

Silsbee Independent School District

Silsbee Elementary School

2024-2025 Improvement Plan



Mission Statement

The Mission of Silsbee Elementary School is to be focused on every student, teacher, and staff member embodying 4 core values referred to as ROAR. The core values are intended to guide our staff and students' daily actions and provide a safe, equitable learning community in which all students gain the skills to become successful members of society as they positively impact their world.

Vision

The Vision of Silsbee Elementary School is: At Silsbee Elementary School, we are empowered to reach our highest potential, through Resilience, Ownership, Advocacy, and Respect.

Core Beliefs

Core Values:

At SES we show Resilience in the face of difficult situations.

At SES we take Ownership in all aspects of our daily lives.

At SES we Advocate for strength of mind and heart.

At SES we Respect ourselves, others, and our environment.

Resilience: Resilience is the process and outcome of successfully adapting to difficult or challenging life experiences, especially through mental, emotional, and behavioral flexibility and adjustment to external and internal demands. Show acceptance, have purpose, and be flexible.

Ownership: Taking ownership is about taking initiative. We take ownership when we recognize the consequences of our actions. You, as an individual, are accountable for the quality and timeliness of an outcome, even when you're working with others. Be in control, communicate effectively, and take pride in your work.

Advocacy: You are empowered to stand up for yourself and others, do what is right, have confidence and feel comfortable solving your own problems and facing adversity. Be polite, be prepared, and be persistent.

Respect: You show respect when you accept somebody for who they are, even when they're different from you or you don't agree with them. You show respect when you treat property at least as good, if not better, than you would your own. Respect yourself, respect others, and respect our space.

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Goal 1: By the end of the 2024-2025 school year, Silsbee Elementary will achieve improvement in student achievement, as measured by state assessment scores, and an increase in operational efficiency, as measured by the effective allocation of resources and the implementation of HB 3 goals. This will be accomplished through targeted academic initiatives, professional development for staff, and the optimization of instructional practices, with progress monitored through quarterly data reviews and ongoing alignment with state standards and HB 3 objectives. *The percent of 3rd grade students that score Meets grade level or above on STAAR Reading will increase from 41% to 55% by June 2025. *The percent of 3rd grade students that score Meets grade level or above on STAAR Math will increase from 34% to 50% by June 2025. 5

Goal 2: By May 24, 2025, 100% of campus teachers will utilize high-quality instructional materials that fully cover state standards, are aligned to research based instructional strategies, and meet the needs of all students, including special populations. 9

Goal 3: By May 23, 2024, 100% of campus staff will employ the explicit school wide behavioral/academic expectations and routines with fidelity, as evidenced by classroom walkthroughs and student behaviors during transition periods including before, during, and after classroom instruction time documented by campus leadership team. 11

Goal 4: By the end of the 2024-2025 school year, Silsbee Elementary will increase participation from parents, community members, and stakeholders in curricular, co-curricular, and extracurricular activities by 20%, as measured through attendance records at school events, volunteer sign-ups, and stakeholder surveys. This goal will be tracked through reports on engagement metrics, with targeted outreach initiatives aimed at ensuring broad community involvement in supporting student success. 14

Goal 5: By the end of the 2024-2025 school year, 100% of Silsbee Elementary students will receive instruction from teachers who are fully certified in the specific courses they teach, as verified through staff certification records and course assignments. This goal will be monitored through annual certification audits and course assignment reviews to ensure compliance with state certification standards. 15

Priority Problem Statements

Goals

Goal 1: By the end of the 2024-2025 school year, Silsbee Elementary will achieve improvement in student achievement, as measured by state assessment scores, and an increase in operational efficiency, as measured by the effective allocation of resources and the implementation of HB 3 goals. This will be accomplished through targeted academic initiatives, professional development for staff, and the optimization of instructional practices, with progress monitored through quarterly data reviews and ongoing alignment with state standards and HB 3 objectives.

*The percent of 3rd grade students that score Meets grade level or above on STAAR Reading will increase from 41% to 55% by June 2025.

*The percent of 3rd grade students that score Meets grade level or above on STAAR Math will increase from 34% to 50% by June 2025.

Performance Objective 1: The percent of 1st Grade students that score "on benchmark" or above on the Composite score for the mClass Assessment will increase from 39% to 60% by the end of the year.

HB3 Goal

Evaluation Data Sources: mClass/DMAC

Strategy 1 Details
<p>Strategy 1: Implement small-group instruction tailored to individual student needs based on mClass assessment data. Groups should focus on phonics, phonemic awareness, and fluency to address skill gaps. Progress monitoring tools can be used bi-weekly to ensure adjustments to instruction are made as needed.</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>

Goal 1: By the end of the 2024-2025 school year, Silsbee Elementary will achieve improvement in student achievement, as measured by state assessment scores, and an increase in operational efficiency, as measured by the effective allocation of resources and the implementation of HB 3 goals. This will be accomplished through targeted academic initiatives, professional development for staff, and the optimization of instructional practices, with progress monitored through quarterly data reviews and ongoing alignment with state standards and HB 3 objectives.

*The percent of 3rd grade students that score Meets grade level or above on STAAR Reading will increase from 41% to 55% by June 2025.

*The percent of 3rd grade students that score Meets grade level or above on STAAR Math will increase from 34% to 50% by June 2025.

Performance Objective 2: The percent of 2nd Grade students that score "on benchmark" or above on the Composite score for the mClass Assessment will increase from 40% to 60% by the end of the year.

HB3 Goal

Evaluation Data Sources: mCLASS/DMAC

Strategy 1 Details
<p>Strategy 1: Dedicate a daily intervention block where students receive focused, differentiated instruction. Use mClass data to group students by their specific needs (e.g., vocabulary, comprehension) and provide explicit, research-based strategies for improvement.</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>

Goal 1: By the end of the 2024-2025 school year, Silsbee Elementary will achieve improvement in student achievement, as measured by state assessment scores, and an increase in operational efficiency, as measured by the effective allocation of resources and the implementation of HB 3 goals. This will be accomplished through targeted academic initiatives, professional development for staff, and the optimization of instructional practices, with progress monitored through quarterly data reviews and ongoing alignment with state standards and HB 3 objectives.

*The percent of 3rd grade students that score Meets grade level or above on STAAR Reading will increase from 41% to 55% by June 2025.

*The percent of 3rd grade students that score Meets grade level or above on STAAR Math will increase from 34% to 50% by June 2025.

Performance Objective 3: The average RIT score of Grade 1 students NWEA MAP Math Growth performance will increase from 155 to 173 by the end of the year.

HB3 Goal

Evaluation Data Sources: NWEA

Strategy 1 Details
<p>Strategy 1: Incorporate daily math fluency routines that focus on foundational number sense, such as counting, basic addition and subtraction, and understanding place value. Use tools like manipulatives, math games, and visual aids to build conceptual understanding and fluency.</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>

Goal 1: By the end of the 2024-2025 school year, Silsbee Elementary will achieve improvement in student achievement, as measured by state assessment scores, and an increase in operational efficiency, as measured by the effective allocation of resources and the implementation of HB 3 goals. This will be accomplished through targeted academic initiatives, professional development for staff, and the optimization of instructional practices, with progress monitored through quarterly data reviews and ongoing alignment with state standards and HB 3 objectives.

*The percent of 3rd grade students that score Meets grade level or above on STAAR Reading will increase from 41% to 55% by June 2025.

*The percent of 3rd grade students that score Meets grade level or above on STAAR Math will increase from 34% to 50% by June 2025.

Performance Objective 4: The average RIT Score of Grade 2 students NWEA MAP Math Growth performance will increase from 172 to 190 by the end of the year.

HB3 Goal

Evaluation Data Sources: NWEA

Strategy 1 Details
<p>Strategy 1: Use adaptive math programs (e.g., Progress Learning) that align with MAP goals to provide personalized learning experiences. These platform can identify gaps in understanding and deliver tailored instruction to help students progress at their own pace.</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>
Strategy 2 Details
<p>Strategy 2: Use NWEA MAP data to create small, flexible groups for targeted instruction. Provide focused lessons on specific areas where students are underperforming, such as operations or measurement, using hands-on activities and real-world problem-solving scenarios.</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>

Goal 2: By May 24, 2025, 100% of campus teachers will utilize high-quality instructional materials that fully cover state standards, are aligned to research based instructional strategies, and meet the needs of all students, including special populations.

Performance Objective 1: By January 2025, at least 90% of campus teachers will have completed professional development on selecting and implementing high-quality instructional materials that align with state standards and research-based instructional strategies, as evidenced by training attendance and implementation checklists.

Evaluation Data Sources: STRIVE data, TIP progress, PLC sign in sheets

Strategy 1 Details
<p>Strategy 1: Develop a structured calendar of professional development sessions focused on selecting and implementing high-quality instructional materials aligned with state standards and research-based strategies. Include sessions that address specific needs of special populations.</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>
Strategy 2 Details
<p>Strategy 2: Organize peer observation opportunities where teachers can observe colleagues who have successfully integrated high-quality instructional materials. Schedule collaborative planning sessions for teachers to share best practices and challenges.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>

Goal 2: By May 24, 2025, 100% of campus teachers will utilize high-quality instructional materials that fully cover state standards, are aligned to research based instructional strategies, and meet the needs of all students, including special populations.

Performance Objective 2: By March 2025, 100% of campus teachers will incorporate high-quality instructional materials in lesson planning and classroom instruction, ensuring these resources meet the diverse learning needs of all students, including special populations, as evidenced by lesson plan reviews and classroom observations.

Evaluation Data Sources: STRIVE data, Discipline data

Strategy 1 Details
<p>Strategy 1: Schedule regular collaborative planning sessions where teachers can work in teams to review and integrate high-quality materials into their lessons.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>
Strategy 2 Details
<p>Strategy 2: Ensure that administrators conduct regular lesson plan reviews and classroom walkthroughs, providing constructive feedback on the use of high-quality instructional materials and differentiation practices.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>
Strategy 3 Details
<p>Strategy 3: Arrange regular classroom observations by administrators and instructional coaches to monitor the use of high-quality materials. Follow observations with constructive feedback sessions.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>

Goal 3: By May 23, 2024, 100% of campus staff will employ the explicit school wide behavioral/academic expectations and routines with fidelity, as evidenced by classroom walkthroughs and student behaviors during transition periods including before, during, and after classroom instruction time documented by campus leadership team.

Performance Objective 1: By January 2024, 90% of campus staff will demonstrate consistent implementation of school-wide behavioral/academic expectations and routines outlined in our TIL Campus Playbook, as observed in classroom walkthroughs and transition period evaluations conducted by campus leadership.

Evaluation Data Sources: TIL Campus Playbook, STRIVE walkthrough data, TTESS Evaluations, Campus Pulse Check Survey Results, Sign In Sheets,

Strategy 1 Details
<p>Strategy 1: Provide campus staff with initial training on school-wide behavioral expectations and routines, followed by refresher sessions to reinforce these standards.</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>
Strategy 2 Details
<p>Strategy 2: Following each walkthrough, provide staff with targeted feedback to reinforce effective practices and address areas for improvement. Where needed, schedule one-on-one coaching sessions to support staff with additional strategies.</p>
Strategy 3 Details
<p>Strategy 3: Share monthly progress reports with campus staff, highlighting overall adherence to school-wide behavioral expectations and any trends observed in walkthroughs.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>

Goal 3: By May 23, 2024, 100% of campus staff will employ the explicit school wide behavioral/academic expectations and routines with fidelity, as evidenced by classroom walkthroughs and student behaviors during transition periods including before, during, and after classroom instruction time documented by campus leadership team.

Performance Objective 2: By March 2024, all campus staff will show improved consistency in enforcing school-wide behavioral/academic expectations as outlined in our TIL Campus Playbook, with a 20% decrease in documented behavioral incidents compared to the first quarter of the school year, as tracked by campus leadership.

Evaluation Data Sources: TIL Campus Playbook, STRIVE walkthrough data, TTESS Evaluations, Campus Pulse Check Survey Results

Strategy 1 Details
<p>Strategy 1: Provide regular feedback to staff on their consistency in enforcing routines during transitions, based on observations and incident data. Address any areas of concern promptly, offering additional guidance if needed.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>

Goal 3: By May 23, 2024, 100% of campus staff will employ the explicit school wide behavioral/academic expectations and routines with fidelity, as evidenced by classroom walkthroughs and student behaviors during transition periods including before, during, and after classroom instruction time documented by campus leadership team.

Performance Objective 3: By the end of the school year, 100% of teachers and staff will implement Capturing Kids' Hearts strategies, including creating social contracts, using affirmations, and practicing effective relationship-building techniques.

High Priority
Evaluation Data Sources: Walkthrough Data, Pulse Check Campus Surveys, CKH survey data, Weekly Newsletters

Strategy 1 Details
<p>Strategy 1: Provide all staff with comprehensive training on Capturing Kids' Hearts strategies, including social contracts, affirmations, and the EXCEL model for relationship building.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>
Strategy 2 Details
<p>Strategy 2: Regularly share progress with staff, celebrate successes (e.g., highlighting effective use of affirmations or social contracts), and address any challenges through targeted support or additional training sessions.</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>

Goal 4: By the end of the 2024-2025 school year, Silsbee Elementary will increase participation from parents, community members, and stakeholders in curricular, co-curricular, and extracurricular activities by 20%, as measured through attendance records at school events, volunteer sign-ups, and stakeholder surveys. This goal will be tracked through reports on engagement metrics, with targeted outreach initiatives aimed at ensuring broad community involvement in supporting student success.

Performance Objective 1: By the end of the 2024-2025 school year, the attendance of parents, community members, and stakeholders at curricular, co-curricular, and extracurricular events will increase by 20%, as tracked through sign-in sheets and digital attendance tracking systems.

Evaluation Data Sources: Event Sign in sheets, Google Log Request for Badges, Sign Out sheets

Strategy 1 Details
<p>Strategy 1: Use multiple platforms (e.g., school website, social media, newsletters, REMIND alerts) to promote events well in advance. Include clear details about the purpose, time, and benefits of attending to ensure better outreach.</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>
Strategy 2 Details
<p>Strategy 2: Organize events with themes that appeal to diverse family interests, such as cultural nights, STEM fairs, or art showcases. Pair events with food, entertainment, or student performances to draw larger crowds.</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>

Goal 5: By the end of the 2024-2025 school year, 100% of Silsbee Elementary students will receive instruction from teachers who are fully certified in the specific courses they teach, as verified through staff certification records and course assignments. This goal will be monitored through annual certification audits and course assignment reviews to ensure compliance with state certification standards.

Performance Objective 1: Throughout the 2024-2025 school year, all alternative certification staff will receive structured mentoring and support to enhance their instructional effectiveness, ensuring they are equipped to meet the academic needs of students. This support will be provided through regular coaching sessions, professional development opportunities, and ongoing feedback.

Evaluation Data Sources: Mentor and Coaching logs, Calendar docuemntation of meetings, Official certification by the end of the school year.

Strategy 1 Details
Strategy 1: Track the number, frequency, and content of mentoring sessions conducted throughout the year. This can include documenting topics covered, feedback provided, and specific instructional strategies discussed.
Strategy 2 Details
Strategy 2: Alternate Certification teachers will be provided with structured opportunities to observe classrooms of experienced, veteran educators in order to enhance their instructional practices and gain insights into effective teaching strategies.

Goal 5: By the end of the 2024-2025 school year, 100% of Silsbee Elementary students will receive instruction from teachers who are fully certified in the specific courses they teach, as verified through staff certification records and course assignments. This goal will be monitored through annual certification audits and course assignment reviews to ensure compliance with state certification standards.

Performance Objective 2: By the end of the academic year, the campus will conduct a certification audit for all teachers to ensure compliance with state certification requirements, addressing any discrepancies or areas of concern within 30 days of the audit's completion.

Evaluation Data Sources: Data provided by Human Resources, Meeting notes

Strategy 1 Details
<p>Strategy 1: In conjunctions with the human resource department, communicate clearly and regularly with all staff members regarding certification requirements, audit procedures, and timelines. Ensure teachers are informed about any discrepancies found and the steps necessary to resolve them.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing</p>