

Silsbee Independent School District

District Improvement Plan

2024-2025



Board Approval Date: February 11, 2025
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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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Priority Problem Statements

Problem Statement 1: Enrollment across the district has decreased.

Root Cause 1: Post-COVID enrollment numbers have continued to decline. As some families are moving outside of the district, others are electing to homeschool their children.

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: Student performance at the meets and masters performance level has declined over the years.

Root Cause 3: After COVID, the district has struggled to keep up with the increasing rigor of the STAAR assessment and newly adopted standards. The achievement gap continues to widen among our various student populations.

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

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
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 2 Details
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 3 Details
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 4 Details
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 5 Details
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 6 Details

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.

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 33% in 2023 to 40% in 2024.

Evaluation Data Sources: STAAR assessment results

Strategy 1 Details
<p>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).</p> <p>Results Driven Accountability</p>
Strategy 2 Details
<p>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.</p>
Strategy 3 Details
<p>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).</p>
Strategy 4 Details
<p>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.</p>
Strategy 5 Details
<p>Strategy 5: The district provides the campus with standards-aligned, high quality instructional materials that include the full unit and daily lesson plans, aligned assessments, scope and sequence, integrated supports to meet the needs of all students including special populations, and all necessary materials for implementation with fidelity. Campus leaders provide resources, training, and support for teachers to implement adopted instructional materials through internalization protocols, teacher planning time, and monitoring the rigor of taught lessons.</p>

Strategy 6 Details

Strategy 6: The district ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems (feedback on instructional materials alignment and use, data-driven instruction, leading effective professional development, and observation and feedback).

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
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 Multi-Tiered Systems of Support (MTSS), differentiated instruction and monitored interventions (see attached SCE addendum with budget information).
Strategy 2 Details
Strategy 2: The Multi-Tiered Systems of Support (MTSS) 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 MTSS. 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.
Results Driven Accountability
Strategy 3 Details
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 MTSS interventions and tutoring.
Strategy 4 Details
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 5 Details
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 6 Details

<p>Strategy 6: The district will provide a McKinney-Vento 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.</p>

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 2024 to 70 in 2025 as measured by the accountability system.

Evaluation Data Sources: Accountability Report

Strategy 1 Details
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. Results Driven Accountability
Strategy 2 Details
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.

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
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 2 Details
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 3 Details
Strategy 3: Silsbee campuses will focus on intervention and proactive strategies for students with previous attendance problems to ensure improvement in their behavior.
Strategy 4 Details
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 5 Details
Strategy 5: A summer credit recovery program will be offered to middle and high school students to regain lost credits.

Goal 3: 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.

Performance Objective 1: EC 1.1 The percent of PreK students that score on track in CLI Reading Literacy Measures will increase from 13% 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
Strategy 1: Beginning, Middle, and End of Year assessments for CLI Reading Literacy will be administered with consistency and fidelity by all PreK teachers.

Goal 3: 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.

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 37% at the beginning of the year to 55% by the end of the year.

HB3 Goal
Evaluation Data Sources: mClass results

Strategy 1 Details
Strategy 1: Beginning, Middle, and End of Year assessments for mClass Assessment will be administered with consistency and fidelity by all Kindergarten teachers.

Goal 3: 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.

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 39% to 60% by the the end of year.

HB3 Goal

Evaluation Data Sources: mClass results

Strategy 1 Details
Strategy 1: Beginning, Middle, and End of Year assessments for mClass Assessment will be administered with consistency and fidelity by all 1st Grade teachers.

Goal 3: 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.

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 40% to 60% by the end of year.

HB3 Goal

Evaluation Data Sources: mClass Assessment

Strategy 1 Details
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.

Goal 4: 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: EC 2.1 The percent of PreK students that score "on track" on the CLI Math Overall Measure will increase from 65% at the beginning of the year to 90% by the end of the year.

HB3 Goal

Evaluation Data Sources: CLI Overall Math

Strategy 1 Details
Strategy 1: Beginning, Middle, and End of Year assessments for CLI Math will be administered with consistency and fidelity by all PreK teachers.

Goal 4: 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: EC 2.2 The average RIT score of Kindergarten students' NWEA MAP Growth performance will increase from 141 at the beginning of the year to 160 by the end of the year.

HB3 Goal
Evaluation Data Sources: NWEA results

Strategy 1 Details
Strategy 1: Beginning, Middle, and End of Year assessments for NWEA MAP Growth will be administered with consistency and fidelity by all Kindergarten teachers.

Goal 4: 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: EC 2.3 The average RIT Score of Grade 1 students' NWEA MAP Growth performance will increase from 155 to 173 by the end of the year.

HB3 Goal
Evaluation Data Sources: NWEA results

Strategy 1 Details
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.

Goal 4: 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: EC 2.4 The average RIT Score of Grade 2 students' NWEA MAP Growth performance will increase from 166 to 190 by the end of the year.

HB3 Goal

Evaluation Data Sources: NWEA results

Strategy 1 Details
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.

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 64% to 78% by August 2026.

Performance Objective 1: CCMR 3.1 The percent of annual graduates who met the TSI criteria on the TSIA Reading will increase from 42% to 45% as reported on August Accountability Report.

HB3 Goal
Evaluation Data Sources: CCMR Accountability, PEIMS Data, College Board Data

Strategy 1 Details
Strategy 1: Increase opportunities for all students to take the TSI to become TSI Reading complete.
Strategy 2 Details
Strategy 2: Provide intervention through the use of Progress Learning modules for students who are unsuccessful on TSI.

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 64% to 78% by August 2026.

Performance Objective 2: CCMR 3.2 The percent of annual graduates who met the TSI criteria on the TSIA Math will increase from 33% to 35% as reported on August Accountability Report.

HB3 Goal
Evaluation Data Sources: CCMR Accountability, PEIMS Data, College Board Data

Strategy 1 Details
Strategy 1: Increase opportunities for all students to take the TSI to become TSI Math complete.
Strategy 2 Details
Strategy 2: Provide intervention through the use of Progress Learning modules for students who are unsuccessful on TSI.

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 64% to 78% by August 2026.

Performance Objective 3: CCMR 3.3 The percent of graduates that earn Industry Based Certification or level I or II certificates in any workforce education area will increase from 28% to 45%.

HB3 Goal
Evaluation Data Sources: CCMR Accountability, PEIMS Data

Strategy 1 Details
Strategy 1: A CCMR team will be developed and will meet monthly to discuss critical CCMR indicators including students receiving IBCs.
Strategy 2 Details
Strategy 2: Ensure all programs of study offer an aligned industry based certification.
Strategy 3 Details
Strategy 3: Implement Career Craft as a CCMR tracker to progress monitor attainment of CCMR credits.

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

Next Year's Recommendation: Consider Special Education teaching assignments as an additional identified shortage area in grades K-12.

Strategy 1 Details
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 2 Details
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 3 Details
Strategy 3: District will offer supplemental stipends in high-need subject areas to ensure students have access to certified teachers in those courses.

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

Performance Objective 2: 85% 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
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 2 Details
Strategy 2: Professional Development opportunities will be provided for maintaining and enhancing high quality instruction in the classroom based on identified needs.
Strategy 3 Details
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.

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

Performance Objective 3: 90% of our certified teachers will be retained for the following year.

Evaluation Data Sources: attrition rate or certified teachers

Strategy 1 Details
Strategy 1: Attend job fairs, career fairs, and increase postings on social media.

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

Performance Objective 4: 100% of existing teaching positions will be given the opportunity to have an exit interview in order to gain understanding of why teachers are leaving Silsbee ISD

Evaluation Data Sources: exit interviews, meeting notes

Strategy 1 Details
Strategy 1: Surveys submitted to all teachers that resign.

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
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 2 Details
Strategy 2: Provide all instructional staff training in data collection and progress monitoring of special education students.

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 42% to 50% before the start of the 2025-2026 school year.

Evaluation Data Sources: teacher certifications

Strategy 1 Details
Strategy 1: Provide instructional staff training and coaching on utilizing ELPS in the classroom, and implementing and documenting instructional accommodations.
Strategy 2 Details
Strategy 2: Provide reimbursements for teachers who obtain their ESL Certification.

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 2025-2026 school year.

Evaluation Data Sources: teacher certifications

Strategy 1 Details
Strategy 1: Provide instructional staff training and coaching on utilizing ELPS in the classroom, and implementing and documenting instructional accommodations.
Strategy 2 Details
Strategy 2: Provide reimbursements for teachers who obtain their ESL Certification.

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

Performance Objective 8: 90% of TIA designation teachers will be retained each year for the following school year.

Evaluation Data Sources: Attrition rate of designated teachers, Annual TIA survey

Strategy 1 Details
Strategy 1: Review annual TIA survey results to determine if implementation of TIA is effective for retention of designated teachers.

Goal 7: Silsbee ISD will provide a safe and healthy learning/work environment for students and staff.

Performance Objective 1: 100% of students will feel physically safe on school grounds before, during, and after the school day as indicated on surveys conducted by May 2025.

Evaluation Data Sources: School climate and safety surveys

Strategy 1 Details
Strategy 1: Continue implementation of Texas Behavior Support Initiative (TBSI), Positive Behavioral Interventions and Supports (PBIS), Special Education Behavior Intervention Program, and Handle With Care to identify, adapt, and sustain effective school-wide social, emotional, behavioral, and disciplinary practices. Provide necessary professional development to ensure implementation.
Strategy 2 Details
Strategy 2: Campus based committees will identify and support students in need of additional behavioral supports. Campus behavior threat assessment teams will screen for student safety concerns using the Texas School Safety Centers behavioral threat assessment template.
Strategy 3 Details
Strategy 3: Continue the plan to address child sexual abuse, trafficking, and maltreatment, and increase faculty and staff awareness and possible warning signs at the campuses.
Strategy 4 Details
Strategy 4: School Resource Officers will patrol district property to protect all students, personnel, and visitors from physical harm and prevent property loss due to theft or vandalism. They will enforce all laws including municipal ordinances, county ordinances, and state laws.
Strategy 5 Details
Strategy 5: Continue the harassment and dating violence plan designed to increase student safety and inform students and educators that harassment and dating violence is not tolerated. Educate students and teachers of the available resources and support for victims. Work with staff and students to report harassment and dating violence to campus administrators and Title IX director and then immediately notify parents.

Goal 7: Silsbee ISD will provide a safe and healthy learning/work environment for students and staff.

Performance Objective 2: 100% of students will feel mentally safe on school grounds before, during, and after the school day as indicated on surveys conducted by May 2025.

Evaluation Data Sources: School climate and safety surveys

Strategy 1 Details
Strategy 1: Monitor bullying prevention training and awareness. Implement bullying policy and procedures. The district will utilize multiple methods of reporting, including anonymously through STOPit or the District website.
Strategy 2 Details
Strategy 2: Provide training for teachers in early mental health intervention and suicide prevention for students and identification for students who may be at-risk for psychological distress. Provide a program for counselors to monitor the mental health needs of students on campus.
Strategy 3 Details
Strategy 3: The District will improve academic outcomes by maintaining safe and healthy students. Provide training and materials for trauma preparedness, healthy choices, and ability to report safety concerns.
Strategy 4 Details
Strategy 4: The district will implement a comprehensive school counseling program to help students develop academically, socially, emotionally, and professionally.