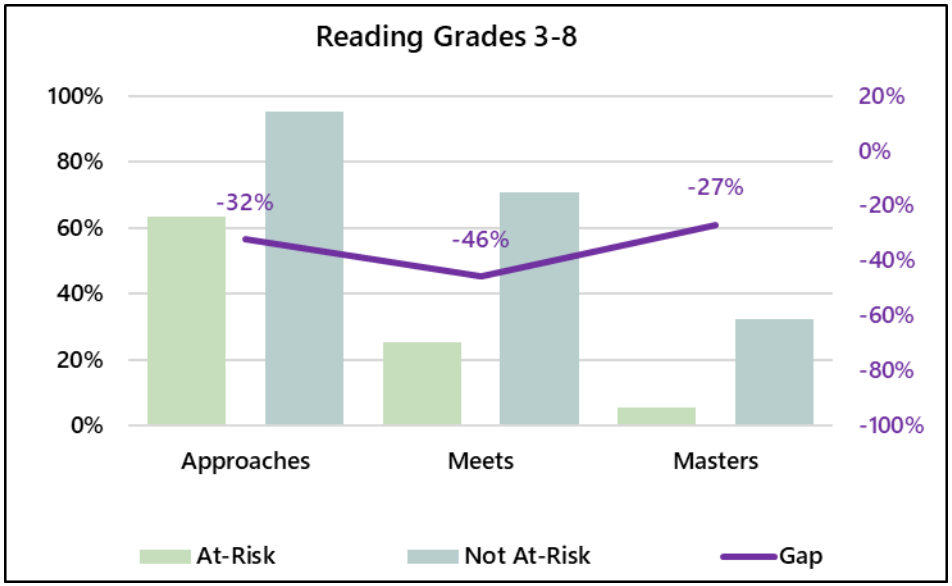
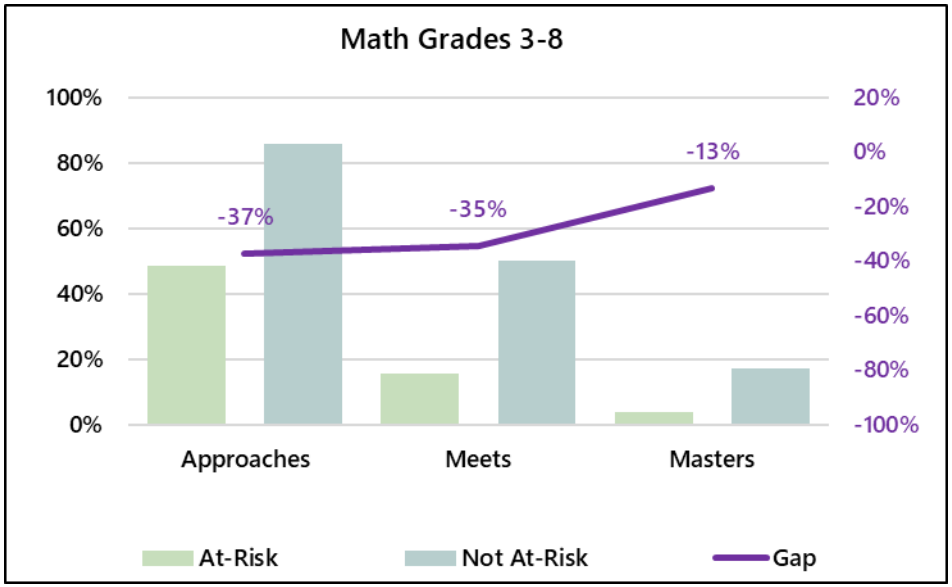
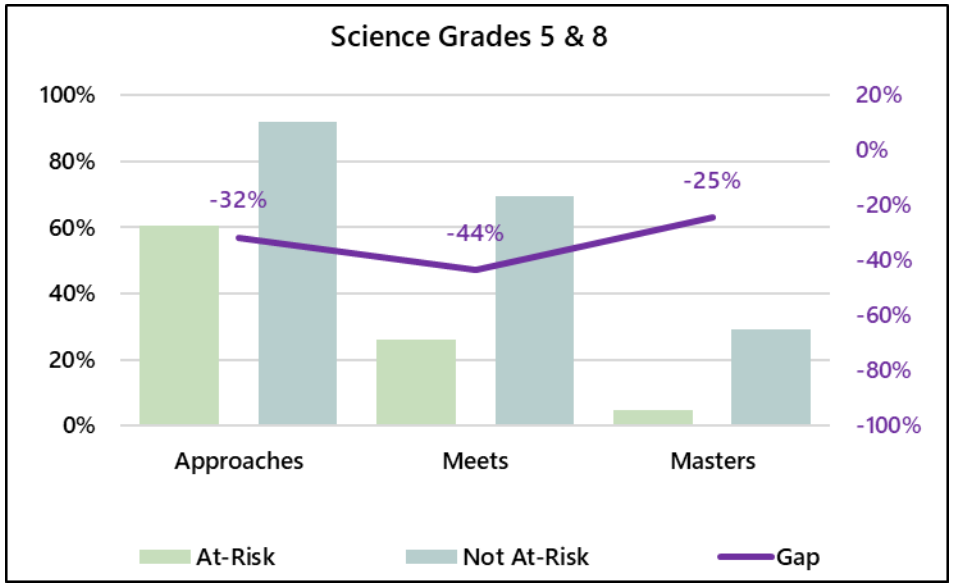


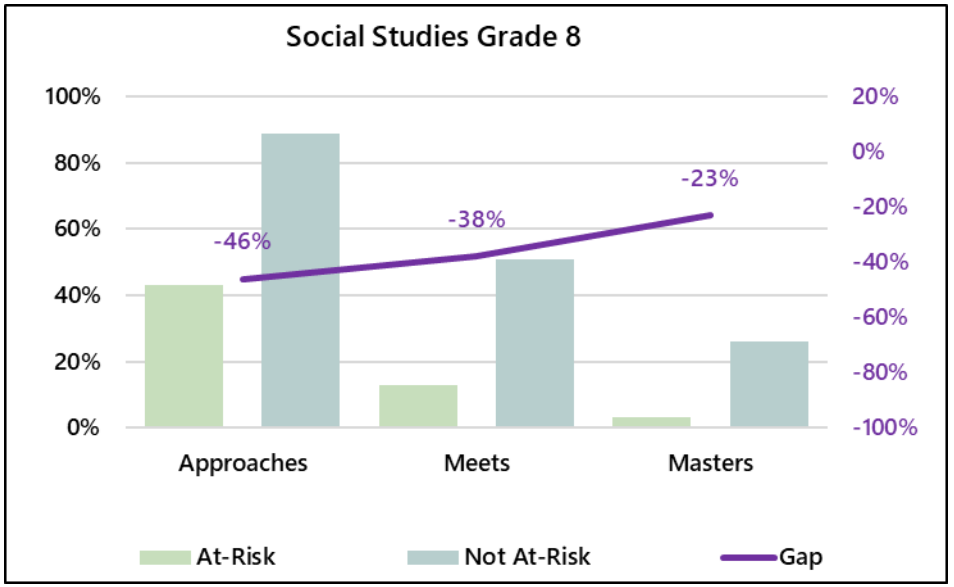
At risk compared to not at risk

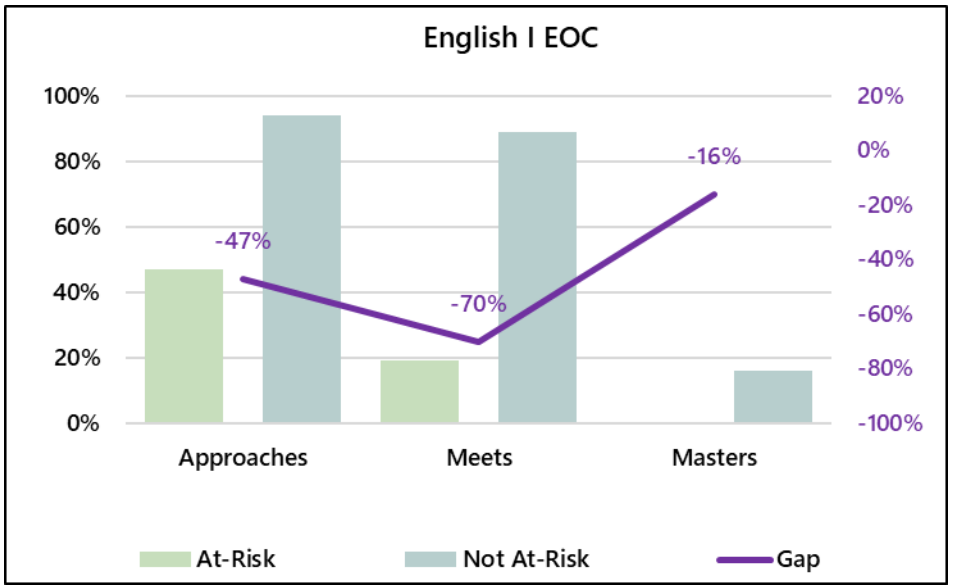


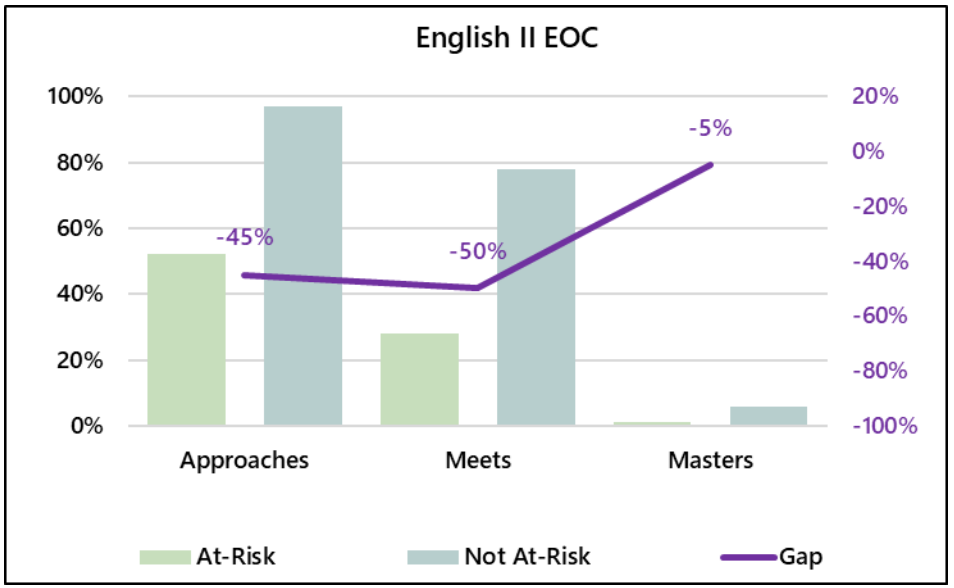


At risk compared to not at risk (continued)

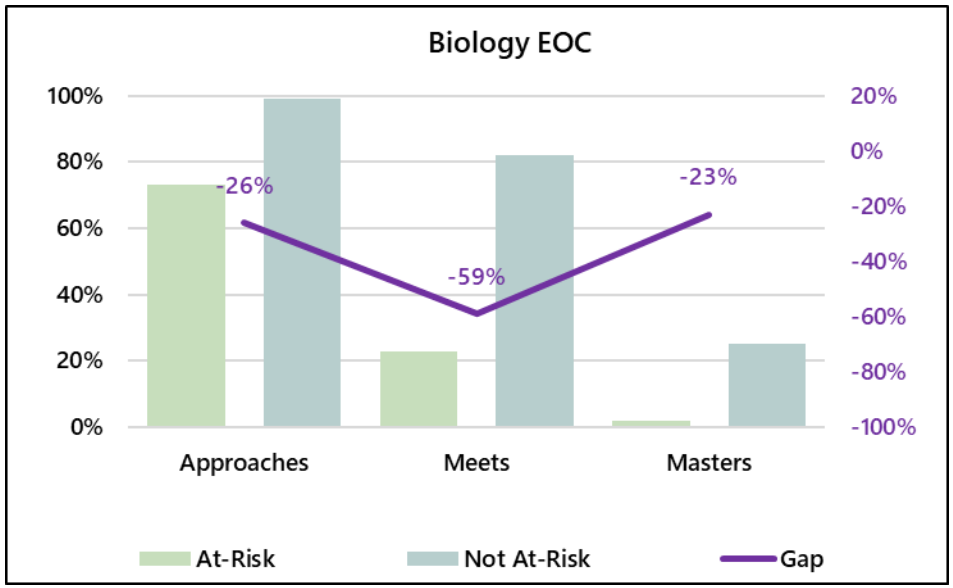


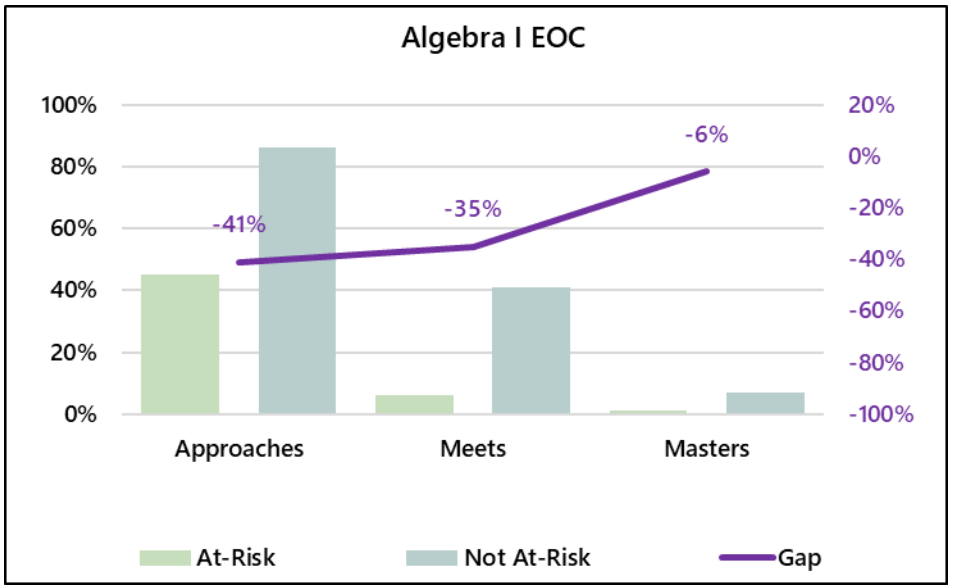


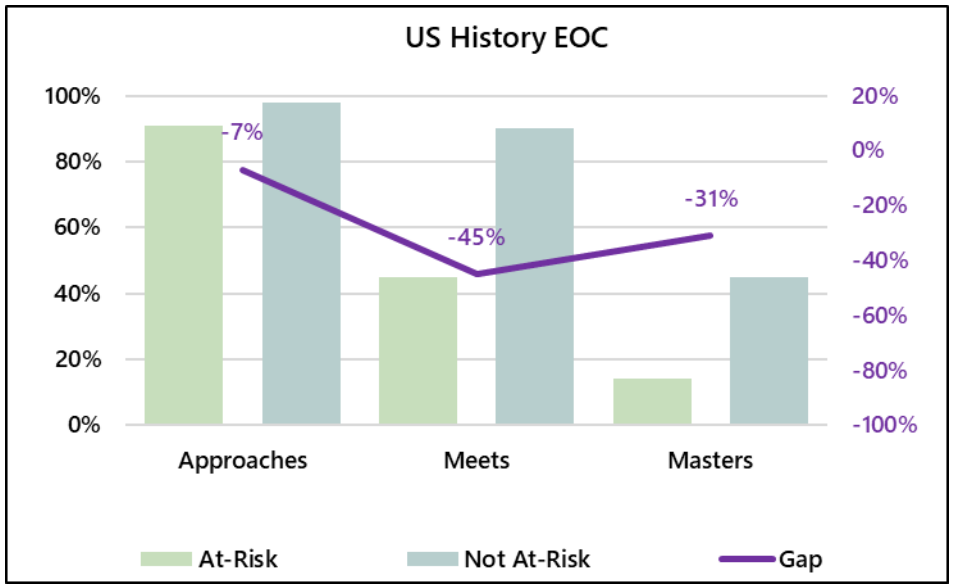




At risk compared to not at risk (continued)







Addressing Achievement Gaps of Educationally Disadvantaged and At-Risk Students

The 2023 Academic Accountability system utilizes three domains: Student Achievement, School Progress, and Closing the Gaps. Whereas the Closing the Gaps domain compares all students and disaggregated student groups (the metric used to develop this report) the Silsbee ISD SCE Addendum, can be used to evaluate gaps between at-risk and not at-risk students, as well as economically-disadvantaged students and not economically-disadvantaged. The following disparities were identified while reviewing academic achievement on state standardized assessments:

Student Achievement Gaps Summary "Meets Expectation" (Grades 3-8) Economically Disadvantaged Compared to Not Economically Disadvantaged				
Grade Level	**Reading**	**Math**	**Science**	**Social Studies**
Grade 3	-16%	-20%		
Grade 4	-20%	-26%		
Grade 5	-29%	-33%	-34%	
Grade 6	-28%	-17%		
Grade 7	-28%	-22%		
Grade 8	-30%	-1%	-24%	-27%

Student Achievement Gaps Summary "Meets Expectation" (EOC) Economically Disadvantaged Compared to Not Economically Disadvantaged				
English 1	**English II**	**Algebra I**	**Biology**	**US History**
-24%	-32%	-10%	-28%	-19%

Student Achievement Gaps Summary "Meets Expectation" (Grades 3-8) At-Risk Compared to Not At-Risk				
Grade Level	**Reading**	**Math**	**Science**	**Social Studies**
Grade 3	-35%	-23%		
Grade 4	-35%	-45%		
Grade 5	-50%	-43%	-37%	
Grade 6	-56%	-35%		
Grade 7	-56%	-53%		
Grade 8	-42%	-8%	-50%	-38%

Student Achievement Gaps Summary "Meets Expectation" (EOC) At-Risk Compared to Not At-Risk				
English 1	**English II**	**Algebra I**	**Biology**	**US History**
-70%	-50%	-35%	-59%	-45%

SCE Programs and Services of SILSBEE ISD

Silsbee ISD provides fiscal and academic supports to ensure the successful implementation of the SCE program and to assist the campuses and the district in achieving the goals and performance objectives. Campuses within Silsbee ISD conduct their own SCE-funded instructional activities and these may be viewed in their individual campus improvement plan. The state assessments (STAAR and STAAR EOC) are used as summative evaluation criteria.

State Compensatory Education Program Evaluation, 2022-2023

As required by TEC, Sec. 29.081(b)(1), Silsbee ISD evaluates the effectiveness of its state compensatory education program, the results of which are included in this addendum. The evaluation allows the district to focus resources on the strategies and goals that will most likely impact the achievement of students at risk of dropping out of school. In accordance with TEC, §29.081(b-3), the district holds an annual public hearing to discuss the results of the SCE program evaluation. State Compensatory Education 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.

The Texas Education Code does not specify the minimum standard or design for an evaluative process; however, Silsbee ISD chooses to use a combination of two types of evaluation metric: continuous improvement and performance data. Continuous improvement is evaluated through the formative processes described in the "Programs and Services" section of the addendum. Performance data is evaluated through data analysis of state assessments as part of the summative evaluation process. By taking a student-needs approach to evaluation, the primary purpose of continuous improvement becomes the method to support learning that leads to effective student-centered decision-making and efficient district-wide practices.

Using data-informed decisions to drive instruction, improve student and school performance, and close achievement gaps is a primary goal of the SCE program. Due to the Texas Education Agency's ongoing efforts to customize data programs for education-specific missions, data analytics has become available to educators who are not highly trained in the field of statistical analysis. As part of the SCE evaluation, the district staff integrates and adapts data analysis to provide meaningful information that helps teachers and administrators adjust to each student's needs. While collecting and organizing the data is important, the most productive work occurs when stakeholders review and discuss the findings and implications. Deep analysis of the performance data allows the district staff to seek patterns and to provide 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.

Funding Information

Texas House Bill 3 (HB3) reworked the formula for calculating districts' annual SCE allotment to a tiered multiplier system. School districts receive an SCE allotment equal to the basic allotment multiplied by one of five weights for students determined to be educationally disadvantaged. These weights are based on the tier assigned to the census block group in which a student who is educationally disadvantaged resides and are prescribed under the TEC, Section 48.104 (a–e). To generate SCE funds, the students must first be classified as educationally/economically disadvantaged. For the purpose of this system, the terms "educationally disadvantaged" and "economically disadvantaged" are interchangeable. Students who meet the criteria as educationally disadvantaged are reported in the PEIMS Fall submission. These students create an increase in SCE funding based on their census block group and are weighted on a scale of 0.225 up to 0.275 in additional SCE funds. Districts and other stakeholders can determine block groups using TEA's Census Block Group Tools and information for the following table can be found in the summary of finance.

Economically Disadvantaged Student Counts (including students without a disability living in a residential placement facility whose parents do not reside in the district)								
Campus Name	**Campus ID**	**Tier 1**	**Tier 2**	**Tier 3**	**Tier 4**	**Tier 5**	**Total**	**Allotment**
SILSBEE H S	100904001	87	216	133	19	46	501	$750,057
EDWARDS-JOHNSON MEMORIAL MIDDLE	100904041	80	170	110	24	28	412	$615,230
LAURA REEVES PRI	100904105	47	97	48	15	32	239	$359,436
SILSBEE EL	100904106	132	273	175	44	63	687	$1,029,721
District Total		346	756	466	102	169	1839	$2,754,444

District SCE Budget

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 coordinates the budget request process and provides approved allocations to the campuses. Silsbee ISD 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 as outlined in the Financial Accountability System Resource Guide (FASRG). The accounting practices of the district that are implemented by the campuses are consistent with cost principles and provide for adequate documentation to support costs charged to the SCE budget.

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. Silsbee ISD 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 district uses SCE funds only to provide programs and/or services that supplement the regular education program so that students at risk of dropping out of school can succeed in school. The district meets the required 55% direct services to serving identified at-risk students. All SCE expenditures are (1) reasonable and necessary, (2) aligned to the intent of SCE, (3) supplemental to the district's regular education programs with compensatory, intensive, and/or accelerated instruction, (4) supplemental to other federal* and state programs and the regular education program offered to all students, (5) disclosed in the DIP/CIP before SCE funds were expended, (6) will enhance the academic performance of at-risk students, (7) and their usage of funds evaluated. 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.

**ESSERII/III and SCE Funding - The purpose of ESSER funding in general, is to award subgrants to local educational agencies (LEAs) to address the impact that COVID-19 has had, and continues to have, on elementary and secondary schools. ESSER funds are not required to be supplemental to the LEA's state and local funds. For state compliance with spending requirements, TEA will combine funds 199, and 281 (ESSER II), and 282 (ESSER III) to verify that the state spending requirements were met for all state allotments.*

In accordance with TEC Sec. 29.081(b)(b-1) (b-2), Silsbee ISD provides accelerated instruction for students failing an end-of-course (EOC) assessment required for graduation and for all students identified as being at risk of dropping out of school (TEC Sec. 28.0211 (a-1)). This instruction is in the applicable subject area and occurs before or after school, or outside normal school operations, as deemed appropriate. The district sufficiently budgets specific funds for accelerated instruction. Allocations for accelerated instruction for students failing an End of Course (EOC) assessment required for graduation are made prior to budgeting SCE funds for any other purpose. Direct program expenditures of state compensatory education funds at Silsbee ISD: 1) support the intent and purpose of the program, 2) are allowable under statute and guidance, and 3) and are related to specific interventions identified in the appropriate district and campus improvement plans. Additionally, the SCE allotment is used to support a program eligible under Title I of the Elementary and Secondary Education Act of 1965 and its subsequent amendments at the following Title I campuses of SILSBEE ISD: Edwards Johnson Middle School, Laura Reeves Primary, and Silsbee Elementary. Indirect costs may be attributed to the following expenditure function codes: 34-Student Transportation; 41-General Administration; 81-Facilities Acquisition and Construction; and the Function 90 series of the general fund, as defined in the Texas Education Agency publication, Financial Accountability System Resource Guide (see also Module 6).

APPENDIX

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the campus/district's ability to focus on a limited number of targeted initiatives in this improvement plan, the campus/district will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the Person Responsible will report progress to the campus/district site-based committee.

MANDATE	REFERENCES	PERSON RESPONSIBLE	LOCATION OF IMPLEMENTATION and EVALUATION DOCUMENTATION
1. Bullying ● Prevention, identification, response to and reporting of bullying or bully-like behavior	Board Policy FFI(Local) TEC 11.252(a)(3)(E)	Campus Principal	Student Handbook Board Policy FFI(local) SISD Website
2. Coordinated Health Program ● Student fitness assessment data ● Use and success of methods of physical activity ● Nutrition Guidelines and Education ● Other indicators	TEC 11.253(d) Board Policy FFA(Local) and FFAA	Executive Director of Secondary Schools	Wellness Policy Coordinated School Health Plan
3. DAEP Requirements ● Student groups served – monitoring over-representation ● Attendance rates ● Pre- and post- assessment results ● Recidivism rates	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Assistant Principal of Alternative Education Programs	Board Policy FOCA(Legal)
4. District's Decision-Making and Planning Policies ● Evaluation – every two years	TEC 11.252(d)	Superintendent	District Advisory Team Administrative Procedures Principal's Office (Google Site)

5. Dyslexia Treatment Programs ● Intervention reading program ● Program Evaluation	TEC 11.252(a)(3)(B)	Dyslexia Coordinator	Dyslexia Program and Administrative Procedures SISD Website
6. Advanced Academic Services ● Program services provided ● Teacher training ● Program evaluation	Board Policy EHBB (Local)	AAS Coordinator	AAS Program and Administrative Procedures SISD Website
7. Migrant Plan (Title I, Part C) ● Shared Services Arrangement with Region 5 ESC	P.L. 107-110, Section 1415(b)	ESL Coordinator	Contracted Services with ESC Region V
8. Pregnancy Related Services ● District-wide procedures for campuses, as applicable		Federal & State Programs Coordinator	PRS Homebound Procedures Principal's Office (Google site)
9. Post-Secondary Preparedness/Higher Ed Information/Career Education ● Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: o Higher education admissions and financial aid, including sources of information o TEXAS grant program o Teach for Texas grant programs o The need to make informed curriculum choices for beyond high school o Sources of information on higher education admissions and financial aid ● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities	TEC 11.252(4) TEC 11.252(3)(G)	Campus Counselors	Campus Counselors Report
10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals	ESSA	Superintendent	Employee File

● Assisting teachers and paraprofessionals to meet certification requirements ● Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers ● Ensuring that teachers are receiving high-quality professional development ● Attracting and retaining certified, highly effective teachers			ESSA Equity Plan
11. Sexual Abuse and Maltreatment of Children ● Child Abuse and Neglect ● Student Welfare	TEC 38.0041(c) TEC 11.252(9) Board Policy FFG(Exhibit)	Superintendent	Superintendent Report
12. Student Welfare: Crisis Intervention Programs & Training ● District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: ○ Early mental health intervention ○ Mental health promotion and positive youth development ○ Substance abuse prevention ○ Substance abuse intervention ○ Suicide prevention and suicide prevention parent/ guardian notification procedures ● Training for teachers, school counselors, principals and all other appropriate personnel.	Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2) TEC 11.252(3)(B)(i) Board Policy FFB(Legal) Board Policy DMA(Legal)	Executive Director of Secondary Schools Campus Principal	Program report Training Report
13. Student Welfare: Discipline/Conflict/Violence Management (DIP) ● Methods for addressing **o** Suicide prevention including parent/guardian notification procedure **o** Conflict resolution programs **o** Student Discipline **o** Violence prevention and intervention programs **o** Unwanted physical or verbal aggression training **o** Sexual harassment training	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) Board Policy FFH(Legal), FFH(Local) TEC 11.253(d)(8) TEC 37.001	Superintendent Campus Principal	FFH (Exhibit)

o Harassment and dating violence training	Family Code 71.0021 TEC 37.0831		
14. Instruction of students with disabilities– ● Training designed for educators who work primarily outside the area of special education ● Texas Behavior Support Initiative (TBSI)	TEC 21.451(d)(2) Board Policy DMA(Legal)	Director of Special Education Campus Principals	Program Report Training Report
15. Technology Integration in Instructional and Administrative Programs	TEC 11.252(a)(3)(D) TEC 28.001	Instructional Technology Coordinator	District Technology Plan